

# The 2017 Hormel Foundation Gifted and Talented Education Symposium

## Session Descriptions

(Listed Alphabetically by Presenter)

Each three-day session will occur during the same time Monday, Tuesday and Wednesday. Select one session per time slot and attend that session all three days.

### **CALVERT, ERIC**

*Northwestern University's Center for Talent Development – Evanston, Illinois*

#### **The Talent Development Model in K-12 Program and Curriculum Design**

Research on talent development reveals that a constellation of factors is important to enabling gifted children to fully develop their potential and achieve at high levels while enjoying healthy and fulfilling lives. These factors include acquiring advanced skills and content knowledge within a talent domain; developing key psycho-social skills; finding and connecting with supportive networks of peers, collaborators, and mentors; and developing cultural competence in the communities of their talent domain(s). This workshop will explore practical implications of this research for designing gifted program models, core curricula, co-curricular opportunities, and systems of student guidance and support.

*Intended Audience: K-12 Teachers, G & T Coordinators and Specialists, Directors of Curriculum & Instruction, Psychologists and Counselors, School Board Members*

#### **Media and Minds: Technology in Lives and Learning of Bright Children and Adolescents**

Gifted children and youth are growing up in highly connected and media saturated environments outside of school. And, the role and use of technology in classrooms is growing rapidly as learning resources and assessments have moved online and products promising “personalized learning” in K-12 education have grown into a multi-billion dollar industry. This rapid growth and change has produced a great deal of hype in some quarters and much anxiety and hand wringing in others. But, what do we really know about how interaction with and through technology shapes learning and cognitive and social development? This workshop will seek to separate sound educational research and cognitive science from science fiction to identify core principles educators of gifted students can use to make smart choices about technology integration in classrooms and to provide sound guidance to gifted students about technology and media.

*Intended Audiences: G & T Coordinators and Specialists, 4-12 Teachers, Directors of Curriculum and Instruction and other Administrators, and Parents*

## **CHAMBERLIN, SCOTT**

*University of Wyoming - Laramie, Wyoming*

### **Challenging Advanced Elementary Mathematics Students with Problem Solving Tasks**

Mathematics for elementary gifted students is not just increased quantity. Students gifted in mathematics have needs that typical students do not and meeting those needs can be found in higher order thinking activities and challenge (Chamberlin, 2010). In these sessions, attendees will consider pragmatic and theoretical implications for helping students learn mathematics conceptually. Three foci are included in each session including: (1) Student-centered learning; (2) student challenge; and (3) learning mathematics conceptually, which subsumes procedures and conceptions (Hiebert et al., 1997). The component that ties all of these foci together is mathematical problem solving. Attendees will engage in problem solving tasks to gain a deep understanding of what constitutes mathematical problem solving and they will participate in discussion in each session.

*Intended Audience: 2-6 Teachers, G & T Coordinators and Specialists, Directors of Curriculum and Instruction and other Administrators, Parents*

### **Mathematical Modeling in Upper Elementary and Middle Grades**

Perhaps the most impactful change in mathematics education in the past 2 decades has been mathematical modeling. Lesh and colleagues (2000) refer to it as the gateway to pre-college level thinking in mathematics and science. Despite its importance in facilitating higher level understanding of concepts in mathematics, few mathematics educators are familiar with Model-Eliciting Activities (Chamberlin & Powers, 2013; Lesh, et al.). In these sessions, attendees will learn about a curricular approach referred to as Model-Eliciting Activities (MEAs), how to infuse them in the classroom to challenge gifted students, how to create them, and the relationship they have with creativity and affect (feelings, emotions, and dispositions). Activities used in these sessions have been field tested specifically with students advanced in mathematics.

