

# Dr Tamra Stambaugh



Tamra Stambaugh, PhD is an assistant research professor in special education and executive director of Programs for Talented Youth at Vanderbilt University. Tamra conducts research in gifted education with a focus on students living in rural settings, students of poverty, and curriculum and instructional interventions that promote gifted student learning. She is the co-author/editor of several books and has also written numerous articles and book chapters. She frequently provides keynotes, professional development workshops and consultation to school districts nationally and internationally and shares her work at refereed research conferences. She serves on the National Association for Gifted Children (NAGC) awards and professional standards committees and is a reviewer for leading research journals in the field of gifted education.

## APPEARING AT

# MELBOURNE

All sessions for this conference are 2 hours in length

**THURSDAY 18 MAY 2017**

Gifted 101: Meeting the Needs of Gifted Learners

**THURSDAY 18 MAY 2017**

Thinking and Reasoning: Critical Thinking in the Classroom

**THURSDAY 18 MAY 2017**

Differentiating Instruction in Literacy

**FRIDAY 19 MAY 2017**

Gifted 101: Meeting the Needs of Gifted Learners (Repeat)

**FRIDAY 19 MAY 2017**

Scaffold Questions and Promote Critical Thinking for Reading Comprehension - Part 1

**FRIDAY 19 MAY 2017**

Scaffold Questions and Promote Critical Thinking for Reading Comprehension - Part 2

**SATURDAY 20 MAY 2017**

Creativity as a Way of Thinking

**SATURDAY 20 MAY 2017**

Thinking and Reasoning: Critical Thinking in the Classroom (Repeat)

**SATURDAY 20 MAY 2017**

Differentiating Instruction in Literacy (Repeat)

## THURSDAY 18 MAY

### SESSION 1: 8.30AM - 10.30AM

#### Gifted 101: Meeting the Needs of Gifted Learners

Who are gifted students? What common characteristics do they share? What are common myths about gifted students that are commonly practised? What do educators need to do to enhance critical thinking in ways that meet gifted student needs? Even though gifted students show higher levels of critical thinking than their same age peers, they still benefit from being taught specific advanced models with accelerated content. How can teachers differentiate instruction for gifted learners in an evidence-supported way? This session will discuss characteristics of gifted students as well as a curriculum and instructional model and practical examples for differentiating for gifted learners in ways that promote critical thinking by adding depth, complexity and abstractness to our curriculum.

### SESSION 2: 11.00AM - 1.00PM

#### Thinking and Reasoning: Critical Thinking in the Classroom

When teachers say to a student "think about it", what do they really mean? How is thinking defined and how can thinking be taught? This session introduces participants to Paul's Reasoning Model as a framework for enhancing critical thinking in the classroom. We will explore specific ways the model can be used to ask complex questions about texts, craft issue-based research questions, analyse writing and justify ideas, and differentiate thinking processes for a variety of learners. This model is especially pertinent in multiple content areas but particularly in the areas of humanities and social sciences and English. Examples will be provided and we will also practise using and applying the model in a variety of contexts.

### SESSION 3: 2.00PM - 4.00PM

#### Differentiating Instruction in Literacy

This session focuses on models that promote concept development, critical thinking and literary analysis in the English content domain. Using the award-winning Vanderbilt Programs for Talented Youth Curriculum and models as a guide, participants will practise how to create simple and complex literary analysis questions and tasks to differentiate instruction for a variety of learners and apply these ideas to overarching concepts that enhance conceptual thinking. Using these strategies, students learn to appreciate the author's craft in developing ideas and then contemplate the relevancy of these ideas on their own lives through personal reflections, differentiated products, and collaborative activities. Participants will leave with strategies that can be immediately implemented in any classroom to enhance critical thinking in English

# FRIDAY 19 MAY

## SESSION 1: 8.30AM - 10.30AM

### Gifted 101: Meeting the Needs of Gifted Learners (Repeat)

See Day 1, Session 1

## SESSION 2: 11.00AM - 1.00PM & SESSION 3: 2.00PM - 4.00PM

### Scaffold Questions and Promote Critical Thinking for Reading Comprehension, Part 1 & 2

Jacob's Ladder is an English curriculum supplement that was piloted and proven successful with a variety of students including those who are from a low socio-economic background. In this session, participants will learn how to use the scaffolded questioning approach of Jacob's Ladder to create tasks and higher-order thinking questions that engage students in critical analysis of both literary/fiction and informational/nonfiction texts. This session provides the knowledge to design and effectively implement "scaffolded" questions and tasks to promote thinking using resources already in the classroom. This process can be utilised in all content areas and at all year levels – all it takes is the "know how" to design ladders to provide even more critical thinking into everyday instructional practice.

