

The 2018 Hormel Foundation Gifted and Talented Education Symposium

Session Descriptions

(Listed Alphabetically by Presenter)

Each three-day session will meet on Tuesday, Wednesday, and Thursday. Participants should select one session per time slot and attend that session all three days. See the session grid in the program book for the time and location of each session.

BOSWELL, CECELIA

Educational Consultant, Austin Creek Education systems/Texas Association of Gifted and Talented, De Leon, Texas

Case Studies in Differentiated Instruction

Exploration of differentiated instruction in authentic situations offers in-depth understanding of this topic. This session focuses on case studies with an exchange of ideas, strategies, and current practices that support standards of excellence. Investigate a variety of case studies illustrating differentiation for gifted learners and examine your own ideas about appropriate differentiation for the gifted classroom. Case studies of differentiated instructional strategies relevant to your students will be explored each day. Together, we will analyze cases through discussion questions that reflect best practice for gifted learners. Our goal is to draw from these case studies situated in authentic and meaningful contexts in order to improve services for your gifted and talented students.

Intended Audience: K-12 Teachers, Gifted and Talented Coordinators and Specialists, Instructional Coaches, Principals, School Board Members

Leadership: Building Intentional Leadership in Gifted Learners

Leadership is a hot topic. Many educators assume gifted students possess leadership strengths and expect them to lead naturally. As with any potentiality, gifted abilities in leadership require intentional development. Explore a new concept for leadership that offers gifted students four leadership frames to guide them toward becoming effective leaders. This session presents a new approach to leadership through leader stories and interactive strategies to *reframe* or look at leadership from different perspectives. You will develop a conceptual understanding of four frames of leadership and use interactive activities to investigate a new this approach to leadership in gifted learners. You will

analyze your own natural leadership tendencies, practice activities to develop this new concept of leadership capacity for yourself and your students, and enhance your understanding of reframing toward becoming an intentional leader.

Intended Audience: 4-12 Teachers, Gifted and Talented Coordinators and Specialists, Instructional Coaches, Principals, School Board Members, Integration Specialists and Success Coaches, Out of School Service Providers

CHAMBERLIN, SCOTT

University of Wyoming - Laramie, Wyoming

Optimizing environmental factors that facilitate creative output in elementary classrooms

Creating the right environment for facilitating creative output in the elementary mathematics classroom is crucial and GT students are often the group of students most likely to exhibit creative products. Having never been exposed to such a discussion, many (beginning to veteran) educators are at a disadvantage in how to create such an environment. In this multi-session experience, the focus is on tactics that teachers can utilize to enhance the likelihood that creative products emerge from students of various abilities in mathematics. In specific, creating an ideal atmosphere, when considering student affect (feelings, emotions, and dispositions) is given considerable attention.

Intended Audience: K-6 Teachers, Gifted and Talented Coordinators and Specialists, Curriculum Directors, Instructional Coaches, Out of School Program Providers, and Home-school Parents

Utilizing curricula to precipitate creative output in middle grade and junior high mathematics classrooms

A discussion of curricular approaches that facilitate creative thinking in the middle school/junior high mathematics classroom is the emphasis in these sessions. Specifically, there are various factors involved in eliciting creative output in mathematics and educators have some control relative to the extent of creative output among GT students. A critical factor involved in creativity rests in the curricular approaches used to challenge students. Hence, being able to carefully choose a curriculum designed to precipitate such thought and output in a classroom or out of school setting may enhance the likelihood of creative products emerging. In these sessions, participants will explore curricula and components of problem types that facilitate creativity.

Intended Audience: 4-8 Teachers, Gifted and Talented Coordinators and Specialists, Out of School Program Providers, Instructional Coaches, Curriculum Directors and Specialists, Administrators, and Home-school Parents

DAILEY, DEB

University of Central Arkansas - Conway, Arkansas

Engineering Instruction for High Ability Learners in K-8 Classrooms

Due to time and scheduling constraints in most classrooms, including gifted classrooms, many teachers are turning to an integrative STEM approach to learning. Through the lens of problem solving and engineering design, teachers can seamlessly integrate multiple subjects while addressing multiple content standards. Through this integrated approach, learning takes place as students are actively engaged in authentic tasks while addressing real-world problems. Through this approach, students problem solve using the engineering design process, build science content knowledge by “doing science”, utilize real-world mathematics in building and evaluating models, and read informative texts and write proposals, summaries, and conclusions as they practice literacy skills. Participants in this session will actively engage in an engineering focused-integrated unit addressing content standards in science, mathematics, language arts, and social studies. *Intended Audience: K-8 Teachers, Gifted and Talented Coordinators and Specialists, Instructional Coaches, Curriculum Coordinators and Directors, Out of School Service Providers, Integration Specialists and Success Coaches*

