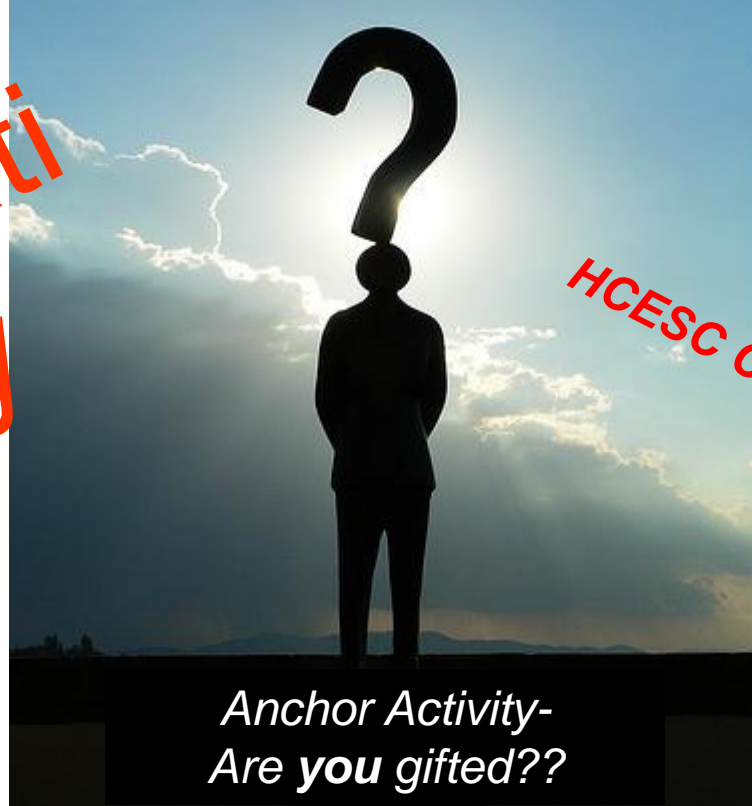


Cincinnati  
Country  
Day



**Session 1-**  
Presented by  
Sylvia St. Cyr  
HCESC Coordinator of Gifted Services

Anchor Activity-  
Are *you* gifted??

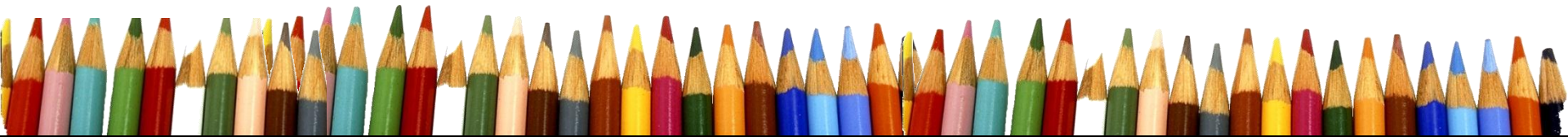
umor?

Using Differentiation to Meet the  
Needs of  
the Gifted/High Achievers..

# Why I'm excited today



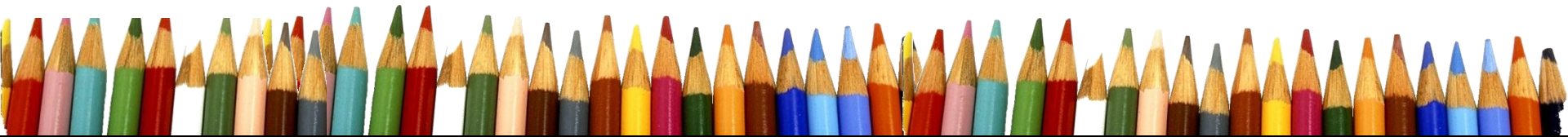
Stay Great....



# This Year..



- **Today: Overview of gifted-**
- **October 3<sup>rd</sup>-Digital Bloom's-**
- **February 6<sup>th</sup>- More tools for the differentiation toolbox**



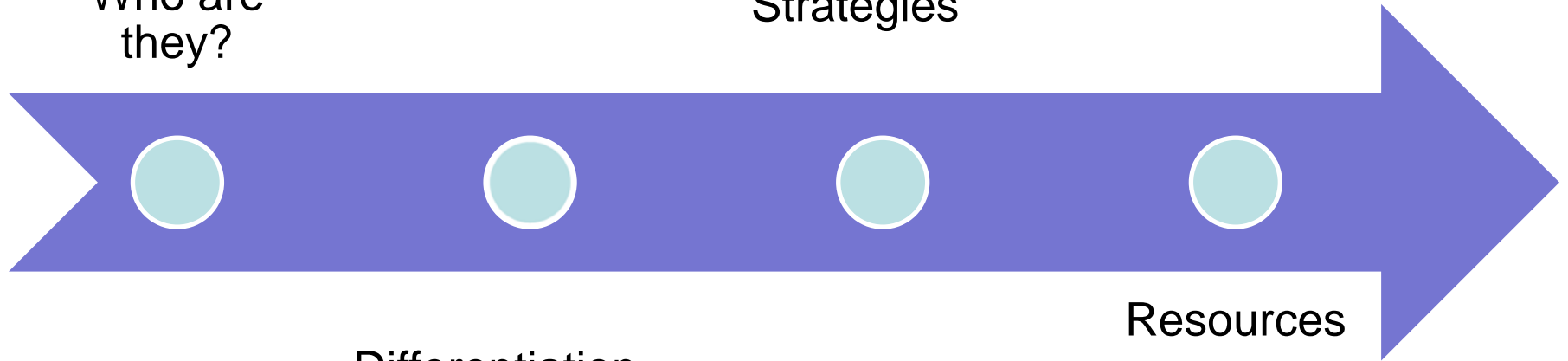


# Today's Agenda:



Defining  
Giftedness-  
Who are  
they?

Low Prep  
Support  
Strategies

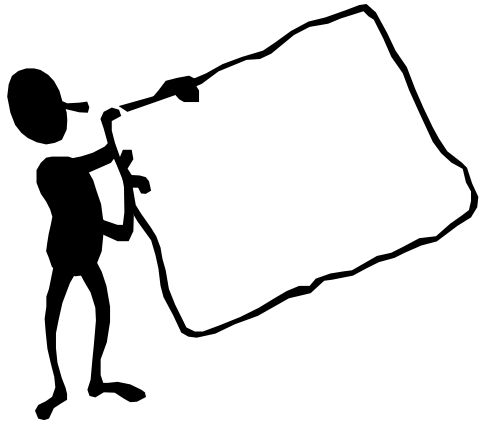


Differentiation  
Overview

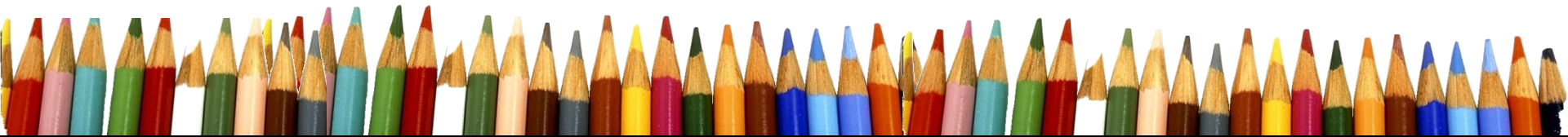
Resources  
for  
Families



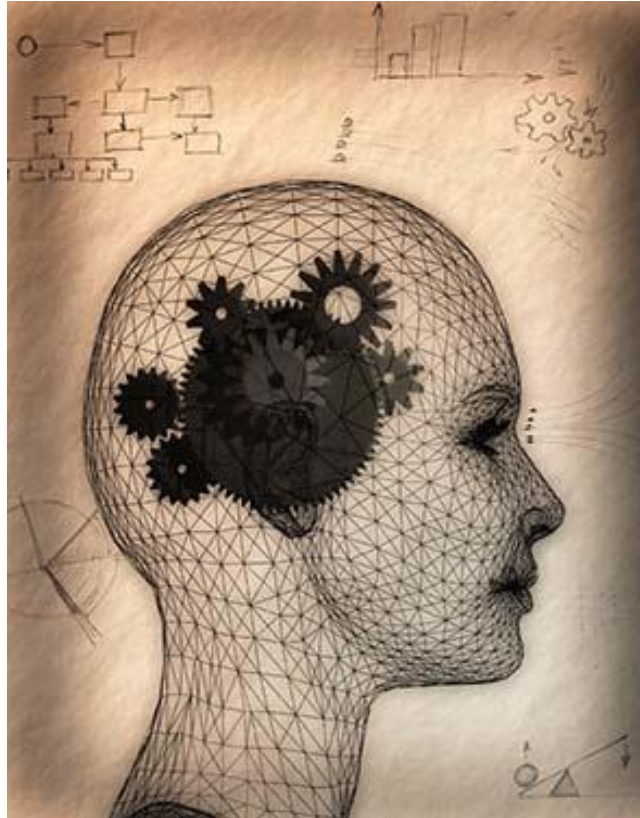
# Housekeeping:



**Rules....**



# What do we mean by gifted?



# National Association for Gifted Children

What's the National definition?

## **National Association For Gifted Children (NAGC)**

*Gifted individuals are those who demonstrate outstanding levels of aptitude (defined as an exceptional ability to reason and learn) or competence (documented performance or achievement in top 10% or rarer) in one or more domains. Domains include any structured area of activity with its own symbol system (e.g., mathematics, music, language) and/or set of sensorimotor skills (e.g., painting, dance, sports).*





# Who is Gifted in Ohio?

- Superior Cognitive Ability
- Specific Academic Ability  
(Reading, Writing, Mathematics, Science, Social Studies)
- Creative Thinking Ability
- Visual or Performing Arts Ability



# Characteristics of Various Areas of Giftedness

## VISUAL/PERFORMING ARTS

- ♦ outstanding in sense of spatial relationships
- ♦ unusual ability for expressing self feelings, moods, etc., through art, dance, drama, music
  - ♦ good motor coordination
  - ♦ exhibits creative expression
- ♦ desire for producing "own product" (not content with mere copying)
  - ♦ observant

## LEADERSHIP

- ♦ assumes responsibility
- ♦ high expectations for self and others
- ♦ fluent, concise self-expression
- ♦ foresees consequences and implications of decisions
- ♦ good judgement in decision making
- ♦ likes structure
- ♦ well liked by peers
- ♦ self-confident
- ♦ organized

## CREATIVE THINKING

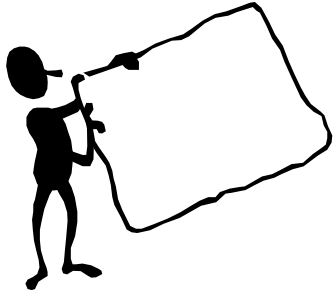
- ♦ independent thinker
- ♦ exhibits original thinking in oral and written expression
  - ♦ comes up with several solutions to a given problem
    - ♦ possesses a sense of humor
    - ♦ creates and invents
  - ♦ challenged by creative tasks
    - ♦ improvises often
- ♦ does not mind being different from the crowd

## GENERAL INTELLECTUAL ABILITY

- ♦ formulates abstractions
- ♦ processes information in complex ways
  - ♦ observant
- ♦ excited about new ideas
  - ♦ enjoys hypothesizing
  - ♦ learns rapidly
- ♦ uses a large vocabulary
  - ♦ inquisitive
  - ♦ self-starter

## SPECIFIC ACADEMIC ABILITY

- ♦ good memorization ability
- ♦ advanced comprehension
- ♦ acquires basic-skills knowledge quickly
  - ♦ widely read in special-interest area
- ♦ high academic success in special-interest area
- ♦ pursues special interests with enthusiasm and vigor



# You Decide...



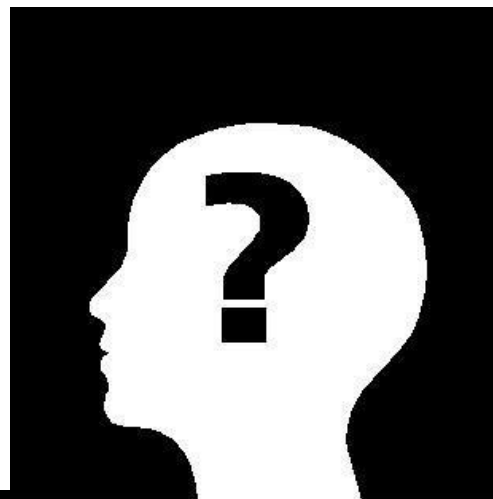
# Gifted, Creative or Bright?

