

22nd Annual

NATIONAL CURRICULUM
NETWORK CONFERENCE

2017

MARCH 16–17, 2017



William & Mary
School of Education

CENTER FOR GIFTED EDUCATION

Welcome

Dear Colleagues,

Welcome to the 22nd annual National Curriculum Network Conference (NCNC) sponsored by the Center for Gifted Education at William & Mary. This year, we are pleased to have Dr. Todd Kettler from the University of North Texas and Dr. Claire E. Hughes from Canterbury Christ Church University in England as our two keynote presenters. Dr. Kettler will be discussing differentiated curriculum, and Dr. Hughes will be sharing curriculum implications for twice-exceptional students. In addition, we have a special double session on Leta Stetter Hollingworth, one of gifted education's pioneers, presented by Dr. John Wasserman on Friday. 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 dessert, wine, and coffee reception at 3 p.m. on Thursday, March 16 in conference room Matoaka. It will be a great 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,

A handwritten signature in cursive script that reads "Tracy L. Cross".

Tracy L. Cross, Ph.D.
Jody and Layton Smith Professor of Psychology and Gifted Education
Executive Director, Center for Gifted Education

Keynote Speakers

Dr. Todd Kettler, Thursday, March 16

Curriculum for Gifted Education: Understanding the Pedagogy of Differentiation

The concept of differentiated curriculum began in gifted education, but in some ways it has evolved into an educational approach for all students. The broadening of the concept surely has positive implications for all students, but gifted education professionals may lament the loss of a unique identity as those who differentiate learning opportunities. How can we merge principles of gifted education curriculum with the concept of differentiation to move beyond simple strategies to a more comprehensive pedagogy of differentiation consistent with developing expertise and elite talent within gifted education programs?



Dr. Claire E. Hughes, Friday, March 17

Brain-Behavior Links: Curriculum Implications for 2e Children

Recent research has found that there are underlying similarities in the brains of children with Attention Deficit Disorder, Autism Spectrum Disorder, and Obsessive-Compulsive Disorder. These similarities hold the keys to increased deep learning: attention, speed of processing, emotional connection, and repetition. It is the balance of these in which 2e children struggle. The goal of education is to help all children identify and nurture their abilities, including children with disabilities, by working with these tools of learning. Children who are gifted with disabilities have a double challenge of finding curriculum, teachers, and advocates who can help them manage the disability while nurturing the ability. Too often, the feedback and experiences they receive splinter their perception of themselves as bad in one situation and good in another. This presentation will highlight work on double differentiation and double emotional support that is backed by brain research and also provide educators strategies to promote happiness, growth, and the “sweet spot” of using the disability to help the ability.