Hands-on Science for Advanced Learners

To prepare our next generation innovators, advanced learners need opportunities to explore science and be “wowed” by the possibilities. With the release of the Next Generation Science Standards (NGSS), efforts are being made to improve science instruction and provide students early opportunities to engage students in the practices of science and engineering. To increase investigative and hands-on opportunities, this session will focus on using available, free technology to increase student engagement in STEM subjects. For example, augmented reality allows students to explore the solar system, anatomy, and our environment without leaving the classroom. Digital design allows students to create a prototype for their problem or project based learning unit as they further develop their spatial skills. *Intended Audience: K-8 Teachers, Gifted and Talented Coordinators and Specialists, Instructional Coaches, Curriculum Coordinators and Directors, Technology Coordinators, Integration and Success Coaches, Out of School Service Providers*

DRAPEAU, PATTI

Educational Consultant – South Freeport, Maine

Wrapping Your Curriculum around a Non-Digital Game Framework

If you are looking for a way to entice your students to engage in rigorous curriculum, look no further. Imagine creating a game that provides cognitive demands and requires students to work in teams to solve a mystery. The structure of the game focuses on

game thinking and turns your most mundane cognitive tasks into something engaging and even competitive. It's a matter of reframing challenging assignments into tasks. As students complete tasks, they receive clues and strategy cards to help solve the mystery. In these interactive sessions, participants will receive directions on how to create a mystery game, review samples of teacher created field-tested mystery games, engage in specific strategies to use in order to create rigorous tasks, and preview gaming resources.

Intended Audience: 3-12 Teachers, Gifted and Talented Coordinators and Specialists, Instructional Coaches, Administrators, Out of School Service Providers

Critical and Creative Thinking in the ELA Classroom

Today's students are expected to make judgments, find evidence, infer and synthesize information. They are expected to think critically and creatively about what they read. In order to help gifted readers learn how to become even better readers, teachers use a variety of strategies and instructional models to encourage deep thinking. Such tools can be used to help students build comprehension skills, apply advanced literacy skills and organize their thinking. In these interactive sessions participants will explore critical and creative graphic organizers using ELA content, review samples of resource-based learning that drives deep conceptual learning, apply the Harkness model that focuses on discussion protocol, and evaluate the use of the creative problem solving process as a tool to analyze characters and situations.

Intended audience: 3-12 ELA Teachers, Gifted and Talented Coordinators and Specialists, Instructional Coaches, Administrators, Out of School Service Providers, Curriculum Coordinators and Directors, Integration and Success Coaches

FUGATE, C. MATTHEW

University of Houston-Downtown - Houston, Texas

Social and Affective Development of Gifted, Creative, and Talented Students

This session focuses on the understanding of the unique social and emotional needs of gifted and talented students. Participants will explore characteristics of the gifted, the needs of gifted subpopulations, developmental traits, vulnerabilities, diversity issues, and family/parenting concerns. Additionally, an introduction to current educational approaches and guidance will be discussed. Participants will apply current research on best practices for working with this unique group and explore ways to share this information with colleagues and parents.

Intended Audience: K-12 Teachers, Gifted and Talented Coordinators and Specialists, Counselors, Administrators, Psychologists, Out of School Service Providers, School Board Members, Integration Specialists and Success Coaches

21st Century Gifted: Technology to Support Talent Development

Participants will engage in an interactive discussion about gifted students/ use of, and feelings toward, technology in its various forms. Potential effects of social media on the intellectual, emotional, and identity development of gifted students, and the integration of social media platforms as a tool for self-expression in the classroom will be discussed. Participants will also examine potential uses for virtual and augmented reality, flipped classroom, and digital storytelling as learning tools in the classroom.

