



WILLIAM & MARY

CENTER FOR GIFTED EDUCATION

301 MONTICELLO AVE. WILLIAMSBURG, VA

MARCH 7-8, 2019

23RD ANNUAL

**NATIONAL  
CURRICULUM  
NETWORKING  
CONFERENCE**



# Welcome

Dear Friends and Colleagues,

Welcome to the 23rd annual National Curriculum Network Conference (NCNC) sponsored by the Center for Gifted Education at William & Mary. This year, we have 48 presentations from 42 professionals. We are pleased to have Dr. Kristen Stephens and Dr. Catherine Little as our two featured keynote presenters, highlighting the important topics of, Examining the Tension Between Breadth and Depth and Instructional Complexity: The Challenges of Advanced Curriculum for Teachers, respectively. We also have keynotes by the Center's two newest Directors, Dr. Lori Bland and Dr. Ashley Carpenter. This all makes for a wonderful two days of meeting new friends, reconnecting with colleagues, and learning together.



NCNC has been designed to be an intimate setting in which professionals meet and have 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 and professional skills, and feel affirmed in the process. In short, NCNC brings together some of our nation's most talented educators, gifted coordinators, curriculum directors, professors, and administrators, creating a community of scholars dedicated to the betterment of the lives of students with gifts and talents.

Please join us for a reception at 4 p.m. on Thursday, March 7<sup>th</sup> in the Matoaka room. It 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,

A handwritten signature in black ink that reads "Tracy L. Cross". The signature is written in a cursive, flowing style.

**Tracy L. Cross, Ph.D.**

Jody and Layton Smith Professor of Psychology and Gifted Education  
Executive Director, Center for Gifted Education & Institute for Research  
on the Suicide of Gifted Students

# Keynote Speakers | March 7, 2019

## Dr. Kristen Stephens | 9:00 a.m.



### ***Examining the Tension Between Breadth vs. Depth***

There is a lot of discussion among educators as to which is most essential: The “coverage” of large amounts of content or spending time lingering over certain topics to allow for deeper explorations within the discipline. Educators feel the pressure to ensure every student has the content knowledge, skills, and understandings needed to meet expected outcomes, thus breadth often becomes the most probable choice when designing and pacing instruction. This address will explore the tension between breadth and depth by attempting to answer the questions: Is depth feasible within a high-stakes testing environment where pacing guides heavily influence instructional practice? What particular value do breadth and depth have for gifted learners in preparing them for the future they will encounter?

**Kristen R. Stephens, Ph.D.** is an associate professor of the practice in the Program in Education at Duke University where she directs the Academically/Intellectually Gifted Licensure Program for in-service teachers. Dr. Stephens also co-directs the education policy working group for the Samuel Dubois Cook Center on Social Equity where she examines equity and access issues in education. Prior to her faculty appointment, Dr. Stephens served as the gifted education research specialist for the Duke University Talent Identification Program. She is the co-author of numerous books and co-editor of the *Practical Strategies Series in Gifted Education* (Prufrock Press), a series comprised of over 30 books on issues pertinent to gifted child education. Dr. Stephens has served on the board of directors for the National Association for Gifted Children and is past-president of the North Carolina Association for Gifted and Talented. She currently serves as president for the American Association for Gifted Children.

## Dr. Lori Bland | 3:00 p.m.



### ***The Grand Challenges of the 21<sup>st</sup> Century: Implications for the Future of the CFGE Curriculum***

Some of the grand challenges of the 21<sup>st</sup> century identified by the National Academies of Sciences, Engineering, and Medicine included providing access to clean water, engineering better medicines, and securing cyberspace (NASEM, 2008). Progress has been made on some of these grand challenges, but much progress is needed. What role do we have as educators in thinking about preparing our gifted, talented, advanced, and creative students to meet these grand challenges? I will discuss current research about learning and teaching and the implications for curriculum. I will also discuss a vision for next steps with the Center’s curriculum. We will also discuss how we can form a community of practice around curriculum for the visionaries, the problem finders and solvers, the makers and doers, and the humanitarians of tomorrow.

**Lori C. Bland, Ph.D.** is the Director of Curriculum at the Center for Gifted Education and a Clinical Associate Professor of Curriculum and Research in the School of Education at The College of William and Mary. She is responsible for the Gifted Education cognate within the Executive Ed.D. program in Educational Policy, Planning, and Leadership. Dr. Bland has expertise in the education of students with gifts and talents, curriculum and assessment development, program evaluation, data-driven decision-making and faculty and teacher professional development. Prior to entering higher education, Dr. Bland was the Director for Measurement and Test Development at Pearson/National Evaluation Systems (NES) for their state teacher certification and licensure examinations. She received both of her graduate degrees from the University of Virginia in Educational Psychology, with a concentration in gifted education. She is currently on the Editorial Board for *Gifted Child Quarterly* and *Contemporary Educational Psychology*. Her most recent publication is *Assessing Learner-driven Constructs in Informal Learning Environments: Synergies created by the Nexus of Psychometrics, Learning Analytics, and Educational Data Mining*.