Schedule of Events

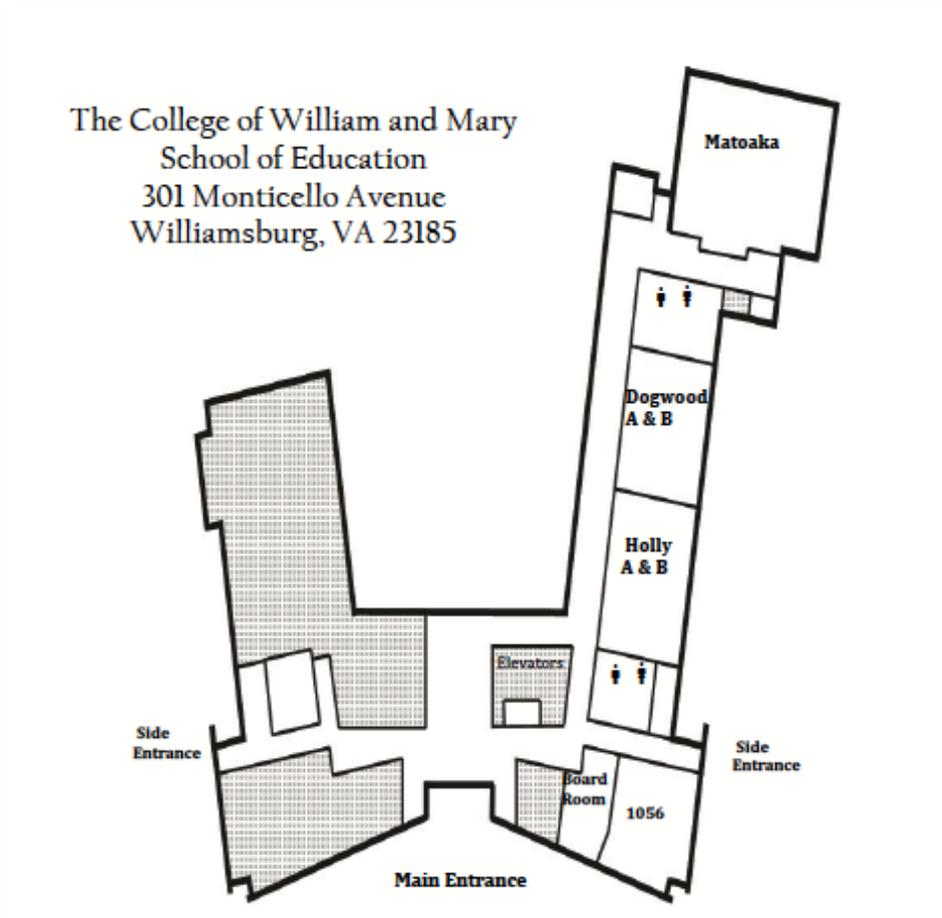
Thursday, March 16

8:15–8:45 AM	Registration and Breakfast		
8:45–9:00 AM	Welcome	Dr. Tracy L. Cross	Matoaka
9:00–9:50 AM	Keynote	Dr. Todd Kettler	Matoaka
10:00–10:50 AM	Breakout Sessions		
11:00–11:50 AM	Breakout Sessions		
12:00–12:50 PM	Lunch		Matoaka
1:00–1:50 PM	Breakout Sessions		
2:00–2:50 PM	Breakout Sessions		
3:00–4:30 PM	Networking Reception		Matoaka

Friday, March 17

8:30–9:00 AM	Breakfast		
9:00–9:50 AM	Keynote	Dr. Claire E. Hughes	Matoaka
10:00–10:50 AM	Breakout Sessions		
11:00–11:50 AM	Breakout Sessions		
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2:00–2:50 PM	Breakout Sessions		

Map



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

Visit Our Exhibitors in Matoaka

Duke University Talent Identification Program (Duke TIP)
Royal Fireworks Press
Summer Institute for the Gifted (SIG)

Thank you to the Jack Kent Cooke Foundation, Kendall Hunt, and Prufrock Press for providing literature and materials about their programs and services.

Thursday, March 16

Breakout Sessions

10:00–10:50 AM

A Is for Algebra: From Kindergarten and Beyond

Dogwood A

Patricia Woodberry

Math is more than just the numbers and operating on them. Using ill-structured math word problems, elementary gifted students can be challenged to develop algebraic habits of mind whether in mixed-ability or academic peer settings before approaching formal equations. Session participants will learn how to use headless, tailless, missing middle problems, and patterns to modify content and process in response to math word problems. Strategies will promote throwing out “key word” approaches and transforming word problems into authentic puzzling situations, requiring perseverance in grappling with the unknown, seeking and using the structure of patterns and communicating with precision.

A Defense of Classic Literature

Dogwood B

Michael Clay Thompson

Are gifted students reading enough? Are the books they do read challenging enough? Although classics have been dropped from the curriculum in many schools, this presentation advocates for classics as a central focus in the literature program. The nature of classics, the benefits they provide to students, and important techniques for teaching classics are emphasized.

**Gifted Kids in the Driver’s Seat:
Creating Learner-Centered Environments**

Holly A

Magdalena Fitzsimmons

What do 21st-century learner-centered classrooms look like? How do teachers use them to transform instruction and create blended learning environments for gifted students that support creativity, collaboration, communication, and critical thinking? This session explores strategies for developing and facilitating learner-centered performance tasks that allow students to become explorers and designers of their own learning, providing them the opportunity to dig deeper into topics of interest and use the tools of technology to demonstrate mastery of content in new and innovative ways. Lesson plans are provided, and be sure to bring along your favorite electronic device.