Intended Audience: K-12 Teachers, Gifted Coordinators and Specialists, Technology Coordinators, Curriculum Coordinators and Directors, Instructional Coaches, Out of School Service Providers, School Board Members

HEACOX, DIANE

Educational Consultant, Professor Emerita St. Catherine University - St. Paul, Minnesota

Collaborative Discussions: Practical Applications for Gifted Learners

Do you want high levels of involvement, evident student focus, both critical and reflective thinking and learner enthusiasm in class discussions? This session focuses on collaborative student lead discussions presenting a range of experiences from entry level formats through the sophisticated Socratic Seminar. Collaborative discussions are a communication process built on trust and respect that promotes a group's ability to think together. Unlike typical teacher lead discussions, they emphasize the open exchange of ideas rather than "right answers". They differ from debates in that they are not competitive. They are particularly interesting and engaging for gifted and talented learners because they challenge thinking and develop analytical skills. Collaborative discussions also enhance the skills of cooperation and flexibility, encourage respect for other's opinions and perspectives; and stimulate students' desire to pursue new knowledge or understand more deeply. This session engages teachers in a step by step design and facilitation process that also offers peer observation forms, guidelines for peer conferences related to the discussions and self-evaluation formats to elicit critical reflection on the work.

Intended Audience: 3-8 Teachers, Gifted and Talented Coordinators and Specialists, Instructional Coaches, Out of School Program Providers

Critical Instructional Strategies for Gifted Learners: A Differentiated Teacher Session!

Minnesota's Javits Grant challenged us to consider what instructional strategies are critical for gifted learners in differentiating the regular classroom. The purpose of this session is to convey or confirm our understandings of these critical instructional strategies. This session is appropriate for classroom teachers as they strive to

differentiate the regular curriculum as well as GT specialists who work with classroom teachers as instructional leaders or coaches, co-teachers or co-planners.

Our responses to “How do I differentiate this?” receive focus. A menu of new strategies including a “next level” choice strategy to differentiate content, process or product, how-tos for simply and successfully designing complex and in-depth learning tasks, graphic organizers targeting critical and creative thinking, tri-mind tasks and points of entry, and a simple to use by-and-with teachers double column lesson planning template are presented. Then participants consider their own experience and expertise in differentiating for gifted learners and determine which strategies on the menu will receive in-depth attention, modeling, practice and integration into classroom practice. New formats and templates for streamlining planning for differentiation are provided as well as examples of differentiated tasks in a variety of subject areas.

Intended Audience: 3-12 Teachers, Gifted and Talented Specialists and Coordinators, Instructional Coaches, Out of School Service Providers, Curriculum Coordinators and Directors

HERZOG, NANCY B.

Professor, Learning Sciences and Human Development, Director of the Robinson Center for Young Scholars, University of Washington – Seattle, Washington

High Quality Early Learning

Challenging children in the early grades requires high quality curriculum, and artful instruction that focuses on meeting the diverse needs of often times asynchronous learners. In this session, the presenter will focus on choosing appropriate curriculum, and implementing the pedagogical strategies that enhance students’ opportunities to engage in critical and creative thinking, and accelerated learning. In addition to examining criteria for effective curriculum, participants will have opportunities to learn how to implement three critical instructional strategies that optimally challenge young gifted children: (1) student choices, (2) representation, and (3) inquiry-based learning. Come to this presentation prepared to reflect upon your own practices, and design your own classroom environment that intellectually engages all of your students, including the most advanced young learners.

Intended Audience: K-3 Teachers, Gifted and Talented Coordinators and Specialists, Instructional Coaches, Principals, Assessment Coordinators, Curriculum Coordinators and Directors, Out of School Service Providers

Identification of Strengths and Talents in Young Children

Identification of young children as gifted should not rest solely on results from any type of standardized testing. In this workshop, the complexity of identifying advanced

academic talent in the early years will be unpacked. Teachers will have opportunities to gain an appreciation and understanding of the factors that influence high achievement. Early childhood learning environments and experiences matter in developing young children's knowledge, skills, and dispositions. In this workshop, the presenter will share strategies to help teachers organize their environments, plan challenging curricular experiences, and assess and document growth to illuminate and identify talents and strengths of their young students.

