

DuPage Regional Office of Education Gifted Services

Workshop Series: Program Models That Support High-Ability Learners

One-size-fits-all approaches to identifying and serving gifted students are increasingly poor fits for schools with growing diversity. Contemporary views of gifted education and talent development recognize that ability is multifaceted and malleable and that “gifted students” are extremely diverse in their backgrounds and learning needs.

January 15, 2019 Introduction: Program Models; Acceleration

Illinois schools are entering a new policy era. The Every Student Succeeds Act is bringing a new and more expansive focus on growth for all students, including students who are already beyond proficient. This session will provide an overview of trends that are reshaping approaches to gifted education, highlight policy changes important to Illinois gifted educators and school leaders, and introduce the concept of a “continuum of services” for gifted and advanced students that will be further explored in Session 2.

Workshop Objectives

Participants will be able to:

1. Articulate how new research and policy and societal changes will impact local gifted education approaches
2. Begin developing research-based policies and procedures for successful use of academic acceleration
3. Map current local services and resources to prepare for a deeper exploration of effective service models in upcoming sessions.

Facilitators:

Eric Calvert, Ed.D. Associate Director, Center for Talent Development, Northwestern University

Susan Corwith, Ph.D. Associate Director, Center for Talent Development, Northwestern University



February 12, 2019 Best Practices and Programming for High-Ability Students

Helping children discover and hone their strengths to maximize their potential requires effective methods of identifying talent and systematic and continuous means of developing it. Using a talent development lens, this workshop helps participants use the National Association for Gifted Children (NAGC) Gifted Programming Standards to implement best practices in identification, instruction, and evaluation.

Workshop Objectives

Participants will be able to:

1. Articulate standards and research-based attributes of high-quality programs for high-ability students
2. Use the NAGC PreK through Grade 12 Gifted Education Programming Standards to design, implement, and evaluate effective programming.

Facilitator

Susan Corwith, Ph.D. Associate Director, Center for Talent Development, Northwestern University

March 12, 2019 Pre-assessment and Differentiation: Adding Rigor to Instruction

Skilled teachers design their instruction based on students' content area knowledge, their needs and characteristics, their performance data, curriculum goals, and their community context. This workshop will help administrators know what to look for and support teachers in their planning for ongoing student growth and achievement. Beginning with pre-assessment techniques and then introducing strategies to increase the rigor in instructional practice for high-achieving students.

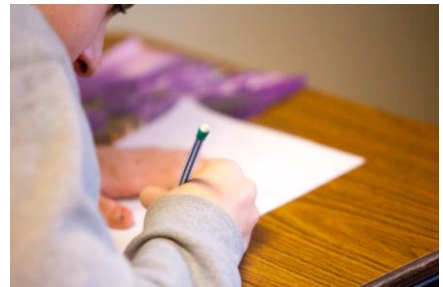
Workshop Objectives

Participants will be able to:

1. Better plan, design, and evaluate multiple methods of pre-assessment to use for lesson planning.
2. Increase the scope of differentiated instruction and summative evaluations for gifted learners.

Facilitator:

Randee Susan Blair, MS.Ed. Project Coordinator, Center for Talent Development, Northwestern University



Registration available for single or multiple sessions [Here](#)

Questions? Please contact: Jeanine Buishas jbushas@dupageroe.org or D'Arcy Greenleaf dgreenleaf@dupageroe.org