



天才学生培训计划

目标:

“天才”是什么意思?该术语指的是在智力、创造力、艺术或领导能力等领域或特定学术领域表现出高能力的学生、儿童或青年，他们需要的服务或活动不是普通的。这并不意味着学生表现出正常或高于正常的能力，而是表现出“高”水平的能力。在课堂或组织中，有几种方法可以识别出哪些人表现出“高”水平的能力。

本培训课程的目标是了解正常能力和高水平能力之间的区别。一旦你明白了其中的区别，培训就会在你的教室或学校里发现有天赋的学生。培训包括为期一周(5天)的培训课程，由在该领域具有专业知识的个人主持任教。培训结束后，管理员将知道如何:

- 增强学生的好奇心和兴趣，激发学生在各种领域的学习。
- 创造一个批判性、创造性思维和创新至关重要的教育环境。
- 提供一个富有挑战性的课程，使每个学生都能以符合其个人能力的水平和速度学习。
- 发现并发展学生在各个学习领域的天赋和能力。

让学生为一个激动人心和不断变化的世界做好准备

方法:

在讨论一般课堂时是差异化学习。这意味着我们在生活中学习的层次不同，特别是在课堂上。因此，老师已经确定谁能更快地掌握信息，谁学得慢。教师传授同样的信息，但实际的工作是有区别的，以满足学生的正常学习水平或高于他们的学习水平。再加上有天赋的学生，你听到最多的两个词是“加速”和“丰富”。译文:教育的加速发展是指天赋能够在在一个比你大几岁的学生身上所能达到的水平上进行推理。因此，信息的难度和复杂性都更高。丰富是一个术语(横向扩展/横向发展)，为已经掌握或能够快速掌握基础课程的学生提供扩展学习的机会和挑战。允许学生学习更深、更广、更复杂的概念。

预估是一种用来确定语言艺术和数学表现水平的工具。教师将使用结果来衡量学生的具体能力，并根据他们的个人兴趣、需求和能力进行匹配。有一套具体的项目应纳入课程:



- 利用实践活动和现实生活经验来积累知识，鼓励探究。
 - 通过提出问题和解决问题来培养创造力。
 - 通过更高层次的提问来挖掘认知能力。=
 - 强调表达和沟通技巧。
 - 通过小班授课，确保学生得到应有的关注：
 - 师生比例：12:1（每一位老师对应12名学生）
- 提供高素质教师的专业指导。

时间安排计划

第一周:中国北京教学研讨会(美国专家教师)

时间	第一天	第二天	第三天	第四天	第五天
上午研讨会 8:00 a.m. to 11:00 a.m.	介绍学生 本周总计划	非正式的方法 <ul style="list-style-type: none"> • 天赋特征清单 • 工作样本 • 轶事记录 • 响应教训 	天才学生的课程、策略和教材	天才的社会/情感需求	天才学生的课程、策略和教材
11:00 to 12:00 pm	午餐	午餐	午餐	午餐	午餐
下午研讨会 12:00 p.m. to 3:00 p.m.	有天赋的/有才华的学生特征	正式的方法 <ul style="list-style-type: none"> • IQ 测试 • 成就数据 	区分课程	天才的社会/情感需求	区分课程

时间安排:



- 教师培训(一周培训):
 - 夏天 - 六, 七, 八月
- 学校开学:
 - 九月
- 筛选和评估中国学生:
 - 九, 十, 十一月
- 挑选学生:
 - 十一月

项目费用

总费用: 35,000 美金 (仅学费及教师证费用)

(培训班以每组 15 名教师为基础)

中方将负责美国教授在华期间的食宿费用

包含: (美国教师/教授)

- 住宿:均包含在中国(标准单人房)
- 交通:国内往返北京机场和中国北京培训基地。所有参观地点的交通和文化交流都包括在内。
- 餐食:每日包括早餐、午餐及晚餐

报名截止日期:

场地有限, 请于 2020 年 5 月 1 日前报名。

其他时间的项目, 请至少在项目开始前 3 个月咨询

联系人:



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备注：

我们项目的特色之一是：我们可以根据贵机构的需求进行项目定制。以上项目只是一个大致意向，相关所有细节，包括日期、教师人数、教学时长、参观地点、游览城市以及项目中其他任何方面，双方都可以进行协商。例如：我们可以安排任何地点的培训和游览，比如纽约市，佐治亚州的亚特兰大市，首都华盛顿特区以及任何别的美国城市。请注意：价格可能根据城市的不同而略有增减。我们将静候您的联络，并提供符合您需要的项目。

•如果中国教师可以在当地州任教一年以上，BGEMS可以帮助中国教师获得由肯塔基教育专业标准委员会(EPSB)颁发的肯塔基州教师资格证书(满一年后可续签三年)。



Identifying Talented/Gifted Students Training

Goals:

What does “gifted and talented” mean? The term refers to students, children or youth who show evidence of high-performance capabilities in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who require services or activities not ordinarily provided. This doesn’t mean students who show normal or above normal capabilities, but who show a “high” level of capabilities. There are several ways of identifying someone in your classroom or organization who show “high” levels of capabilities.