Intended Audience: K-3 Teachers and Principals, Gifted and Talented Coordinators and Specialists, Psychologists, Counselors, Administrators, Instructional Coaches, Integration Specialists and Success Coaches

NEU, TERRY

Farrington College of Education at Sacred Heart University - Fairfield, Connecticut

Empowering Students with Above Average Ability to Succeed Socially

How can we help our gifted students develop successful social skills to navigate today's schools? This workshop will focus on strategies for students to use peer mediation, empathy, addressing bullying, and positive psychology. Exercises in identifying and classifying challenging social situations will help participants recognize appropriate strategies. Descriptions of safe and supportive classroom environments with case study examples will be provided. Activities that model de-escalation and mediation as a tool for preventing bullying will be shared. Recognizing and reporting of Cyber Bullying will also be addressed. This is an interactive workshop that encourages participants to examine their own understanding of successful social strategies in schools as well as presents a series of activities for their use in classroom environments.

Intended Audience: K-12 Teachers, Gifted and Talented Coordinators and Specialists, Counselors, Psychologists, Parents, Integration and Success Coaches

Reflective and Mindful Teaching of Students with Gifts and Talents

What an incredible challenge to facilitate the learning of our students that demonstrate gifts and talents. Definitely these are individual learners that push us to generate creative instructional strategies and test our own cognitive and emotional resources. In this session we will explore reflecting on constructive educational practice and attempting to stay present/mindful as we work with some of the most interesting and challenging of students. We will look at case studies of students with high abilities and how we might develop a variety of strategies we can access to meet their ever changing needs. Best practices in gifted education will be examined as well as stress reduction for educators.

Intended Audience: K-12 Teachers, Gifted and Talented Coordinators and Specialists, Counselors, Psychologists, Parents, Integration and Success Coaches

NOVAK, ANGELA

Assistant Professor, East Carolina University - Greenville, North Carolina

Gifted Across Cultures: Reaching Every Child, Every Day

There is not one sole example of a gifted child; these students exhibit giftedness in a variety of ways. Culture plays a significant part in how children manifest their giftedness, and what behaviors they display that showcase this giftedness. Understanding how culture influences giftedness is critical in identifying and serving culturally and linguistically diverse (CLD) gifted students, as well as establishing a culturally responsive gifted classroom. This session will break down each of these components- identification, service, and culturally responsive classrooms- within the context of cultural groups that are frequently represented in Minnesota.

Intended Audience: K-12 Teachers, Gifted and Talented Coordinators and Specialists, Instructional Coaches, Integration Specialists and Success Coaches, Administrators, Psychologists, Counselors, Out of School Service Providers

Social and Emotional Needs of Gifted Students

Just as gifted students have academic needs, so too do they have social and emotional needs. As educators strive to teach the whole child, it is important to understand how the gifted child's social and emotional development is different from the norm, and how this development impacts the student and the classroom. In this beginner's session, we will delve into the affective nature of gifted students, starting with a general overview of the topic, followed by a deep dive into asynchronous development, overexcitabilities, and perfectionism. We will break down the social emotional characteristics of gifted students, and leave the session armed with strategies for success- for you and your gifted students.

Intended Audience: K-12 Teachers, Gifted and Talented Coordinators and Specialists, Instructional Coaches, Counselors, Psychologists, Administrators, Integration Specialists and Success Coaches, School Board Members

SLADE, MARY

Winthrop University - Rock Hill, South Carolina

Going Global with Gifted Learners

Gifted students present unique intellectual characteristics and needs in the classroom, as well as socio-emotional needs that are different from those of learners their same-age. Most educational experiences focus only on academics and ignore the socio-

emotional characteristics needs. However, global studies can be universally implemented across grade-levels and disciplines in order to achieve both academic and socio-emotional needs. This session focuses on the infusion of global studies in K-12 classrooms in math, science, literacy, and social studies in order to support the academic and socio-emotional needs of advanced learners. Model curricular units, lessons, and instructional resources will be shared.

Intended Audience: K-12 Teachers, Gifted and Talented Coordinators and Specialists, Administrators, Instructional Coaches, Curriculum Coordinators and Directors, Integration Specialists and Success Coaches, Administrators

Boot Camp: Teaching Gifted Learners for Beginners

This session covers not only the nature and needs of gifted learners in grades K-12, but also, the essential components of effective curriculum and instruction modification. Participants will build fundamental knowledge, skills, and access to the tools needed for effective teaching, administration, parenting, or advocacy for gifted education.

Intended Audience: K-12 Teachers, Gifted and Talented Coordinators and Specialists New to the Field, Principals, Instructional Coaches, Curriculum Coordinators and Directors, Integration Specialists and Success Coaches

SMITH, STEVEN C.

