

Book Study Guidelines and Titles

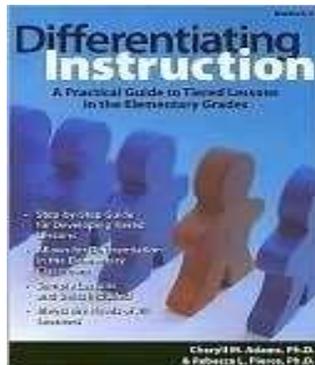


Book studies can be used to earn ONLY non-foundation GT credit toward the initial 30 hours or the annual 6-hour update.

1. Book studies must include a minimum of 5 participants.
2. Book Study participants may earn **up to** 6 hours of GT credit.
3. Facilitators should review the catalog of titles to determine which book study most appropriately suits his/her campus needs.
4. Facilitators must create the course/section number in CFPGS/My Learning, BUT **do not** add GT hours.
5. When Facilitator completes the Book Study Application in My Learning, he/she includes the section number.
ALSO, Facilitator must include a list of Study Questions to be discussed either online or face-to-face. Facilitator sends the completed form and questions to sandra.beehner@cfisd.net.
6. Sandy Beehner will notify the facilitator once she attaches GT hours to the class. The class is then open for registration in CFPGS/My Learning.
7. Facilitators and participants must complete the book study by the stated deadline in order to receive GT credit.
8. Facilitators send documentation to Sandy Beehner at ISC-S room 721 or e-mail it to sandra.beehner@cfisd.net.
 - For face-to-face meetings, facilitators must send sign-in sheets **for each meeting** to sandra.beehner@cfisd.net.
 - For online collaborations, facilitators must send the final roster to sandra.beehner@cfisd.net once Professional Development credit has been issued.

Differentiating Instruction (C1)

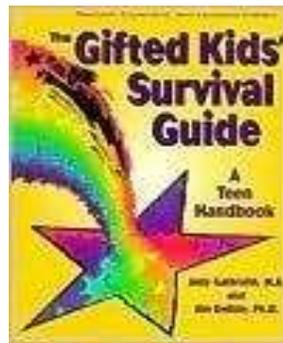
Cheryll M. Adams and Rebecca L. Pierce



GT Credit: Curriculum (C1) **Description:** This easy-to-use, teacher-friendly book is a must-have for any educator wanting to differentiate instruction for the gifted or regular classroom. Differentiating instruction has become an integral part of classroom instruction, and tiered lessons is a practical, easy, and efficient way to ensure the various needs and learning levels of elementary students are met. The authors provide a summary of the process, with detailed instructions for tiered lessons for the elementary grades. Also included are tips for grouping students by interest, learning style, or ability level; a template for creating your own tiered lessons; and a concise resource section for differentiating and preparing lessons. Differentiating instruction will take on a new meaning in your classroom as you implement these fun, engaging, and student-friendly lessons.

Gifted Kids' Survival Guide (N1)

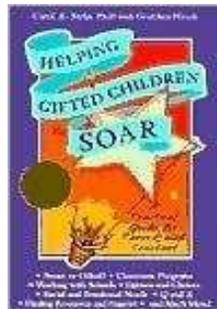
Judy Galbraith *and* James R. Delisle



GT Credit: Nature and Needs (N1) **Description:** This book examines issues that are of concern for young people who have been labeled "gifted," by discussing what the label means, intelligence testing, educational options, and relationships with parents and friends; it includes first-person essays on being gifted.

Helping Gifted Children Soar (N1)

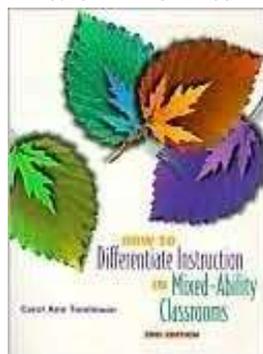
Carol Ann Strip and Gretchen Hirsch



GT Credit: Nature and Needs (N1) **Description:** This user-friendly guidebook educates parents and teachers about important gifted issues such as working together, evaluating classroom programs, forming parent support groups, choosing appropriate curriculum, meeting social and emotional needs, surviving the ups and downs, and much more.

How to Differentiate Instruction in Mixed-Ability Classrooms (C1)

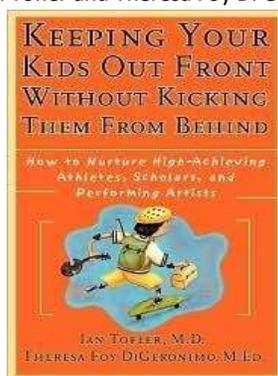
Carol Ann Tomlinson



GT Credit: Curriculum (C1) **Description:** Three new chapters, extended examples, and field-tested strategies help teachers succeed in today's increasingly diverse classrooms. Learn proven ideas for how to match instructional approaches to the readiness, interests, and talents of all students: learning centers, hands-on activities, contracts, and investigative projects. Plus, read about new ways of structuring lessons to provide "scaffolds" for the lesson content, the procedures used in learning, and the products of learning.

