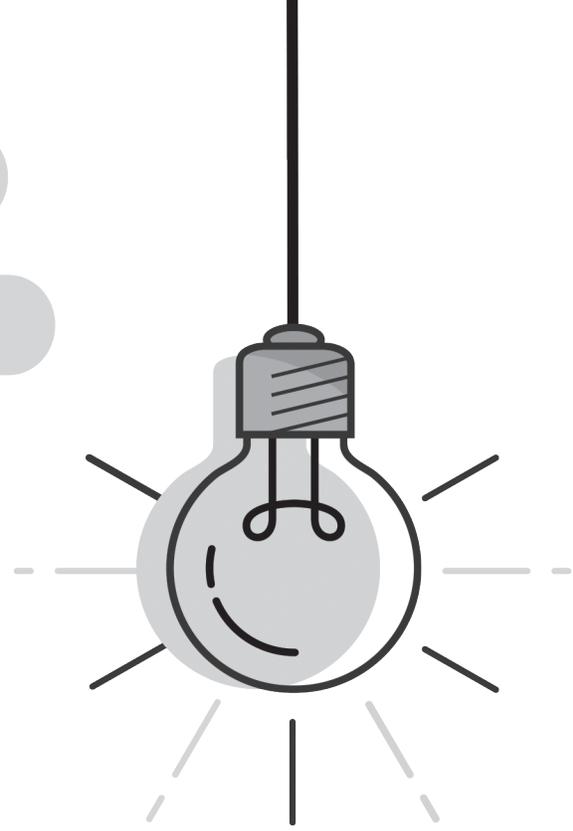


Collaboration, Coteaching, and Coaching in Gifted Education

*Sharing Strategies to
Support Gifted Learners*



Book Study Questions

Chapter 1: The Why, What, and How of Collaboration

1. In your past experiences with collaborating with others, what worked well and what challenges did you encounter? After reading this chapter about the TEAM frame and the Collaborative Process Model, in what ways do you have more perspective on why your past experiences/processes did or did not work well?
2. Review Table 2. In what ways might the “sharing of resources” eventually lead to true “co-action” in collaboration?

3. What one word can you think of that relates to the process of collaboration? What does this word convey about the nature of collaboration?

Chapter 2: Preparing a Path for Successful Collaboration

1. Which of the nonnegotiables (pp. 27–28) are difficult in the “real world” of school? How might you intentionally work to strive for these nonnegotiables?
2. Review the elements of SCARF (status, certainty, autonomy, relatedness, fairness). Reflect on your own personal experience of working with others when one of these was threatened and one was enhanced and how it affected your relationship(s). How can understanding the SCARF framework help you approach collaborative relationships?
3. Reflect on the value of presuming positive intent when communicating with others. Discuss options for reframing the following statements to avoid the threat of “status” in communicating (see pp. 29–30):
 - + “Can I give you some ideas for supporting the underachiever in your class?”
 - + “Have you thought about giving a pretest before this unit?”

4. What ideas (from the book or otherwise) do you have for “easing in” to collaborative work?

Chapter 3: Basic Principles for Coplanning Differentiated Instruction

1. From your experience in teaching gifted students, how have you seen the idea of “differentiation” be interpreted differently by various teachers? How do the ideas in this chapter clarify what is meant by “differentiation,” and how does this clarity enhance the collaborative process?
2. Reflect on a couple of students in your classroom and identify their possible achievement values (e.g., attainment, intrinsic, utility, cost). How does knowing a student’s achievement values impact how you approach collaborative planning?
3. How is “self-selected graduated difficulty” different from simply assigning tiered assignments, and in what contexts might this be a beneficial approach to differentiation? What if the student chooses an “easy” task from the choices? What ideas do you have to handle this issue?
4. How might you coplan with the Bloom’s chart (see Resource 2)? In what ways do you see evidence of “vertical” differentiation (increasing the challenge) in using this tool?