# SATURDAY 20 MAY

## SESSION 1: 8.30AM - 10.30AM

### Creativity as a Way of Thinking

Creativity is an elusive construct that is commonly misunderstood. Creativity is said to be one of the most desired attributes in the 21st Century workplace. Creative thinking skills can be developed in every content discipline and involves more than just asking students to design or create a product or integrate the visual and performing arts. This session will examine traits of creative thinkers and discuss the research on what it means to be creative as well as the relationship between creative thinking and intelligence. Participants will explore and practise a variety of models and strategies that teachers can use to enhance creative thinking in the core content areas to maximise student learning in a variety of contexts and disciplines.

## SESSION 2: 11.00AM - 1.00PM

### Thinking and Reasoning: Critical Thinking in the Classroom (Repeat)

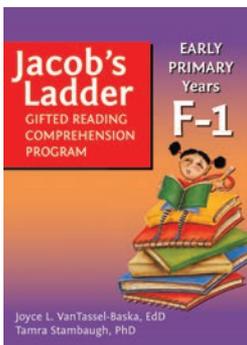
See Day 1, Session 2

## SESSION 3: 2.00PM - 4.00PM

### Differentiating Instruction in Literacy (Repeat)

See Day 1, Session 3

# RESOURCES

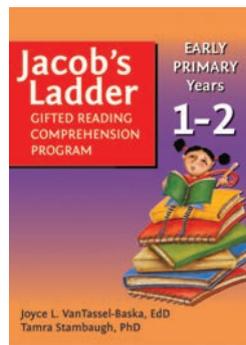


### Jacob's Ladder Gifted Reading Comprehension Program –

#### Early Primary Years, F-1

The Short Stories sections in the Jacob's Ladder, Early Primary books mainly refer to award-winning, readily-available picture books (not included). Poetry is drawn from selections by well-known poets, including A.A. Milne and Lewis Carroll.

PRU6890 • \$24.95

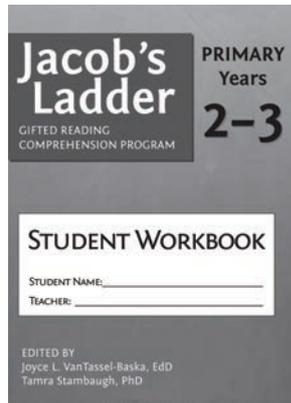
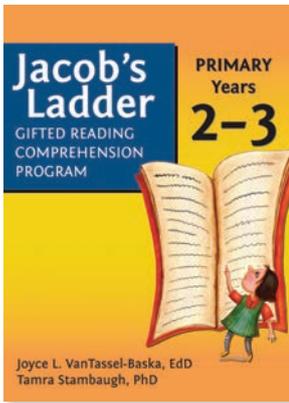


### Jacob's Ladder Gifted Reading Comprehension Program –

#### Early Primary Years, 1-2

The Short Stories sections in the Jacob's Ladder, Early Primary books mainly refer to award-winning, readily-available picture books (not included). Poetry is drawn from selections by well-known poets, including William Blake and Edward Lear. In this book, the Interdisciplinary Connections section also refers to picture books (not included).

PRU6906 • \$24.95



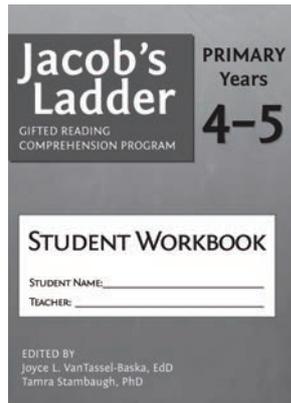
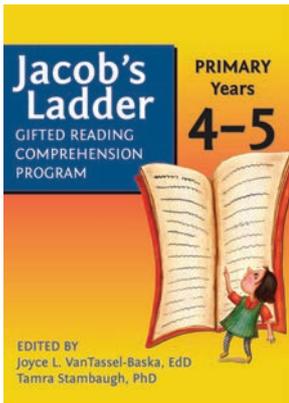
**Jacob's Ladder Gifted Reading Comprehension Program –**