# Keynote Speakers | March 8, 2019

## Dr. Catherine Little | 9:00 a.m.



### ***Instructional Complexity: The Challenges of Advanced Curriculum for Teachers***

Advanced curriculum stands as one of the essential pillars of services for high-ability learners. Through access to advanced curriculum, students have opportunities to grow and learn not only content, but also more about themselves as learners. Such curriculum presents myriad challenges not only for students but also for their teachers, who must wrestle with complexity and ambiguity as they engage learners in pursuing growth. This session explores challenges that advanced curriculum presents to teachers and approaches to supporting professional growth.

**Catherine Little, Ph.D.** is a Professor in Educational Psychology at the University of Connecticut. She teaches courses in gifted and talented education and in the undergraduate honors program, and she serves on the University's Honors Board of Associate Directors. Her research interests include professional development, differentiation of curriculum and instruction for advanced learners, and classroom questioning practices. She currently directs Project SPARK and Project LIFT, both of which are Javits-supported research initiatives focused on working with schools to recognize and respond to advanced academic potential in the early grades, particularly in students from underserved populations. Prior to her work at UConn, Catherine completed her doctoral work at William and Mary and served as Curriculum Coordinator for the W&M Center for Gifted Education.

## Dr. Ashley Carpenter | 1:00 p.m.



### ***Making Challenging Curriculum Accessible to Twice Exceptional Students***

Gifted students with disabilities (2e) need curriculum that both challenges them and accommodates their various learning differences. Unfortunately, 2e students are often given curriculum that is either too easy or too difficult due to the tasks and workload required. There is a way to meet in the middle. Small changes to challenging curriculum can make a big difference. Learn how to tweak your classroom, expectations, delivery method, and products to make advanced curriculum units accessible to your gifted students that struggle. Dr. Carpenter will also share her vision for the future of Professional Development here at William & Mary.

**Dr. Ashley Y. Carpenter** is a Clinical Assistant Professor and Director of Professional Development and Publications at the College of William & Mary's Center for Gifted Education. Prior to coming to William & Mary, Ashley completed her doctoral work in Gifted Education and Talent Development at the University of Connecticut and was a Research Assistant at the National Center for Research on Gifted Education. She is a former gifted middle school teacher and the proud mother of a twice-exceptional child. Her research interests include underachievement and twice-exceptional students.

# *Schedule of Events | March 7-8, 2019*

## **Thursday, March 7, 2019**

8:00–8:45 AM	Registration & Breakfast		
8:45–9:00 AM	Welcome	Tracy L. Cross, Ph.D.	Matoaka
9:00–9:50 AM	Keynote	Kristen Stephens, Ph.D.	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		
3:00–3:50 PM	Keynote	Lori Bland, Ph.D.	Matoaka
4:00–5:00 PM	Networking Reception		Matoaka