Teaching Leadership via the Civil Rights Movement

Holly B

Reginald Johns

This session is designed to demonstrate how leaders changed the world. I will provide an overview of a Civil Rights Curriculum Unit I authored for use in an elementary gifted resource class. Through the examination of the experiences of catalysts like Linda Brown, pioneers like Ruby Bridges, and visionaries like Dr. Martin Luther King Jr., students will learn how leaders make a difference.

Thursday, March 16

Breakout Sessions

11:00–11:50 AM

How to Build a House: Vocabulary Instruction for Gifted Learners

Dogwood A

Megan Padden

Numerous studies indicate that vocabulary is a strong indicator of student success. Despite this, we often take a passive approach when teaching vocabulary. We make our students memorize dozens of words simply because they may appear on a standardized test or in a work we are reading. Why? It seems easy. This session focuses on how to make vocabulary work for you and your students. We will discuss how to build lists in effective, applicable ways that go beyond rote memorization.

Introducing the School-Based Psychosocial Curriculum Model

Dogwood B

Dr. Tracy L. Cross and Dr. Jennifer R. Cross

Psychosocial needs of gifted students have often been addressed in a haphazard fashion, without a comprehensive, theory-driven approach to guide them. In this session, we describe a program of psychosocial development based on the work of Erik Erikson, the father of psychosocial development theory. The School-Based Psychosocial Curriculum Model (SPCM) emphasizes the development of psychological and social skills by way of students' ego strength. Help us explore ways in which you could use a curriculum based on the SPCM.

Service Learning as a Model for 21st Century Skills

Holly A

Elizabeth Burgos and Jennifer Bruesewitz

This session explores the question: How can service learning improve rigor and instruction for gifted learners? The presenters will explain how they used Cathryn Berger Kaye's service-learning stages to personalize learning with student inventories, offer choice in nonfiction texts, and ask students to identify problems and plan action projects serving a community need, with reflection throughout. The approach was piloted in English classrooms to develop students' empathy and an experiential approach to learning. The session will conclude with a discussion of teaching service over self (Weissbourd, 2016) to students in preparation for 21st-century skills and college admissions.

Using Cognitive Retraining to Close the Excellence Gap

Holly B

Julia Osborne & Kelly Snyder

As educators, we are committed to ensuring the success of all of our students—and raising the bar for our highest achieving students. Two decades of NCLB mandates have increased resources allocated to programs for at-risk students, which has inadvertently resulted in an Excellence Gap whereby advantaged students are more likely to become high achievers than are their poor and minority classmates. Educational research shows that the Excellence Gap is a challenge facing all schools in the United States. Research from Thomas B. Fordham Institute suggests, "If America is to remain internationally competitive with other advanced nations, we need to maximize the potential of our top students." This presentation will explore current data as well as employing Growth Mindset principles to close the Excellence Gap.

Thursday, March 16

Breakout Sessions

1:00–1:50 PM

Building Empathy Among Students in a Middle School Classroom Dogwood A

Genevieve Jenkins and Kay Hedrick

Kindness and empathy might not be part of the Common Core State Standards, but they are related to the relationship building required for success in life. We have focused on this area in our seventh grade advanced language arts class this year with a combination of picture books, discussion, and the book *Wonder* by RJ Palacios. All materials used will be freely shared with participants.

Finding Fireflies: A Cost-Effective Universal Screening for Gifted Potential in Gifted Hispanic/Latino Students Dogwood B

Dr. Anne Horak and Shannon King

Bioluminescent organisms like fireflies produce and emit light. Although a beautiful phenomenon, you must watch closely under certain conditions to see them. Similarly, evidence from Project ExCEL demonstrates that gifted Hispanic and Latino students shine when provided with culturally relevant pedagogy such as learning experiences like Problem-Based Learning that emphasize community and collaboration. In this session, hear how Project ExCEL increased the identification of potentially gifted Hispanic/Latino students and in particular those classified as low income.