- Remembers the answers.
- Is interested.
- Is attentive.
- Generates advanced ideas.
- Works hard to achieve.
- Answer the questions in detail.
- Performs at the top of the group.
- Responds with interest and opinions.
- Learns with ease.
- Needs 6 to 8 repetitions to master.
- Comprehends at a high level.
- Enjoys the company of age peers.
- Understands complex, abstract humor.
- Grasps the meaning.
- Completes assignments on time.
- Is receptive.
- Is accurate and complete.
- Enjoys school often.
- Absorbs information.
- Is a technician with expertise in a field.
- Memorizes well.
- Is highly alert and observant.
- Is pleased with own learning.
- Gets A's.
- Is able.



# Gifted, Creative or Bright?

- Sees exceptions.
- Wonders.
- Daydreams; may seem off task.
- Overflows with ideas, many of which will never be developed.
- Plays with ideas and concepts.
- injects new possibilities.
- Is in own group.
- Shares bizarre, sometimes conflicting opinions.
- Questions: What if...
- Questions the need for mastery.
- Comprehends in-depth, complex ideas.
- Prefers the company of creative peers but often works alone.
- Relishes wild, off-the-wall humor.
- Makes mental leaps: Aha!
- Initiates more projects that will ever be completed.
- Is independent and unconventional.
- Is original and continually developing.
- Enjoys creating.
- Improvises.
- Is an inventor and idea generator.
- Creates and brainstorms well.
- Is intuitive.
- Is never finished with possibilities.
- May not be motivated by grades.
- Is idiosyncratic.





# Gifted, Creative or Bright?

- Poses unforeseen questions.
- Is curious.
- Is selectively mentally engaged.
- Generates complex, abstract ideas.
- Knows without working hard.
- Ponders with depth and multiple perspectives.
- Is beyond the group.
- Exhibits feelings and opinions from multiple perspectives.
- Already knows.
- Needs 1 to 3 repetitions to master.
- Comprehends in-depth, complex ideas.
- Prefers the company of intellectual peers.
- Creates complex, abstract humor.
- Infers and connects concepts.
- Initiates projects and extensions of assignments.
- Is intense.
- Is original and continually developing.
- Enjoys self-directed learning.
- Manipulates information.
- Is an expert who abstracts beyond the field.
- Guesses and infers well.
- Anticipates and relates observations.
- Is self-critical.
- May not be motivated by grades.
- Is intellectual.



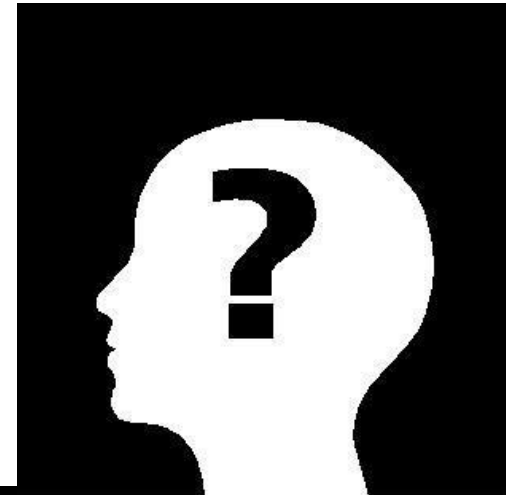
# Bright “teacher’s pet”

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- Absorbs information.
- Is a technician with expertise in a field.
- Memorizes well.
- Is highly alert and observant.
- Is pleased with own learning.
- Gets A's.
- Is able.



# Creative....they will push the envelope for assignments, etc.

- Sees exceptions.
- Wonders.
- Daydreams; may seem off task.
- Overflows with ideas, many of which will never be developed.
- Plays with ideas and concepts.
- injects new possibilities.
- Is in own group.
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- Creates and brainstorms well.
- Is intuitive.
- Is never finished with possibilities.
- May not be motivated by grades.
- Is idiosyncratic.



# Gifted... not always an easy student to deal with

- Poses unforeseen questions.
- Is curious.
- Is selectively mentally engaged.
- Generates complex, abstract ideas.
- Knows without working hard.
- Ponders with depth and multiple perspectives.
- Is beyond the group.
- Exhibits feelings and opinions from multiple perspectives.
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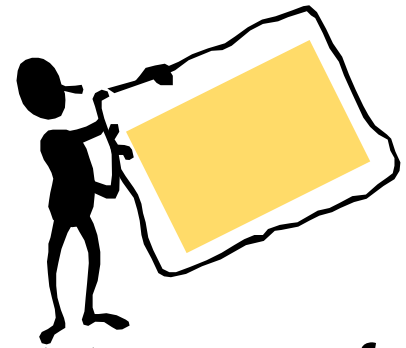
# Atypical Gifted Behaviors



- May not be motivated by grades
- May seem to be off-task, disinterested, or bored
- Is reluctant to do rote assignments
- Questions everything, including authority
- May be self-critical and fear failure
- Exhibits “wild, off the wall” humor
- Tends to dominate others
- Overflows with ideas
- May prefer to work independently
- Appears stubborn
- Exhibits emotional sensitivity
- Tends to turn in messy papers
- Appears to be a slow starter
- Is reluctant to move to a new task



# Discussion...



Skim the handouts for the different types of gifted students.

Highlight key ideas/noteables

Be ready to share your insights with your table mates



# Debrief



# Who Are they?

Can you think of one celebrity or fictional character that fits the description?

Work as a group to jot down one person/character for each type of gifted person.



# “The Success-fuls”

As many as 90% of identified students are “successfuls”.

Learned the system

Score high

Rarely exhibit behavior problems

Often become bored with school

Get by with as little effort as possible

Tend to become competent and unimaginative adults who do not fully develop their gifts and talents.



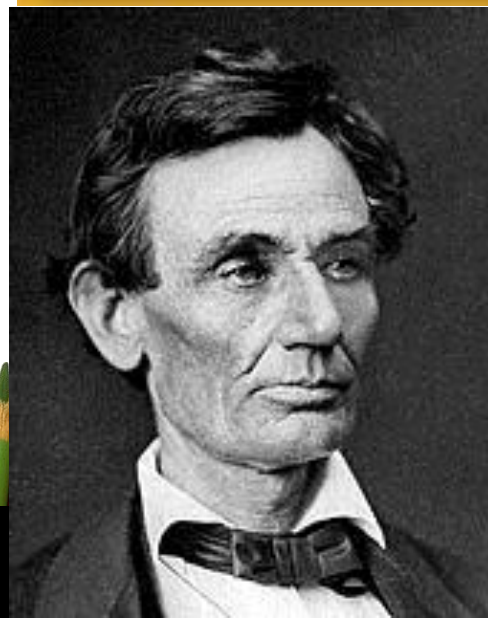
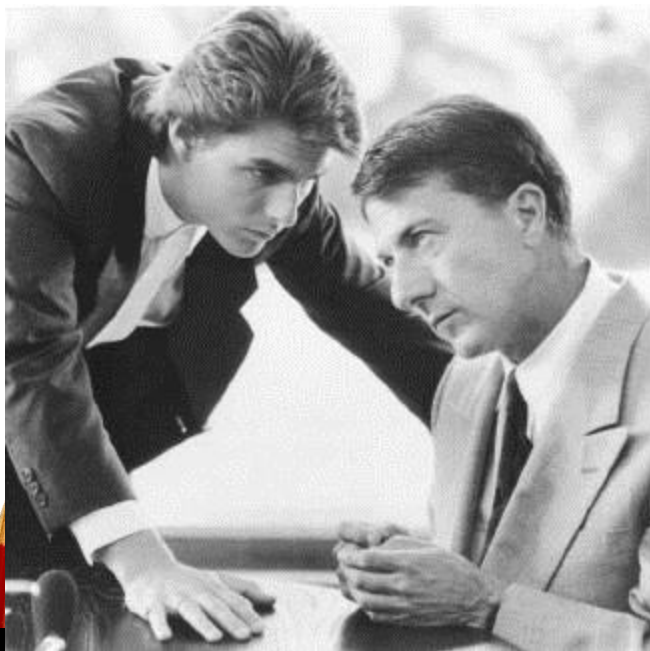
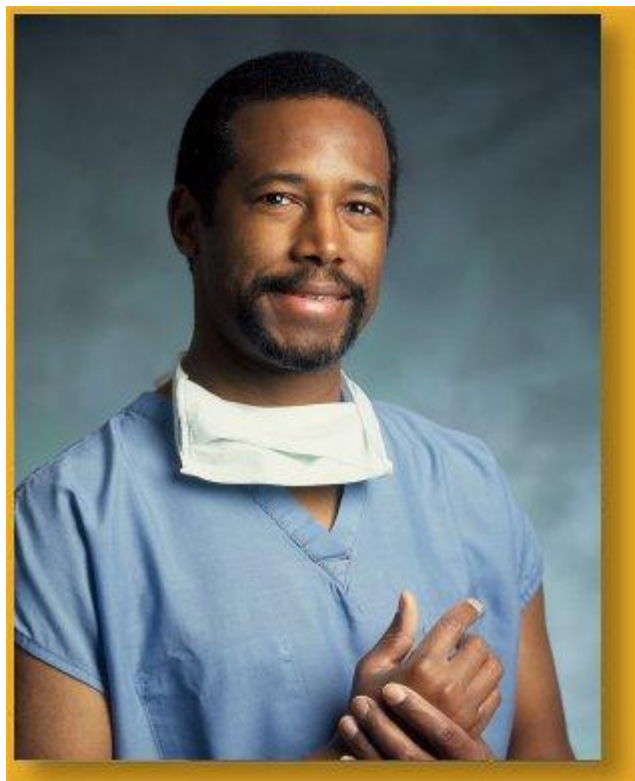
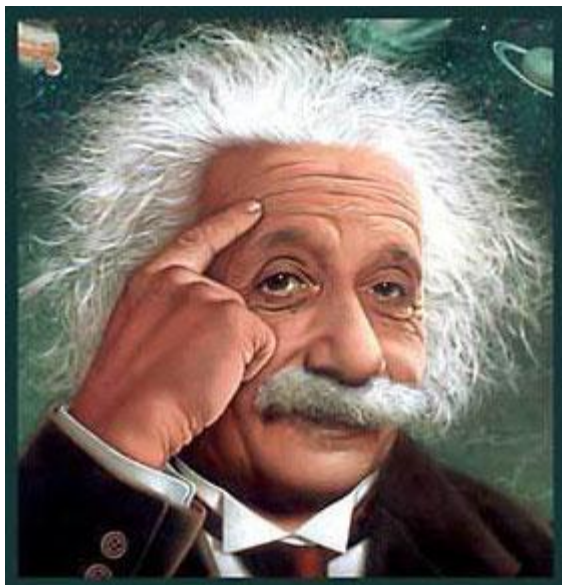




# The Double Labelled

- Physical, emotional or learning disabilities
- Don't exhibit behavior schools look for in G/T students
- Deny having problems by claiming boredom
- Use humor





# The Challenges

Often not identified

High degree of creativity- can appear to be obstinate, tactless or sarcastic.