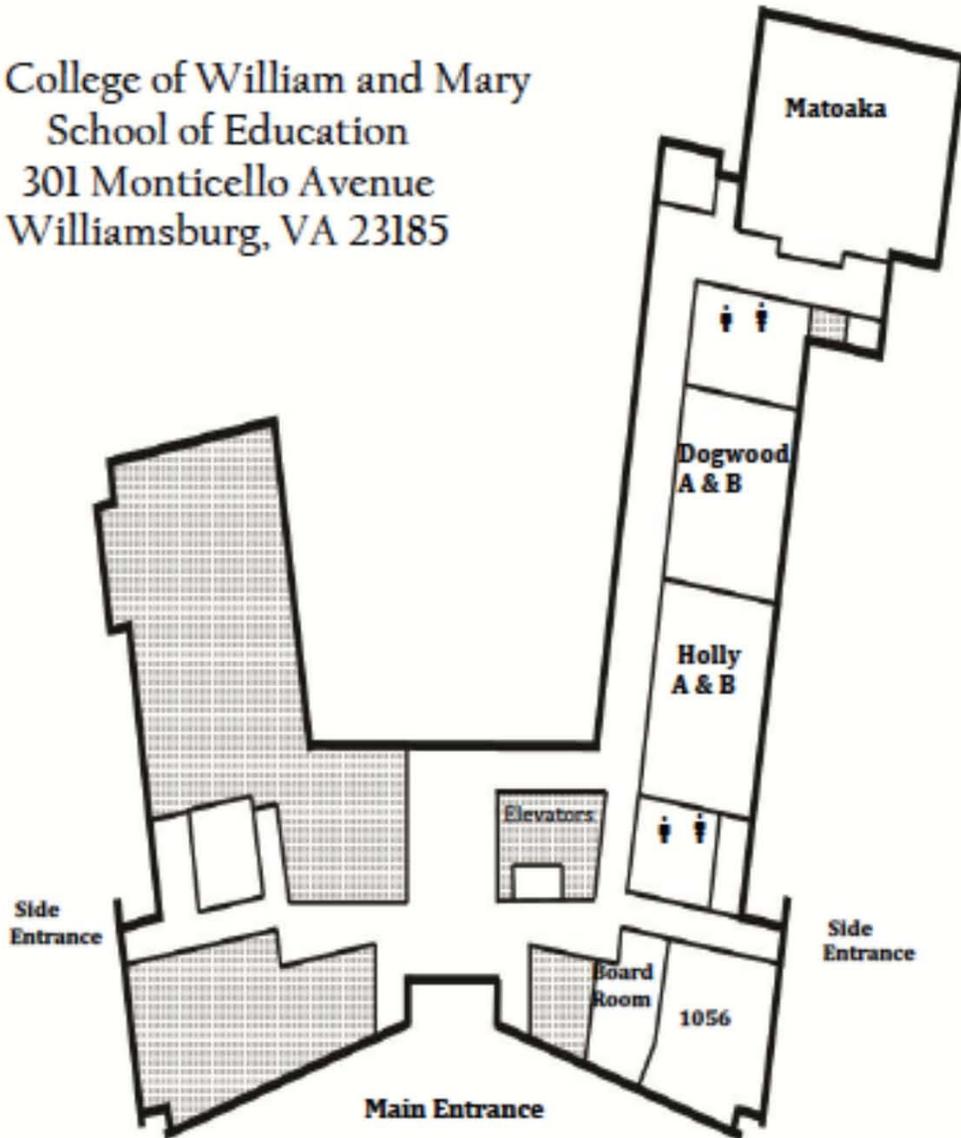
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## **Friday, March 8, 2019**

8:00–8:50 AM	Breakfast		Matoaka
9:00–9:50 AM	Keynote	Catherine Little, Ph.D.	Matoaka
10:00–10:50 AM	Breakout Sessions		
11:00–11:50 AM	Breakout Sessions		
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1:00–1:50 PM	Keynote	Ashley Carpenter, Ph.D.	Matoaka
2:00–2:50 PM	Breakout Sessions		
3:00–3:50 PM	Breakout Sessions		

# Map

The College of William and Mary  
School of Education  
301 Monticello Avenue  
Williamsburg, VA 23185



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To take advantage of the complimentary Wi-Fi for both days of the conference, go to the site

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Please select the **2 day option**, and enter the following sponsor e-mail address

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Let us know if you have any questions or if you are having any issues.

# Thursday, March 7 | Breakout Sessions

**10:00-10:50 AM**

**The School-Based Psychosocial Curriculum Model: A Theory-Driven Approach to Developing Affective Curriculum** | *Dr. Tracy L. Cross and Dr. Jennifer Riedl Cross*

**Matoaka**

Psychosocial needs of gifted students have often been addressed in a haphazard fashion, without a comprehensive, theory-driven approach to guide them. The work of Erik Erikson, the father of psychosocial development theory, provides a strong foundation on which to build a program of psychosocial development for students with gifts and talents. In this session, we describe the School-Based Psychosocial Curriculum Model (SPCM), which 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.

**Diversifying Social Studies Curricula in Virginia's Public Schools: The Case for Asian American Studies** | *Professor Francis Tanglao Aguas*

**Dogwood A**

Between 2000 and 2016, the US Census reported that the Asian American population of Virginia increased by 113% to comprise nearly 7% of the state population revealing the accelerated pace of Asian migration. This presentation makes the case for the inclusion of Asian American relevant material into the Social Studies or History curricula of public school districts in Virginia. Presenting the various courses available from the Asian & Pacific Islander American Studies at William & Mary, Professor Aguas hopes to ameliorate the perceived lack of educational opportunities for Virginia's school districts to properly equip their teachers with the knowledge base to educate their students about Virginia's fastest growing population segment.

**Uncovering Deeper Meaning of Text Through Shared Inquiry** | *Dr. Amy Lynn Abbott*

**Dogwood B**

Shared Inquiry is a method of teaching and learning established through the Great Books Foundation. This session focuses on the instructional practice of Shared Inquiry, used formatively as assessment, in various disciplines at the high school level. The aim of this presentation is to share examples and footage of Shared Inquiry in action, and promote its use as a best practice with gifted and high-ability learners who require opportunities to uncover deeper meaning of text. Participants will gain a deeper understanding of how to prepare their respective students for a Shared Inquiry experience.