Chapter 4: Coplanning in Practice

1. Have you ever modeled a strategy in another classroom? Reflect on that experience. What can you do to ensure that “modeling” leads to true “capacity building” (when the other teacher learns to use the strategy)?
2. Review the coplanning templates on pages 60–61. Which aspects of coplanning do you envision doing before, during, and after a collaborative planning meeting? What ideas do you have for applying elements of coplanning through virtual platforms?
3. How might Resource 4 be useful in short-term and long-term planning with classroom teachers?

Chapter 5: Coteaching Models Adapted for Gifted Education

1. Discuss how you would complete the following sentences:
 - + Coteaching always _____.
 - + Coteaching sometimes _____.
 - + Coteaching never _____.

2. While thinking about the TEAM frame and the “spectrum of collaboration” (p. 18), in what ways might you share these differentiation strategies with a collaborative partner who is not familiar with them?

3. Which of the vertical differentiation strategies discussed in this chapter do you see as being the most easily integrated into your own collaborative practice through coplanning and/or coteaching? Why?

Chapter 7: Strategies for Deeper Inquiry

1. What challenges might arise while coplanning through these strategies for deeper inquiry, and how might you work through these challenges?

2. This chapter references using Resource 5 (p. 68) as a helpful tool while modeling a new strategy for a collaborative partner. Choose one of the strategies in this chapter, and brainstorm potential ways in which “evidence in the lesson” might be displayed for that particular instructional approach.

3. How might you integrate a chosen strategy from Chapter 6 with one of the strategies found in this chapter? How would these two strategies work together to increase the depth of learning for gifted students?

Chapter 8: Instructional Coaching in Gifted Education

1. In what ways are the collaborative skills in coaching the same as the collaborative skills in coplanning and coteaching? How are they different? How do these align with your own collaborative strengths and weaknesses?
2. In your own personal experiences, which of the counterproductive listening behaviors have you ever experienced as either the listener or the speaker, and how does learning about these behaviors help you as you progress in your collaborative conversations?
3. How might you use third points in your own instructional coaching to build capacity in other teachers?

4. This chapter states that coaching through the Collaborative Process Model is meant to be fluid (p. 143). What does this mean to you, and how does that understanding impact your collaborative practices?

Chapter 9: Collaborative Consultation: Developing Specialized Supports for Gifted Students

1. In your own words, what is the difference between consultation and collaborative consultation? What is needed to bridge that gap as you continue to grow in your collaborative practices?
2. How does the Collaborative Process Model provide a flexible framework for meeting the specialized needs of gifted students who need additional support to be successful and achieve? Using ideas from the chapter, how might you “engage” other professionals/experts to address students’ needs?
3. How does learning more about the specialized needs of gifted learners (e.g., twice-exceptionalities, underachievement, perfectionism, etc.) enable you to grow in your collaborative practices? What was something that was particularly eye-opening in this chapter that you could use in future collaborative consultation?

Chapter 10: Collaborating to Support Gifted Students From Diverse Backgrounds

1. In your experience, what myths and misconceptions exist about the gifts and talents of students from diverse backgrounds? How might you address these myths through collaborative work (i.e., consultation, coplanning, coteaching) so that students have opportunities to “show” their giftedness?
2. What do you know about the cultural identities and backgrounds of your students? How might these strengths be intentionally considered during the coplanning process to promote culturally responsive instruction?
3. Reflect back on the strategies in Chapters 6 and 7. In what ways might you intentionally coplan for supporting academic language when teaching/coteaching with these strategies?

Chapter 11: Collaboration Beyond the School

1. In your experience, what are the greatest challenges in bridging the gap from communication to collaboration with parents? How might the TEAM frame help address these challenges?

2. Our communities often hold collaborative opportunities that can help cultivate student learning and connect students with experts in the field. After reading this chapter, what potential partnerships can you identify in your community that could serve in this capacity?

3. Through your own professional learning, how have you grown in your confidence and skills in the areas of collaboration, coteaching, and coaching in gifted education?

At first I thought _____.

Now I think _____.

My next step is to _____.