Synthesis Model: A Unified Field Theory of Differentiation for the Gifted Holly A

Dr. Richard Courtright

Teachers can be overwhelmed by the number and variety of education systems and models. This session will provide a synthesis of several major concepts from psychology, gifted, and general education in a model showing the interrelationships among the various authors' systems, including Dabrowski, Hirsch, Adler, Gallagher, Renzulli, Kaplan, Bloom, Sternberg, and others. The outcome is a graphic representation illuminating the similarities, convincing teachers that differentiation is actually doable.

Using Technology With a Purpose Holly B

Stacy Hayden

Blended learning is one of the many buzzwords floating around the education world today. It can be especially beneficial for our gifted students, as it allows us to differentiate easily. There are many different tech tools that can help you, but how do you know which ones are worthwhile? Come learn about more than 25 different resources for using technology purposefully with our gifted students to reach them inside and outside of the classroom. You'll walk out of this session with a lot of new resources that you can begin using as soon as you get back to school.

Thursday, March 16

Breakout Sessions

2:00–2:50 PM

Breaking Down Barriers

Steven Nagy and Terrence Yarborough

Shortly after stepping into the position of principal, Terrence realized he had a problem. Although his school had a large population of high-poverty Black and Latino students, they were not taking advanced classes. Hear how he repeatedly challenged gatekeepers and broke barriers to bring Project ExCEL to his school and successfully created conditions conducive to change. Now, three years later, his experience and the project results reveal the value and benefit of his advocacy to the entire ecosystem of the school culture including shifts in instructional practice, greater collaboration among teachers, and increases in engagement and achievement.

Dogwood A

Challenge Those Who Need It Most: CTY-Ireland's Out-of-School Academic Programs for Gifted Disadvantaged Students

Eamonn Carroll

This session provides a brief overview of the main issues affecting high learning potential, socioeconomically disadvantaged students in Ireland, and a discussion of CTYI'S research on primary and postprimary programming for this group. The first findings from CTYI's new transition program bridging the gap between primary and postprimary will then be considered, as well as possible directions for future interventions. Although these programs are tailored to the Irish context, some of the underlying issues are universal to high-ability, low-socioeconomic students, and the approaches may be productively applied elsewhere.

Dogwood B

Five Essential Books for Gifted Children

Michael Clay Thompson

This session will feature an unusual examination of five essential classics for gifted children. The focus will be not on the typical review of plot and characters, but on the inner characteristics of language that constitute the rigor gifted children need. The five books recommended are *Frankenstein*, by Mary Shelley; *Pride and Prejudice*, by Jane Austen; *The Call of the Wild*, by Jack London; *The War of the Worlds*, by H.G. Wells; and *The Wind in the Willows*, by Kenneth Grahame.

Holly A

How to Effectively Track Student Progress on Standards and Keep Moving Them Forward

Dr. Yara Farah and Lindsay Adams

Determining students' progress on standards plays a key role in being an effective teacher for gifted students. Being able to see students' learning and how it relates to the standards helps teachers increase their own effectiveness by continuously challenging students at an appropriate level. Learn about how to develop evaluation tools that will help you track student progress on standards and how to make appropriate decisions for the next step. By seeing the trends in student data, you can effectively make the decision to slow down, speed up, move on, or move deeper in your lesson with each student.

Holly B

Friday, March 17

Breakout Sessions

10:00–10:50 AM

How to Get Your Kids Thinking About Literature Using Socratic Seminar in the English Classroom

Dogwood A

Andrew Sytsma

This session will focus on the effective use of the Socratic Circle to engage all students with any text. The session will focus on the structure and delivery of a Socratic Circle, as well as how to implement these structures in a classroom setting. Participants will use a selection from *Romeo and Juliet* to apply the concepts of Socratic Circle, shared inquiry, questioning, and other reading strategies.

