

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.



SCHEDULE

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| FRIDAY 18 MAY 2018 | Session 1: When Students Don't Perform to Their Potential: Underachievement and What We Can Do about It |
| FRIDAY 18 MAY 2018 | Session 2 & 3: Bored No More: Strategies for Managing and Differentiating Instruction for Gifted and Advanced Students in the Regular Classroom |
| SATURDAY 19 MAY 2018 | Session 1: Thinking Outside the Box: Creative Thinking in the Classroom |
| SATURDAY 19 MAY 2018 | Session 2: Scaffolding Instruction to Promote Critical Thinking and Textual Analysis in Reading |
| SATURDAY MAY 2018 | Session 3: When Students Don't Perform to Their Potential: Underachievement and What We Can Do about It (Repeat) |
| SUNDAY 20 MAY 2018 | Session 1: Just Think about It: Teaching Critical Thinking Processes Across Content Domains |
| SUNDAY 20 MAY 2018 | Session 2: Simple Models for Asking Complex Questions |
| SUNDAY 20 MAY 2018 | Session 3: Designing Concept-Based Curriculum to Integrate |

FRIDAY 18 MAY

SESSION 1

When Students Don't Perform to Their Potential: Underachievement and What We Can Do about It

None of us achieve at the highest levels for which we are capable of all the time. Yet most of us have something we are interested in and find success in. But what about our students? In this session we will examine some of the potential causes of underachievement and examine a model for supporting underachievement which can be generalised to many students. After discussion of the model we will examine a variety of scenarios to determine the underlying causes of underachievement and discuss which interventions may be applied to support students.

SESSION 2 & 3

Bored No More: Strategies for Managing and Differentiating Instruction for Gifted and Advanced Students in the Regular Classroom (Parts 1 & 2)

How can a teacher support the needs of gifted learners in their classroom without ignoring other students? In this session we will discuss briefly the characteristics of gifted students and common misconceptions about gifted learners and educating them. Then we will focus on management and instructional strategies for meeting their academic needs including curriculum compacting, grouping arrangements, tiered questions and activities that incorporate depth, complexity and abstractness and projects that are tailored to individual readiness and interest levels.

SATURDAY 19 MAY

SESSION 1

Thinking Outside the Box: Creative Thinking in the Classroom

Creativity is an elusive construct that is commonly misunderstood. Creative thinking skills can be developed in every discipline and learning area and involve more than just asking students to, design or create a product or integrate the visual and performing arts. In this session we will examine traits of creative thinkers and discuss the research on what it means to be creative. Then we will explore and practise a variety of models and strategies enhancing creative thinking in the content areas as a way to promote student learning.

SESSION 2

Scaffolding Instruction to Promote Critical Thinking and Textual Analysis in Reading

Many students who read fluently may still need support in thinking critically about texts. In this session we will discuss a model for helping students determine implications and consequences, identify or determine generalisations and concepts, determine theme, and synthesise ideas into new ideas or products based on literary texts. This model can also be used for read-aloud. After sharing examples with the model we will practise applying it to a variety of texts and create our own scaffolded questions.

SESSION 3

When Students Don't Perform to Their Potential: Underachievement and What We Can Do about It (Repeat)

None of us achieve at the highest levels for which we are capable of all the time. Yet most of us have something we are interested in and find success in. But what about our students? In this session we will examine some of the potential causes of underachievement and examine a model for supporting underachievement which can be generalised to many students. After discussion of the model we will examine a variety of scenarios to determine the underlying causes of underachievement and discuss which interventions may be applied to support students.

SUNDAY 20 MAY

SESSION 1

Just Think about It: Teaching Critical Thinking Processes Across Content Domains

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.

SESSION 2

Simple Models for Asking Complex Questions

The questions we ask to help students think about ideas can promote ongoing learning. Adjusting questions for varied student needs is also important to adjust for a variety of learner's needs. In this session, we will examine specialised and evidence-supported models for helping students in analysing a variety texts, events and sources. We will practise applying each model to a variety of texts and then practise using the models to differentiate questions and add more complexity to our instruction.

SESSION 3

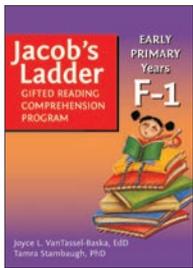
Designing Concept-Based Curriculum to Integrate Instruction within and Across Content Domains

Students are inundated with information and facts from a variety of sources. How do we help them make sense of everything they are learning and move toward conceptual understanding? What about concept-based curriculum? By organising curriculum around concepts and generalisations, students are better able to apply what they are learning within and across different content-specific domains and grasp abstract ideas.