*Intended Audience: 5-9 Teachers, G & T Coordinators and Specialists, Directors of Curriculum and Instruction and other Administrators, Parents*

## **DRAPEAU, PATTI**

*Educational Consultant – South Freeport, Maine*

### **Unleashing the Power of Creativity and Innovation in our Classrooms**

Creativity and innovation can be unleashed in a variety of ways in a district, school and/or classroom. In this session, we look at 8 innovation programs and 12 strategies that encourage creativity and innovation linked to one or more of three categories – pedagogy, cognition and nonacademic. Pedagogy refers to types of creativity programs and strategies that require teachers adopt particular teaching methods and practices. Cognition refers to creative thinking skills that drive deep thinking. Nonacademic refers to the use of creative thinking skills and strategies that result in nonacademic benefits. The following topics will be addressed: programs that encourage creative thinking and creative production; guidelines to facilitate academic rigor within creativity programs; systems and tools that structure the unstructured and resources to support creative programming.

*Intended Audience: K-12 Teachers, Administrators, G & T Coordinators & Specialists, Special Education Staff, Psychologists and Counselors, School Board Members*

**Student Empowerment: Fostering Student Ownership of Mastery Learning**

A standards- based, proficiency- based system along with mastery learning enables student empowerment but does not ensure an appropriate level of challenge for gifted students. This session provides an overview of what constitutes student empowerment for the gifted and talented learner. We will look at different types of instructional strategies to promote student ownership in the individualized, differentiated and/or personalized learning classroom. The presenter will emphasize choice and voice in relation to content, process, product, self-paced learning, self-assessment and student led conferences. This presentation explores three types of engagement and looks at classroom environments that support student empowerment. Participants will leave with a step-by-step “how to” shift instructional practice from one that emphasizes compliance, engagement, student ownership to one that encourages student empowerment.

*Intended Audience: K-12 Teachers, Administrators, G & T Coordinators & Specialists, Special Education Staff, Psychologists and Counselors, School Board Members*

**FISHER, TAMARA J.**

*Polson School District #23 - Polson, Montana*

**Primarily Thinking: Thinking Skills Activities for Primary Grades**

Can Kindergarteners solve – and then create their own – analogies? You bet they can! The use of thinking skills activities is one great way to provide intellectual challenge for children in the primary grades. It also doubles as an excellent means for uncovering potential giftedness in this often-overlooked age-level. While most schools wait until students are well-into their fourth year of schooling (3rd grade) to begin identifying gifted students, the use of thinking skills activities in the primary grades can provide a valuable tool for beginning that process years earlier – so that appropriate academic intervention services can be delivered in a far more timely manner. This session will focus on sample thinking-skills-based activities for primary grades and a discussion of the needs of primary-aged gifted students.

*Intended Audience: K-2 Teachers, G & T Coordinators and Specialists, Directors of Curriculum and Instruction, Principals, Counselors and Psychologists, Parents, Directors of Teaching & Learning*

**Independent Research, Creative Productivity, and Personalization of Learning: A Student-Centered Pedagogy of Gifted Education**

The idea of cutting students loose to do and study whatever their hearts desire strikes fear in a lot of teachers. Visions of mass chaos erupting bring on anxiety, fear, and trepidation. “What about the standards and the curriculum?” teachers wonder. “How will I know what, if anything, students are really learning? But aren’t I supposed to be In Charge?” Yet, the prospect of a personalized, self-directed, self-selected, independent research or project opportunity is precisely the freedom of choice for which many gifted learners find themselves yearning. Even our most capable students are capable of so much more than we know. Practical

tools, strategies, and advice, along with inspiring examples, will equip you to open these doors for your students.

*Intended Audience: K-12 Teachers, G & T Coordinators and Specialists, Directors of Curriculum and Instruction, Principals, Counselors and Psychologists, Parents, Directors of Teaching & Learning*

## **FUGATE, C. MATTHEW**

*University of Houston-Downtown - Houston, Texas*

### **Attention Divergent Hyperactive Gifted Students: Who Are They? What Do They Need?**

There is increased understanding of the importance of creativity in education for both the individual and society as a whole. In order to nurture creativity in the classroom, educators must approach education from a strength-based perspective. This is especially beneficial for gifted students with ADHD. In this session, we will examine the research on twice-exceptionality and explore the practical implications that these findings have as educators work to build creative classrooms. Through these discussions, educators will begin to see these students as *Attention Divergent Hyperactive Gifted* (ADHG). This paradigm shift changes the focus from their challenges and instead highlights their motivation, strengths, perseverance, and resilience; those innate qualities that make them so very special.

