

Twilight Musing in the



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Reflecting upon 20 years of teaching and learning alongside gifted learners, Roger hopes to inspire a renewed commitment to nurturing both the hearts and minds of all gifted children. Roger will argue that when educators embrace five timeless principles, gifted children flourish and thrive. Illustrating his points with children's literature, poetry, multi-media, and personal stories, Roger kicks off the conference with an invitation to create abundance in the "Garden of Gifts".

Principle One:

Know _____

Do not forget this...	Questions I have about this idea:
Resources:	
http://www.hoagiesgifted.org	
http://www.nagc.org	
http://www.waetag.net	

Possible problems that may be associated with characteristic strengths of gifted children:

Strengths	Possible Problems
Acquires/retains information quickly	Impatient with others; dislikes basic routine
Inquisitive; searches for significance.	Asks embarrassing questions; excessive in interests.
Intrinsic motivation.	Strong-willed; resists direction.
Enjoys problem-solving; able to conceptualize, abstract, synthesize.	Resists routine practice; questions teaching procedures.
Seeks cause-effect relations. (e.g., traditions or feelings).	Dislikes unclear/illogical areas
Emphasizes truth, equity, and fair play.	Worries about humanitarian concerns.
Seeks to organize things and people.	Constructs complicated rules; often seen as bossy.
Large facile vocabulary; advanced, broad information.	May use words to manipulate; bored with school and age-peers.
High expectations of self and others.	Intolerant, perfectionistic; may become depressed.
Creative/inventive; likes new ways of doing things.	May be seen as disruptive and out of step.
Intense concentration; long attention span and during periods of focus; persistence in areas of interest.	Neglects duties or people resists interruption; stubbornness.
Sensitivity, empathy; desire to be accepted by others.	Sensitivity to criticism or peer rejection.
High energy, alertness, eagerness.	Frustration with inactivity; may be seen as hyperactive.
Independent; prefers individualized work; reliant on self.	May reject parent or peer input; nonconformity.
Diverse interests and abilities; versatility	May appear disorganized or scattered; frustrated over lack of time.
Strong sense of humor.	Peers may misunderstand humor; may become "class clown" for attention.

Adapted from Clark (1992) and Seagoe (1974).

CREATIVE PERFORMERS ~ & Visual Spatial Learners



Positive Characteristics Creative Performers	Challenging Behaviors Creative Performers
Have powerful imaginations Play with ideas and concepts Overflow with ideas Are independent Improvise Are visual-spatial learners	May daydream May not focus on task at hand Have difficulty starting or finishing a project May have difficulty working in a group Question need for mastery Question authority
Potential Interventions <ul style="list-style-type: none"> • Teach goal setting • Provide models of completed work • Limit choices • Check-in frequently & have check-in dates for projects • Teach organization skills (desk cue cards) • Model teamwork –debrief group work • Teach creative problem-solving • Teach self-advocacy (how to communicate with adults) • Add a creative choice component to projects/assignments • End the day with a reflection/summary time • Learn whole to part-use advance organizers • Hands-on approach manipulating forms or objects • Using visual clues rather than (verbal) sequential steps • Before direct instruction give an outline with graphics • Integrate visual & performing arts 	

Notes About “Understanding Gifted Learners”

Common Trait of Gifted:	
Complexity & Meaning	
Whole → Part	
Novelty	
Creative Production	
Gifted Learners Need:	
Mental Engagement	
Process Engagement	
Emotional Connections	

Principle Two:

Establish _____

The BEST idea was...	Questions I have:
Resources and Plans:	

Principle Three:

Nurture

I was intrigued by...	Questions I have about this idea:
Resources and Plans:	