**Culturally Responsive Teaching for Gifted Learners: Addressing the Needs for Diverse Gifted Students** | *Dr. Kianga Rea Thomas*

**Holly A**

This presentation will provide best-practices towards Culturally Responsive Teaching (CRT) and the impact on addressing the needs of culturally diverse gifted students. Participants will receive research-based practices to support the learning environment for culturally and linguistically diverse students in K-12.

**Introduction to Four-Level Analysis** | *Michael Clay Thompson*

**Holly B**

This intensive session is for teachers who are new to Michael Thompson's four-level analysis method of grammar instruction and would like an introductory overview. Four-level analysis gives teachers a practical way to compact grammar instruction and launch it early in the year, so that grammar can be used throughout the year as a way of thinking about language, resulting in more effective writing and vocabulary usage. Participants will leave the workshop with an understanding of how four-level analysis gives students a clear, understandable approach to grammar that makes real application possible.

# Thursday, March 7 | Breakout Sessions

11:00-11:50 AM

## Creating Young Scientists using William & Mary's Project Clarion Units for Elementary School

Matoaka

*Dr. Ashley Carpenter*

Hands-on play and discovery combined with a concept-based approach will transform your students into young scientists. Project Clarion's Science Units for Primary Grades (K-2) are highlighted in this session. These science units include field-tested lessons and hands on activities; each introduces a science concept, science processes, and the overarching theme. Each unit is designed to engage all learners, including your gifted learners in critical and creative thinking, problem solving, and communication opportunities.

## Using the SAGES-3 to Identify Students from Underrepresented Groups | *Dr. Susan Johnsen*

Dogwood A

The 2019 edition of the Screening Assessment for Gifted Elementary and Middle School Students, Third Edition (SAGES-3) helps identify gifted students in grades K-8 and measures verbal and nonverbal reasoning ability and academic ability in core subject areas. New and extensive studies examine reliability, validity, and test bias. This session will examine its uses during the identification process and how it might be used to identify underrepresented groups.

## Many Lenses, One Vision: A Team Approach to Educating Twice Exceptional Students

Dogwood B

*Dr. Patricia Costis*

The needs of twice exceptional (2e) students are as varied as they are unique. Historically, however, this population receives services aimed only at addressing their disabilities, and paying little or no attention to their talent development. Participants in this workshop will learn tips and strategies for meeting the academic, social and emotional needs of 2e students using a multidisciplinary team approach. Collaboration between and among education professionals to design curricular and behavioral goals and accommodations will be discussed.

## Algebra for All? Examining a "Successful" STEM Detracking School Reform as a Means of Talent Development | *Dr. Frances R. Speilhagen*

Holly A

This case study provides a fresh look at the efforts of school leaders to revamp an inequitable mathematics policy, to address inequities that were evident in the district's accelerated math program, and to improve STEM outcomes across all populations. This study explores the specific steps they took to change the mathematics policy in their district, their bold decision to establish an eighth grade algebra for all policy, and their commitment to close the opportunity gap for their diverse and constantly changing population. However, it also highlights some of the challenges they continue to face in desegregating their STEM courses through high school. The harsh reality is that the study of algebra is not a panacea or a magic bullet that will automatically disrupt inequity in the long-term. Nevertheless, the efforts of these school leaders are instructive to others taking on this important quest.

Holly B

## The Mystery of the Verbal Phrases | *Michael Clay Thompson*

One of the paradoxes of gifted education is that gifted children often do not receive the academic or intellectual foundation they need to succeed in the advanced high school and university courses they join. Nothing is more important in this scenario than grammar--the foundation of academic writing and speaking. Within grammar, a critical component is the verbal phrases--the gerunds, participles, and infinitives--that are essential to understanding the rest of grammar. Without understanding verbal phrases, it is impossible truly to understand nouns, or subjects, or subject/verb agreement, or punctuation, or pronouns, yet verbal phrases are often omitted from grammar instruction. This session will clear the matter up for all participants.

# Thursday, March 7 | Breakout Sessions

**1:00-1:50 PM**

**A Matter of Equity** | *Lori Lutz, Chandra Floyd, Dr. Tracy L. Cross and Dr. Jennifer Riedl Cross*

**Matoaka**

A Matter of Equity is a public-private partnership initiative designed to address the Excellence Gap in Detroit, a city where 48% of children live in poverty and almost 88% of children are eligible for free or reduced lunch. Come learn how The Roeper Institute, an organization affiliated with The Roeper School, the nation's oldest independent school for gifted children, is using its knowledge, expertise, and network to advance educational equity for gifted and talented children in Detroit beyond the walls of the School, through a 3-year professional development collaboration between Roeper and the Detroit Public Schools Community District, the public school district in Detroit, currently serving over 50,000 students. We are also building a community of practice and research by collaborating with the Center for Gifted Education (CFGE) at the College of William and Mary and the College of Education at Wayne State University in Detroit. CFGE will lead the teacher professional development and curriculum development. Wayne State will lead the evaluation and both universities will conduct research related to these efforts.