*Intended Audience: K-12 Teachers, G & T Coordinators and Specialists, Special Education Teachers, Psychologists and Counselors, Administrators, Parents*

### **Motivation to Achieve: Understanding Underachievement in Gifted Students**

This session focuses on the understanding some of the varied causes of underachievement in gifted and talented students. Participants will explore characteristics of the gifted and the vulnerabilities that they can face related to issues of diversity, their feelings toward school, as well as the complexities of their relationships with teachers, peers, and families. An introduction to current educational approaches to motivation will be discussed as session participants deliberate best practices for working with this unique group and explore ways to share this information with colleagues and parents.

*Intended Audience: K-12 Teachers, G & T Coordinators and Specialists, Psychologists and Counselors, Administrators*

## **GENTRY, MARCIA**

*Gifted Education Resource Institute at Purdue University - West Lafayette, Indiana*

### **Recognizing, Developing, and Nurturing Talents among Native American Youth**

Native American youth remain overlooked and underserved in gifted education research and programming across the country. Researchers continue to omit them from their research while educators fail to identify them as gifted, leaving giftedness, creativity, and talent among these youth misunderstood and talents underdeveloped. In this engaging, interactive session we will explore current data and trends including excellence gaps and representation; identification methods; programming practices including in- and out-of-school enrichment; cultural nuances; and the need for research that matters for these populations of youth.

*Intended Audience: K-12 Teachers, G & T Coordinators and Specialists, Indian Education Staff, Administrators, Psychologists and Counselors, Social Workers, Counselors, Parents, School Board Members*

### **Promising Practices for Identifying and Programming for Underserved Populations**

This session addresses issues surrounding identifying, serving, and retaining diverse students from underrepresented groups, including those who come from Black, Latino, or Native cultures; who speak English as a second language; who come from low-income families; and/or who have been diagnosed as twice exceptional. The facilitator will draw parallels and note differences among the panelists and facilitate discussion with audience members. In an interactive format, identification methods and instruments as well as specific, research-based programs will be explored. Participants will leave with site-specific strategies for addressing this important issue.

*Intended Audience: K-12 Teachers, Specialists, G & T Coordinators & Specialists, Administrators, Psychologists and Counselors, Social Workers, Parents, School Board Members*

### **HEACOX, DIANE**

*Educational consultant, Professor Emerita St. Catherine University - St. Paul, Minnesota*

### **MORE Good to Go Assessment Strategies Including Peer and Self-Assessment**

Without both pre-assessment and formative assessment, teachers would not know when and how to differentiate instruction for learners. This session broadens the spectrum of assessment by sharing strategies for peer to student and student to self-feedback. Peer and student to self- assessment demands active student engagement in noticing, observing, and analyzing work and then determining next steps in improvement or refinement. Participants will critically examine templates for self-monitoring and self-evaluation of learning used to engage students in self-talk about their learning which results in focusing their attention on evidence of learning and next steps in improving performance. This is an essential feedback loop for gifted and academically talented students. “Good to go” strategies for pre-assessment, formative assessment as well as peer and self-assessment will not only get you the data you need to make instructional decisions but also actively engage your students in non-threatening assessments.

*Intended Audience: 2-12 Teachers, G &T Coordinators & Specialists, Instructional Coaches, Principals, Assessment Coordinators*

### **Active Engagement Strategies to Get Gifted Learners Thinking, Moving and Breathing**

Do your brightest students sometimes sit back while other students go at the work? Do some of your gifted students have a hard time staying focused when learning for others takes longer than they have patience for? Are some GT students so anxious and stressed about their performance that they seem to be spinning out? Active engagement in body and mind may be our best instructional and affective response. This session shares practical instructional strategies that increase active engagement of gifted students while still clearly focusing on established learning goals. Practices and connections to mindfulness and yoga and their effects on students and classrooms will be provided.

Don't have time for all this "stuff"? These strategies are "instead of" not "in addition to" the way you have approached teaching and learning in the past.

