

Gifted and Talented/**Technology** Instructional Strategies

Student Leaders Strategy

This strategy applies to certain responsibilities with students who obtain leadership abilities and characteristics within the classroom and are assigned roles on a changing schedule

Procedure:

1. The teacher pitches the idea to their classroom.
2. The teacher defines the job to their classroom.
3. The teacher informs students that they have to fill out an application and submitted it to them for the position if they are interested
4. The teacher reviews the applications and chooses the candidates they think are best for the position.
5. The teacher monitors students perform (treats positions like a job within the workforce).

Examples of when to use the strategy:

1. For talented students who want responsibilities within class here is a chance for a teacher to give them a credible duty in class.
2. To show your students an example of how companies run their corporations work within the real world.
3. At the beginning of the school year.
4. Weekly and monthly rotation.

Variations

1. A student can get champion roles in which they perform better than their peers on assignments and they take on the role of a teacher's assistant within the classroom.
2. The teacher of record elects' students roles at the beginning of the year based on their previous ` of accomplishments/characteristics they had from their previous grade and allow the students chosen in the roles to lose their positions.
3. Have an election within the class and have the students pick who they believe should hold these positions

Interactive Teaching

This strategy of interactive teaching is where the teachers allows their students periodically to teach the lesson of the day with close monitoring by the teacher, department head and the assistant principal over the department.

Procedure

1. The teacher presents the idea to the department head and A.P. of their department.
2. The teacher hand picks students within their classroom who they believe could complete this task and their peers be engaged when they are teaching the lesson.
3. The teacher with assistance from instructional coach helps prep student(s) what to cover within the lesson.
4. The student presents the lesson with close monitoring from their classroom teacher, department head/assistant principal of the subject.
5. The student(s) who taught the lesson(s) receives feedback from their peers on how they believe the lesson went.

Examples of when to use the strategy:

1. In an AVID/College Career Readiness class within a secondary school.
2. For student(s) who are highly knowledgeable of the subject, but are not engaged in class.
3. To maintain student engagement within class (build repore within their classroom).
4. For student(s) who think they have grasped the knowledge of the subject, but have no clue of what they are doing.
5. When a teacher is receiving an observation

Variations

1. The student(s) could collaborate with the teacher and teach half of the lesson alongside with the classroom teacher.
2. The teacher could elect this strategy in the second semester after they know their students.
3. The teacher could have student(s) teach the lesson to a small group versus a whole class of low performing students.

Student Performance Portfolios

This strategy allows gifted and talented students to give a presentation of interlocking their future career field and life based on their classroom experience within their favorite subjects in high school

Procedure

1. Teachers collaborate amongst each other of which projects they will assign in each subject for their GT students.
2. Students receive information of project/presentation.
3. Students will select their three favorite subjects and complete the projects for those classes.
4. Students will receive monthly checkpoints of when things are due for project/presentation.
5. At the halfway point of when the project/presentation is due students will give a pre presentation to their peers in which their peers will grade their performance.
6. Students will work with their teachers of the subject they choose to make sure they have all of their checkpoints fulfilled before they present in front of a panel of: faculty, staff and outside entities within the school community.
7. Students will present their project/presentation in front of the panel from the school community and will receive academic rewards that will go toward their secondary and post-secondary education.
8. The panel(s) selects two students to present their project/presentation in front of administrations of the school district in which they would gain local recognition and academic rewards within their secondary and post-secondary education.

Examples of when to use the strategy

1. In an AVID/College Career Readiness class within a secondary school.
2. In Early College Preparatory School(s)/STEM Academy programs.
3. In a lower socioeconomical campus/performing school.

Variations

1. Teacher can assign every student of record this project/presentation and modify lesson if needed.
2. Students could do a project/presentation on a person who they look up too and what steps it took them to be successful in their respective career field.
3. Students could do this project/presentation as group work.

Twitter Lessons

This strategy is to familiarize your class with twitter and how to conduct digital etiquette. Each student will have a twitter account and will respond to class questions presented by their teacher. This strategy can be more useful within secondary education (high school).

Procedure

1. The teacher will discuss with administration and parents/guardians of their classes about the idea of *Twitter Lessons*.
2. The teacher will tell the students about the *Twitter Lessons*.
3. The students will create a twitter account if they already do not have one.
4. Teacher will inform students based on their lesson(s) of the day/week that they will present a question on twitter and the students has to respond before school starts.
5. Students will respond in a timely manner and put #*Twitter Lessons*
6. Teacher will give full/half/no credit based on the student's response/non response as this will go towards a semester participation grade.

Examples of when to use the strategy

1. In an English Language Arts class after reading a chapter(s)/book in class or take-home reading.
2. Before a lesson to know gauge student's knowledge.
3. After a lesson is completed.
4. Alternative method to any verbal conversation.
5. To get students more engaged within the learning environment.
6. To utilize technology within the classroom.

Variations

1. Remind App
2. Group Text
3. Google Classroom/Hangout
4. Instagram/Snapchat

YouTube Me

This strategy in which a teacher teaches their lesson of the day on a YouTube channel in which their students learn from their YouTube Channel.

Procedure

1. The teacher will discuss with department head, administration and parents/guardians of their classes about the idea of *YouTube Me*.
2. The teacher will tell their students about the *YouTube Me*.
3. The students using their digital device (cellphone/laptop/Chromebook) or the teacher presents the lesson on the whiteboard within the classroom.
4. Teacher will inform students based on their lesson(s) of the day/week that they need to subscribe to the teachers YouTube channel and participate within the lesson of the day.

5. The students conduct the lesson as the teacher monitors the classroom and ask students if they have any questions.
6. After the lesson is conducted the students finish assignment(s) and the teacher reviews the lesson with the class.

Examples of when to use the strategy

1. If a substitute/long term substitute is present and the teacher of record is not present.
2. If the classroom teacher is present on campus, but is not in the classroom.
3. To utilize technology in the classroom.
4. Alternative method of teaching the lesson of the day.
5. If there is an inclusion/co-teacher within the classroom.
6. An idea for students to learn digital literacy.

Variations

1. Google Classroom.
2. Utilizing PowerPoint slides.
3. Various social media outlets

Visionary Calendar

This strategy is where a teacher creates an online calendar for their classroom through Google Classroom or a similar program posting important updates.

Procedure

1. The teacher creates an online calendar that can be viewed by students in their classroom
2. The teacher tells students that all updates and information about their classroom will be on a digital platform.
3. The students are required to check on the digital calendar for updates and information about their class.
4. The students and their parents/guardians ask any questions in which they have about the digital calendar.
5. The teacher stays on top calendar platform and updates it weekly for students review.

Examples of when to use the strategy

1. For Pre-AP/AP course in high school.
2. For an AVID class in secondary school.
3. If a teacher of record teaches on different campuses.
4. When a teacher has a long-term absence from their classroom/campus.

5. In a Business class that has a lesson plan working on Microsoft/Google Suite.

Variations

1. Teacher creates a hard copy of a calendar captures it and puts it in a text friendly app and shares it with their students.
2. Teacher uses social media to inform students of important updates in class.
3. Teacher creates the calendar and puts it on the school's website.