Question authority- challenge teachers

Do not conform

Receive little recognition and few awards

Conflict- Highly at risk!







# The Undergrounds

Usually females going through puberty

Need for belonging

Sudden, radical transformation

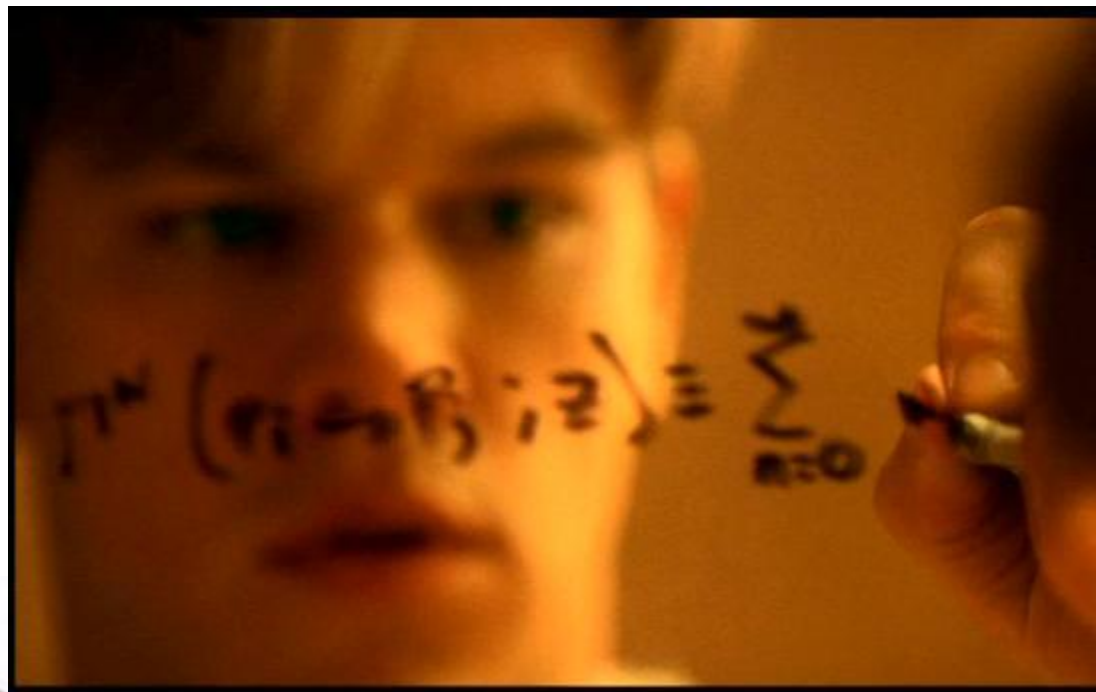
Loss of interest in previous passions

Insecure and anxious

Adults reaction usually only increases their resistance.



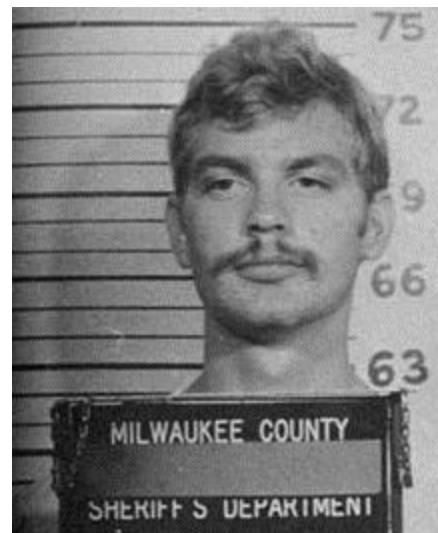




# The Drop Outs

- Angry
- Rejected
- System hasn't met their needs for years
- Depressed, withdrawn
- Schools is irrelevant
- Usually identified late
- Low self esteem





# The Autonomous Learners

Few

Work in School system

Use the system to create new opportunities

Strong, positive self concepts

Positive attention and support

Well respected

Serve as leaders







# There is Great Diversity in Giftedness...



Life = Risk.wmv





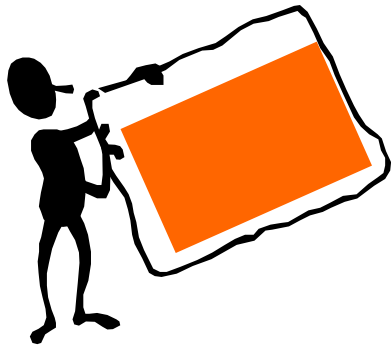
“Not every child has an equal talent or an equal ability or equal motivation; but children have the equal right to develop their talent, their ability, and their motivation.”

- John F. Kennedy



# So what is education like for the gifted students?

- Myths that reveal the truth...



Top 10 Myths in Gifted Education.flv

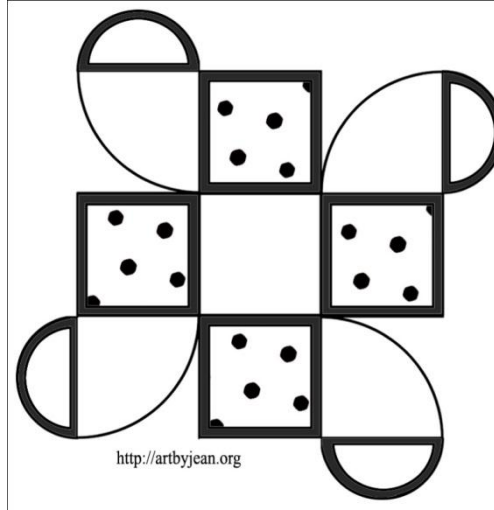
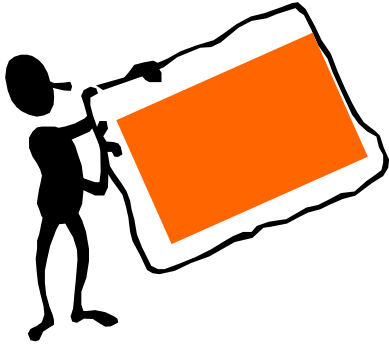


## Myths in Gifted Education: NAGC Research support debunking

1. Gifted students don't need help.
2. Gifted kids are just fine with the regular curriculum.
3. We need the gifted kids in our classes to provide role modeling for other students.
4. All children are gifted.
5. Acceleration is harmful.
6. Gifted Education programs are elitist.
7. She can't be gifted. She gets poor grades.
8. This child has disabilities. He can't be gifted.
9. We offer enough support for gifted students with AP classes, etc.
10. Gifted education requires abundant resources.



# Think Dot Debrief



## Think Dot Debrief:

- Which myth resonated the most with you and why?
- Do any of the myths seem to be true for you, contrasting what the video suggest? Discuss.
- Did the students from the video mirror some of the profiles we previously discussed? If so, how?
- How will you use the organizer for the different types of students?
- Which behaviors listed on the organizers are the most challenging to deal with?
- How would you respond to a parent, child, teacher, etc. who implies that providing something different for gifted/advanced students is elitist?



If we teach today's  
students  
as we taught  
yesterday's,  
we rob them of  
tomorrow.

- John Dewey

*Myth: Gifted education  
requires abundant  
resources.*

**What is a key component  
when considering educational  
resources for gifted students  
and ALL students?**



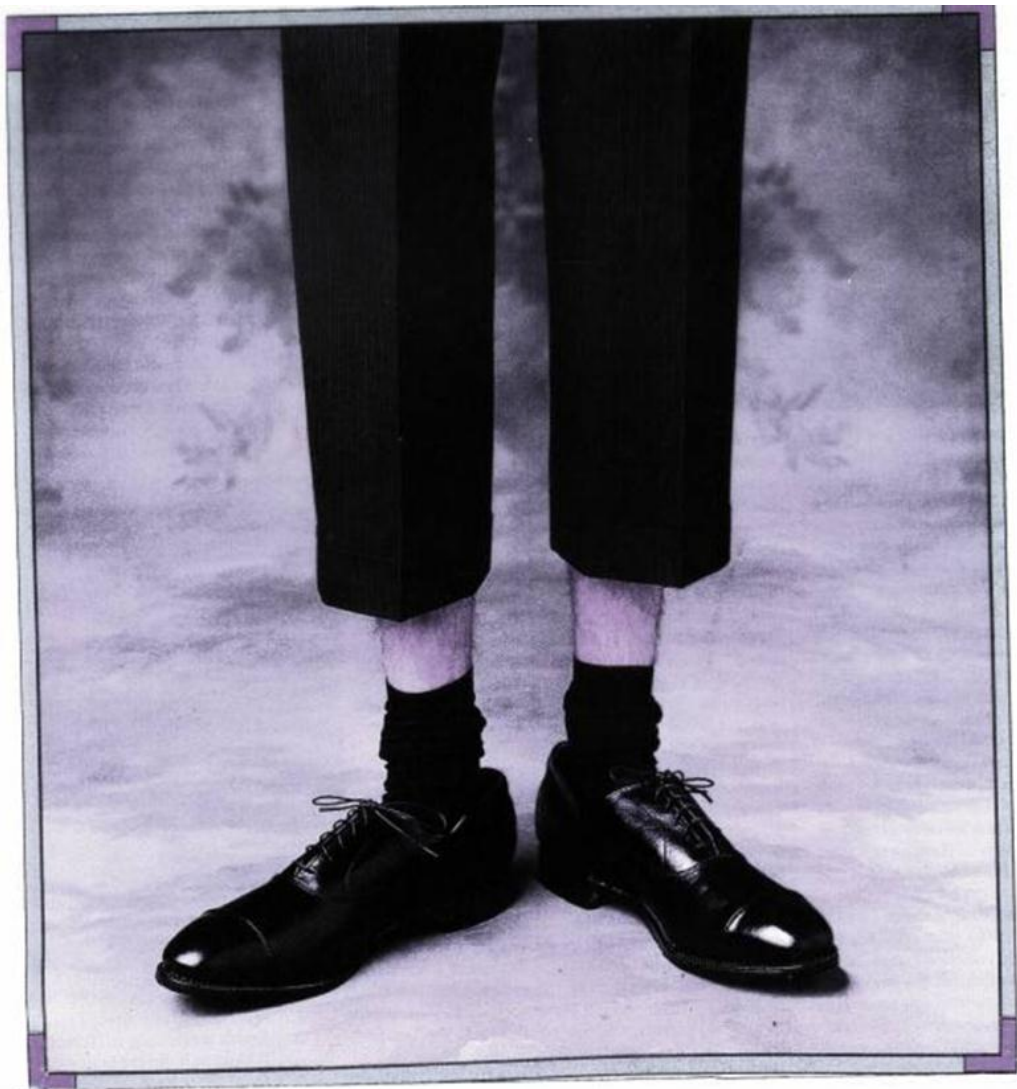




# Differentiation

- Is a classroom in balance...