**Managing Your Classroom for Differentiation** | *Dr. Susan Johnsen*

**Dogwood A**

Providing for individual differences within a classroom requires "know how" and management skills. This session will examine specific ways of arranging a classroom, organizing materials, keeping records, and scheduling instructional groups for differentiation.

**Designing Curriculum Around Universal Concepts and Essential Understandings** | *Dr. Kristen Stephens*

**Dogwood B**

The days of a two-dimensional curriculum model (Factual Content + Process Skills) are over. In order to ensure students are able to transfer what they learn into meaningful contexts and make connections between and within disciplines, a three-dimensional curriculum model (Factual Content + Process Skills + Concept and Principles) is essential. In this session, methods for connecting content to concepts will be explored, as well as tools for ensuring that sufficiently broad and universal essential understandings are articulated to support the development of an abstract and complex curriculum in which gifted learners thrive. Concept-based curriculum supports authentic understanding and ensures transfer—not just acquisition—goals are met.

**A STEM Enrichment Program for Low-income, High-ability Middle School Students: Camp Launch**

**Holly A**

*Dr. Mihyeon Kim*

Educational enrichment opportunities, parental support, and financial issues contribute to the achievement gap between students of various backgrounds. This session introduces a summer program designed for high-ability middle school students from low-income backgrounds and focused in the area of science, technology, engineering, and math (STEM). This session examines the process of designing a program, the components of the program, the research results showing successful implementation of the program, and the lessons from the 7 years of experience. Also, implications for counselors and educators to support this population will be discussed.

**Literature Trilogies for Gifted Children** | *Michael Clay Thompson*

**Holly B**

A strong literature program not only exposes students to literary themes and stories, it also builds the strong foundation of vocabulary, grammar, punctuation, and writing that makes students stronger in every subject. This presentation will provide a practical strategy for cumulative literature trilogies, with multiple options for high-level evaluation. Teachers will receive a differentiated approach for presenting literature to gifted children. They will learn methods for teaching cumulatively and for emphasizing exciting Socratic essay questions that identify common themes and similar characters, taking literature to a higher order of thinking than simple novels in isolation can do.

# Thursday, March 7 | Breakout Sessions

**2:00-2:50 PM**

## **W&M Language Arts Units | *Chandra Floyd***

**Matoaka**

William & Mary's Language Arts units are based on the Integrated Curriculum Model (ICM), a model matching curricular features to characteristics of gifted learners. The units have been developed through research, and evidence demonstrates their effectiveness in nurturing students' writing and analytical skills. Come learn the philosophies and approaches which undergird this award-winning, K-12 program for high-ability learners. Participants will explore Concept, Literature, and Vocabulary Webs, Paul's Reasoning Model, and other concrete tools used in the curriculum.

## **Build your own creations with Hummingbird Robotics Kits**

**Dogwood A**

*Donovan O'Brien, Tim McGuire and Dave Persson*

Technology resource teachers will present a robotics lesson using Hummingbird Kits. The lesson focused on endangered species where students created and coded a working model of the animal. It included a presentation on the animal, the environment, and risks to the species.

## **Exploring Concept-Based Literature Circles | *Virginia Catherine Allen and Molly Tremel***

**Dogwood B**

This session is designed to introduce teachers to the purpose, structure, and benefits of using Concept-Based Literature Circles with students. Concept-Based Literature Circles utilize the William and Mary Literature Web components. They provide a platform for powerful discussions and collaborative exchanges to take place between students based on highly engaging literature. Concept-Based Literature Circles promote thought-provoking and rigorous opportunities for students by offering choices and allowing them to develop their own curiosities, make connections and achieve literary and intellectual independence.

## **Deep Reading and Critical Writing: Preparing Students for College-level Reading, Writing, and Thinking**

**Holly A**

*Andrew William Sytsma*

What is college-level writing? Many students who enter higher education programs are not prepared for the level of reading, writing, and thinking that is required of them. This session will focus on deep reading as a means to bridge the gap between student ability and the rigorous expectations of a college or university course. Participants will leave with a structural framework for a deep reading unit and examples for implementation in middle and high school classes.

## **Literature? YES. Literary Vocabulary for Gifted Readers | *Michael Clay Thompson***

**Holly B**

Rigorous reading is a necessity for the academic education that gifted children need. Middle grades gifted children are beginning to read great literature, but they may not be prepared for the literary vocabulary included in American and British literature. This session will present a differentiated vocabulary curriculum based on extensive research into the literary words that actually appear in the classics of British and American literature, 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 classrooms, providing students with the reading foundation that will make them stronger students in every subject.

