

# Monday's Schedule

- 7:00-8:00 AM Registration Iowa Foyer  
Breakfast with vendors Atrium
- 7:15-8:15 Credit Information
- 8:30-9:00 Welcome and Announcements Iowa A
- 9:15-10:15 Breakout Sessions 1
- 10:15-10:30 Break with Vendors Atrium
- 10:30-12:00 Distinguished Service Award and Keynote Address Iowa A  
Dr. Brian Housand, *Giftedness Knows No Boundaries*
- 12:00-1:30 Lunch Buffet Atrium  
Two buffet lines: Iowa Foyer and Ballroom Foyer  
Feel free to eat in Ballroom Central or in Iowa A or at tables in the Atrium
- 1:30-2:30 Breakout Sessions 2
- 2:30-2:45 Break with Vendors Atrium
- 2:45-3:45 Breakout 3
- 3:45-5:00 Post-Session Social (cash bar) Atrium
- 5:00-7:00 Dinner on your own
- 6:30-8:30 Parent Night Iowa A

**Dr. Brian Housand, *Today's Technology and Gifted Students: What Parents Need to Know***

If growing up in a digital age is challenging, parenting in one is even more difficult. With unprecedented access to technology that changes daily, gifted children are being asked to grow up in a world where the digital footprint that they create today has the potential to follow them forever. While it is only natural to want to protect our children by limiting access to technology, we may be unwittingly placing them at a deficit. This session will equip parents with tools and strategies to *empower and engage* gifted kids, tweens, and teens in the global digital world.

**Following his presentation there will be an opportunity for networking.**

- 7:00-8:00 Book Club Lounge  
*Out of My Mind* by Sharon Draper. Led by Brooke Gevock

# Monday Breakout Sessions

## Session 1 (9:15-10:15)

**Understand Me: Bright Children in our Programs** Iowa A  
(Understand Me, Teachers, Administrators, Parents, Students)  
**Dr. Laurie Croft, University of Iowa, Belin-Blank Center**

We want to see, understand, teach and challenge our gifted learners, as well as explain why their need special programming. In order to simplify our explanations, however, we may rely on clever characterizations that are not research-based. One of these describes the difference between *truly* gifted and *merely* bright. In this list, the “bright” child appears a pleasant teacher pleaser who might not need our programming; the *truly* gifted child is “intense”, thriving “on complexity.” Are children excluded from programs because of these simplistic perceptions? What does research say about the about the various characteristics of children who are gifted?

**Mystery Calls and Global Connections** Iowa B  
(Challenge Me, Teachers, Administrators)  
**Lori Ann Cornwell**

Are you looking for a fun, engaging way for students and staff to use their map and communication skills? Do you have a passion for flattening your classroom walls and connecting with others? I have been using Google Hangouts and Skype for two years now to connect my students to others around the globe. We have participated in Mystery Location calls with 25 different US States, Greece, Canada, and a bilingual elementary classroom in Chicago. This session will provide you with tools you can begin to use immediately with your students. Some of the materials I will provide are list of communities where you can make connections, guidelines on video call etiquette, and student roles.

**Funding for Gifted Programming: Understanding Categorical Funding Changes** Iowa C  
(Teach Me, First Timer, All Levels)  
**Rosanne Malek, Gifted Programming Consultant, Iowa Department of Education**  
**Tom Cooley, Bureau Chief, School Finance, Iowa Department of Education**

The categorical funding policy, known as Chapter 98, was changed during the 2017 legislative session. The gifted funding formula was not changed, the carryover requirement was not changed, but flexible spending for categorical funding can affect the gifted budget line in a positive way. The legislative change will be explained and there will be an opportunity for participants to ask questions.

**Instant Challenges: Ways to Teach Creative Problem Solving for K-12 Students** Iowa D  
(Challenge Me, Teachers, Administrators, Parents, Students)  
**Jay Swords**

Can creativity and problem solving be taught? Together? In a way that’s fun and exciting? The answer to all these questions is YES! Instant Challenges provide a quick and easy method of developing creative problem solving skills that your students will beg you to do. Let the challenges begin!

**Nurturing a Mathematical Gift into a Passion**                      **Iowa E**  
(Challenge Me, Teachers, Administrators, Parents, Students)  
**Ed Zaccaro**

Research shows that thousands of hours of meaningful practice are the key to excellence in mathematics. Because of this, children who are talented in mathematics must not only progress through their curriculum at the proper pace, but also must be exposed to material that lights a fire and nurtures their gift. A failure to find mathematics challenging, interesting, or relevant are significant factors when children lose interest in mathematics. This session will give teachers information that will not only help them challenge their students, but also nurture their passion for mathematics.