Keeping Your Kids Out Front without Kicking Them from Behind (N1)

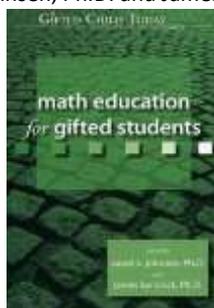
Ian Tofler and Theresa Foy Di Geronimo



GT Credit: Nature and Needs (N1) **Description:** *Keeping Your Kids Out Front Without Kicking Them From Behind* is a common sense guide for moms and dads of talented and gifted children. In this practical book, the authors—experts in the field of parenting—present their Seven-Step Program for Encouraging and Protecting High-Achieving Children and offer guidance for establishing healthy boundaries between parents' ambitions and the needs of their talented children along with clear-cut instructions for helping children balance achievement with happiness.

Math Education for Gifted Students (C1)

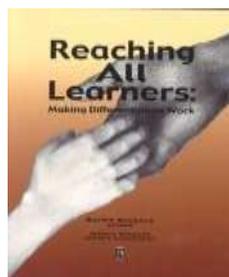
Susan K. Johnsen, Ph.D. and James Kendrick, Ph.D.



GT Credit: Curriculum (C1) **Description:** *Gifted Child Today* brings together its best published articles. Each book in the series is filled with exciting and practical classroom ideas, useful summaries of research findings, discussions of identification and classroom management, and informed opinions about educating gifted kids. Given gifted students' accelerated and intuitive thought processes regarding mathematics, teachers need to design differentiated curricula and use strategies that increase the complexity and pace of instruction. The authors provide some specific strategies for both organizing a gifted program and teaching mathematically-gifted students in either the general education classroom or in special settings.

Reaching All Learners (C1)

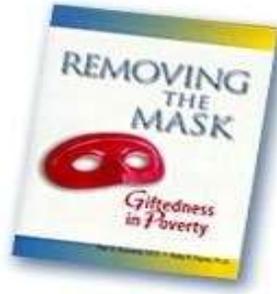
Bertie Kingore, Ph. D.



GT Credit: Curriculum (C1) **Description:** This valuable guide provides research-based differentiation strategies with positive effects on achievement, instructional responses for the way students' brains learn best, lesson variations for students with fewer skills, lesson variations that increase challenge, guidelines to effective management of the learning environment, and learning options posters.

Removing the Mask (A1)

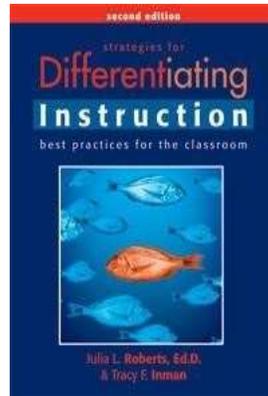
Paul Slocumb, Ed.D.



GT Credit: Identification and Assessment (A1) **Description:** This highly instructive book provides teachers and administrators with numerous avenues for identifying the gifts in students who live in poverty and ways to help these students be successful. Dr. Slocumb also chaired a statewide Texas initiative to achieve equity within gifted programs throughout the state. To read about some of the outcomes of this three-year initiative, visit www.gtequity.org.

Strategies for Differentiating Instruction (C1)

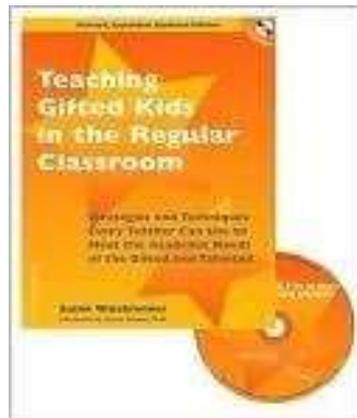
Julia L. Roberts, Ed.D. and Tracy F. Inman



GT Credit: Curriculum (C1) **Description:** Designed specifically for teachers who are new to differentiated instruction, this book offers sound, practical advice for pre-assessing students; implementing differentiation strategies; managing and assessing student learning. This guidebook is filled with the essentials teachers need to know in order to differentiate instruction and address all students' needs, interests, and abilities.