Top 10 Effective Questioning Techniques

A synthesis/summary of research findings

1. Plan questions in advance of a lesson. Include a mix of open and closed questions, as well as all levels of Bloom's.
2. Establish a classroom culture that celebrates questioning and risk taking. Instead of asking, "Do you have any questions?" rephrase it to "What questions do you have?" The latter implies that you expect questions and are encouraging students to ask them.
3. Give students "thinking time" or "wait time" after asking a question. If there are no responses to your questions, don't answer your own question. Ask another, simpler question or provide examples. Acknowledge the silence.
4. Transition from simple questions (recall type questions) to more complex questions (compare, analyze, make a judgment, etc.) as the lesson progresses. Avoid yes or no questions. Strive to ask questions that lack a single right answer. Ask one question at a time, and spend the time necessary to fully address the question.
5. Expect students to ask questions, and make sure that everyone can hear a student's question. Repeat the question if necessary. If you do not understand the student's question, ask for clarification, "Give me an example" or "Do you mean...". Sometimes you can turn a student's question back to the class for consideration. If the question is difficult, have students think in pairs or triads and challenge them to write questions about the question, "What might we need to know to answer this question?" or "Do we need to define any terms?" Finally, if everyone is stuck, ask where the confusion is, or what the silence means. The important thing about difficult questions is to spend time thinking about them. Do not be too quick to "steal a student's struggle".
6. Do not let a few students dominate a discussion. Get all students involved. Ask the "quick" student to wait, or have everyone write down an answer before calling on someone.
7. If you ask a question and get an immediate response, ask other students what they think, "Do you agree Jon?" or "What would you add to that answer?" is a good way to get students involved.
8. When calling on individual students, ask the question first, pause for 3-5 seconds, and then call on a specific student.
9. Try not to ask students questions like "Do you understand?" or "Do you have any questions about yesterday's lesson?" Strive to ask questions that require students to demonstrate their understanding (i.e. "What three things do you need to consider before starting this equation?" or "What's important to remember about quotation marks?").
10. During a lesson, move around the room in a way that promotes discussion. When a student asks a question, it is natural for an instructor to move toward that student. This tends to exclude other students and focuses the interaction between teacher and student. Moving away from the student who is speaking draws others into the discussion.

The Power of Waiting (Wait Time):

Researchers on questioning strategies speak of two kinds of wait time: “Wait Time 1” refers to the amount of time the teacher allows to elapse after he/she has posed a question and before a student begins to speak; and “Wait Time 2” refers to the amount of time a teacher waits after a student has stopped speaking before saying anything. The research has focused more on wait time 1 than wait time 2, but the following findings apply to both.

Findings:

- The average wait time teachers allow after posing a question is one second or less.
- Students whom teachers perceive as slow or poor learners are given less wait time than those teachers view as more capable.
- For lower cognitive questions, a wait time of three seconds is most positively related to achievement, with less success resulting from shorter or longer wait times.
- There seems to be no wait time threshold for higher cognitive questions; students seem to become more and more engaged and perform better and better the longer the teacher is willing to wait.
- Increasing wait time beyond three seconds is positively related to the following student outcomes:
 1. *Improvements in student achievement.*
 2. *Improvements in student retention, as measured by delayed testing.*
 3. *Increases in the number of higher cognitive responses generated by students.*
 4. *Increases in the length of student responses.*
 5. *Increases in the number of unsolicited responses.*
 6. *Decreases in students' failure to respond.*
 7. *Increases in the amount and quality of evidence students offer to support their inferences.*
 8. *Increases in contributions by students who do not participate much when wait time is under three seconds.*
 9. *Expansion of the variety of responses offered by students.*
 10. *Decreases in student interruptions.*
 11. *Increases in student-student interactions.*
 12. *Increases in the number of questions posed by students.*
- Increasing wait time beyond three seconds is positively related to the following teacher outcomes:
 1. *Increases in flexibility of teacher responses, with teachers listening more and engaging students in more discussions.*
 2. *Increases in teacher expectations regarding students usually thought of as low.*
 3. *Expansion of the variety of questions asked by teachers.*
 4. *Increases in the number of higher cognitive questions asked by teachers.*

OPEN COMPARE AND CONTRAST



HOW ALIKE?





HOW DIFFERENT?



WITH REGARD TO





CONCLUSION OR INTERPRETATION:

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Principle Four:

Plan _____

Most important points:	Questions I have about this idea:
Resources and Plans:	

What might ABUNDANCE look like in my room?

A large, empty rectangular box with a black border, intended for a student to draw or write their response to the question above. The box is completely blank and occupies most of the page.