# Friday, March 8 | Breakout Sessions

10:00-10:50 AM

## **The History of the Roeper Schools** | *Lori Lutz and Dr. Tracy L. Cross*

Matoaka

The Roeper School is the nation's oldest independent school for gifted education. Educational pioneers, George and Annemarie Roeper, refugees from Nazi Germany, dedicated themselves to creating an environment in which a powerful few would never again be able to impose their will upon an unchallenging majority. They set out to achieve their goal through education by opening a school in Detroit in 1941, gradually growing a full pre-K through 12<sup>th</sup> grade program housed on two campuses in suburban Detroit. Now in its 77<sup>th</sup> year of operation, The Roeper School is an international leader in the field of gifted education through its model of holistic development of high ability. In this presentation, you will hear how Roeper integrates best practices in gifted education, a humanistic philosophy, and progressive educational pedagogy, to empower gifted students to come to understand themselves and to discover how they will contribute to the world.

## **Supporting the Needs of All Students: Curriculum Compacting** | *Stacy M. Hayden and Kelly C. Miller*

Dogwood A

Research has shown that many gifted students spend their time in school with content they have already mastered. Differentiation seems difficult and teachers may be unsure of where to start. In this session, the presenters will share easy steps for implementing compacting along with personal examples of how they have used it in multiple content areas. Participants will walk away with a clear understanding of compacting, steps to implement it, and ideas for what to do with the compacted time.

## **Geometry, Technology, & Me** | *Rebecca Wallace and Beth A. Smith*

Dogwood B

Geometry, Technology, & Me will show teachers a way for students to recognize, apply, and extend their mathematical thinking using robots. This class will explore creatively connecting coding and geometry while assisting students to think beyond the basic objectives that are presented in a mathematics classroom. In just 50 minutes each participant will successfully program a Sphero to show what they know about shapes.

## **It's Easy to be Green: Facilitating Sustainability and Environmental Education Through Inquiry, Differentiation and Independent Study** | *Dr. Kimberly Michele McCormick and Dr. Stephen Schroth*

Holly A

With awareness of issues regarding sustainability and environmental degradation at an all-time high, gifted students are especially interested in these topics. By merging these issues with inquiry, differentiation, and independent study, gifted students can engage in rigorous curriculum that also meets their social and emotional interests. In addition, these activities build critical and creative thinking skills while also building skills in STEM areas. This session provides teachers a model for using these strategies in science lessons. Teachers will receive a variety of online and print resources that facilitate green classrooms.

## **The Poetry of Literature** | *Michael Clay Thompson*

Holly B

Poetic techniques are important not only for understanding poetry but also for reading great prose. Great novelists tend also to write poetry and to use poetic techniques in their novels. Poetry is therefore a training ground for great writing and great reading. This session will provide participants with an introduction to the terms of technical poetics and an array of examples of how these techniques are present in great prose, allowing teachers to show students the poetic elements of writing that had been hidden.

## **Empowering Gifted Students Through Personalized Learning: A Journey Through the Social and Emotional Needs of High Ability Learners** | *Megan Bishop and Kiyah Wise*

2060

Join us to explore one student's journey through a personalized learning project researching the social-emotional needs of students and teachers. This project led to the creation of a series of Mindful Monday sessions to provide students and teachers with useful information about social-emotional issues that affect them including stress and mental health. In this session, participants will gain a better understanding of supports that can be offered regarding social-emotional needs of high ability learners through the lens of a student. Attendees will be given access to mindfulness activities, presentations and lessons.

# Friday, March 8 | Breakout Sessions

11:00-11:50 AM

**Forming a Community of Practice and Research around Curriculum, Instruction, and Assessment for Gifted, Talented, Advanced, and Creative Learners: Of the Teachers, By the Teachers, and For the Teachers** | *Dr. Lori Bland* **Matoaka**

In this session, I will discuss the concept of communities of practice and research and discuss the research related to benefits and outcomes for schools and teachers. I will also discuss the goals of CFGE related to forming a Community of Practice and Research about curriculum, instruction, and assessment. I will outline the general structure and actions for our community. Then, as a group, we will spend the rest of the session in small groups, to examine ideas related to educator needs for curriculum, instruction, and assessment; educator thoughts about our current materials and needed updates; and educator ideas about what else CFGE might do to support your efforts in your classroom and schools.

**The Adoption of the Young Scholars Model in a Small, Diverse School District** **Dogwood A**  
*Stacy M. Hayden and Kelly C. Miller*

Many pre-identification programs have research demonstrating their effectiveness in identifying culturally, linguistically, and economically diverse students. However, implementing one of these models can seem daunting. In this session, we will share the implementation of the Young Scholars model over the past five years. In addition to sharing the steps during implementation, division data, adaptations, and lessons learned will be shared.

