



# GERRIC Mini-Certificate of Gifted Education

## Outline of Course Content

(Please note: Inservice programs may be tailored to meet the individual needs of your school staff and student population. However, the content below is typical of what many schools request.)

### SESSION 1

#### Introduction: What research tells us about gifted students

- Cognitive and affective characteristics of gifted and talented students
- The influence of school on student achievement - Gagné's model of giftedness and talent (Teachers already familiar with Gagné's model will examine the environmental factors in their own school that assist or hinder the transition from giftedness to talent)
- The concept of levels of giftedness, and the range of abilities found in classrooms

#### Introduction to Curriculum Design

- How can we assure that the material we develop for gifted students is appropriately advanced? How can we assess their level of readiness using pre-testing and off-level testing?
- Teachers will be shown how to select and administer an off-level test and adapt practical pre-testing procedures for their own subject area.
- Compacting the curriculum: Practical Strategies

#### Curriculum Differentiation

- How can we differentiate the curriculum for gifted students?
- Questioning techniques: Questioning in the classroom and how teachers can improve their own questioning techniques and those of students
- A new look at Bloom's Taxonomy. Teachers will gain an understanding of the higher order thinking skills of analysis, synthesis and evaluation, and their classroom applications

### SESSION 2

- Choice - Underachievement in gifted and talented children OR social and emotional needs

### SESSION 3

- Developing differentiated curricula for gifted students using the Williams Model. Participants will be asked to bring current outcomes documents for each subject area

### SESSION 4

- Developing differentiated curricula for gifted students using the Kaplan Model
- Facilitating independent research projects
- Putting it all together: Developing differentiated units of work
- Issues of self-esteem in grouped settings
- Teacher as counsellor
- Developing a curriculum that addresses affective needs of gifted students
- Choice for last hour: Secondary - Assessment or spend longer on above items; Primary – Underachievement / Social & emotional needs (whichever was not covered in Session 2) or longer time on above items