ONE SIZE DOES NOT FIT ALL

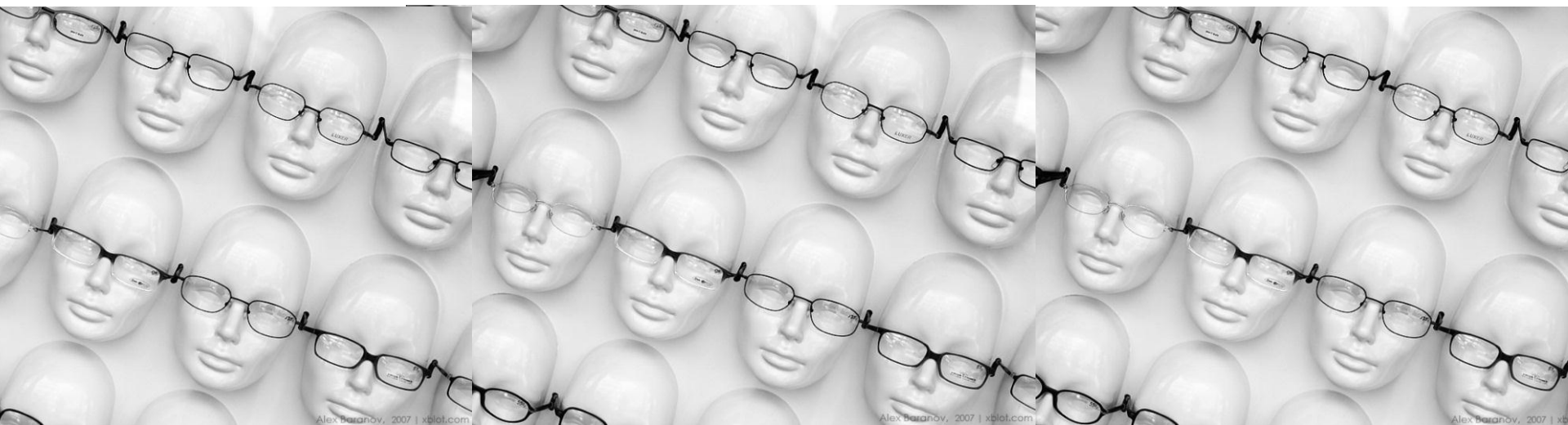
# One way to think about differentiation

Differentiation is classroom practice that looks eyeball to eyeball with the reality that kids differ, and *the most effective teachers do whatever it takes to hook the whole range of kids on learning.*



The biggest mistake of past centuries in teaching has been to treat all children as if they were variants of the same individual and thus to feel justified in *teaching them all the same subjects in the same way.*

Howard Gardner



**Differentiation  
must be an extension of,  
not a  
replacement for,  
high quality  
curriculum.**





"Defensible  
differentiation  
always teaches  
up~  
Never waters  
down"



What is DI - Differentiation Central.wmv



# Philosophy of Differentiation

learning

teaching



learning

teaching



# I'm already differentiating!

The best differentiation is Pro-Active  
Not reactive...



Differentiation encompasses:

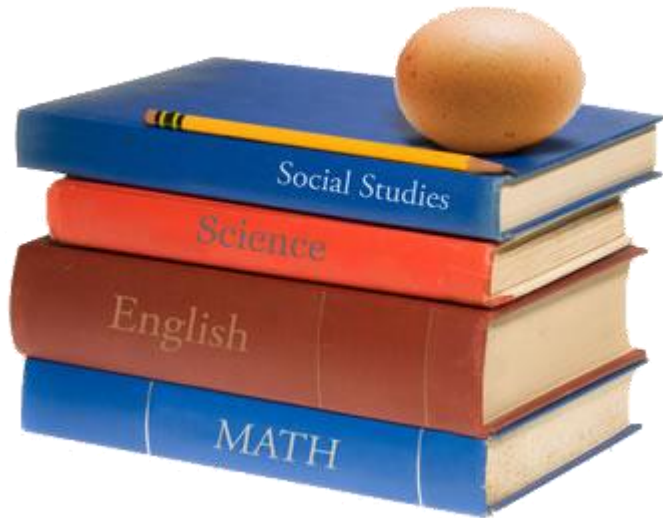
Content What

Process How

Product Assessment



# Content



is...the subject  
matter of the  
required program.  
is...what the learner  
will know.







**CONTENT** is what we want students to:

- know (facts and information)
- understand (principles, generalizations, ideas)
- be able to do (skills)

Diane Heacox, *Differentiating Instruction in the Regular Classroom*

# Content is differentiated...

(a) when you **pre-assess** students' skill and knowledge, then match learners with appropriate activities according to readiness;

(b) when you give students **choices** about topics to explore in greater depth;

(c) when you provide students with **basic and advanced resources that match their current levels of understanding.**



# Ways to Differentiate Content

- Reading Partners / Reading Buddies
- Flip Books
- Split Journals (Double Entry - Triple Entry)
- Books on Tape
- Digests/ "Cliff Notes"
- Note-taking Organizers
- Varied Texts
- Varied Supplementary Materials
- Highlighted Texts

Think, Pair,  
Share...

What's one more?

**curriculum compacting**

Tomlinson - '00



# PROCESS

is...the cognitive, affective, and/or physical skills needed to learn the content.



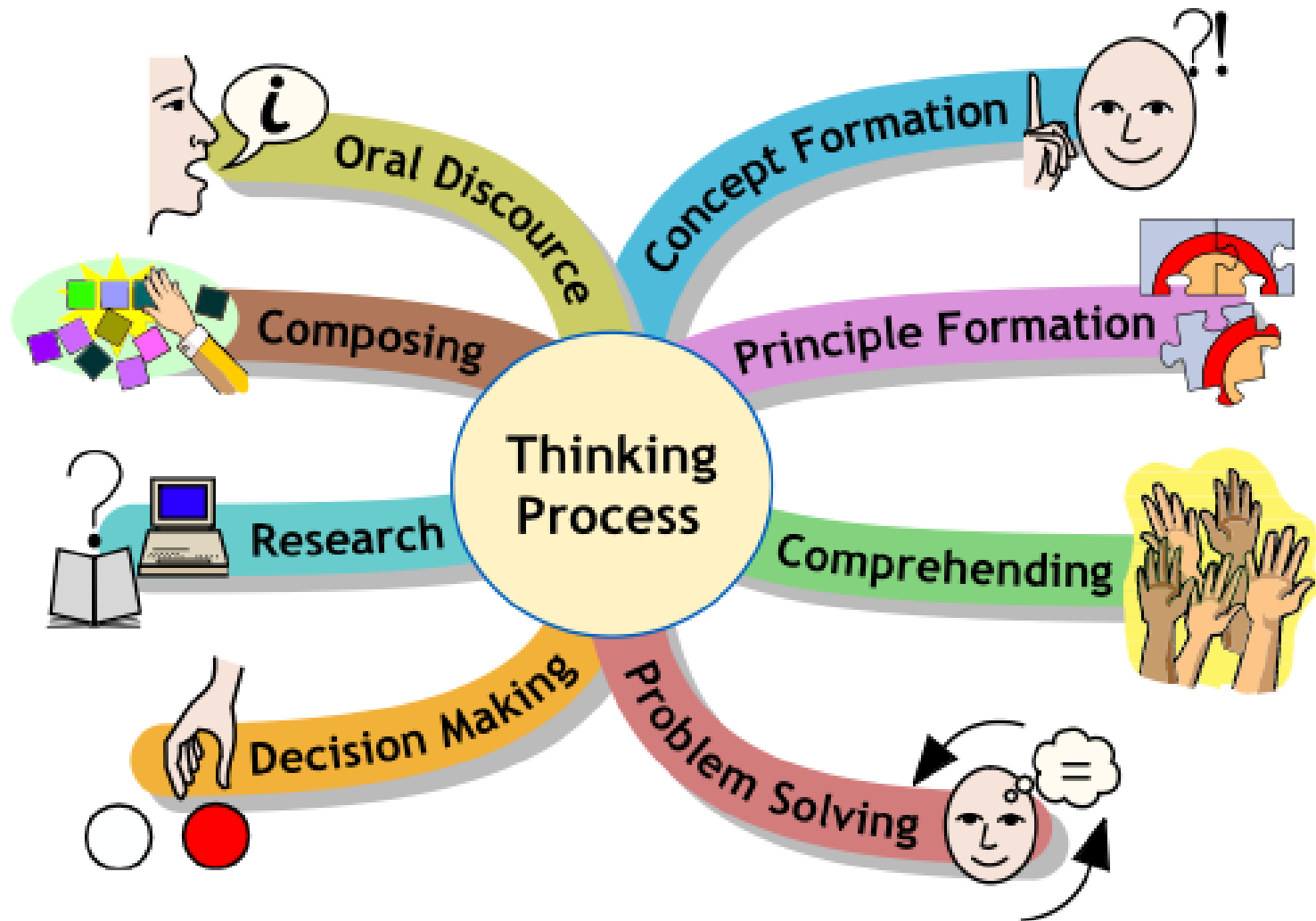


**PROCESS** is the “how” of teaching. Process refers to the activities that you design to help students think about and make sense of the key principles and information of the content they are learning.



Carol Ann Tomlinson

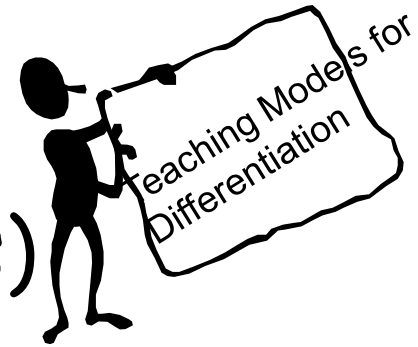




# WAYS

## TO DIFFERENTIATE PROCESS

- Cubing, Think Dots
- Choices (Multiple Intelligences)
- Menu boards
- Concept Development Model
- Problem Based Learning
- Paul Reasoning Model
- Research Model
- Socratic Seminar



*What is one way that you have differentiated the process for students in the past?*



# PRODUCT

is...the observable evidence of the degree of success that the student has assimilated the content and process.

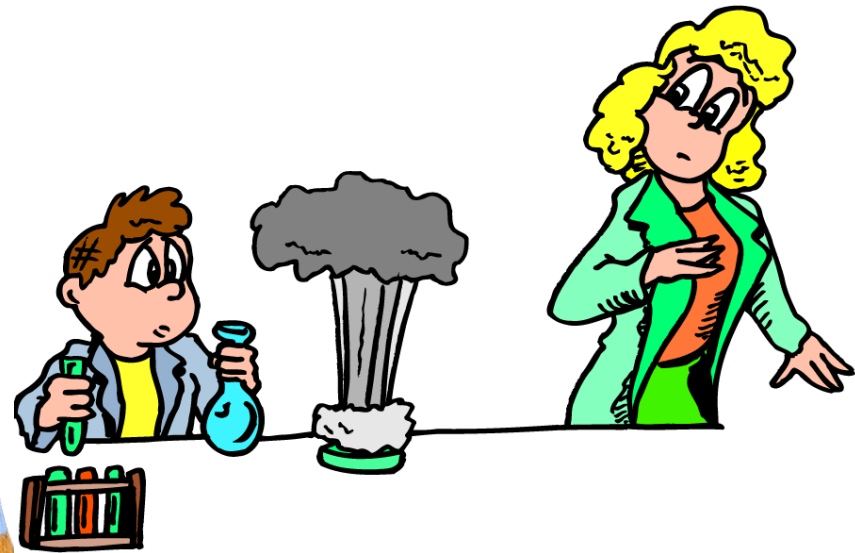
is...how the learner will express and transfer what has been learned.