**Discussing Digitally: Alternatives to Traditional Book Talks, Junior Great Book Discussions and Socratic Seminars** | *Beth A. Smith and Rebecca Wallace* **Dogwood B**

How do you harness the power of technology to enhance in-depth discussions with gifted students? While we're masters of discussion, how can we improve further through the use of technology? Participants will be shown how to apply the concepts of Socratic circle, Junior Great Book Discussions, Shared Inquiry and Questioning to enhance their learning and motivate today's tech-savvy students.

**"Google it, Bro": Teaching Gen Z** | *Dr. Anne K. Horak and Dana Plowden* **Holly A**

Our students have been shaped by a post 9/11 world and the effects of recession. They are characterized by a desire for affecting social change. They don't want to volunteer at a homeless shelter, they want to solve the issue of affordable housing. Curriculum and instruction that meaningfully engages these students revolves around a relevant problem and emphasizes creativity and divergent thinking. It leverages Google, YouTube and social media for learning. And, students learn in their own way. This session will highlight effective instruction for Gen Z using Not For Sale, an NAGC award-winning Problem-Based Learning unit.

**EQUAL: The Language of Jefferson, Lincoln, and King** | *Michael Clay Thompson* **Holly B**

This session will examine the language of three documents that contain the same sentence: "All men are created equal." Jefferson's sentence has become a one-sentence condensation of the American philosophy, and will use language arts to examine the Declaration of Independence, the Gettysburg Address, and the "I Have a Dream" speech.

**Give Them Rigor or Give Them Mortis Part I: Mentor Network's Online ELA Challenge with Michael Clay Thompson Curriculum** | *Tania Lyon and Marti Sievek* **2060**

This presentation overviews Mentor Network, a new online gateway to challenge gifted and talented learners with Michael Clay Thompson's resources. Thompson's curriculum conveys and ignites passion for the art, story, and study of English Language Arts. Attendees will learn how Mentor Network benefits students and instructors with personalized learning; embedded assessments; immediate feedback; collaborative opportunities; and flexible options for student choice and voice. Learn how one district uses Mentor Network with other resources in elementary, middle, and high school to provide a comprehensive and challenging English Language Arts education for gifted and talented readers. Appropriate for learners of all ages.

# Friday, March 8 | Breakout Sessions

2:00-2:50 PM

## Teachers in W&M Curriculum Effectiveness Research | *Dr. Jennifer Riedl Cross*

Matoaka

A recent 3-year study of several Center for Gifted Education English and Language Arts curriculum units was a model of successful collaboration. The 42 participating teachers were a critical piece of this research project. They had a substantial role in data collection, from their initial professional development to the submission of their students' data. The effectiveness of the curriculum implementation was due to their teaching. In this session, you will learn about the study and the teachers' part in it, along with the important findings of curriculum effectiveness.

## Questions and Answers and What Happens in Between | *Dr. Catherine Little*

Dogwood A

Questioning interactions form a centerpiece of classroom practice and much of the substance of the learning process in action. But what do we really mean when we talk about higher-level questioning? What types of questions and patterns of interaction will encourage students to think critically and creatively? This session explores some of what we know about classroom questioning as an approach to promoting higher-level thinking and supporting differentiated learning. We will explore questioning models and some guidelines for reflecting on and strengthening questioning practices.

## Teachers Play A Key Role in Supporting Self-Determination for Gifted Students

Dogwood B

*Dr. Sakhavat Mammadov*

What teachers say and do can have pervasive effects on students' motivation, academic engagement, and subsequent learning behaviors. In this session, the presenter will share effective strategies to support autonomy, competence, and relatedness – three ingredients for students to develop their self-determination that benefits their well-being.

## Then, They Go to College ... | *Dr. Lou Lloyd-Zannini*

Holly A

We invest lots of time and energy in advocating for appropriate learning opportunities for our gifted/talented kids PK-12. Then, they go to college, and unless they've got the financial ability to get into a top-ranked school or an honors college, our gifted learners find themselves in HighSchool2.0 with everyone else, bored and frustrated. In this session, we'll share how a small state university is working to identify, engage, and support incoming gifted and 2e learners, and how it's working systemically with faculty to modify curriculum and instruction for these learners. As we share, we'll welcome your feedback and critique. See you there!

## Mentorship: Creating Opportunities, Developing Talents, and Inspiring Innovation

Holly B

*Dr. Vikki L. Wismer*

Mentorships are invaluable experience for gifted high school students. These opportunities foster genuine learning, problem-solving and critical thinking skills and allow students to conduct cutting-edge, advanced research projects.