Meta Cognitive Coaching in PBL for Value-Added Growth

Dogwood B

Shannon King and Dr. Anne Horak

Students competent with metacognition are able to think about, plan, and evaluate their thinking process. Metacognition is an essential skill for success and a value-added way to provide opportunities for the growth of gifted students who typically already enter school knowing much of the content for their grade level. Implementing Problem-Based Learning (PBL) and other practices designed to prepare future-ready students requires a transition to student-centered teaching practices like metacognitive coaching. Becoming a skilled metacognitive coach requires embracing the complexity of this shift. Session presenters will discuss practical tools for eliciting the development of critical skills with metacognitive coaching.

When One Just Isn't Enough

Holly A

Genevieve Jenkins

This session will examine ways to expand gifted services through community involvement through the lens of one school district's initiatives in that area. Utilizing resources in a creative way to address the needs of gifted students in many areas takes planning and preparation, but it can be done. Tips and thoughts for coordinators and teachers in the academic gifted areas along with the area of leadership will be shared.

Ways to Enhance Creative Behavior Through Social Studies

Holly B

Dr. Barbara Swicord

Creativity is a commodity that is highly valued and needed in our world today. Sadly, research using creativity tests has shown that creative expression decreases as students progress through a traditional school curriculum. Gifted students need opportunities to make unique contributions to knowledge that are creative, intuitive, unusual, and progressive. In this session, participants will experience examples of ways that creative behaviors can be enhanced and engaged using social studies concepts. They will have the opportunity to apply those behaviors to their teaching practice and reverse the trend of decreasing creativity in students.

Friday, March 17

Breakout Sessions

11:00–11:50 AM

Classically Current: Using Taba’s Interpretation of Data for Rigorous Discussion of Cause and Effect

Dogwood A

Dr. Shelagh Gallagher

High-quality instruction never grows old. Hilda Taba’s questioning strategies retain their currency because thoughtful, rigorous classroom discussion never goes out of style. Indeed, new CCSS guidelines requiring meaningful discussion and rigorous critical thinking make these strategies contemporary once again. Taba’s Interpretation of Data strategy is particularly useful, engaging students in detailed, evidence-based discussion of cause and effect relationships with only a whiteboard and some markers. Participants will review the basics of good questioning, analyze the structure of an Interpretation of Data lesson, learn tips for success, and discuss Cognitive Maps as a tool for lesson planning.

Concepts, Essential Questions, Inquiry: What Would Socrates Do?

Dogwood B

Dr. Richard Courtright

This session will present how to use essential questions and Socratic inquiry to go beyond just facts and knowledge through process skills that are the main focus of the standards, to synthesis and true understanding of the concepts at the heart of the discipline. It will illustrate the way student learning can be driven to the highest levels of cognition by engaging learners in the examination of concepts. And that is best accomplished through questioning—just the way Socrates did it!

Concept Mapping in a Middle School Classroom

Holly A

Kerri Bell

This session will share the results of a study of concept mapping in the mathematics classroom. Grades 7 and 8 students enrolled in Algebra I engaged in concept mapping in a unit about equations, their parts, and their representations. Of specific interest is the work of gifted students in the classroom and how concept mapping allowed for differentiation in both instruction and assessment.

Vocabulary Through Literature

Holly B

Michael Clay Thompson

At a time when the value of literature is under attack, we must remember that 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 British and American classics. Studying classic vocabulary at the right time is a critical differentiation strategy for gifted middle grade children.

Friday, March 17

Breakout Sessions

1:00–1:50 PM

Brains Shifting, Minds Changing: Engineering Professional Development to Support Growth

Dogwood A

Dr. Anne Horak and Nancy Holincheck

Socratic Seminars remain an engaging and relevant classroom practice more than 2,400 years after Socrates' death. This interactive session is designed to share an approach that encourages students to move beyond polite discussion toward rigorous and logical reasoning during Socratic Seminars. At the heart of this approach to Socratic Seminars is the belief that critical thinking and collaboration are two essential 21st-century skills. Participants will engage in a nontraditional model to prepare students to make meaningful contributions to deepen understanding, actively question ideas to promote complex thought, and explore multiple perspectives during Socratic Seminars.