The goals of this training session are to understand the difference between normal capabilities and high-performance capabilities. Once one understands the difference, the training will identify talented and gifted students in your classrooms or schools. The training consists of a one-week training session (5-day) will be hosted by individuals who have extensive knowledge in the field. Upon the completion of the training administrators will know how to:

- Enhance student curiosity and interest and motivate learning in a wide variety of fields.
- Create an educational environment where critical and creative thinking and innovation are essential.
- Provide a challenging curriculum that allows each student to learn at a level and pace matched to his/her individual abilities.
- Find and develop students’ natural talents and abilities in various fields of study.

Prepare students for an exciting and ever-changing world.

Methods:

When discussing a general classroom is differentiated learning. This means that we all learn at different levels in life, specifically in the classroom. Thus, the teacher has identified who is able to master information quicker, versus those who learn at a slower pace. The teacher teaches the same information, but the actual work is differentiated to meet students at or above their normal level of learning. Combine that with gifted/talented students, two words you hear the most are accelerate and enrichment. Acceleration in education is that (vertical extension/development) gifted/talented can reason at a level usually found in a student some years older, thus, information is taught at a higher level of difficulty and complexity. Enrichment is the term used (horizontal extension/lateral development) to provide extended learning opportunities and challenges



to students who have already mastered, or can quickly master, the basic curriculum. Allows students to study concepts with greater depth, breadth, and complexity.

Pre-assessment is a tool used to determine levels of performance in language arts and mathematics. Teachers will use the results to measure students' specific abilities and are matched based on their personal interests, needs, and abilities. There are a set of specific items that should be incorporated into the curriculum:

- Utilize hands-on activities and real-life experiences to build knowledge and encourage inquiry.
- Develop creativity through problem posing and problem solving.
- Tap into cognitive strengths through higher level questioning.
- Emphasize presentation and communication skills.
- Ensure students receive the individual attention they require through small class sizes:
 - Teacher-student ratios of **1** instructor for every **12** students.

Provide expert instruction from highly qualified and enthusiastic teachers.



Summary of Schedule

Week #1 : Beijing, China Teaching Seminar (Expert Teachers from United States)

Schedule	Day 1	Day 2	Day 3	Day 4	Day 5
Morning Session 8:00 a.m. to 11:00 a.m.	Introductions of Gifted/Talented Students Overview Plan for the Week	Informal Methods <ul style="list-style-type: none"> • Checklists of gifted characteristics • Work samples • Anecdotal Records • Response Lessons 	Curriculum, Strategies, and Materials for Gifted/Talented Students	Social / Emotional Needs of Gifted/Talented	Curriculum, Strategies, and Materials for Gifted/Talented Students
11:00 to 12:00 pm	Lunch	Lunch	Lunch	Lunch	Lunch
Afternoon Session 12:00 p.m. to 3:00 p.m.	Gifted/Talented Characteristics	Formal Methods <ul style="list-style-type: none"> • IQ Test • Achievement Data 	Differentiating Curriculum	Social / Emotional Needs of Gifted/Talented	Differentiating Curriculum

Timeline:

- Teacher Training (1-Week Training):
 - Summer – June, July, August
- School Starts:
 - September
- Screen & Evaluate Students in China:
 - September, October, November
- Student Selections:
 - November



Project Cost

Total project cost : \$35,000USD (Tuition and Certificate ONLY)

(The training class is based on 15 teachers per group.)

The Chinese side also will be responsible for the cost of food, transportation, and housing for the American professors (2) while in China.

Included : (American Teachers/Professors)

- Accommodations: All included in the China (Standard single rooms).
- Transportation: Domestic roundtrip transportation from Beijing Airport and training site in Beijing, China. All transportation to visit sites and cultural exchange visits are all also included.
- Meal: Includes breakfast, lunch and dinner daily.

Registration Deadline:

Space is limited, please register by May 1, 2020.

For projects at other times, please consult at minimum 3 months before the start of the project



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Remarks:

- One of the special things about our program(s) is that they can be tailor-made to the needs and expectations of your organization. The above proposal is a general outline, which can be negotiated on any and all aspects including the dates, number of teachers, duration, locations visited, excursions, and any aspect of the proposal. For example, we can provide training or excursions in other cities such as New York City, Atlanta, GA, Washington, DC or any city in the U.S. **Please note that there is a potential increase in the price based on the location.** Please contact us and let us know your expectations and we will provide the program you envision.
- If Chinese teachers can teach in the local state for one year or more, BGEMS can assist Chinese teachers to obtain Kentucky Teacher Qualification Certificate (1-year renewable up to 3-years) issued by the Kentucky Education Professional Standards Board (EPSB).