## Give Them Rigor or Give Them Mortis Part II: Mentor Network's Online Grammar Challenge with Michael Clay Thompson Curriculum | *Tania Lyon and Marti Sievek*

2060

This presentation overviews the grammar instruction and grammar practice strands of Mentor Network, a new online gateway to challenge gifted and talented learners in English Language Arts. Mentor Network transforms how students access and interact with grammar instruction and Thompson's acclaimed 4-Level Analysis practice. Immediate feedback guides learning and instruction to support students and instructors in the form of mentor responses. Mentor Network provides access to challenge and opportunities for personalized learning. Learn how one district uses Mentor Network's grammar resources to provide a comprehensive and challenging grammar education for gifted and talented learners. Appropriate for learners of all ages.

# Friday, March 8 | Breakout Sessions

**3:00-3:50 PM**

## **Introducing the CFGE New Curricula: The “Thinking Like a” Series | *Dr. Lori Bland***

**Matoaka**

In 1999, the National Research Council introduced the first in a series of books on “How People Learn.” This series has become the benchmark for practitioners and researchers related to understanding advances in learning and how those advances can apply to curriculum, instruction, and assessment. The ideas from these materials have guided the development of several curricular series for CFGE. Building on the research and success of these units, CFGE launched a new series, the “Thinking Like a” Series. The purpose for this session is to introduce this new series. Currently, four units have been published and include: Thinking like a Scientist, Thinking Like an Engineer, Thinking Like a Mathematician, and Thinking Like a Geographer. In this session, we will discuss the salient characteristics of the units, become acquainted with some of the thinking models across the units, and learn about the unique characteristics of each of the four units

## **Student Driven Projects + Continuous Assessment = Engaged Learners + Authentic Learning**

**Dogwood A**

*Diane Naff and Terri Vangelos*

To engage today’s learners, teachers are incorporating project- and problem-based learning in their instruction. This session will demonstrate the ease and accessibility of incorporating P-based learning experiences in the classroom. Integrating the 5 C’s: critical thinking, creativity, collaboration, communication, and citizenship, with ongoing differentiated assessment, attendees will learn how a shift of expectations can provide students with voice and choice in their learning.

## **Passion Meets Purpose in Products of Gifted Students | *Caroline Daniel***

**Dogwood B**

Are you tired of gifted students creating informational PowerPoints in an area of interest? Are your gifted students Google experts rather than problem-solvers? If so, setting a purpose for their passions will help gifted students move beyond informative reports into innovative and impactful products. Come learn how to develop gifted students to think like professionals, produce authentic products for real-world audiences, and transform into problem-solvers who are agents of change.

## **How do K-12 Administrators’ Knowledge and Beliefs of Whole-grade Acceleration Influence Its Use with Gifted Students? | *Dr. Allison A. Sheppard***

**Holly A**

Research on whole-grade acceleration has consistently demonstrated positive effects on students who skip a grade - academically, socially, and emotionally. There is a chasm between what the research shows and what decision-makers do. However, there is little research on the impact of decision-makers’ influence on the process. Results from a recent study that investigated the knowledge, perceptions, and beliefs elementary principals have about using whole-grade acceleration will be discussed. This interactive session will provide opportunities for participants to brainstorm ways to foster the appropriate use of acceleration. We will also consider the importance of advocacy and policy in gifted education.

## **Latin: The Universal Language Arts Curriculum | *Carol Hartt***

**Holly B**

This presentation will explore how teachers may enhance any Language Arts curriculum with some basic Latin knowledge. An extensive knowledge of Latin is not required to reap the benefits of this ancient language in a modern classroom.

## **Give Them Rigor or Give Them Mortis Part III: Mentor Network’s Online Vocabulary Challenge with Michael Clay Thompson Curriculum | *Tania Lyon and Marti Sievek***

**2060**

This presentation overviews the Vocabulary strand of Mentor Network, a new online gateway to challenge gifted and talented learners in English Language Arts. Mentor Network transforms how students access and learn Thompson’s stem-based vocabulary. Learn about the features of the vocabulary strand in Mentor Network and the benefits of using this online platform to differentiate for gifted and talented learners in a variety of educational settings. Learn how one district uses Mentor Network’s vocabulary resources to provide a comprehensive and challenging vocabulary education for gifted and talented learners. Appropriate for learners of all ages.

# *Thank you for Coming! Upcoming Events 2019*

## ***Professional Development***



### **Summer Institute**

June 24-25, 2019

### **Advanced Placement Summer Institute**

Session I: July 15-18, 2019

Session II: July 22-25, 2019

Session III: July 29-August 1, 2019

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## ***Precollegiate Learner Programs***

### **Summer Enrichment Program**

Session I: June 24-28, 2019

Session II: July 8-12, 2019

### **Camp Launch**

July 14-27, 2019



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