

**6. Bright Versus Gifted: Characteristics of Giftedness**  
**First Session Only** **Room**

*Becky Mann*

*Adjunct Professor, Hope College & University of Connecticut*

Gifted learners are not necessarily easy to spot in the classroom. Frequently teachers overlook our most highly gifted students in favor of bright, “teacher pleasers”. If gifted students’ needs are not met, they risk becoming underachievers, behavior problems, or dropouts. Characteristics of gifted learners such as creativity, asynchrony, high energy and intensity that may prevent them from being successful in school will be discussed in this session.

**7. Quick and Easy Differentiation Strategies for High Ability Learners**  
**Second Session Only** **Room**

*Becky Mann*

*Adjunct Professor, Hope College & University of Connecticut*

You think I have time to differentiate??? Unfortunately, differentiating the curriculum can be overwhelming and, in some cases, time consuming. Good news, it doesn’t have to be. Often the most effective differentiation strategy is the result of an “on the spot” decision or is student generated. This session focuses on “low prep” strategies such as questioning, “the answer is”, “how many ways”, and self-created challenging activities to give you a head start on effectively meeting the needs of your high abilities learners.

**CONFERENCE PLANNING COMMITTEE**

- Jane Genzink, Gwen Buteyn - Calvin College
- Kristin Rich - Cornerstone University
- CJ Mehall, Raul Ysasi - Grand Valley State University
- Nancy Cook - Hope College
- Stacey Pylman - Michigan State University

Grand Valley State University

Friday, October 7, 2016

**COOPERATING TEACHERS' CONFERENCE**

8:30 ..... Registration  
 Eberhard Center

8:45 Welcome and Introduction  
*Dr. Barry Kanpol*  
*Dean, College of Education*  
*Grand Valley State University*

*Dr. Elizabeth Knepper-Muller*  
*President, ITEC-WM*

9:00—9:50.....Session I

10:00—10:50 .....Session II

11:00—12:00 ..... Lunch

11:30 ..... Keynote Speaker

*Dr. Kim Creasy*  
*Program Coordinator*  
*University of Northern Colorado*

The Cooperating Teachers’ Conference is being sponsored by

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Aquinas College, Baker College, Calvin College, Central Michigan University  
 Cornerstone University, Ferris State University, Grand Valley State University  
 Hope College, Kendall College of Art & Design, Michigan State University,  
 Western Michigan University

## **Workshops**

*All seminars are offered each session unless noted.  
Please remember to turn in the conference evaluation  
form at the end of the morning. Thank you!*

### **1. Differentiating for Diverse Learners Using a Guided Math Framework Room**

*Olivia Alkema  
5<sup>th</sup> Grade Teacher, Godfrey Lee Public Schools*

Participants will be introduced to a guided math framework called ZONES, which can be used with any curriculum. The session will cover each of the ZONES stations, how to structure instructional time, teach small groups, and conference with students. This session also includes ideas for technology integration and where to access resources. Teachers will walk away with the tools to increase student engagement, develop language in the context of math, and promote higher-order thinking for all of the diverse learners in your classroom.

### **2. A Strengths-Based Approach to Teaching and Learning Room**

*Ann Castle  
PhD Candidate, Coordinator & Instructor, Michigan State University  
Kristen White  
Former K-8 Teacher & PhD Candidate, Michigan State University*

Many children who have reading difficulties are often marginalized in school and viewed with a deficit perspective. In this session, working alongside other educators, we propose an alternative lens. Drawing on Noddings' *Care of Ethics* (2007), we acknowledge children's strengths and competencies. Practical implications for the classroom will be modeled and practiced in this interactive session. In this workshop we analyze typical elementary classroom reading assessments as well as how some assessments simultaneously allow and prevent an ethics of care lens in a classroom setting. Also, we explore possible modifications that encourage continuous acknowledgement of children's strengths.

### **3. Principles of Classroom Questioning**

**Room**

*Connie Hamilton  
Curriculum Development Saranac Public Schools*

Do you ask questions to foster student learning? Do you want to increase rigor and depth of knowledge for your students? Do you feel like you're doing more work than your students? If the answer to these basic questions is "YES", then this session is designed for you. Participants will learn 7 basic questioning principles for creating a classroom of engagement. Practical and research-based strategies will be shared that you can use in your classroom tomorrow without feeling like you have one more thing on your plate.

### **4. Writing the Final Narrative Evaluation: How to Avoid the Paper Plague First Session Only Room**

*CJ Mehall  
Grand Valley State University*

C.J. Mehall, Affiliate Faculty for Grand Valley State University, will be providing tips on how to write the final narrative evaluation. The presentation will be based on the PRAXIS III: Classroom Performance Assessments criteria developed by Educational Testing Service. This framework identifies those aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research. The presentation will focus on putting in writing what student teachers should know and be able to do in the exercise of their profession.

### **5. Helping Your Intern with Classroom Management**

**Room**

*Stacey Pylman  
Grand Rapids Internship Coordinator, Michigan State University*

There are a variety of reasons an intern might struggle with classroom management. In this session you will learn how to support the intern in numerous areas of classroom management by looking at possible root causes, and develop a plan for how to mentor the intern in his/her particular area(s) of need.