*Intended Audience: 6-12 Teachers and Principals, G & T Coordinators and Specialists, Psychologists and Counselors*

### **KISE, JANE A. G.**

*Differentiated Coaching Associates - Minneapolis, Minnesota*

#### **An Administrator's Guide to Identifying Gifted Education Priorities**

Building a learning community's capacity to support the academic and social/emotional needs of gifted students is a major, ongoing effort. And you can't do it all—all of the NAGC standards for programming—at least not all at once. Further, there is no "right" place to begin or perfect program to copy. Instead, each community benefits by understanding its own culture, needs, strengths, and more. Participants will begin the journey of determining their top priorities for gifted education by: exploring the many facets of gifted education; learning about special considerations of rural gifted education programs that serve students from diverse cultures; using gifted education paradoxes to build consensus around priorities; and learning to identify and avoid biases in planning to meet student needs.

*Intended Audience: K-12 Teachers, G & T Coordinators and Specialists, Administrators, District Office Personnel, Counselors and Psychologists, School Board Members*

#### **Critical Thinking Strategies**

Providing high-level cognitive tasks is a major strategy for supporting gifted students, whether in the regular classroom or through other services. However, only about 40 percent of high-level tasks are actually implemented at a high level. Research reveals common patterns in how teachers inadvertently decrease the cognitive demands through their methods of questioning, scaffolding, allocating class time, and more. In this workshop, participants will experience high-level collaborative tasks; learn to identify the differences between tasks that are merely hard versus those that require critical thinking skills; and explore the common factors that maintain cognitive demands of a task as well as those that decrease rigor. They will then work with an implementation strategy guide to plan for classroom facilitation of a high-level task.

*Intended Audience: K-12 Teachers, G & T Coordinators and Specialists, Directors of Curriculum and Instruction and other Administrators*

### **MALUEG, CAROL**

*Gifted Education Consultant and Researcher, SENG Master Facilitator and Trainer - Minneapolis, Minnesota*

#### **Family, Community, and Education: Fostering Communication through Facilitated Discussion Groups**

Communication between home, school, and community is vital in helping students succeed in school. Creating a village of support that understands and nurtures gifted students can be a big challenge in any setting, from rural to urban. Guided discussion

groups around topics of interest to families and educators of the gifted are a great way to build community and promote collaboration between school and home. Developing a greater understanding of gifted characteristics and the unique needs of these learners helps communities find value in supporting improved services and opportunities for challenge and growth for gifted students. Participants will engage in guided discussion and have opportunities to practice facilitation techniques. Each participant will create an implementation plan, including potential topics and resources.

*Intended Audience: K-12 Teachers, Administrators, G & T Coordinators and Specialists, Community Outreach Specialists, Psychologists and Counselors, School Board Members*

### **MACFARLENE, BRONWYN**

*University of Arkansas at Little Rock - Little Rock, Arkansas*

#### **Differentiated Instruction 101: An Introduction Made Simple**

How do we know when students need differentiated instruction? And, how can we best provide differentiation for talented learners? In this session, we will explore the cognitive characteristics of high ability students and how to engage your classroom scholars with appropriate challenges through higher order thinking and high-level reasoning, with time-saving tools for teachers. Participants will engage in discussions around the topics relevant to differentiation, examine instructional strategies and tasks to move students forward, and explore gifted curriculum models. Differentiating requires more than just a simple bag of tricks. Teachers need concrete strategies if they want to provide opportunities for student choice and engagement, with appropriate rigor. These session activities will allow participants to examine and build foundational knowledge of research-based practices to integrate high level differentiated instruction into classroom curriculum.

*Intended Audience: K-12 Teachers, G & T Coordinators and Specialists, Directors of Curriculum and Instruction and other Administrators, School Board Members, Parents*

#### **Traits and Characteristics of Intellectually Gifted Learners**

Tens of thousands of gifted students are sitting in their classrooms— waiting to learn, their abilities unrecognized, their needs unmet. Whether a person is judged “gifted” depends upon the values of the culture and it is not only gifted students who benefit from the recognition and cultivation of their talents as teachers learn to stimulate creative, artistic, and scientific thinking among all students and society reaps a profit. In this session we will explore the characteristics of gifted students and the processes and practices to engage talented students in thinking and acting like scholars, such as engaging in high-level thinking and reasoning, sophisticated analyses and discussions, and written communication about abstract concepts. Participants will learn to help students understand themselves, develop good self-concepts, and encourage tomorrow’s promise in today’s schools.

