

Thematic Workshop Information:

**“Reaching the Highest Level:
 Reversing Underachievement and Increasing Achievement
 in Gifted Students”**

Course Code	Date and Time	Target Group
TW/CI/051011	8 January 2011 (Saturday) 9:15 a.m. – 4:30 p.m. (6 hours)	Primary and Secondary School Teachers
<i>Medium of Instruction</i>	English	

Venue : Lecture Hall 2, 4/F.,
Yew Chung International School (Secondary Section),
 3 To Fuk Road, Kowloon Tong, Hong Kong

Speaker and Facilitator : **Prof. Joseph Renzulli,**
 Director, National Research Centre on the Gifted and Talented,
 University of Connecticut, U.S.A. and
Prof. Sally Reis,
 Professor and Head of the Educational Psychology Department,
 University of Connecticut, U.S.A.

Course Description : This workshop will introduce participants to the reasons that academically talented students underachieve in school and the ways that underachievement can be reversed. It will also introduce curriculum differentiation and the ways in which one strategy, curriculum compacting, can be effectively implemented in the classroom.

Course Objectives : Upon completion of this workshop, participants should be able to:

- Identify gifted underachievers
- Implement strategies to reverse underachievement in gifted and high potential students
- Use at least one or two strategies, including curriculum compacting, to differentiate instruction and content for high potential students.

Course Outline : **Morning Session: Gifted Underachievement**
 Underachievement of gifted students is one of the most frustrating issues that teachers encounter. What causes underachievement? How can parents and teachers help develop talents in students who underachieve in school but not in creative outlets outside of school? What interventions

work for what types of underachievement? How can we motivate gifted students to achieve? These and other questions will be explored in this session.

Content Outline:

1. Introduce Underachievement
2. Discuss Current Research on Underachievement
3. Explain Interventions to Reverse Underachievement
4. Introduce and Explain Self-Regulation: Create a plan to reverse underachievement

Afternoon Session: Curriculum Compacting

This session will focus on adapting the regular curriculum to meet the needs of gifted students. A variety of strategies will be discussed, including curriculum compacting. Strategies for identifying strength areas, assessing prior mastery, organising the classroom, record keeping, and planning appropriate alternative activities will be presented. Eight steps will be presented to introduce the participant to curriculum compacting.

Content Outline:

1. Introduce Differentiation
2. Discuss the Ways in which Gifted Students Learning Needs Vary
3. Introduce Curriculum Compacting
4. Outline the Eight Steps of Curriculum Compacting

- Certificate/
CPD Hours** : Certificate of Participation and **6** CPD hours will be awarded to participants
- Course Fee** : Free of Charge (Funded by The Hong Kong Academy for Gifted Education)
- Registration
Information** : Please **apply online** from the website of The Hong Kong Academy for Gifted Education at http://hkage.org.hk/en/tz_programmes.html

Registrant is required to obtain approval from his/her principal or supervisor of the school/organisation to attend this course by submitting a signed “**Nomination Form**” to the HKAGE through fax or email in order to complete the registration process.

The “Nomination Form” will pop-up after submission of the online registration form by registrant. The same form will also be sent to the registrant via email as a reminder.

- Deadline for
Registration** : **10 December 2010 (Fri) 5:00 p.m.**

Registrants will be notified of the outcome by **16 December 2010 (Thu)** through email. If nominees do not receive our notification, please contact us at 3698 4025.

- Contact Person** : Miss Tam (course content) Tel: 3698 4050;
Mr. Chan (registration) Tel: 3698 4025 or Email: tpd@hkage.org.hk
- Remarks** : 1. ALL online applications should be nominated and approved by the school authority/organisation. Prior application is required and walk-ins will NOT be entertained.
2. Applicants please check the enrollment results via their email accounts registered with The Hong Kong Academy for Gifted Education.
3. The course organiser reserves the right to reject those applications without submitting sufficient data.
4. The course organiser will take video and photos of the activities during the course. The photos and materials taken may be used in print and electronic publications by the course organiser for educational purpose.
5. Car park arrangement: No car parks will be provided at venue. Please park at nearby car parks (e.g. Festival Walk).
-

Brief Introduction to Speakers:

Professor Joseph Renzulli



Prof. Joseph Renzulli is the Neag Professor of Gifted Education and Talent Development at the University of Connecticut where he also serves as the Director of The National Research Centre on the Gifted and Talented. In 2000, he was named one of six Board of Trustees Distinguished Professors at the University of Connecticut. He has served on numerous editorial boards in the fields of gifted education, educational psychology and research, and law and education. He also served as a Senior Research Associate for the White House Task Force on Education for the Gifted and Talented. Prof. Renzulli is a Fellow in the American Psychological Association, and he has received distinguished research awards from the National Association for Gifted Children and the University of Connecticut.

His major research interests are in identification and programming models for both gifted education and general school improvement. His *Enrichment Triad Model* (1977) has been cited as the most widely used approach for special programs for the gifted and talented, and the *Three Ring Conception of Giftedness* is considered by many countries to be the foundation of a more flexible approach to identifying and developing high levels of potential in young people. Prof. Renzulli has contributed numerous books and articles to the professional literature and has been a series author with the Houghton Mifflin Reading Series. He also established the UConn Mentor Connection, a summer programme that enables high school students to work side-by-side with leading scientists, historians, artists, and other pioneering faculty members at the University of Connecticut.

Professor Sally M. Reis



Professor Sally M. Reis is a Professor and the Department Head of the Educational Psychology Department in the Neag School of Education at the University of Connecticut where she also serves as Principal Investigator of the National Research Centre on the Gifted and Talented. She was a classroom teacher in public education as well as a school administrator before coming to the University of Connecticut. She has authored and co-authored more than 140 articles, 12 books, 50 book chapters, and numerous monographs and technical reports in the last 15 years.

Her research interests are related to talent development in all children as well as special populations of gifted and talented students, including: students with learning disabilities, gifted females and diverse groups of talented students who are often underserved. Her most recent work has involved methods of using gifted education pedagogy to stimulate interests, learning styles and abilities in all children. She has traveled extensively conducting workshops and providing professional development for school districts on gifted education, enrichment programmes, and talent development programmes.

Prof. Reis serves on several editorial boards and is the past President of the National Association for Gifted Children. She has won several professional awards including the Distinguished Service Award for outstanding service by the National Association for Gifted Children and most recently, she was named the Distinguished Scholar by the National Association for Gifted Children, for her scholarly contributions to the field.