



GIFTED AND TALENTED

SERVICE NEWSLETTER

By: Kelli Tebbe



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INTRODUCTION

As I stepped into the role of Gifted Coordinator, I found myself surrounded by talented professionals in all the districts I have visited. Although I have not met most of you directly, your administrators speak highly of your professionalism. I am excited to be another support for you this year. For those of you that do not know me, my name is Kelli Tebbe. I graduated from Wright State University and earned my Masters Degree in Gifted Education from Bowling Green University. Over the last 13 years I have been in the classroom working mainly with grades K-8. I taught gifted for one year at Parkway Local Schools and taught 12 years at New Bremen Local Schools. I was able to do whole class instruction, inclusionary teaching, enrichment, pull-out classes, and multiage classes. I also taught kindergarten and 5th grade math.

WHAT TO EXPECT

As most of you know, there have been many changes to gifted education this year. I know your plate is full, and I want to use this newsletter as a way to support you. I will give you *information on gifted students, teaching strategies, lessons you can use in your class*, and other information to help you engage and accelerate your students. While my focus is gifted education, most of the strategies and techniques *will apply to all spectrums of the classroom* so as you read, think of how you can apply it to all students in your class.

Whether you are experienced teaching gifted students or not, please contact me if you have questions or concerns about your students. *My passion is to give equal opportunity education to all learners so they can all reach their performance level.* If I don't have the answer, I have a lot of resources to help. We will find the answers together.



GETTING TO KNOW YOUR STUDENTS

Most teachers realize already that the better you know your students, the better you can teach them and in turn the better they will learn. **Attached to this email are two lessons that will help you get to know ALL your students better.** The activities are taken from the book Learning to be a Durable Person by Dr. Mary Hennenfent. They are geared towards K-5 students, but are adaptable.

I have heard many times, "how can I get my students motivated?" Would you like to find out which students are *intrinsically* motivated versus which are *extrinsically* motivated? Try out Activity 7 – WhatsIts? and find out..

Whether we learn fast or slow, we all learn in different ways. Knowing *how* your students learn, may help you prepare lessons that will help them learn best. Possibly a struggling student, would

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“ALL OF US DO NOT HAVE EQUAL TALENT, BUT ALL OF US SHOULD HAVE AN EQUAL OPPORTUNITY TO DEVELOP OUR TALENT” – JOHN F. KENNEDY

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learn better with music, or a high learner may be more motivated with kinesthetic activities. Find out what type of learner your students are by completing Activity 18 – Multiple What? Your students will complete a Multiple Intelligences Inventory. Be sure to take it yourself to find out how you learn best too!

If you are interested in more activities like this, contact me or stay tuned to the next newsletter.

DIFFERENTIATION:

WHAT IS IT? WHAT IS IT NOT?

We have all heard of it, right? But what is it really?

Differentiation is:

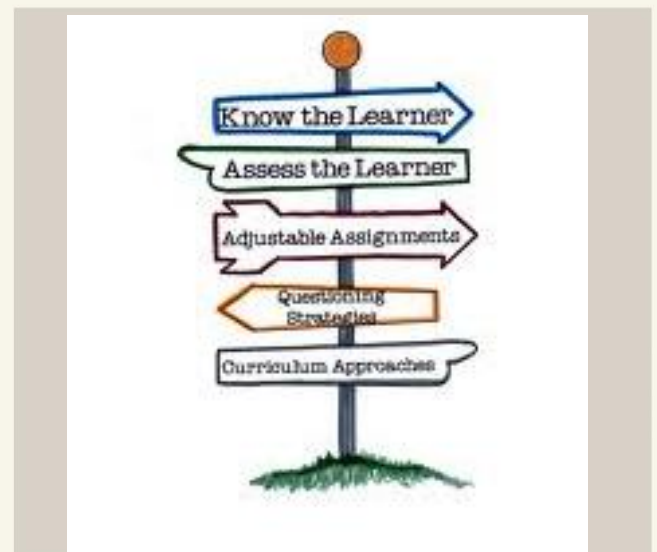
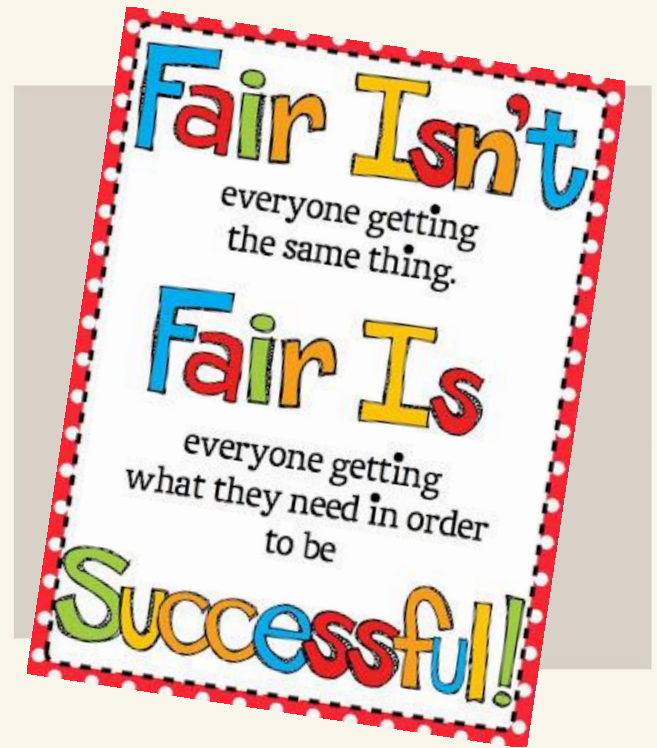
- Changing the pace, level and/or the kind of instruction you provide in response to learner needs.
- Purposeful and varied options for how students will demonstrate mastery.
- Not just focusing on instruction; it needs to include assessment as well.
- Rigorous and based on student abilities, challenging instruction that motivates learners to push themselves.