*Intended Audience: K-12 Teachers, G & T Coordinators and Specialists, Directors of Curriculum and Instruction and other Administrators, Parents, School Board Members*

### **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, G & T Coordinators and Specialists, Counselors and Psychologists, Parents*

### **Developing a Positive Classroom Environment for the Gifted Child**

Ongoing research has focused on the importance of a positive classroom environment for all students. For students who demonstrate gifted and talented behaviors, this can be especially important but oftentimes overlooked by well-intentioned educators. Using concepts of positive psychology as a foundation, the unique social, emotional, physical, and cognitive needs of gifted learners will be examined. Recommendations for creating a positive classroom that both supports all students and also provides the added intellectual and creative challenge for gifted students will be discussed.

*Intended Audience: Middle School Educators, School Counselors and Psychologists, Administrators, School Board Members*

## **PAULSON, DOUG**

*Minnesota Department of Education - Roseville, Minnesota*

### **What Are They Thinking? Creating and Using Formative Assessment to Guide STEM Learning**

Formative assessment refers to assessment *for* learning rather than assessment *of* learning. Strong integration of individualized formative assessment with cultural and relevant learning experiences can create deeper content understanding for gifted students. In the session we will explore formative assessment with science and engineering learning through hands-on experiences and discussions.

*Intended Audience: K-12 Educators, G & T Coordinators and Specialists, Directors of Teaching, Learning, and Support Services, STEM Specialists and Teachers, Principals*

### **Yada Yada Yada: Orchestrating Productive Student Talk to Deepen STEM Reasoning**

Studies have provided great evidence that student discourse is a powerful and important strategy for deepening student curiosity, understanding, and creativity. STEM discourse is essential as learning is based on evidence based understanding, moving from one misconception to another that is not as flawed as the previous one. Not all talk is equal, however. To be effective, it is important for students to share claims, listen to the evidence shared by others, and progress their reasoning deeper. In the session we will



consider productive student talk and experience strategies to orchestrate the talk in the classroom.

*Intended Audience: K-12 Teachers, G & T Coordinators and Specialists, Directors of Teaching, Learning, and Support Services, STEM Specialists and Teachers*

**ROGERS, KAREN B.**

*University of St. Thomas - Minneapolis, Minnesota*

**What Do Teachers of Gifted Students in Rural Areas Need to Know? Accessing Distance Learning**

Minnesota's Javits grant, Project North Star, has led to new ways that teachers can access up-to-date information on who their gifted learners are and how to serve them when a formal gifted program is not a feasible goal. The contents of Project North Star's first teacher training module will be shared, as well as what teachers' reactions to this distance learning experience have been. In addition to previewing the contents of the training module, participants will be provided with updated resources and materials that might prove useful with their own rural underserved students. Participants will be asked to share where they think the training of these North Star teachers needs to go next as they enter Year 2 of the project.

*Intended Audience: G & T Coordinators and Specialists, Curriculum Directors, Administrators, Classroom Teachers and Support Staff in Rural School Districts*

**Assessment 101: What All Gifted Coordinators and School Leaders Need to Know About Choosing and Using Tests with High Ability Students**

Tests are a way of life for teachers, administrators, and schools these days, and much has changed in our attitudes about tests and why we should give them, why we should not give them, what the tests tell us, and what the tests don't tell us. In this session, the presenter will identify the five major roles tests play for gifted learners: qualifying for "the program"; making matches for accurate program service placement; pre-assessment for instructional/curricular differentiation; formative evaluation to ascertain next instructional steps for the gifted learner; and summative evaluation. Valid and reliable instruments will be described and shared for each of these assessment purposes. It is hoped that the ABC's of test development will aid participants in choosing—or developing—appropriate assessments for gifted learners.