**Primary Years, 2–3**

The Short Stories section of this book includes myths and fables. The Poetry selections include works by students in similar year levels to those reading the book, as well as pieces by well-known poets. Nonfiction selections touch on the areas of **History, Biology, Geometry, Probability and Sustainability.**

**PRU6913 • \$29.95**

**Student Workbook: PRU6968 • \$15.00**



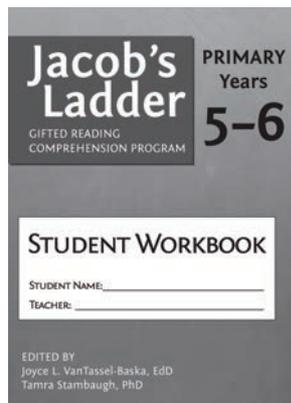
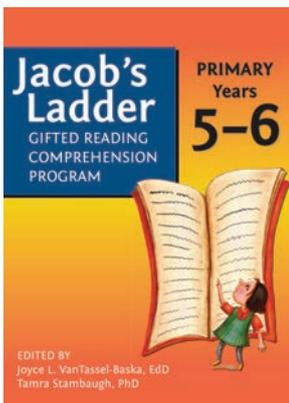
**Jacob's Ladder Gifted Reading Comprehension Program –**

**Primary Years, 4–5**

The Short Stories section of this book includes fables and myths, as well as contributions by students in the same year level as those reading the book. The Poetry selections include works by students, as well as pieces by well-known poets. Nonfiction selections touch on the areas of **Science, Mathematics and History.**

**PRU6920 • \$29.95**

**Student Workbook: PRU6999 • \$15.00**



**Jacob's Ladder Gifted Reading Comprehension Program –**

**Primary Years, 5–6**

The first section of this book includes Fables, Myths, Short Stories and Essays, some written by students in similar year levels to those reading this book. The Poetry selections include works by students, as well as pieces by well-known poets. Nonfiction selections touch on the areas of **Biology and Mathematics.**

**PRU6937 • \$29.95**

**Student Workbook: PRU7026 • \$15.00**

**Student Workbooks – Sets of 5 • \$50.00 Each**



**Years 2–3  
PRU6969**

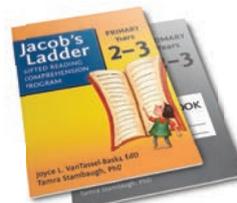


**Years 4–5  
PRU7000**

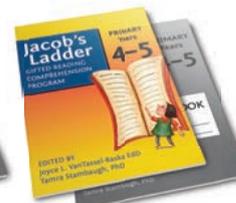


**Years 5–6  
PRU7027**

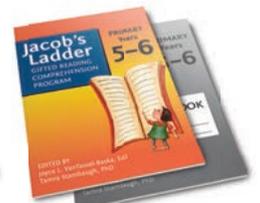
**Book & Student Workbook Set • \$39.95 Each**



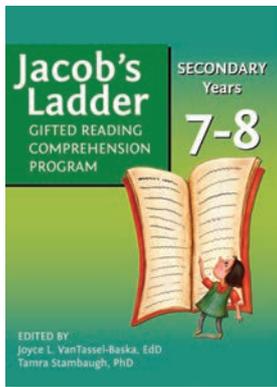
**Years 2–3  
PRU6800**



**Years 4–5  
PRU6801**



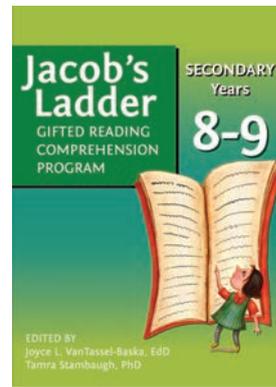
**Years 5–6  
PRU6802**



PRU6944 • \$39.95

### Jacob's Ladder Gifted Reading Comprehension Program – Secondary Years, 7–8

The Short Stories section in Jacob's Ladder, Secondary (Years 7-8) includes works by famous authors, many classics, among them stories by **Anton Chekhov, Mark Twain and O. Henry**. Poetry is drawn from selections by well-known poets, including **Shakespeare, Yeats, William Blake and Emily Dickinson**. The four works in the Biographies section give details of the lives of **Erwin Schrödinger, Margaret Bourke-White, Itzhak Perlman and Amartya Sen**.