Education Specialist, NASA STEM Educator Professional Development Collaborative – Johnson Space Center - Houston, Texas

Cultural Relevance in the Classroom: Putting the Theory into Practice

This session will focus on teaching...crazy, I know. This session isn't about buzz words or selling a book. In this session, the presenter will distill 20 years of successfully working with at risk, low SES students into easy to understand, practical, "rubber meets the road" practices that you can put in place right now, today, in your classroom to really reach students where they are and implement your curriculum in a way that enriches the experience for you and them. Bonus: we're going to use NASA resources to make it even cooler.

Intended Audience: K-16 Teachers, Gifted and Talented Coordinators and Specialists, Instructional Coaches, Principals, Assessment Coordinators, Out of School Service Providers, Integration Specialists and Success Coaches

NASA Makes STEM, STEAMy...

Working with open source NASA resources, you can add real context to your STEM content by including art, and literature to your teaching. Students are whole people and

including other interests in your curriculum helps add cultural relevance to students that may feel left out of the class otherwise. This presentation will show you ways for Humanities and STEM to work together in ways that will enrich the learning experience for students and teachers.

Intended Audience: K-16 Teachers, Gifted and Talented Coordinators and Specialists, Instructional Coaches, Principals, Assessment Coordinators, Curriculum Coordinators and Directors, Out of School Service Providers

STEABNER, LAURA

Talent Development and Accelerated Services Coordinator, St. Cloud Area Schools – St. Cloud, Minnesota

Navigating the Complex World of Coordinating Gifted Services

Coordinating gifted services for a school district can be a daunting task. Each district has their own values and beliefs regarding identification and service of gifted learners. It's up to the gifted coordinator to develop programming that matches these values and beliefs while advocating for advanced learners, educating stakeholders and looking for opportunities for program growth. This session will share practical approaches to diagnosing the needs of your district, systems for developing or modifying a gifted services purpose statement and strategies for aligning student identification and service models to your purpose statement. If you are new to coordinating gifted services or a long-time coordinator, this session is for you. You'll learn strategies for getting started as well as strategies for continuous program improvement.

Intended Audience: Gifted and Coordinators and Specialists, Principals, Teaching and Learning Directors, Curriculum Directors and Coordinators

Go Far Together! Leveraging Partnerships to Enhance Gifted Programming

A wise African Proverb states, "If you want to go fast, go alone. If you want to go far, go together." The work of a gifted coordinator or specialist can be a lonely job. It's common to feel like you are on an island and that you may be one of the few in your district who truly cares about meeting the needs of gifted learners. However, if you look deeper, you may find that you are surrounded by many individuals who share common goals and beliefs. Taking the time to identify common ground and foster relationships is key in providing services for gifted students. This session will share one district's collaborative work across departments that lead to significant increases in student programming.

Intended Audience: Gifted and Talented Specialists and Coordinators, Administrators, Curriculum/Program Coordinators and Directors, Integration Specialists and Success Coaches, Out of School Service Providers, School Board Members

YOUNG, SARAH A.

Elementary Gifted Teacher, Smithville School District - Smithville, Missouri

Cooperative Learning: Eradicate Group Work and Get Students Interacting!

You ask a question, and one eager child raises their hand frantically. He/she answers the question beautifully, while you're other students stare at the walls and pick gum off their shoes. Sound familiar? This is where cooperative learning can save the day!

Moreover, it's just as useful when students have a lot of ideas to share and not much time to share them. By fostering positive interdependence, individual accountability, and equal participation, cooperative learning can promote social skills with no extra lesson planning or time! Participants will leave the session with a dozen cooperative learning structures that can be utilized in any lesson, with any grade level! (No, seriously.)

Intended Audience: K-12 Teachers, Instructional Coaches, Gifted and Talented Specialists and Coordinators, Out of School Service Providers

The Gifted Teacher's Toolbox

Do you ever feel at a loss when parents, students, or teachers come seeking your advice? This session will give you resources to meet the needs of students within your classroom and without. When a problem comes up, you'll have ideas ready for how to meet your students' needs, whether it's a parent who needs advice about an anxious child or a teacher who needs meaningful activities for students when they are bored in class. We'll look at independent study ideas, book studies, gifted units, articles for parents and teachers, and much more! Participants will leave this session with a new set of tools to employ throughout the school year for students, parents, and classroom teachers, as well as their own classrooms.

Intended Audience: K-12 Teachers, Instructional Coaches, Gifted and Talented Coordinators and Specialists, Administrators