21st Annual
National Curriculum Network Conference
2016
March 10–11, 2016
William & Mary
School of Education
Center for Gifted Education
Dear Colleagues,

Welcome to the 21st annual National Curriculum Network Conference (NCNC) sponsored by the Center for Gifted Education at William & Mary. This year, we have 39 presentations from 51 professionals. We are pleased to have Dr. Tracy Ford Inman and Dr. Julia Link Roberts as our two keynote presenters, highlighting the important topics of differentiation and advocacy. This all makes for a wonderful two days of making new friends, reconnecting with colleagues, and learning together.

NCNC is meant to be an intimate setting in which to meet people and hold important conversations. It is also meant to be a place to renew, reinvigorate, and relax; it is a special learning environment where we can let our hair down and interact with others who choose to advocate for students with gifts and talents. We can enhance our personal skills and feel affirmed in the process. In short, NCNC brings together some of our nation’s most talented educators, professors, and administrators, creating a community of scholars dedicated to the betterment of the lives of gifted children.

Please join us for a reception at 3 p.m. on Thursday, March 10 in Matoaka. This will be a special time in which we honor Denise Zacherl as the 2016 recipient of the Center’s Award for Leadership in Program Development and Support for Gifted Learners. It also will be a time for networking and socializing with colleagues in gifted education.

Please enjoy your time with us and let us know what we can do to enhance your experience.

Sincerely,

Tracy L. Cross, Ph.D.
Jody and Layton Smith Professor of Psychology and Gifted Education
Executive Director, Center for Gifted Education
Dr. Tracy Ford Inman, Thursday, March 10, 2016

**The Nuts and Bolts of Effective Differentiation**

Differentiation doesn’t just happen. It requires a strong philosophical foundation that purposely builds a classroom climate open to individual learning experiences. What are the nuts and bolts that must be in place for a classroom to be effectively differentiated? Strategies are definitely a part, but differentiation is more than a set of lessons or skills. From instruction through assessment to practical approaches to classroom management, you must envision and actively design your own classroom to address the needs, interests, and readiness levels of your students.

**Tracy Ford Inman,** Ed.D., is associate director of The Center for Gifted Studies at Western Kentucky University and active on the state, national, and international levels in gifted education. She has taught English at the high school and collegiate levels, as well as in summer programs for gifted and talented youth. In addition to writing and co writing several articles, Tracy has coauthored two books with Julia Roberts through Prufrock Press: *Strategies for Differentiating Instruction: Best Practices for the Classroom,* now in its second edition, and *Assessing Differentiated Student Products: A Protocol for Development and Evaluation.* Tracy and Julia received the Legacy Book Award from the Texas Association for the Gifted and Talented for *Strategies for Differentiating Instruction.* Tracy was coeditor of *Parenting Gifted Children: The Authoritative Guide* from the National Association for Gifted Children, a compilation of the best articles in *Parenting for High Potential,* which won the Legacy Award in 2011.

Dr. Julia Link Roberts, Friday, March 11, 2016

**Advocating for Best Practice and Policy**

Knowing what is best practice is important, yet the next step is to influence others that best practices should be in place in classrooms. Better still is having best practice in policy, enabling more children and young people to reap the benefits. What are the components of effective advocacy, and what ensures that you are a successful rather than a dreaded advocate? This presentation will highlight strategies used by effective advocates.

**Julia Link Roberts,** Ed.D., Mahurin Professor of Gifted Studies at Western Kentucky University (WKU), is Executive Director of the Carol Martin Gatton Academy of Mathematics and Science in Kentucky and The Center for Gifted Studies at WKU. Dr. Roberts is on the Executive Committee of the World Council for Gifted and Talented Children and Past-President of The Association for the Gifted. Dr. Roberts enjoys working with children and young people, directing Saturday and summer programming, and traveling abroad with high school students. She has focused her writing on differentiation, gifted education, STEM education, and advocacy; and is coauthor of six books, several chapters, and numerous articles and columns. She received the 2011 Acorn Award as the outstanding professor at a Kentucky four-year university, the first NAGC David Belin Advocacy Award, the 2012 NAGC Distinguished Service Award, and the 2011 William T. Nallia Award for innovative leadership from the Kentucky Association for School Administrators.
Schedule of Events

