



Professional Development Workshops

Carnegie Mellon University
Pittsburgh, Pennsylvania
(412) 268-1629, ext. 1
www.cmities.org
cmities@cmu.edu

Registration begins at 8 A.M. each day. Coffee and doughnuts will be available. Workshops are from 8:30 A.M. - 3:30 P.M. One hour is provided for lunch on your own. Fee: \$75, which includes handouts. Act 48 credit available.

For those needing overnight accommodations, the following hotels are close to the Carnegie Mellon campus:

- Shadyside Inn: (412) 441-4444
- Hampton Inn Oakland: (412) 681-1000
- Holiday Inn University Center: (412) 682-6200

**Collaborating to Teach Gifted Students:
Regular Education Teachers and
Teachers of the Gifted Working Together**
Presenter: Linda Block-Love

Thursday, October 13, 2011

Ensuring that gifted students' educational needs are addressed in all settings is a critical, yet challenging, aspect of working with these learners. Increased attention has been paid to the shared responsibility that teachers of the gifted and general education teachers have for these students. This workshop will present a variety of approaches designed to facilitate collaboration among these educators and provide opportunities for them to explore options to support high-level instruction for gifted students in all settings. Topics will include co-teaching, approaches that can support increased rigor and relevance of instruction, methods of providing and supporting differentiation, and ways to address key practical issues that arise from these approaches.

This workshop is appropriate for administrators, gifted and general education teachers; teams of educators are encouraged to attend as a group. Attendees should consider having with them a GIEP to refer to during the program.

Linda Block-Love, MSM, M.Ed., is an educational consultant and highly regarded presenter on various topics relating to educating the gifted, curriculum design, and instructional practices. She works with intermediate units and school districts across the state to support educators' efforts to improve educational program design and delivery. Linda's experience with gifted students K-12 combined with her interest in results-focused approaches enables her to give participants the practical suggestions necessary to implement short- and long-term programming improvements.

Architecture: Building Curriculum
Presenter: Kelly Lyons,
Carnegie Mellon University Dept. of Architecture

Thursday, October 20, 2011

Infuse architecture into the curriculum using an interdisciplinary approach. Using hands-on activities, teachers will explore the structure of buildings and build architectural models. Sample lessons using architecture will be demonstrated, illustrated with examples of student projects. Learn how to coach students in completing engineering and design-related tasks. Make connections between architecture and academic standards that provide authentic learning experiences for your students.

Kelly Lyons is Program Director for Architecture Explorations, the K-12 outreach program of the Carnegie Mellon University School of Architecture, as well as UDream Program Coordinator. She develops and manages a collection of architecture outreach programs, reaching over 1,000 students each year. Since Kelly joined the School of Architecture in 2003, the School's K-12 outreach has grown from one Saturday program to a collection of eight programs, many offered in partnership with other organizations including the Carnegie Museum of Art, Pittsburgh History & Landmarks Foundation, the Children's Museum of Pittsburgh and Fallingwater. Kelly has received multiple grants from the National Endowment for the Arts and local foundations to support architecture programs. Kelly received a master's degree in education from Duquesne University and a bachelor's degree in architecture from

Carnegie Mellon University. She is currently enrolled as a doctoral student at Carnegie Mellon University. Kelly frequently teaches classes for C-MITES, including "Buildings, Towers and Bridges, Oh My!" and "My Ideal House."

Writing Effective GIEPs
Presenter: Linda Deal

Tuesday, November 15, 2011

Chapter 16 provides an outline for how to develop an individualized plan for gifted students but has many open ended areas for determining present levels of progress, setting appropriate goals and creating objectives for meeting those goals. This session will help determine what information is already available within the district, ways to gather additional annual information for the PLEP section and then follow with helpful hints on how to measure growth through the objectives and goals. Reference to due process cases on GIEP's, legal issues and "soft" goals like leadership, executive functioning and creativity will be included.

Linda Deal has been an advocate for gifted students in a variety of formats for almost 30 years. She earned a master's degree in gifted education from Millersville University in 1991 and is currently a part-time instructor in that program. She also worked with elementary gifted students and accelerated math students in the Penn Manor District for over 25 years. She received the Educator of the Year Award from PAGE in 2005, has served on the PAGE board, and co-chaired the 2010 PAGE annual conference. Her book, *Boredom Solutions*, is available through Prufrock Press and an article on "NCTM Principles and Standards for Mathematically Talented Students," was published in *Gifted Child Today* in 2010. Her greatest joy, however, has come from parenting two gifted sons and spending time with gifted grandchildren.

Acceleration: Making Well-Informed Decisions
Presenter: Dr. Ann Lupkowsk-Shoplik, Ph.D.
Director, C-MITES

Tuesday, March 13, 2012

When we begin a discussion about acceleration, many people immediately focus on the social implications. Sometimes, the discussion stops there. We will talk about the many factors that should be considered in making an objective decision about skipping a grade or advancing in a particular subject. These factors include academic ability, aptitude, and achievement; interpersonal relationships; level of support from the school and the family; motivation of the student; and physical development. We will discuss the use of the *Iowa Acceleration Scale* as an instrument to help make the discussion about acceleration more productive and to help the parties involved to feel that their decision is well thought out and reasonable. In addition, the implications of recent research on acceleration will be summarized.

Dr. Ann Lupkowski-Shoplik's research interests include acceleration of gifted students and the identification and development of mathematically talented students younger than age 12. Together with Susan Assouline, she wrote *Developing Math Talent (2nd Ed.)*. She is also a coauthor of the *Iowa Acceleration Scale* with Susan Assouline and others, and co-authored a chapter in *A Nation Deceived: How Schools Hold Back America's Brightest Students*. Dr. Lupkowski-Shoplik received the 2001 Neuber-Pregler Award for outstanding efforts to assure quality education for gifted students from the Pennsylvania Association for Gifted Education.

C-MITES Professional Development Workshops Registration Form

A limited number of spaces are available, and the workshops tend to fill up quickly. Reserve your place now!

If your school district is sending payment, we recommend that you fax or mail a copy of your registration form as soon as possible so that we may hold a spot for you.

Please complete one form for each person attending. This form may be photocopied.

Name: _____

School: _____

School Address: _____

District: _____

Daytime telephone number: _____

Email address: _____

Check all that apply: Regular classroom teacher Gifted education teacher Administrator

Grade level(s) taught: _____

Would you like to have your name and school address included on the "Contact List" that will be distributed to all workshop participants?

Yes No

Thursday, October 13, 2011. Collaborating to Teach Gifted Students. \$75.

Thursday, October 20, 2011. Architecture: Building Curriculum. \$75.

Tuesday, November 15, 2011. Writing Effective GIEPs. \$75.

Tuesday, March 13, 2012. Acceleration: Making Well-Informed Decisions. \$75.

\$_____ Total: Make checks payable to Carnegie Mellon University.

Refund Policy: If you cancel a class one week before the date of the class, you may receive a refund minus a \$20 cancellation fee. After that date, there will be no refunds.

Parking is available in the University Parking Garage for about \$10 a day. Parking is not included in the registration fee.

A confirmation letter and directions will follow.

Participants may earn 6 hours of Act 48 credit for each workshop they attend.

Mail or fax this form to:

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Workshops for Educators

Opportunities for Professional Development

at

Carnegie Mellon University

October 13, 2011

October 20, 2011

November 15, 2011

and

March 13, 2012

Act 48 credit available