

2016 Keynote ~ Richard D. Courtright, PhD

Gifted education specialist for Duke TIP, Dr. Courtright is a lifelong educator with more than 40 years of experience. Dr. Courtright was an elementary and middle school classroom teacher, and a gifted education program administrator. He holds a BA, MA, and PhD in education from the University of North Carolina at Chapel Hill, with an emphasis on gifted and talented education. Dr. Courtright's professional interests include consultation on curriculum and program development, program evaluation and teacher training in gifted and talented education. He has co-written and co-edited several works, taught a variety of courses and workshops in general, gifted, and special education, and presented at state, regional, and national conferences.



KEYNOTE:

CONCEPTS, ESSENTIAL QUESTIONS AND INQUIRY:

WHAT WOULD SOCRATES DO?

How do we, as educators, recapture our students' love of reading that the frenzied emphasis on assessment has all but extinguished? Teaching for literacy skills has our children convinced that reading is about the drill & kill and the test. They have lost sight of the potential magic of being transported to another time and place. Socratic inquiry enables learners to go beyond just the facts and knowledge, through process skills that are the main focus of the standards, to synthesis and true understanding of the concepts at the heart of the discipline, illustrating the way in which student learning can be driven to the highest levels of cognition and enjoyment. Engaging learners in the examination of various concepts, are at the heart of quality curriculum that provides rigor, depth and complexity, is best accomplished through questioning – just as Socrates did.

BREAKOUT:

SOCRATIC INQUIRY:

Addressing 21st Century Standards with a Centuries-Old Strategy

This session will offer an overview of the implementation of the Socratic seminar, a strategy that provides a means to address the key components of reading, speaking and listening that are essential to the Missouri Learning Standards, and what all educators strive to achieve: a deep understanding of the principles, themes and issues inherent in great ideas across a variety of disciplines. Teachers can quickly incorporate into their instruction the basic principles of Socratic seminars. A highly practical strategy, this session will emphasize the “how-to” for conducting seminars in the classroom, offering suggestions to maximize the likelihood of success, drawn from the presenter's experiences with students and adults.