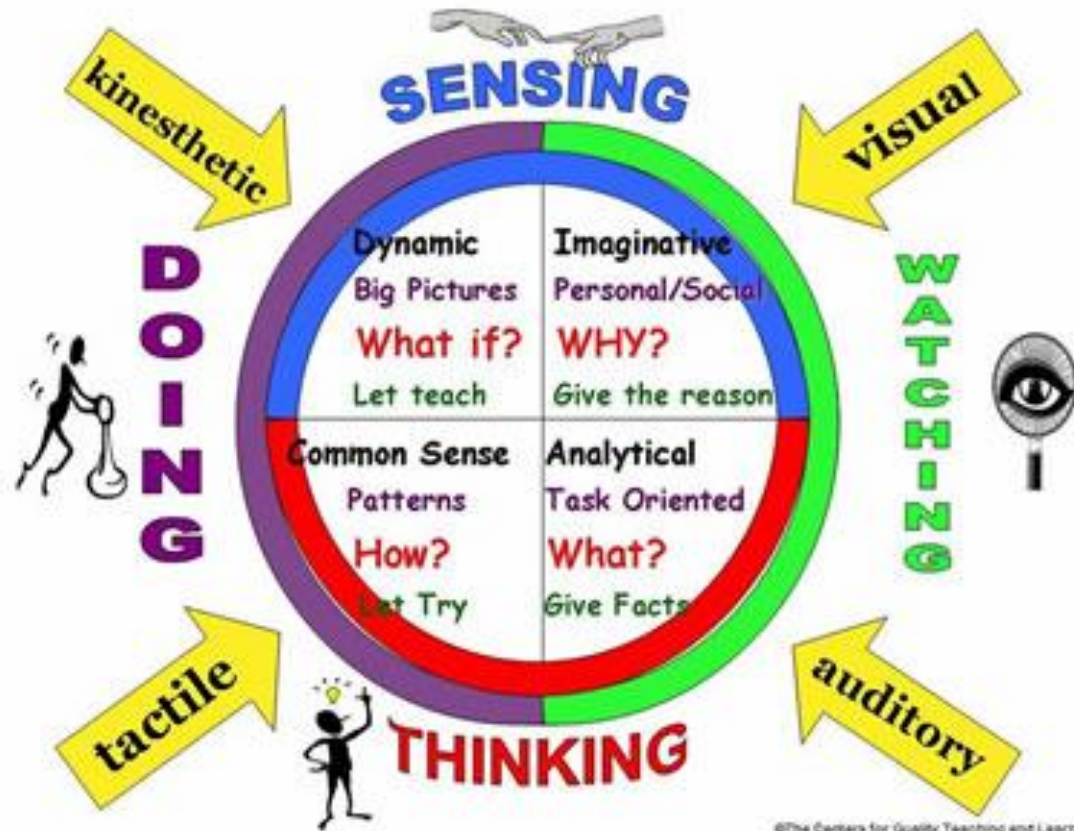
# ways

## to Differentiate Product

- Choices based on readiness, interest, and learning profile
- Clear expectations
- Timelines
- Agreements
- Product Guides
- Rubrics
- Evaluation



# Examples of products:



What is one new Product you would be willing to try with your students?





**Your turn!**

# Content, process or Product?



Giving students options of how to express required learning (e.g., create a youtube video, write a letter, or develop a mural with labels);

Using reading materials at varying readability levels;

Holding a Socratic Seminar

Using spelling or vocabulary lists at readiness levels of students;

Varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth.

Encouraging students to create their own product assignments as long as the assignments contain required elements.

**Instruction is  
Differentiated Depending  
on a Student's...**



**Learning  
Style Profile**

**Interests**

**Readiness**

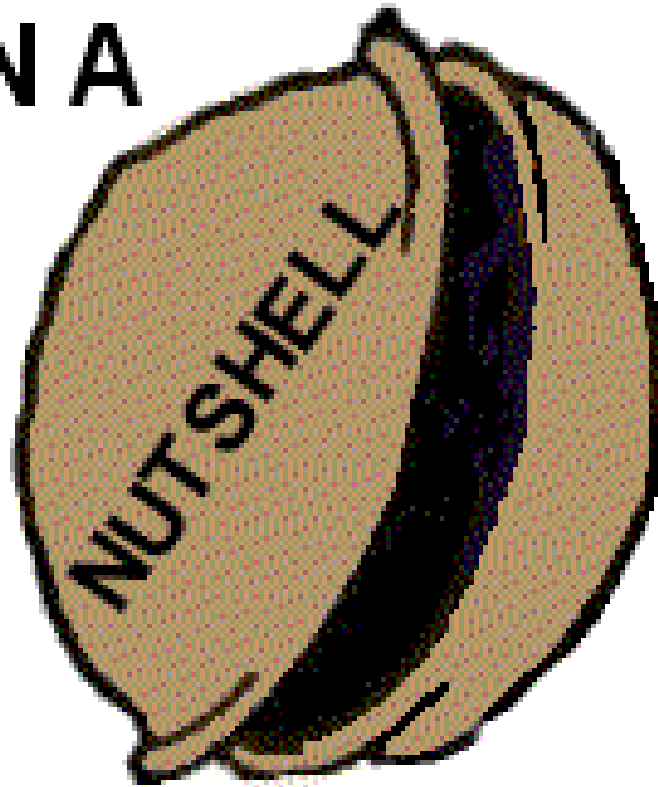
**by varying  
the...**

**Content**

**Process**

**Product**

# DIFFERENTIATION IN A



Curriculum: Content/Process/Product

Student: Readiness/Interest/Learning Style



Hold this thought!



“...remember one thing above all...: The more ways you teach, the more students you will reach!”

Differentiating Instruction In a Whole Group Setting 7-12-Hollas

# Determine the Entry Point





# Fist to Five



**I use pre-assessments to  
drive instruction**



# Readiness- Skill Level

***Readiness*** is a student's entry point relative to a particular understanding or skill.



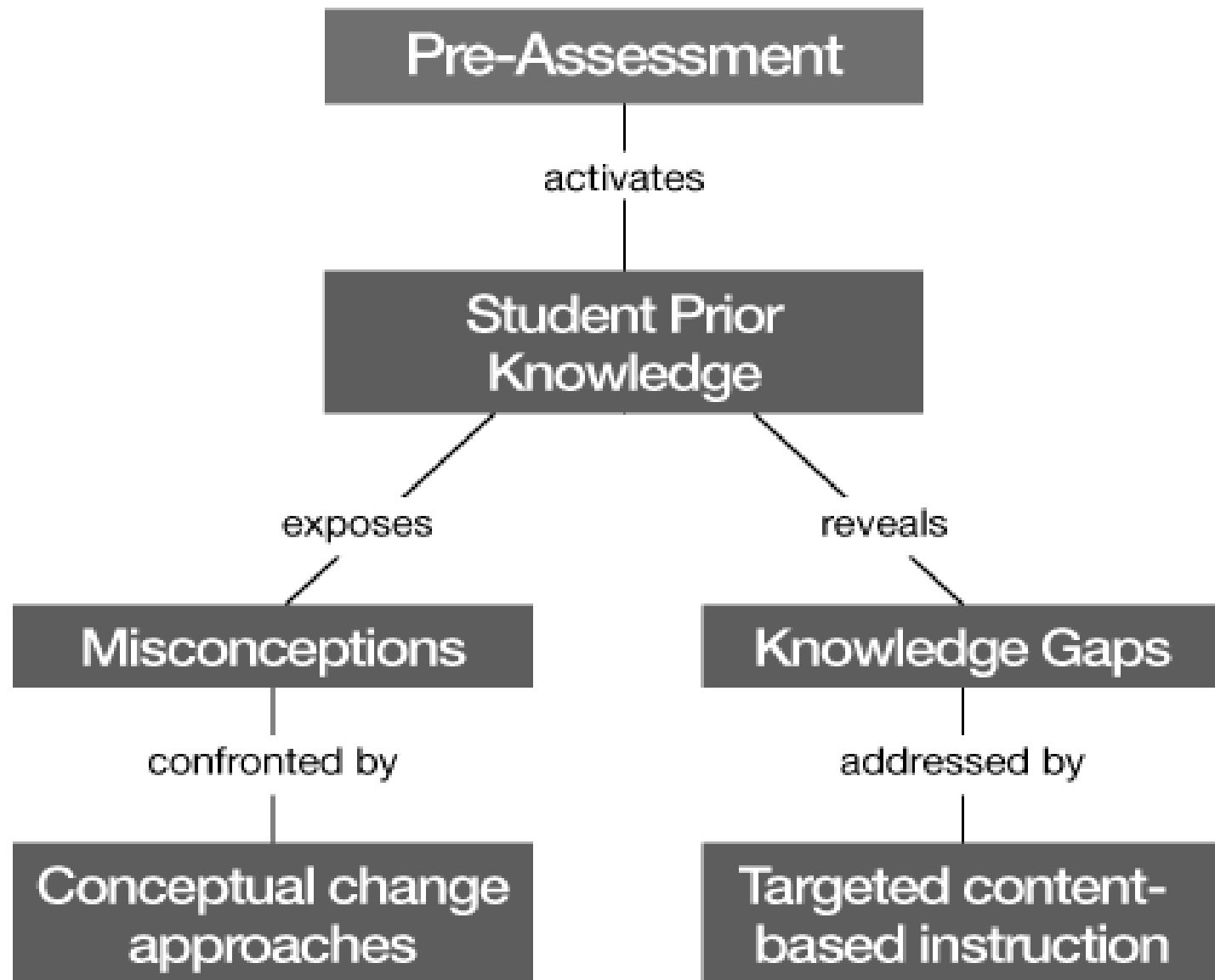
# Pre-Assess!

*Visual designs:* flow charts, graphs, tables, matrices, illustrations, cartoons

*Selected response:* multiple choice, true/false, matching

*Constructed response:* fill-in-blank, short answers, quick write, exit slip, diagram labeling







I've mapped out the concepts I've already grasped to save you time.

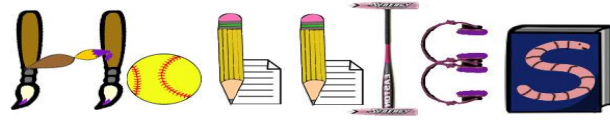


# Interest

***Interest*** refers to a child's affinity, curiosity, or passion for a particular topic or skill.



Amateur Astronomy  
 Amateur Radio  
 Arts  
 Beachcombing  
 Beadwork  
 Bell Ringing  
 Birding  
 Button Collecting  
 Candle Making  
 Casino Gambling  
 Cloud Watching  
 Collecting  
 Crafts  
 Crochet  
 Cross-Stitch  
 Crossword Puzzles  
 Diecast Collectibles  
 Digital Photography  
 Dolls  
 Drawing  
 Dumpster Diving  
 Electronics  
 Fishing  
 Freshwater Aquariums  
 Frisbee Golf - Frolf  
 Games  
 Geocaching  
 Genealogy  
 Golf  
 Guitar  
 Handwriting Analysis  
 Home Brewing  
 Home Theater  
 Hula Hooping  
 Illusion  
 Jet Engines  
 Jewelry Making



**Do your students  
have any of these  
hobbies?**

Juggling  
 Kites  
 Knitting  
 Knotting  
 Macramé  
 Magic  
 Models  
 Motorcycles  
 Needlepoint  
 Painting  
 Photography  
 Pottery  
 Puppetry  
 Pyrotechnics  
 Quilting  
 Reading  
 Rockets  
 Rock Collecting  
 Rummage Sales  
 Saltwater Aquariums  
 Skateboarding  
 Scrapbooking  
 Sewing  
 Sketching  
 Soap Making  
 String Figures  
 Tennis  
 Textiles  
 Tombstone Rubbing  
 Tool Collecting  
 Toy Collecting  
 Treasure Hunting  
 Urban Exploration  
 Wine Making  
 Woodworking  
 Writing