**Thursday, March 10**

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<td>8:15–8:45 AM</td>
<td>Registration and Breakfast</td>
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<td>8:45–9:00 AM</td>
<td>Welcome</td>
<td>Dr. Tracy L. Cross</td>
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Wireless Internet Access

To take advantage of complimentary Internet access for both days of the conference, please enter the following sponsor e-mail address: pdc@wm.edu

Raffle

Enter for a chance to win on Friday, March 11 at 12:30 p.m. With just $1 you could win gifted education books, William & Mary curriculum units, or free admission to professional development conferences held by the Center. All proceeds will go toward providing scholarships for high-ability, low-income students. Must be present to win.
Thursday, March 10
Breakout Sessions

10:00–10:50 AM

Cultivating Change in the Classroom: Using the Formative Assessment Process and 21st Century Skills to Increase the Growth Mindset in High-Ability Learners
Lisa Lienemann, Laura Breeding, Jaclyn DeMatos, and Samantha Biskach
Do your students struggle with fear of failure? Are you looking for ways to integrate technology into your literature units? Come learn how three middle school ELA teachers are leveraging limited resources to integrate 21st century skills into their gifted program while guiding these often fixed mindset students toward a growth mindset and higher levels of learning using the formative assessment process with the *Persuasion, 1940s: A Decade of Change,* and *19th Century Threads of Change* CFGE literature units. Hands-on activities and resources will be provided relating to effective feedback, multimedia options for presentations, and peer/self-evaluation strategies.

A Nation Empowered: Professional Learning About Acceleration Is Essential
Dr. Laurie Croft and Dr. Ann Lupkowski-Shoplik
*A Nation Empowered,* the update to *A Nation Deceived,* was released less than a year ago. It includes important information about the best researched yet most underutilized educational option for gifted students: academic acceleration. Standards in gifted education encourage educators to participate in research-supported professional development in order to meet the unique needs of academically gifted children. Academic acceleration provides one such need, yet school wide professional development is unlikely to focus on this practice. This session will provide participants with an opportunity to bridge the disconnect between research and practice.

Inventive Thinking Lab: Teaching Critical Thinking, Problem-Solving Strategies, and Perseverance Using Games Galore!
Lorisue Hammond and George C. Fohl
Who doesn’t love to play games? With Inventive Thinking Lab (ITL), your gifted students will think critically and creatively as they develop universal problem-solving strategies and perseverance. Students will not even realize what great thinking skills you are teaching them. Come hear how ITL works. Learn how to run labs, see what games are used, and experience the questions that guide the critical chart chat. Resources and materials will be provided to get you started. Come ready to play!

ExCEL, Excelente!
Kelley Webb and Dr. Anne Horak
Giftedness is found in all cultures and languages; however, the identification of gifted students from culturally and linguistically diverse (CLD) backgrounds continues to be a challenge. Adding to the complexity of the issue is the fact that many CLD students are also classified as low-income, another underserved population. It is often hard to see these students’ potential using traditional measures and methods. Can we give teachers a new lens through which to look for high-ability English language learners? And, when we do, can students recognize their potential?
Thursday, March 10
Breakout Sessions

11:00–11:50 AM

**Shared Science for Everyone!**
*Christy Hinkelmann and Nicolette Torres*
This presentation will demonstrate an effective means of interdisciplinary cross-grade-level collaboration with highly gifted fourth and sixth graders that enables students to master 21st century skills as they take ownership, command, and mastery of various topics and share them in a presentation. Science and language arts/drama are combined to create a unique learning opportunity for all involved. Teachers will walk away with practical methods as well as research that supports the activities presented.

**Engaging Linguists: From Inquiry to Practicing Professionals**
*Denise Zacherl*
Explore the joyful study of word play within an exploration of the language system, focusing on comparing and contrasting various elements of language. First- and second-grade students are transformed into linguists as they investigate ancient writing systems to the ever-changing languages we use today. Word play includes play-on-word in riddles, jokes, and verse as students discover through inquiry differences and similarities in patterns of language.

**Intelligence, Giftedness, and Demiurgic Thinkers: A Different Perspective**
*Ruth Grillo*
This session offers a new way to look at giftedness and intelligence, based on universally applicable problem-solving skills in a rural, non-Westernized Samburu community in Kenya. We are looking at something students can do (demiurgic thinking) rather than something students have (giftedness). Is demiurgic thinking measurable? Will this concept help us provide better services to our most talented, gifted, brightest students who need it the most? Will this help us avoid historical biases and accusations of elitism? Absolutely. Come join a lively discussion!