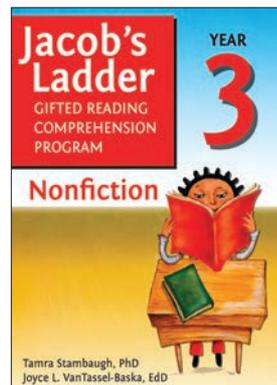
PRU6951 • \$39.95

### Jacob's Ladder Gifted Reading Comprehension Program – Secondary Years, 8–9

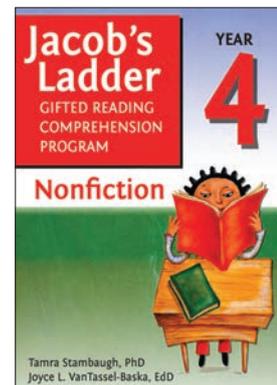
This book breaks into three sections. The Short Stories section in Jacob's Ladder, Secondary (Years 8-9) includes works by famous authors, many classics, among them stories by **Edgar Allan Poe, Oscar Wilde and Virginia Woolf**. Poetry is drawn from selections by well-known poets, including **Yeats, Wordsworth, Tennyson and Shelley**. The four works in the Biographies section give details of the lives of **Ada Lovelace, Marie Curie, Emily Dickinson and Margaret Mead**.

### Jacob's Ladder Reading Comprehension Program: Nonfiction Years 3, 4 and 5

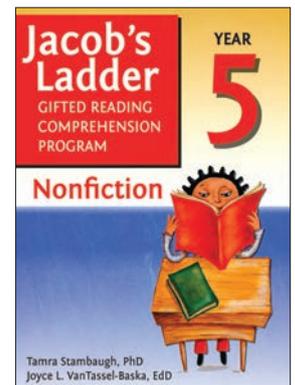
The Jacob's Ladder Reading Comprehension Program targets reading comprehension skills in high-ability learners by moving students through an inquiry process from basic understanding to critical analyses of texts using a field-tested method developed by the Center for Gifted Education at William & Mary. Students in Years 3, 4 and 5 will be able to comprehend and analyse any nonfiction reading passage after completing the activities in these books. Using skill ladders connected to individual readings related to essays, articles, comparison documents, infographics and other nonfiction text, students move from lower order, concrete thinking skills to higher order, critical thinking skills.



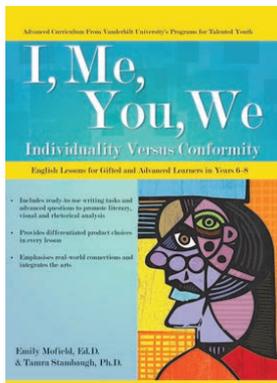
PRU3573 • \$29.95



PRU3603 • \$29.95



PRU3610 • \$29.95

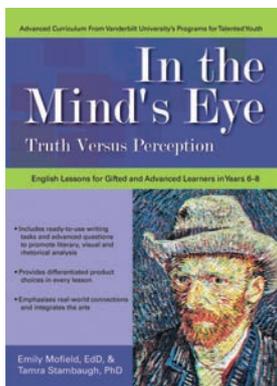


### I, Me, You, We: Individuality Versus Conformity: English Lessons for Gifted and Advanced Learners in Years 6–8

Emily Mofield, Tamra Stambaugh • 9781760017330

In I, You, Me, We, students explore essential questions such as “How does our environment shape our identity? What are the consequences of conforming to a group? When does social conformity go too far?” This unit, aligned to the Australian Curriculum, includes a major emphasis on rigorous evidence-based discourse through the study of common themes across rich, challenging non-fiction and fictional texts. Guide students to examine the fine line of individuality versus conformity through the related concepts of belongingness, community, civil disobedience, self-reliance and questioning the status quo by engaging in creative activities, Socratic seminars, literary analyses and debates.

PRU7330 • \$42.95



### In the Mind's Eye: Truth Versus Perception: English Lessons for Gifted and Advanced Learners in Years 6– 8

Emily Mofield, Tamra Stambaugh • 9781760017309

In the Mind's Eye: Truth Versus Perception invites students on a philosophical exploration of the themes of truth and perception. The book is designed specifically with gifted and high-achieving middle-years and early high school learners in mind. These concept-based lessons are accelerated beyond typical year-level standards and include advanced models and organisers to help students analyse a variety of texts. Students engage in activities such as Socratic seminars, literary analyses, skits and art projects, and creative writing to understand differing perceptions of reality. Lessons include a major emphasis on rigorous evidence-based discourse through the study of common themes and content-rich texts.

PRU7309 • \$49.95