*Intended Audience: G & T Coordinators and Specialists, Curriculum Directors, Administrators, Psychologists and Counselors, Assessment Coordinators*

**SCHROEDER-DAVIS, STEPHEN**

*College of Saint Scholastica – St. Paul, Minnesota*

**Using Literature to Support Gifted Students and Their Advocates**

The purpose of Project North Star is to train rural teachers, school leaders and parents and communities to support underserved gifted and high potential learners. Resources created include a compendium of books intended to promote self-reflection and self-affirmation of gifted students, specifically those in rural, remote and impoverished circumstances.

The titles feature: at least one fully developed, believable, gifted protagonist; a contemporary time and setting; realistic fiction, biographies, or autobiographies; and giftedness authentically.

Daily sessions will include an explanation of the research and screening process used to select the titles, an annotated bibliography and accompanying reflection guides for use with students. Participants will be guided through the process of utilizing books with individual students, literature circles, and whole group instruction.

*Intended Audience: K-12 Teachers, G & T Coordinators and Specialists, Directors of Curriculum and Instruction and other Administrators, Parents, Counselors*

**SLADE, MARY**

*Winthrop University - Rock Hill, South Carolina*

**Differentiated Vocabulary Studies for Gifted Learners**

Latin stems, verbal analogies, vocabulary webs, graphic organizers, quizzes, and excerpts from great works of literature comprise an innovative approach to word study for elementary grades. Participants in this session will learn: (1) How to incorporate a variety of instructional strategies with renowned vocabulary studies programs to challenge advanced and gifted students; as well as (2) Identify appropriately differentiated learning activities that promote advanced vocabulary study and academic success. Gifted education and classroom teachers can use the comprehensive program in most classrooms. Session participants will obtain a program scope and sequence along with sample lessons. Demonstrations of lessons will be provided along with key instructional activities. Model student work will be used to demonstrate potential student outcomes. The curriculum will be distributed to participants.

*Intended Audience: 2-5 Teachers, G & T Coordinators and Specialists, Directors of Curriculum and Instruction, Parents*

**Developing Leadership and Global Citizenship Skills**

In a global society, common social issues plague communities in every country. The problems that challenge today's and tomorrow's global citizens must be understood as well as addressed through collaboration, creativity and problem-solving. Advanced and gifted students have the potential to inspire others and lead their peers in developing global awareness and becoming engaged in order to create social change. The session focus is an extensive curricular unit that provides emphasizes leadership and social change as students develop their voice. The curriculum unit encompasses academic and socio-emotional realms. Academic components include: raising awareness of global issues, developing students' research skills, encouraging community engagement, creating change and teaching public speaking. Attendees will leave with access to electronic versions of all related instructional aids and curricular materials.

*Intended Audience: 2-5 Teachers, G & T Coordinators and Specialists, Administrators*

**YOUNG, SARAH A.**

*Smithville School District - Smithville, Missouri*

**Meeting the Social and Emotional Needs of Gifted Students**

Gifted students have unique social and emotional needs, which go largely unmet in most schools. Research shows that students need opportunities to develop and practice specific social and emotional skills in order to be successful. However, providing this for diverse and exceptional students can be an overwhelming task.

Participants will leave with a comprehensive social and emotional curriculum fitting a wide range of ages and needs. This includes lessons and readings that help develop self-awareness, self-management, social awareness, relationship management, and responsible decision-making. Additionally, we will discuss how to apply these ideas through collaborative engineering projects, mindfulness, and other daily classroom structures. Participants will be given a variety of free resources to help them implement the curriculum into their classrooms immediately.

*Intended Audience: K-6 Teachers, G & T Coordinators and Specialists, Directors of Curriculum and Instruction and other Administrators*

### **Practical Differentiation to Meet the Needs of All Students**

Whether you work in the regular classroom or the gifted classroom, every child enters with a unique understanding of the material. Differentiation is key to meeting the needs of every child. However, many discussions surrounding differentiation are abstract and leave attendees with no clear idea of how to change things in their classroom. This session will cover six concrete techniques for differentiation that can be used across all subject areas, in addition to tiered task cards that can be used for independent practice, formative assessment, or centers, and technology resources for differentiation. Participants will leave with practical differentiation examples, free differentiation resources, and plans for tiering and scaffolding many of their existing lessons.

*Intended Audience: K-6 Teachers, G & T Coordinators and Specialists, Directors of Curriculum and Instruction and other Administrators*