**Developing, Strengthening, and Utilizing Leadership Skills**
*Robin Schumaker and Heather Brooks*
Leadership development is of critical importance with regard to professional learning for teachers of the gifted, as well as the gifted learners they serve. In this session, participants will have an opportunity to examine and discuss how a student/participant-centered approach used in professional development with gifted resource teachers can serve as a catalyst for providing experiences for gifted students to learn concepts and skills associated with leadership.

**Promoting Divergent Thinking Within a Convergent Curriculum**
*Laurel Brandon*
How can you promote the habit of creative thinking while teaching a right-answer-driven curriculum? Practicing divergent thinking within the context of everyday differentiated instruction adds fluency, flexibility, originality, and elaboration to your students’ thinking toolbox. In this session, participants will learn what they need to develop low-prep, content-based tasks that promote divergent thinking every day.
Thursday, March 10
Breakout Sessions

1:00–1:50 PM

**Identifying Academically Talented Middle School Students: Advantages of Online Above-Level Testing**  
*Dr. Ann Łuknowski-Shoplik and Dr. Susan G. Assouline*
Above-level testing is a powerful method of identifying talented students as a first step toward providing challenging educational programs for them. The Belin-Blank Center instituted In-School Testing using above-level tests, which helps schools to align the identification process with programming. In response to the need for an above-level test that would be widely accessible to schools and provide rapid feedback, the Belin-Blank Center developed 1-Excel, an online test for grades 4–6. Presenters will explain 1-Excel pilot test results and describe how the test can be used to help schools tailor educational opportunities for academically talented students.

**Finding Oz: Nurturing Potential and Promise in the Primary Years**  
*Wendy Ingalls and Debra T. Myers*
This session will assist teachers in differentiating the primary reading and mathematics instructional program so that it is responsive to high-ability learners. This hands-on, interactive workshop offers a variety of strategies to increase critical and creative thinking and problem solving in our youngest learners. Practical, effective, research-based strategies for providing challenge and enrichment for these students within the heterogeneous primary classroom will be explored and modeled.

**Out of the Tower and Into the Classroom: How Graduate Students Give Science Classrooms an Edge on STEM**  
*Dr. Carol Hopper Brill*
Virginia Institute of Marine Science (VIMS) graduate students have designed lessons based on their own research and illustrate authentic science processes that give secondary students insight into how scientists design and conduct their experiments. How is investigating sea turtle mortality like an episode of “CSI”? What are the environmental impacts when worms burrow into toxic mud? This session shares examples of inventive activities with real-world connections.

**Habits of Mind: Combining Behavior Management and Conceptual Learning**  
*Jamie-Ellen Spessard and Leslie Baskin-Asip*
What skills do you hope to instill in your gifted students? If you are like most educators, you want them to learn to persevere, to work interdependently, to pose questions, and to think flexibly. The Habits of Mind provide an avenue for teachers to use curriculum to teach these skills and more. They provide structure to classroom management that enhances each student’s skill set while allowing them to practice listening with care and empathy and manage impulsivity.

**Four-Level Analysis for Success in Grammar**  
*Michael Clay Thompson*
This session shares the presenter’s four-level analysis grammar method, an exciting and positive way of compacting and front-loading comprehensive grammar content early in the year for intense application the remainder of the year. Four-level analysis is a method that is method-free. Students who use four-level analysis soon reach the level of comprehension that allows them to apply grammar to the otherwise difficult problems of writing.
## Thursday, March 10