Teaching Gifted Kids in the Regular Classroom (C1)

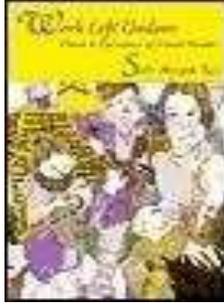
Susan Winebrenner



GT Credit: Curriculum (C1) **Description:** Teachers everywhere call it, "the orange Bible" and turn to it daily to make sure their gifted students receive the learning opportunities they need and deserve. Winebrenner has spent eight years implementing her methods in school districts and with teachers, parents, and kids across the U.S. and the U.K. This edition reflects her personal experiences and the changes that have taken place in education over the years. *TEACHING GIFTED KIDS* has been the definitive guide to meeting the learning needs of gifted students in the mixed-abilities classroom—without losing control, causing resentment, or spending hours preparing extra materials. All of the forms in the book are also on CD-ROM (sold separately) to print and customize for the classroom.

Work Left Undone (N1)

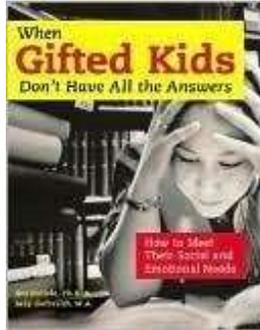
Sally M. Reis



GT Credit: Nature and Needs (N1) **Description:** Written for gifted and talented girls and women as well as their teachers and parents, the book presents a large body of research and a number of case studies offering insight into specific incidents of success or failure. Not only does Dr. Reis expose barriers to success, she also proposes solutions and suggestions for overcoming barriers. She lists specific ideas for girls, parents, and teachers, along with programs and resources that can help girls succeed. *Work Left Undone* provides readers of any gender and any age with food for thought.

When Gifted Kids Don't Have All the Answers: How to Meet Their Social and Emotional Needs (N1)

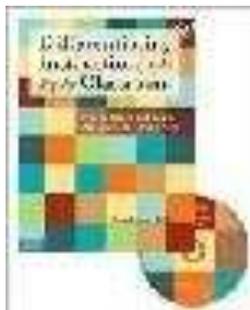
Jim Delisle and Judy Galbraith



GT Credit: Nature and Needs (N1) **Description:** This book offers proven, practical suggestions for encouraging social and emotional growth among gifted, talented, and creative youth. The authors explain what giftedness means, how gifted kids are identified, and how we might improve the identification process. Then they take a close-up look at gifted kids from the inside out -- self-images and self-esteem-- and the outside in -- challenges from family, school, peers, and society in general to their well-being.

Differentiating Instruction in the Regular Classroom: How to Reach and Teach All Learners, Grades 3-12 (C1)

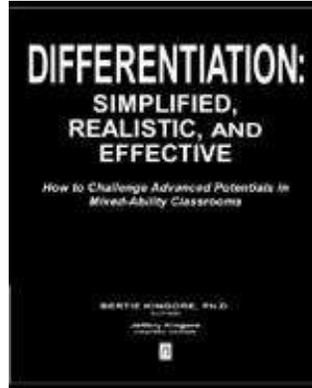
Diane Heacox



GT Credit: Curriculum (C1) **Description:** Some children learn easily, while others struggle. How can teachers make sure that every child has opportunities to develop his or her talents? The answer is differentiation: changing the pace, level, or kind of instruction in response to learners' needs, styles, and/or interests. In this timely, practical guide, Diane Heacox presents a menu of strategies for any teacher faced with a spectrum of student needs and styles.

Differentiation: Simplified, Realistic, and Effective (C1)

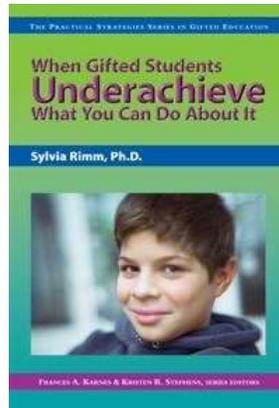
Bertie Kingore, Ph.D.



GT Credit: Curriculum (C1) **Description:** In working with teachers across the nation, Kilgore knows the common thread of concern is how to do it all. Teachers want to differentiate, but they continue to experience frustration at the vastness of the task. Therefore, the focus of this book is to simplify the implementation of differentiation to increase its practice. Kilgore provides specific aids and examples that teachers find particularly beneficial to simplify the planning and preparation process of differentiated instruction.

When Gifted Students Underachieve What You Can Do About It (N1)

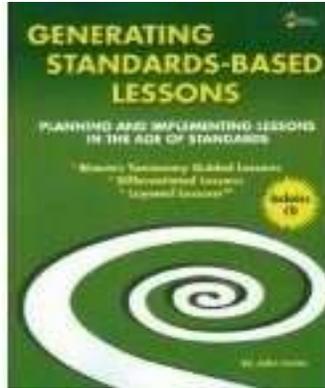
Sylvia Rimm, Ph.D.



GT Credit: Nature and Needs (N1) **Description:** Underachievement in gifted students has long puzzled teachers, parents, and students themselves. For gifted underachievers to change their habits and begin to succeed in school, educators must take action to identify, challenge, and motivate these kids. Rimm looks at the various causes of underachievement in this population. This guide offers guidance for understanding the pressures students face in school and at home, motivating students for success, adjusting curriculum to engage these students, improving the self-concept of students, and working with parents to reverse the patterns of underperformance.