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guy  
rGdd

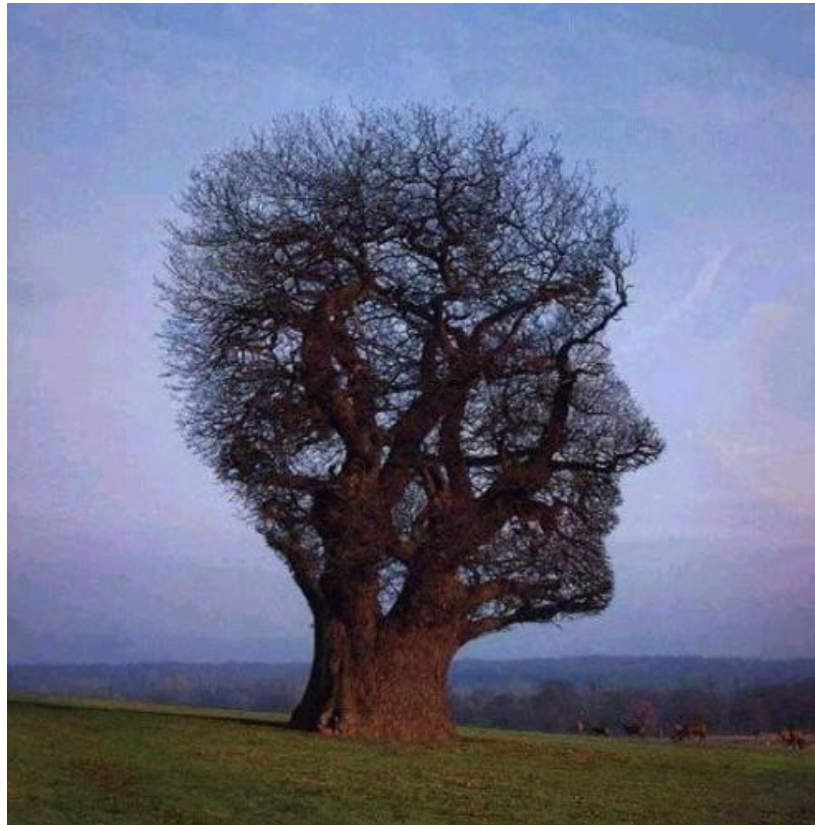


searchID: gra0604115

STEVE WAS INNOCENTLY PLAYING WITH  
HIS FLAGS WHEN, ALL OF A SUDDEN,  
SOMETHING TERRIBLE HAPPENED.

# Learning profile

***Learning profile** has to do with how students learn. Some are visual learners, auditory learners, or kinesthetic learners.*



# Elements to consider for Learning Profiles

## Cognitive Style

creative/conforming  
essence/facts  
whole-to-part/part-to-whole  
expressive/controlled  
nonlinear/linear  
inductive/deductive  
people-oriented/task or object-oriented  
concrete/abstract  
collaboration/competition  
interpersonal/introspective  
easily distracted/long attention span  
group achievement/personal achievement  
oral/visual/kinesthetic  
reflective/action-oriented

## Group Orientation

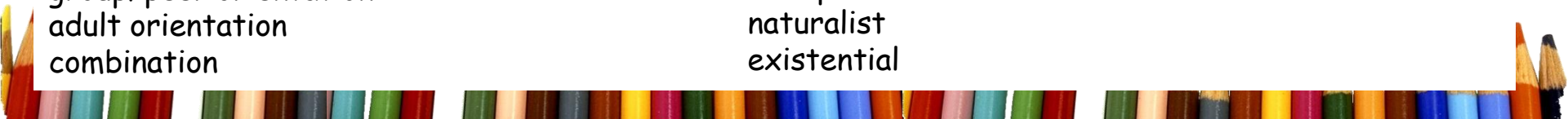
independent/self-orientation  
group/peer orientation  
adult orientation  
combination

## Learning Environment

quiet/noise  
warm/cool  
still/mobile  
flexible/fixed  
"busy"/"spare"

## Intelligence Preference

analytic  
practical  
creative  
verbal/linguistic  
logical/mathematical  
spatial/visual  
bodily/kinesthetic  
musical/rhythmic  
interpersonal  
intrapersonal  
naturalist  
existential







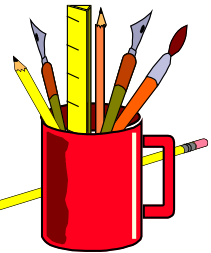
"As we start a new school year, Mr. Smith,  
I just want you to know that I'm an Abstract-  
Sequential learner and trust that  
you'll conduct yourself accordingly!"

*Browning*

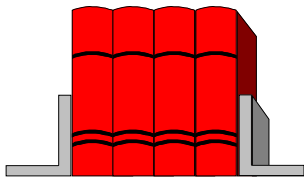
## Pre-Assessment

### READINESS

**Skills**



**Content Knowledge**



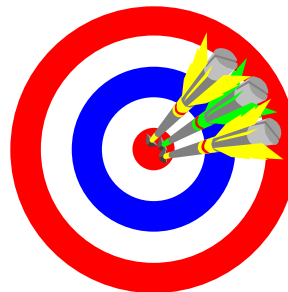
**Concepts**



## Survey

### INTEREST

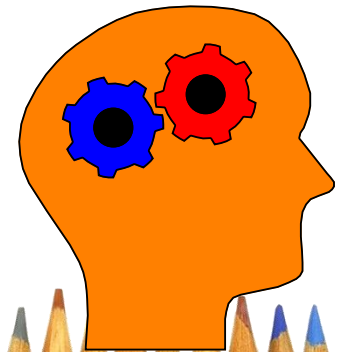
- Interest Surveys
- Interest Centers
- Self-Selection



## Inventory

### LEARNING PROFILE

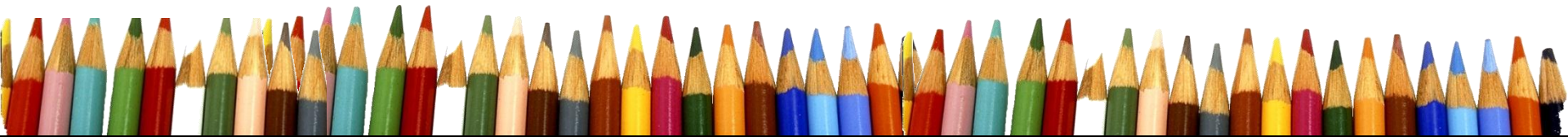
- Areas of Strength and Weakness
- Work Preferences
- Self Awareness



You know your  
students  
interests,  
readiness levels  
and learning  
preferences.  
What do you do  
with the data???



How to Use the data...



# Learner Profile Card

Gender Stripe	
Auditory, Visual, Kinesthetic Modality	Analytical, Creative, Practical Sternberg
<div><u>Student's Interests</u></div>	
Multiple Intelligence Preference Gardner	Array Inventory



# FLEXIBLE GROUPING

*Don't always group  
just by readiness!!!!*

Fluid membership -  
Based upon the  
Student's  
Learning Needs

Readiness

Interest

Learning Style

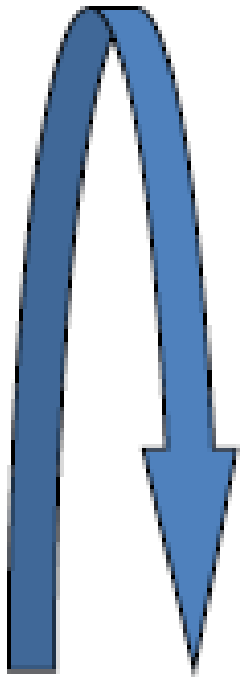




# What's the Point?



Readiness



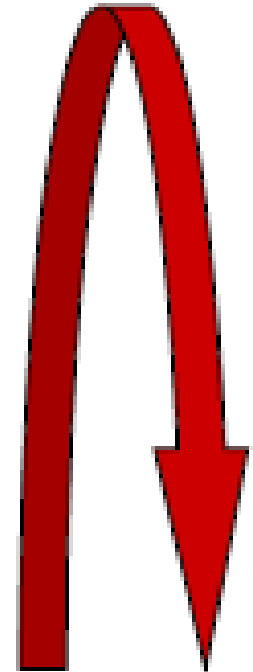
Growth

Interest



Motivation

Learning  
Profile



Efficiency

# Carol Ann's Overview



Homepage - Differentiation Central.wmv



# Your Turn!

	Content	Process	Product
Skill Level			
Interest			
Learning Style			



# Your turn!



Content, process product?

Skill level, interest level, learning style?

1. Some students work in small groups with teacher's guidance. Another group works independently on extension activities.



# Your Turn!

	Content	Process	Product
Skill Level		1. Some students work in small group with the teacher's guidance. Another group works independently on extension activities.	
Interest			
Learning Style			





# Your turn!



2. Students choose which homework activity they want to do over a given lesson.

Choices are: video, map, timeline, summary.





# Your Turn!

	Content	Process	Product
Skill Level		1. Some students work in small group with the teacher's guidance. Another group works independently on extension activities.	
Interest			
Learning Style			2. Students choose which homework activity they want to do over a given lesson. Choices are: video, map, timeline, summary.





# Your turn?



3. Students choose what mammal they want to research for a life science project.



# Your Turn!

	Content	Process	Product
Skill Level		1. Some students work in small group with the teacher's guidance. Another group works independently on extension activities.	
Interest	3. Students choose what mammal they want to research for a life science project.		
Learning Style			2. Students choose which homework activity they want to do over a given lesson. Choices are: make a map, perform a skit, draw a timeline, or write a summary.



# Your Turn!

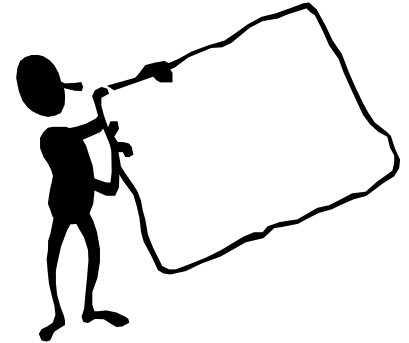
Work together to brainstorm an activity that would fit in an empty slot.

Be ready to share your examples...