### Breakout Sessions

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<th>Time</th>
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<td>2:00–2:50 PM</td>
<td><strong>Low Income, High Potential: Meeting the Needs of Gifted Students in Urban Schools</strong>&lt;br&gt;Ashley Solesbee&lt;br&gt;How do you build and sustain a gifted program in a low-income school where the stakes are high and the funding is low? Join Ashley Solesbee, AID Facilitator and elective teacher from Neal Middle School in Durham, NC, as she aims to answer this question in a presentation about finding and growing gifted learners in urban schools.</td>
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<td><strong>Historical Thinking Skills: Creating Student Detectives</strong>&lt;br&gt;Lisa Walker and Tiffany Delk&lt;br&gt;How do we make history relevant and exciting for our gifted students? Teaching them to think like a historian is key. Historians are not just concerned with dates, facts, and timelines; instead, they see themselves as detectives putting the pieces together to find the real stories of history. Using Dr. Sam Weinberg’s <em>Historical Thinking Skills of Sourcing, Corroboration, Contextualization, and Close Reading</em> to analyze primary source documents, students will be able to think deeply about the real people and events that shape their world. This interactive workshop will assist participants in thinking like a historian and using historical thinking skills with their students.</td>
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<td><strong>Social Connections: Another Curriculum for Gifted Students</strong>&lt;br&gt;Dr. Lou Lloyd-Zannini, NCNC Joyce VanTassel-Baska Alumni Lecture Speaker&lt;br&gt;Connections—whether in the cognitive or social-emotional area—are critical in the life and learning of the gifted and talented child. But many of the so-called “social” connections available to gifted learners today are less constructive than they might be, and more likely to make it difficult for our students to succeed. In this conversation, we will discuss some of the ways that today’s youth are connecting, the problems they may cause, and what we can do to help them connect in meaningful and worthwhile ways.</td>
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<td><strong>High or Low, Where Do Your Questions Go?</strong>&lt;br&gt;Dr. Shelagh Gallagher&lt;br&gt;Teacher questioning patterns are pivotal to cultivating gifted students’ higher order thinking above and beyond curriculum, so it is crucial to know when and how frequently teachers actually use higher order questions. Despite its importance, there is little research or pragmatic support to develop best practices in questioning. This session will introduce participants to two classic studies on questioning in classrooms with gifted students. Several schemes that facilitate question coding for self-reflection will be presented along with some hands-on activities.</td>
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Friday, March 11
Breakout Sessions

10:00–10:50 AM

**Concepts, Essential Questions, and Inquiry: What Would Socrates Do?**
*Dr. Richard Courtright*

Dogwood A

In this session, participants will learn how to utilize essential questions and Socratic inquiry to get beyond basic facts and knowledge toward synthesis and true understanding of the concepts at the heart of the discipline, illustrating the way in which gifted students' learning can be driven to the highest levels of cognition. Engaging learners in the examination of various concepts is best accomplished through questioning, just as Socrates did, that takes them to the highest order of thinking. Concepts are at the heart of quality curriculum that provides rigor, depth, and complexity.

**Twice-Exceptional: Gifted and Special Needs**
*Leslie Baskin-Asip*

Dogwood B

Twice-exceptional (also known as 2e) are those who are gifted learners and have documented disabilities for which there is an IEP or 504 Plan. In this session, participants will earn the characteristics of 2e students as well as strategies for meeting their educational and affective needs.

**Engaging and Challenging Gifted Adolescents Using Pop Culture**
*Dr. Kimberley L. Chandler*

Holly A

Incorporating songs, artwork, and literature from popular culture in lessons can help gifted adolescent students feel more connected to the curriculum in content-area classes and can inspire greater self-efficacy and success. In this session, the presenter will use the literature, art, and music of various contemporary decades to promote higher order thinking and interdisciplinary learning.

**Collaboration: Here’s What. So What? Now What?**
*Caitlin Kaminski, Vivian Barber, and Katie Owens*

Holly B

This sixth-grade pre-algebra team will demonstrate the importance of collaboration for the benefit of the students. Presenters will discuss how to structure planning from both an administrative and teacher perspective to optimize productivity and will share sophisticated curriculum produced from these sessions and the student work it nurtures. This will emphasize a fusing of the needs of gifted students, gifted pedagogy, national standards, local objectives, and interdisciplinary connections. Participants will have time to develop their own plans.

Visit Our Exhibitors in Matoaka!

Duke University Talent Identification Program
Royal Fireworks Press
Summer Institute for the Gifted (SIG)
William & Mary Center for Gifted Education

Thank you to the Belin-Blank Center, the Jack Kent Cooke Foundation, Prufrock Press, and William & Mary School of Education, for providing literature and materials about their programs and services.
11:00–11:50 AM

Assessment Practices for Democracy and Diversity
Dr. Anne Horak and Shannon King
In our global society, many challenges exist to education for gifted children being simultaneously democratic and diverse. As the phenomenon of the Excellence Gap suggests, one issue is the intense focus on assessment for accountability. Practices such as performance-based assessment can support gifted students by providing them with the opportunity to develop their identity, demonstrate growth, and cultivate the complex skills necessary to fulfill their potential as leaders.