Generating Standards-Based Lessons (C1)

John Lester



GT Credit: Curriculum (C1) **Description:** *Generating Standards-Based Lessons* merges “teaching and learning” in creative, original, and innovative ways to focus on the teacher’s role in the standards-based learning process – the role of generating lessons that produce greater learning and achievement.

Learn more about...

Diagnosing (pre-assessing) the needs of ALL students in the classroom

Differentiating standards-based lessons for diverse learners in your classroom

Using Bloom’s Taxonomy to create lessons at levels that match learning indicators, expectation, or objectives in your state’s standards

Generating lessons using instructional “layers” for students who struggle with learning, students who are ready to learn, and students who learn quicker

Generate...

Effective lessons

Differentiated lessons for ALL learners

Layered Lessons™ to include all students

Improved results on “high stakes” achievement assessments

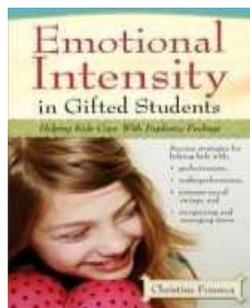
Essential assessments

Bloom’s Taxonomy Guided Lessons

Greater student achievement in your classroom

Emotional Intensity in Gifted Students Helping Kids Cope with Explosive Feelings (N1)

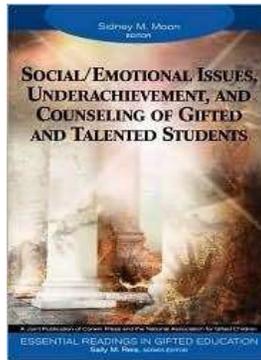
Christine Fonseca



GT Credit: Nature and Needs (N1) **Description:** Designed to provide support for the difficult job of parenting and teaching gifted children, this book provides the resource parents and teachers need not only to understand why gifted children are so extreme in their behavior, but also to learn specific strategies to teach gifted children how to live with their intensity. Fonseca uses real-world examples through case studies and role-play that show parents and teachers how to interact with gifted children in a way that teaches them how to recognize, monitor, and adjust their behavior. Worksheets, tip sheets, and checklists are included to help parents, teachers, and students themselves learn to cope with the explosive feelings that often accompany giftedness. Specific strategies for stress management, underperformance in school, perfectionism, and social anxiety make this a must-read for anyone wishing to make a positive, lasting impact on the lives of gifted children.

Social/Emotional Issues, Underachievement, and Counseling of Gifted and Talented Students (N1)

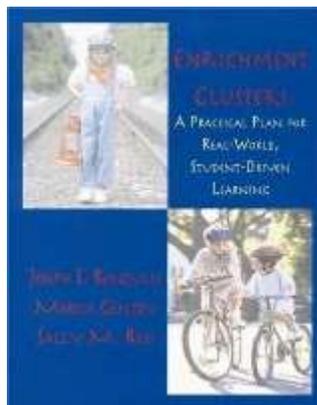
Sidney Moon



GT Credit: Nature and Needs (N1) **Description:** Focusing on the social and emotional characteristics of gifted students in general and underachievers in particular, the sixteen articles in this ready-reference also provide an introduction to appropriate counseling methods for the gifted. Key features include Moon's comprehensive analysis of some of the most influential research on underachievement, social/emotional issues, and counseling approaches for the gifted, effective educational and personal interventions designed to reverse underachievement, and recommendations for addressing the specialized and differentiated counseling needs of gifted students. With the guidance and insight of the field's top authorities, educators will learn how to intervene more effectively with high-ability individuals experiencing social/emotional difficulties and will discover how they can help all gifted students achieve optimal social, emotional, and personal development.

Enrichment Clusters: A Practical Plan for Real-World, Student-Driven Learning (C1)

Joseph Renzulli, Marcia Gentry, and Sally Reis



GT Credit: Curriculum (C1) **Description:** In today's high-pressured atmosphere to "get the scores up," teachers and students find themselves facing more and more highly-structured, pre-scripted lessons that allow for little creativity and exploration. Hence, the authors present teachers and administrators with all the information and materials they need to develop a successful Enrichment Cluster Program. The seven simple steps show leaders how to schedule and implement a program. Eight easy-to-follow guidelines help cluster teachers create engaging and challenging enrichment groups. This guidebook also includes more than 50 pages of reproducible planning forms, surveys, assessment instruments, and staff development handouts; 11 ready-to-use staff development activities; a week-by-week timeline for implementation; a resource guide of how-to books appropriate for a program, and dozens of example cluster descriptions on topics ranging from flight to children's rights to web site design.