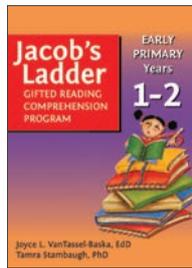
Jacob's Ladder

GIFTED READING COMPREHENSION PROGRAM

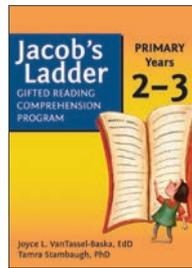
Jacob's Ladder is a reading comprehension program for gifted students. Students progress through an inquiry process based on targeted reading passages from varied sources and different places around the world that emphasise the progressive, ongoing development of higher-order thinking skills that are relevant across the curriculum. This field-tested method of moving from basic understanding to critical analysis of text was developed by the Center for Gifted Education at the College of William and Mary.



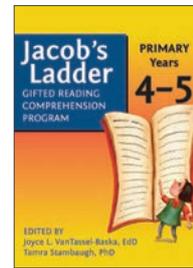
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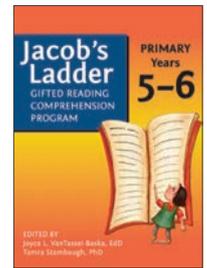
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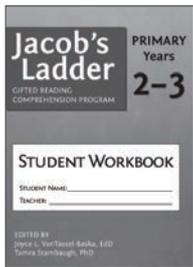
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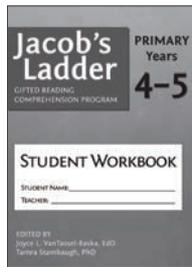
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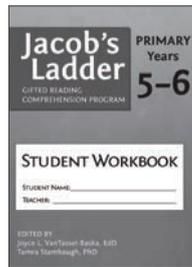
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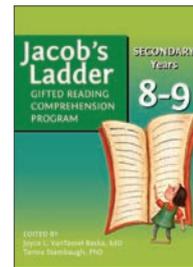
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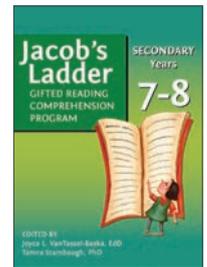
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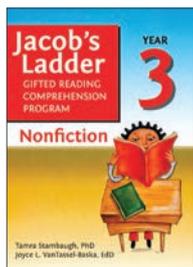
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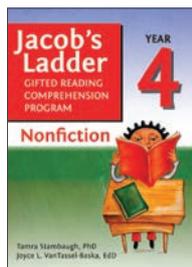
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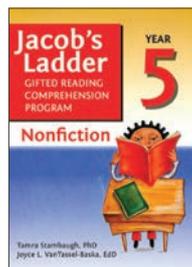
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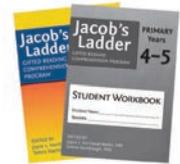
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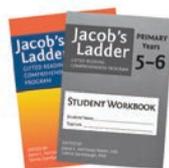
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PRU6800 • \$39.95



PRU6801 • \$39.95



PRU3802 • \$39.95



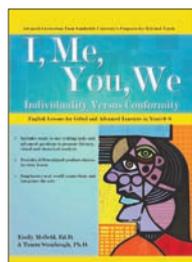
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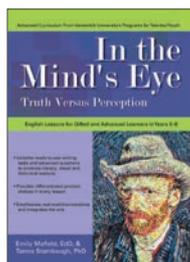
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PRU7027 • \$50.00



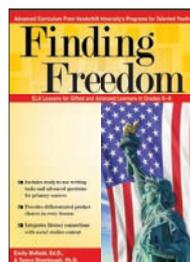
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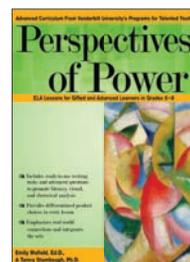
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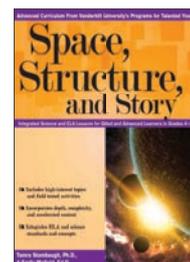
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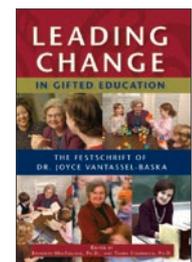
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