What’s Love Got to Do with It? The Importance of Relationships for African American Women in STEM
Reginald Johns
This presentation will examine the mentoring relationships that matter for African American women in STEM. We will discuss the findings of empirical research that shows the importance of psychosocial support from formal and informal mentoring relationships and how mentoring contributes to the development of science self-efficacy and career persistence in women.

Using PBL and a Cuban Revolutionary to Integrate Language Arts and Social Studies in Rigorous and Relevant Instruction
Dr. Shelagh Gallagher and Sara Townsend
What does a Cuban revolutionary have to do with integrated curriculum? Everything! Come hear how journalists and jailbreaks combined to create a mess, and see how Problem-Based Learning (PBL) is used to turn this mess into a meaningful, engaging, and relevant learning experience in both language arts and social studies. Examples of how to align language arts and social studies within PBL will be provided from tested curricula, with evidence that students learn required content and enjoy complex thinking during PBL.

Literary Vocabulary for Gifted Students
Michael Clay Thompson
Reading at a high level is a sine qua non for the rigorous education that gifted children deserve. Middle-grades gifted children are beginning to read great literature, but they may not be prepared for the vocabulary that pervades important American and British literature. This session will present a differentiated vocabulary curriculum based on extensive research into the literary words that appear in the classics, words such as countenance, profound, visage, serene, and others. Studying classic vocabulary at the right time is a critical differentiation strategy for gifted middle-grade children.
Friday, March 11
Breakout Sessions

1:00–1:50 PM

**Creativity in the Classroom**
*Victoria Daley and Wendy Morgan*

The ability to solve problems creatively is a key skill students need in order to develop a pathway for success in their chosen career. This session will allow participants to focus on creative abilities (fluency, flexibility, and elaboration) inspired through the Odyssey of the Mind exercises. We will look at current school curriculum and adapt it to include the practices discussed. Including these three strategies into the existing curriculum will better prepare students to be college, career, and citizen ready.

**Relevant Enrichment: Focus on Cultural Geography**
*Dr. Laurie Croft*

Dr. Julian Stanley emphasized the importance of “relevant enrichment” when working with gifted learners; that is, enrichment that furthered students’ interests and abilities in meaningful ways. Initiatives in 21st century learning include geography as a core subject; additionally, global awareness is a 21st century theme essential for success in tomorrow’s world. Participants practice learning strategies to understand place perception and place analysis, exploring strategies to develop geographic and cultural understanding. Resources will be provided, including websites appropriate for geographic and interdisciplinary explorations.

**Overview of the CFGE Curriculum**
*Dr. Kimberley L. Chandler*

The development of exemplary curriculum frameworks and units of study for classroom use with high-ability learners has been an emphasis at the Center for Gifted Education since its inception. Center materials are grounded in the Integrated Curriculum Model, which is designed to respond to gifted learners’ characteristics of precocity, intensity, and complexity through its three dimensions of advanced content, higher level processes and product development, and interdisciplinary concepts, issues, and themes. Curriculum units are available in mathematics, language arts, social studies, and science. In this session, participants will receive an overview of the materials, will learn about new materials in development, and will have a chance to ask questions.

**Why Poetics Must be a Core Component for Gifted Children**
*Michael Clay Thompson*

Poetry is an oft-neglected element of the language arts. Classroom practice focuses on a surface interpretive approach, neglecting the technical details of poetics that distinguish poetry from prose. Relegating poetry to the sidelines is a mistake, however, because these techniques are important not only in poetry but in prose as well. Students need to know them in order to write beautifully, and they also need to be able to notice them when they are reading classic English literature. Novelists such as Hemingway, Hawthorne, and Melville also wrote poetry and incorporated their poetic techniques into the sentences of their novel paragraphs. This session will survey the important techniques of poetics and present examples of their use both in poetry and in prose.
Friday, March 11
Breakout Sessions

2:00–2:50 PM

Teaching Creative Writing to Middle School Students
Dr. Sue Henshon
Dogwood A

How do you teach middle school gifted students to think creatively while developing writing skills that will enhance their lives and career opportunities? How do you help very talented students progress toward developing professional products? In this age of standardized testing, creative writing in schools is often shortchanged. The presenter will provide creative writing ideas, a list of helpful titles, and ideas for engaging writers in a classroom situation. Participants will come away with writing prompts and ideas that will spark creativity in the most reluctant writers.