**Brainstorming**

# 3 Minute Buzz...



## 3 – Minute Buzz



Something you've seen that affirms your thinking

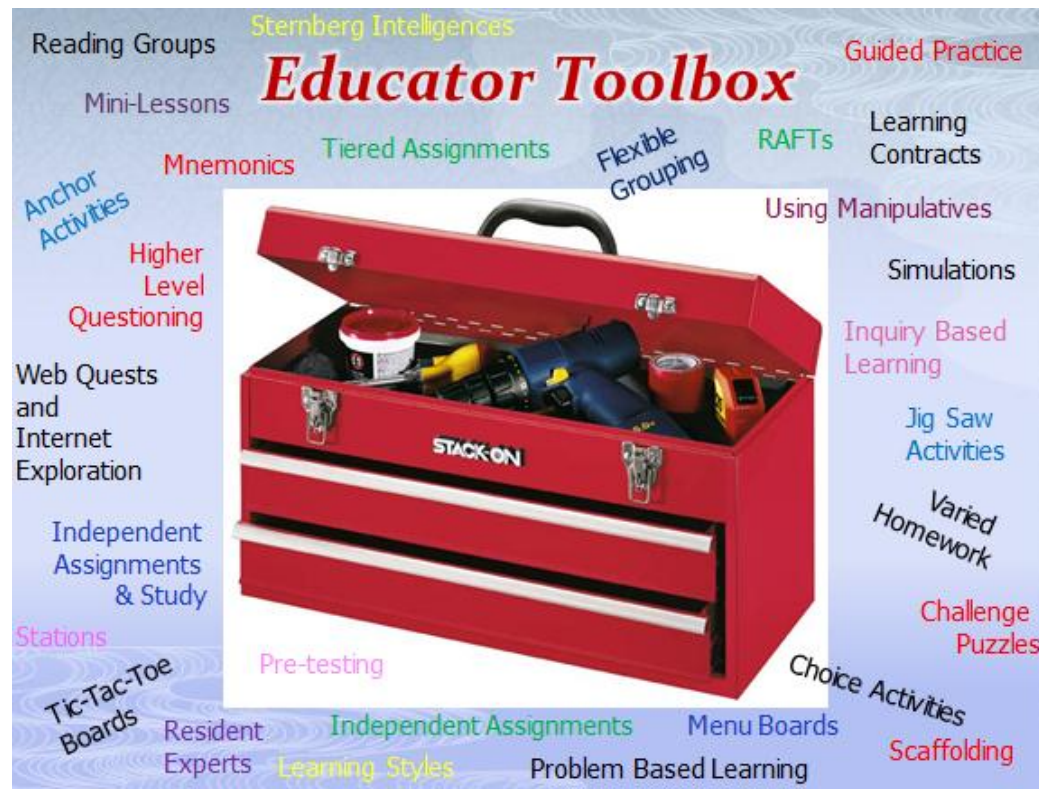


An idea new to you



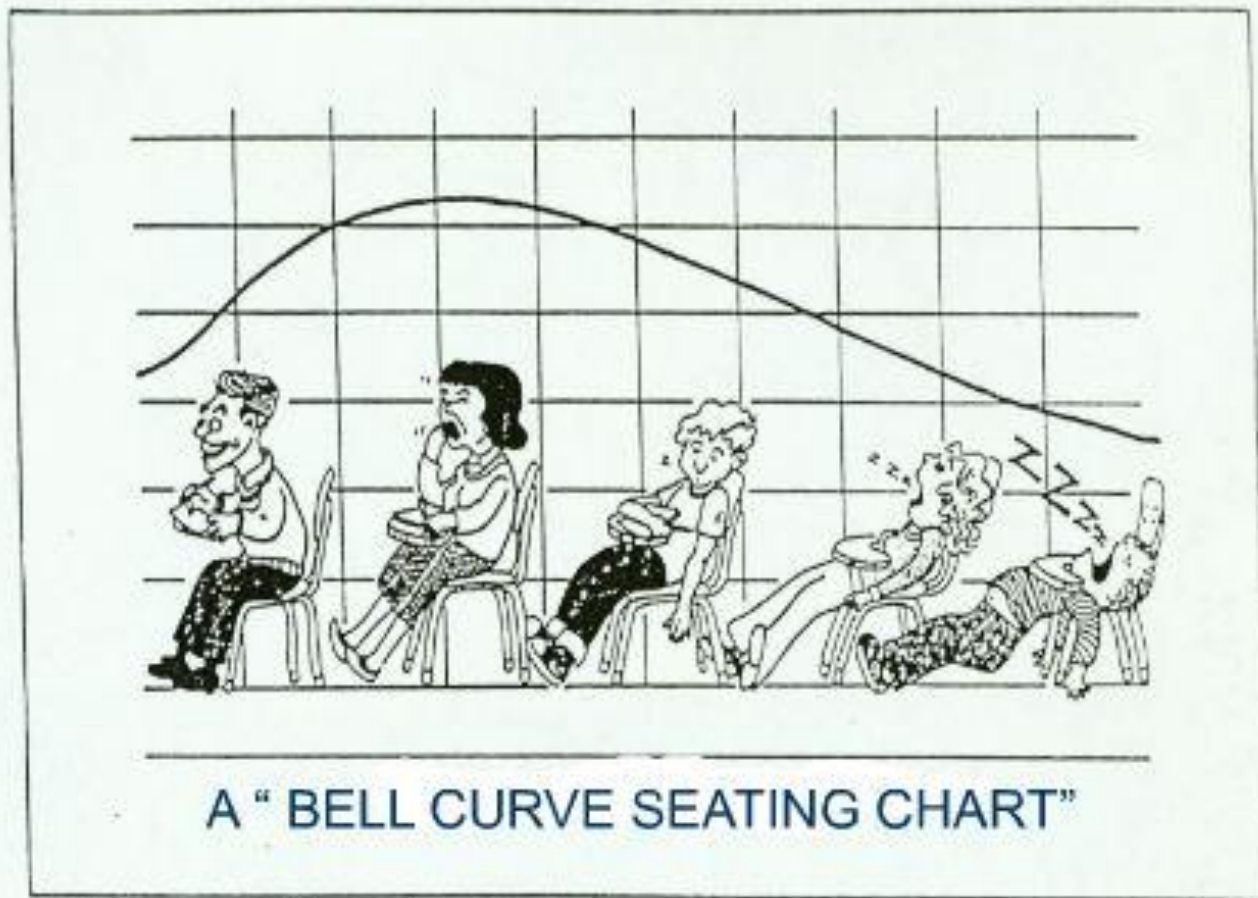
Something you're uncertain about

# Your differentiation toolbox always has room for more...





**So that your classroom never  
has to look like this!~**



From *Get Off My Brain*, by Randy McCutcheon, illustrated by Pete Wagner

**Caution!**  
**Differentiation for gifted**  
**students means *DIFFERENT***  
**not MORE!**

Free Photoshop PSD file download - resolution 1200x1024 px - www.psdgraphics.com



# So what works in the classroom?

*Choices of review activities*

Low prep Strategies

*Games*

**Homework options**

***Varied graphic organizers***

Varied journal prompts, spelling or vocabulary lists

**MULTIPLE LEVEL OF QUESTIONS**

*Learning style options*

***Choices of books***

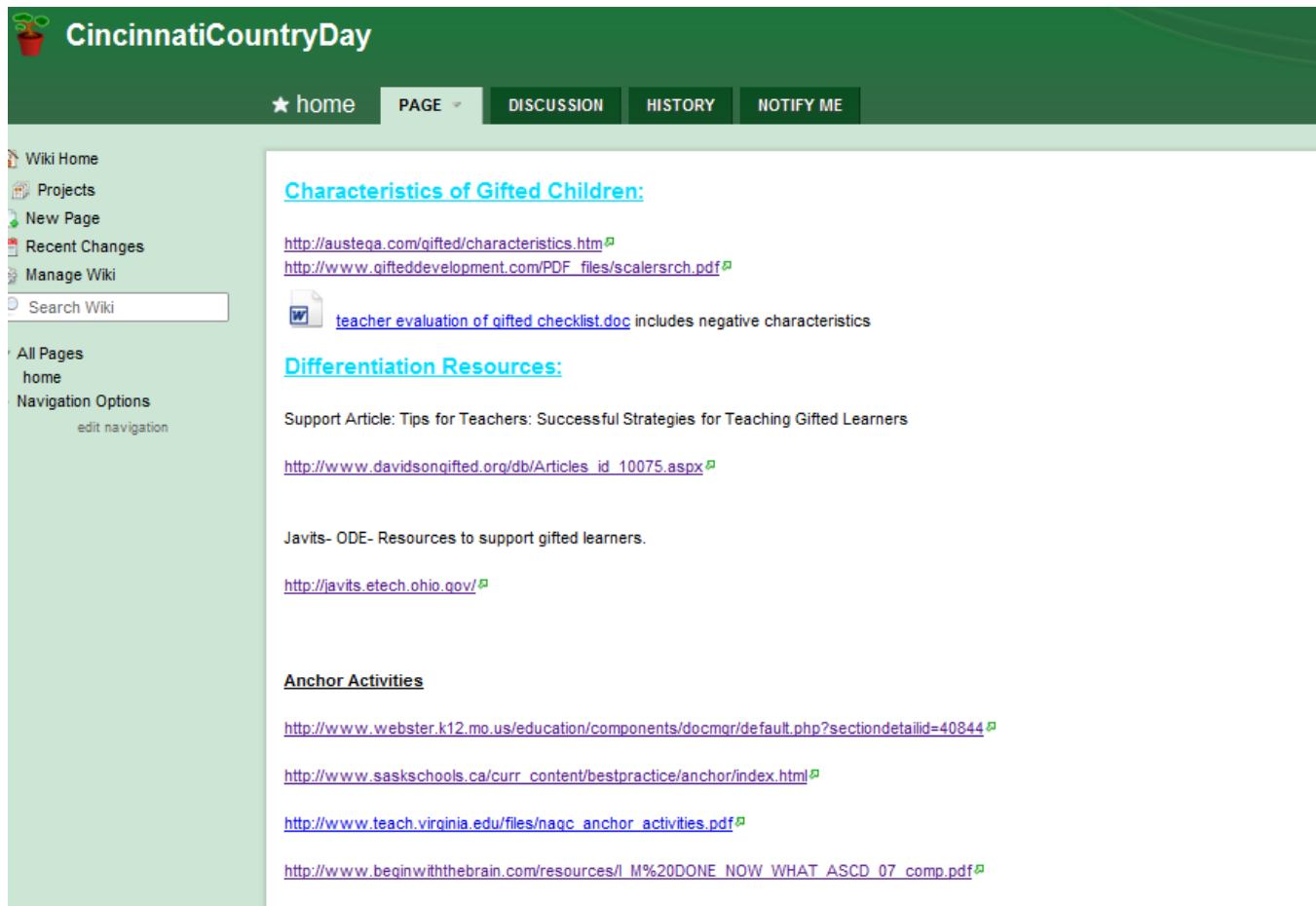
visit the wiki site



# Right Now Resource

The Wiki Site!

<http://www.cincinnatiCountryDays.wikispaces.com>



The screenshot shows the interface of a Wiki site titled "CincinnatiCountryDay". The header is dark green with a logo of a potted plant. Below the header is a navigation bar with links: "★ home", "PAGE", "DISCUSSION", "HISTORY", and "NOTIFY ME". On the left side, there is a sidebar with links: "Wiki Home", "Projects", "New Page", "Recent Changes", "Manage Wiki", and a "Search Wiki" input field. Below these are "All Pages" and "Navigation Options" with an "edit navigation" link. The main content area has a heading "Characteristics of Gifted Children:" followed by two URLs: <http://austega.com/gifted/characteristics.htm> and [http://www.gifteddevelopment.com/PDF\\_files/scalersrch.pdf](http://www.gifteddevelopment.com/PDF_files/scalersrch.pdf). Below these is a document icon and a link to [teacher evaluation of gifted checklist.doc](#) with the text "includes negative characteristics". The next section is "Differentiation Resources:" followed by the text "Support Article: Tips for Teachers: Successful Strategies for Teaching Gifted Learners" and a URL [http://www.davidsongifted.org/db/Articles\\_id\\_10075.aspx](http://www.davidsongifted.org/db/Articles_id_10075.aspx). Below this is the text "Javits- ODE- Resources to support gifted learners." and a URL <http://javits.eteach.ohio.gov/>. The final section is "Anchor Activities" followed by four URLs: <http://www.webster.k12.mo.us/education/components/docmgr/default.php?sectiondetailid=40844>, [http://www.saskschools.ca/curr\\_content/bestpractice/anchor/index.html](http://www.saskschools.ca/curr_content/bestpractice/anchor/index.html), [http://www.teach.virginia.edu/files/naqc\\_anchor\\_activities.pdf](http://www.teach.virginia.edu/files/naqc_anchor_activities.pdf), and [http://www.beginwiththebrain.com/resources/I\\_M%20DONE\\_NOW\\_WHAT\\_ASCD\\_07\\_comp.pdf](http://www.beginwiththebrain.com/resources/I_M%20DONE_NOW_WHAT_ASCD_07_comp.pdf).