Differentiated Instruction Using Sternberg's Triarchic Theory in Mathematics

Dogwood B

Meghann Scott and Julie Young

Sternberg's Triarchic Theory is a model of differentiation that focuses on analytical, creative, and practical thinking. In this workshop, participants will have an opportunity to learn how the Triarchic Theory can be used to differentiate in the classroom for all learners and to view examples of the Triarchic Theory in action in the mathematics classroom.

Leta Hollingworth Live! *Double Session (1–2:50 p.m.)

Holly A

Dr. John D. Wasserman

Leta S. Hollingworth (1886–1939) holds the distinction of being the mother of gifted education in the United States. This presentation introduces the woman behind the educator, including home movies, samples of her creative writing, and passages from her personal correspondence. More specifically, the presentation includes newly discovered 8 mm silent films of Leta teaching in the Speyer School classroom and entertaining at her Montrose, NY, home. An aspiring short story writer and poet, samples from her creative writing including unpublished work will be read. Finally, passages from her unpublished personal family correspondence will be shared, shedding light on this remarkable woman.

World War II in the Arts Class: Monuments Men, Degenerate Art, and Klimt's Bloch-Bauer

Holly B

Kimberly Towne and Kirstie Hein-Sadler

This presentation shares two units developed for gifted students that focus on the impact of art on WWII and Hitler's systematic looting of art. This timely presentation will touch on the Monuments Men as well as the current destruction of cultural artifacts in the Middle East. A variety of extensions will be explored including a service-learning project. Lesson plans, student examples, activities, and bibliography will be shared.

Friday, March 17

Breakout Sessions

2:00–2:50 PM

Creativity in Practice: Elementary Students and STEM

Dogwood A

Tess Hegedus

This session examines what creativity looks like in practice with upper elementary students. Findings will be shared from a study conducted with fifth-grade students during the implementation of a solar energy unit focused on green engineering. Here, creativity was explored as an engineering habit of mind, the driving force behind innovative thinking. Students reflected on their experiences with creative practices while conducting scientific investigations and engaging with the engineering design process. Emerging themes included creativity in practice as idea generation, design and innovation, gumption/resourcefulness, and social value. Implications for cultivating creative practices and identifying potentially gifted students will be examined.

Problem-Based Learning 101: Using the Power of Story to Drive the Curriculum

Dogwood B

Dr. Shelagh Gallagher

In Problem-Based Learning (PBL), students find themselves transported into the most intriguing type of story—a mystery. The PBL story transports students into an adventure, based on real-world situations, where they learn how to become independent thinkers and self-directed collaborators. This introduction to PBL will focus on the fundamentals, including the ill-structured problem, the problem’s storyline, the student stakeholder role and the teacher-as-coach. Through demonstration and discussion, research, and practical experience, you will see how a carefully constructed PBL problem uses the allure of a story to initiate self-directed learning while still achieving content requirements.

Leta Hollingworth Live! *Double Session Continued

Holly A

Dr. John D. Wasserman

See previous page for description.

Shared Responsibility: A Guide to Suicide Prevention for Educators of Gifted Adolescents

Holly B

Nataliya Dudnytska

In Western countries, suicide ranks between the fifth and tenth most common cause of death; unfortunately, it is becoming more widespread among young adolescents. Student suicide is not only a family matter but also a traumatic experience for teachers, counselors, and administrators, sometimes with stress levels comparable to the impact of losing a family member. School communities play an important role in the life of teenagers and must be educated about this complex phenomenon and must assume responsibility for suicide prevention efforts. This presentation will introduce recent research on suicide risk factors specific to gifted youth and offer guidelines for prevention and intervention of suicide.

My Schedule at a Glance

Thursday, March 16

Time	Title	Location
8:45–9:00	Welcome	Matoaka
9:00–9:50	Keynote: Curriculum for Gifted Education: Understanding the Pedagogy of Differentiation	Matoaka
10:00–10:50		
11:00–11:50		
12:00–12:50	Lunch/Exhibit Time	Matoaka
1:00–1:50		
2:00–2:50		
3:00–4:30	Dessert, Coffee, and Wine Networking Reception	Matoaka

Friday March 17

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9:00–9:50	Keynote: Brain-Behavior Links: Curriculum Implications for 2e Children	Matoaka
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