Wow! That is sure a big undertaking. Maybe it would help if we looked at what DI should not be.

Differentiation is **NOT**:

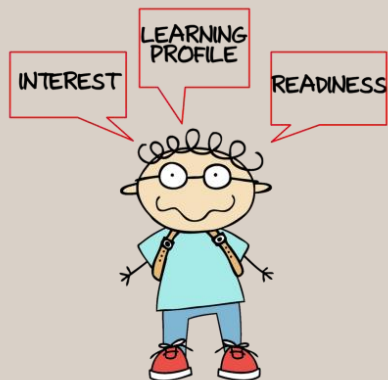
- Only allow students to move ahead when they complete all work with 100% accuracy.

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WHAT IS DIFFERENTIATION?

We differentiate
in response to
the learner's . . .



These three components represent the
WHY in differentiated instruction

READY TO USE MATERIALS/RESOURCES

- Characteristic Checklist for the Gifted Child
<http://austega.com/gifted/9-gifted/22-characteristics.html>
- “Differentiating Instruction: Meeting Students Where They are” by Jennipher Willoughby
http://glencoe.com/sec/teachingtoday/subject/di_meeting.phtml
- Make Vocabulary more challenging for high learners by having them explore the meaning from different angles. See “Word Branching”, “Word Blast”, and “Word Art” attached.
- Stimulate Creative Thinking by Will Hussey provides a weekly or daily challenge for any learner in your room. Try out the attached samples.

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Students would rather spend their time thinking or reading than completing worksheet that are too easy for them.

- Focusing only on weaknesses.
- Giving students more of the same or similar work when they complete assigned work.
- Asking gifted students to tutor other students or be responsible for class discussions. Gifted students think and learn differently than other students so asking them to help others may be frustrated for all students involved. Keep this in mind when grouping your students as well.

Briefly *some tips* on where to start DI.

- Choose a learning target and think of a variety of ways for students to explore the curriculum content. Start small if this is new and just have two options, and slowly add more.
- As you plan this lesson, build on-going assessment into the plan so you can continually know where your students are. Maybe a white board response, thumbs up or down, tracking record on desks, etc.
- In your lesson, plan an activity for those that finish early. It should be meaningful and promote high level thinking. It may or may not relate to the topic learned. For example, doing a creativity thinking exercise or logical reasoning, are also ways to promote students achievement.

Resources:

ODE JAVITS Project: I-GET-GTEd, Teacher Module
“Differentiating Instruction for Advanced Learners in the Mixed-Ability Middle School” by Carol Ann Tomlinson

DIFFERENCE BETWEEN THE “BRIGHT CHILD” VERSUS THE “GIFTED LEARNER”

THE BRIGHT CHILD...

1. Knows the answers
2. Is interested
3. Is attentive
4. Has good ideas
5. Works hard
6. Answers the questions
7. Top group
8. Listens with interest
9. Learns with ease
10. 6-8 repetitions for mastery
11. Understands ideas
12. Enjoys peers
13. Grasps the meaning
14. Completes assignments
15. Is receptive
16. Copies accurately
17. Enjoys school
18. Absorbs information
19. Technician
20. Good memorizer
21. Prefers straightforward tasks
22. Is alert
23. Is pleased with own learning

THE GIFTED LEARNER...

1. Asks the questions
2. Is highly curious
3. Is mentally and physically involved
4. Has wild, silly ideas
5. Plays around, yet tests well
6. Discusses in detail; elaborates
7. Beyond the group
8. Shows strong feelings and opinions
9. Already knows
10. 1-2 repetitions for mastery
11. Constructs abstractions
12. Prefers adults
13. Draws inferences
14. Initiates projects
15. Is intense
16. Creates new designs
17. Enjoys learning
18. Manipulates information
19. Inventor
20. Good guesser
21. Thrives on complexity
22. Is keenly observant
23. Is highly self-critical