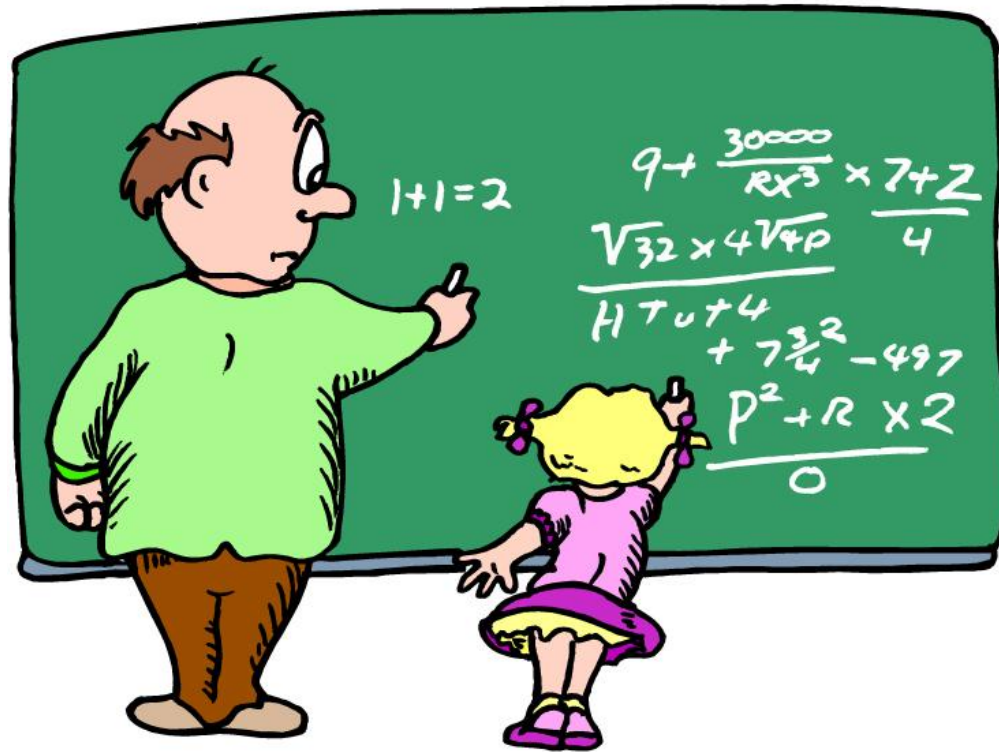
# Gifted Students

- Require rigor
- Seek challenge
- Prefer choice
- Enjoy open-ended activities
- Need outlets for creativity





# So, what's it like for the parents?



**Parents of Gifted Students  
Need Support and  
understanding. It's  
complicated....**



Ages 4-14...

# The Super Saturday Program

*Mission: Feeding the educational passions of intellectually gifted children and their parents; helping them realize their full potential.*



Presented by Parent Association for Gifted Education, Inc. (PAGE) a 501(c)(3) all-volunteer nonprofit corporation

[About Us](#) [Contact Us](#) [FAQ](#)

## Welcome to The Super Saturday Program

### Latest News and Updates

# Regional Support

### Navigation

- ▼ **The Super Saturday Program**
  - [Important Dates](#)
  - [Registration](#)
  - [Directions](#)
  - [Parent Events](#)
  - [Volunteering](#)
  - [Sponsors](#)
  - [2011 Annual Report](#)
- ▼ **For Parents**
  - [About Giftedness](#)
  - [Video: Parenting The Gifted by Marci Nicols](#)
  - [Resources](#)
  - [Testing](#)
  - [Books](#)
  - [Summer Programs](#)
  - [Advocacy](#)
- [For Kids](#)
- [For Our Teachers](#)

Online Registration available for Winter Term. [Click here](#) to learn more and register online! Registration deadline is December 3, 2010.

### Dates for this year's terms:

- Fall Term: Oct. 29-Dec. 10 2011
- Winter Term: Jan. 14-Feb. 18 2012
- Spring Term: Mar. 10-Apr. 21 2012

### Want to get a jump on next year?

- [Professional Recommendation Form](#)

### Economic Relief:

- Scholarship Form is [here](#)

### Brochures for past sessions

- Spring 11 brochure is [here](#)
- Fall 11 brochure is [here](#)

### Join our email list

If you would like to be notified periodically about things related to the Super Saturday program you can sign up for our low traffic mailing list.

[Sign up](#)

### Want to teach a Class?

We are always on the look-out for great teachers to provide unique and interesting classes for our students. If you would like to teach for us, please visit our **new and improved** online registration site. The process is fast and easy. We look forward to hearing from you!

[Online Teacher Registration](#)

# Web support

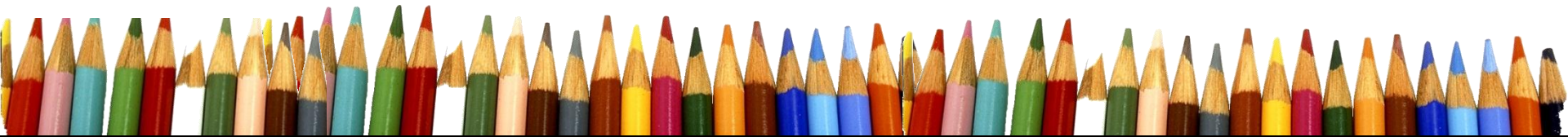
## Websites:

Ohio Association of Gifted Children <http://oagc.com/>  
Supporting the Emotional Needs of Gifted children (SENG) <http://www.sengifted.org/>  
Davidson Institute for Talent Development - <http://www.davidsongifted.org/>  
National Association of Gifted Children - <http://www.nagc.org/>  
Hoagies – <http://www.hoagiesgifted.org>  
My Gifted Girl – <http://www.mygiftedgirl.com>  
Education Program for Gifted Youth – <http://www.epgy.stanford.edu/>

## Blogs:

Ingeniosus - Blog by Twitter Gifted Chat Administrator Deborah Mersino, who dedicates her career to Gifted Advocacy. <http://giftedperspective.typepad.com/ingeniosus/>  
Loving My Children's Gifts –Exploring what raising Gifted Children is like, how the daily joys and super challenges make you feel, and how they can be overcome. I run a Super Sunday Series on Gifted Topics and what a parent can do to help their gifted child. <http://gifts2love.blogspot.com>  
High Ability – OAGC blog – <http://highability.wordpress.com/>  
The More Child - <http://themorechild.com/>  
Hormone Colored Days - <http://hormonecoloredays.blogspot.com/>  
Gifted Exchange - A very academic look at Gifted issues. <http://giftedexchange.blogspot.com>

# Getting Started







Video Archive - Differentiation Central.flv

# The 5 Plan



In five minutes...

In five days...



In five weeks...

In five months...



In five years...

**What Works for Differentiating Instruction in  
Elementary Schools**  
How you can start personalizing learning in 5 minutes, 5 days, 5 weeks, 5 months, and beyond.



# For the community of learners in your classroom...

Determine the unique type of gifted students you have in your classroom

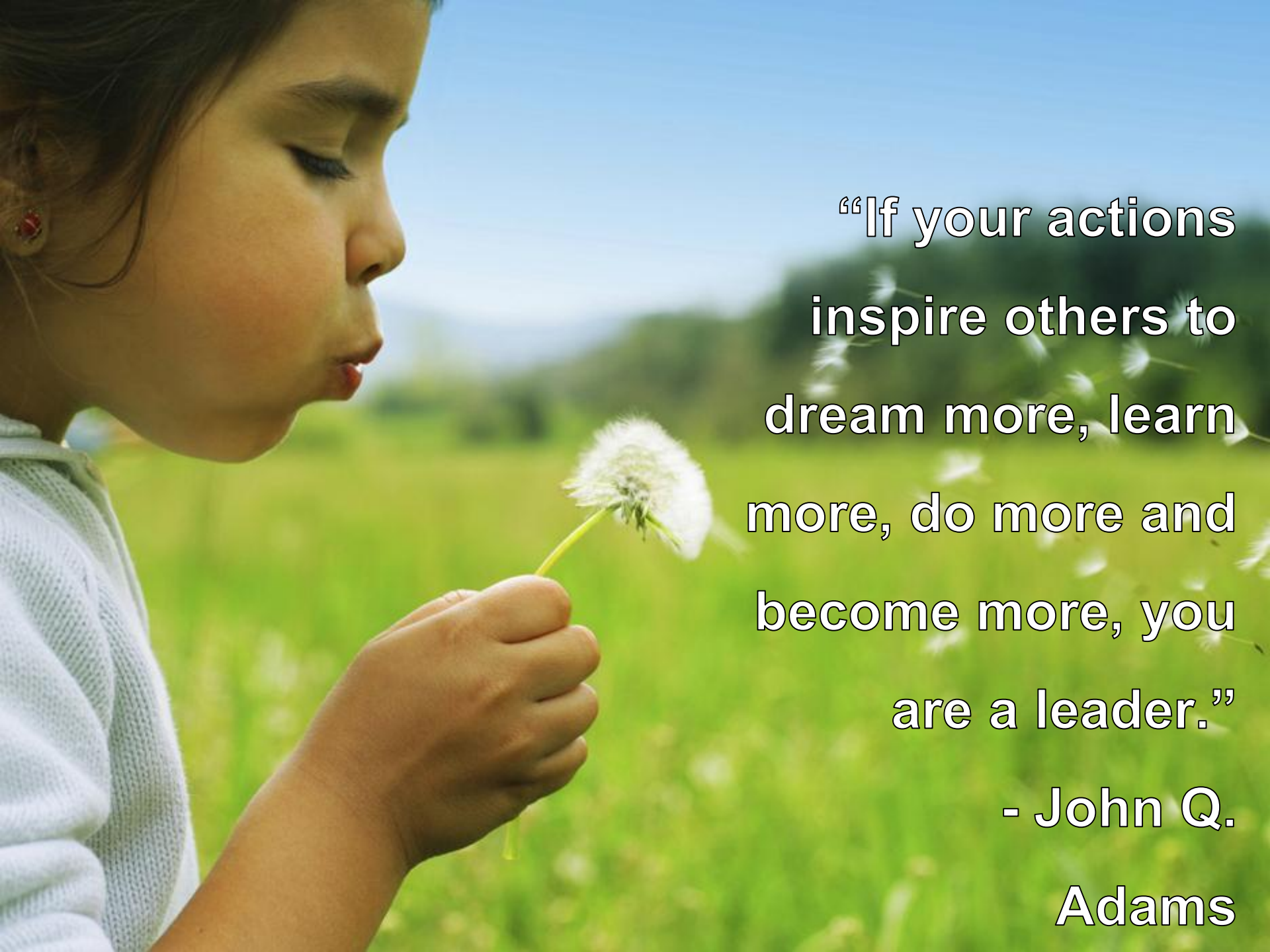
Respond to their academic and social needs.

Try some low prep strategies!



*And...*

*Remember the parents in the equation...*



“If your actions  
inspire others to  
dream more, learn  
more, do more and  
become more, you  
are a leader.”

- John Q.  
Adams

# Take the challenge!



Differentiate !~!~