Head and Shoulders: Subject Acceleration in Elementary Mathematics
Wendy Ingalls and Debra T. Myers
Dogwood B

How can we meet the needs of mathematically gifted students whose abilities exceed the regular gifted program? Subject acceleration in mathematics acknowledges individual strengths and differences and provides an opportunity for students to soar in the field they love. Participants will explore strategies used to identify highly gifted mathematics students and become familiar with program benefits and design. Particular attention is paid to student reasoning and problem-solving abilities, as these critical thinking skills are essential components of all mathematical learning. Information about the number of students identified and program options will be shared with participants.

Project SOAR Talent Development Model
Susan Albaugh, Elizabeth Sutton, and Karen Speers
Holly A

Project SOAR is a talent development program of mini-lessons that are designed to provide students with the skill set to be active learners who can engage in productive thinking, ask critical questions, and investigate problems, regardless of transiency, socioeconomic status, race, and so forth. Goals include exposing students to critical thinking, creative thinking, and problem-solving at higher levels; developing critical and creative reasoning skills in verbal, quantitative, and nonverbal domains; increasing the number of referrals from underrepresented populations; and increasing the number of students eligible for accelerated math opportunities.

Thinking, Acting, and Learning Globally: Globalization to Gifted High School Students
Barbara Siecord
Holly B

The phenomenon of globalization is complex and ubiquitous, making it ideal curriculum content for gifted students. This session will address reasons for including globalization topics in gifted programs, share how one program has approached the topic, and suggest resources to support such curriculum. The goal is to help students understand the impact of globalization on their future lives as well as on the lives of others around the world. Participants will have the opportunity to experience a globalization course activity to emphasize the educational impact that can result from interacting with such complex topics.
3:00–3:50 PM

**Connecting Elementary Gifted and Talented Students With Secondary Curriculum**
*Carol Hartt and Debbie Kravczyk*

This session will present a low-cost way to expose elementary gifted and talented students to high-school-level curriculum by using resources already available within the school system. Participants will learn how to utilize high school teachers and students to conduct workshops for the younger gifted students in areas normally reserved for high school study. These workshops expose third- and fourth-grade gifted students to high-school-level curriculum and also give the students a chance to interact with high school students, who in turn gain experience in planning and teaching an interactive lesson.

**Voice and Choice for the Gifted Learner: Designing Personalized Learning**
*Scott Kinkoph and Denise Piechowiak*

Gifted students desire voice and choice in their learning. They are multitaskers, risk takers, and critical thinkers; they desire challenge and want to create using physical or digital means. Creating classroom experiences that infuse multiple learning pathways while giving them a voice in their learning engages gifted students. Educators who personalize learning give these gifted students control over the learning experience. This session will show several instances of personalized learning in the classroom and technology tools to make this happen, and will provide practical implementation methods.

**Action Research: Bringing Change to Your Classroom**
*Nataliya Dudnytska*

Action research is a methodological approach used by educators to improve conditions and practice in schools and classrooms. The inquiry process includes identifying issues, collecting and analyzing data, and building a plan for action. Action research can be used by both teachers and administrators to examine current practices and support the needs of their school and students. This presentation is geared toward secondary school administrators and teachers to introduce action research strategies and help educators improve their practice, address accountability issues, and design effective instruction that would work best for the students in their unique school and classroom settings.
Center for Gifted Education Summer Events

**Professional Summer Institute**
June 27–28, 2016

**Summer Enrichment Program**
Session I: July 11–15
Session II: July 18–22

**Advanced Placement Summer Institute**
Session I: July 18–21, 2016
Session II: July 25–28, 2016
Session III: August 1–4, 2016

For more information, please visit cfge.wm.edu.
# My Schedule at a Glance

## Thursday, March 10

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## Friday, March 11

<table>
<thead>
<tr>
<th>Time</th>
<th>Title</th>
<th>Location</th>
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<tbody>
<tr>
<td>9:00–9:50</td>
<td>Keynote: Advocating for Best Practice and Policy</td>
<td>Matoaka</td>
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<td>10:00–10:50</td>
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<td>11:00–11:50</td>
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<td>12:00–12:50</td>
<td>Lunch</td>
<td>Matoaka</td>
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<td>2:00–2:50</td>
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<td>3:00–3:50</td>
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