**Who Are 2e Students and How Do We Serve Them?**                      **Ballroom North**  
(See Me and Understand Me, Teachers, Administrators, Parents, Students)  
**Sherice Ortman, Stephanie McCombs**

Twice exceptional (2e) students are wonderful and challenging at the same time. They are unidentified and misunderstood in our classrooms. The Waterloo School District has been on a journey to develop an action plan, a team, and procedures to identify 2e students. This has allowed us to work with our staff to better understand and work effectively with our target population. Come hear about our journey and specific examples of how this work was applied in our schools. You will receive tools to assist in planning and developing a 2e program in your building and/or district.

**An Early Childhood Assessment Tool to Identify Young Gifted Children**                      **Ballroom South**  
(Teach Me, See Me, Teachers, Administrators, Parents, Students)  
**Sally R. Beisser, Ph.D. and Linda Moehring, M.A., M.S.**

In this session you will receive a research-based tool to identify young gifted children in 10 observational areas to assess preschool and Kindergarten students. This tool is based on 10 Descriptors of High Potentiality. This session will provide a tool to identify these 10 descriptors along with corresponding activities. Presenters will demonstrate activities for several of the descriptors for the purpose of assessment and identification of individuals and groups of children who may manifest these traits. Activities for each descriptor may support identification of students including diverse learners, ESL/ELL students, and under resourced children.

**National Novel Writing Month (NANOWRIMO): Creative Writing as a Passion Project**                      **Des Moines Room**  
(Challenge Me, Teachers)  
**Brett Monnard, Davenport Community School District**

Creative writing allows students to build empathy, explore topics of interest, and provides a creative outlet. This session will provide resources and guidelines to help aspiring gifted authors develop their area of talent and seek a wider audience for their work. Though the emphasis will be on pleasure writing, methods to link creative writing to content areas will be discussed.

## **Session 2 (1:30-2:30)**

### **Fighting Fake News! Tools & Tactics for Being a Super Critical Thinker in a Digital Age Iowa A**

(Challenge Me, All Audiences)

**Brian Housand, Keynote Speaker**

In 2006, we first learned that even the brightest students were easily fooled by internet hoaxes like the Pacific Northwest Tree Octopus. While we tried to laugh this as the folly of misguided youth, a decade later we witnessed the rise of fake news and its impact on the “post-truth” world of 2016 overrun by an ever growing network of social media. To fight for truth, justice, and yes, even the American way, this session presents a collection of superhero themed critical thinking activities designed to empower you and your students conquer the evils of fake news.

### **DOUBLE SESSION**

#### **I Get To Teach Gifted! Now Where Do I Start? Iowa B**

(Understand Me, Teach Me, Challenge Me, First Timer, Teachers, Administrators, Parents, Students)

**Rosanne Malek, Gifted Programming Consultant, Iowa Department of Education**

This session will review gifted policy and provide discussion for the implementation of gifted programming for educators new to gifted education in Iowa. The gifted program mandates in your school district. Participants will be guided through Chapter 49, Chapter 12, and Chapter 98 to better understand the expectations for Iowa school districts. The areas of gifted programming discussed will include 1) identification for gifted programming, 2) goals and measurements for gifted programming, 3) a qualitatively differentiated program to meet the students' cognitive and affective needs, 4) staffing qualifications and staffing provisions, 5) professional development, 7) program evaluation, and 8) funding.

#### **10 Challenging Math Problems & Strategies to Successfully Solve Them Iowa C**

(Challenge Me, Middle and High School, Teachers, Administrators, Parents, Students)

**Ed Zaccaro, Dubuque School District**

Because problem solving can be difficult - even for gifted students - it is important for students to have a "tool-belt" of problem solving strategies. Many of the strategies presented in this session will force students to change their normal thinking patterns and approach each problem in a different way. You will leave this session with many unique problem-solving techniques that will help all students be more successful in math contests and on tests. Each participant will leave the session with 10 problems they can take back and implement immediately in their classroom that will interest and challenge their students.

**Social Issues and Perspectives – Students’ Viewpoints on Extended Learning** Iowa D  
(Challenge Me, Teachers, Administrators, Students)  
**Casey Dunley and a Student Panel**

This session will focus on an overview of the DMPS GT Extended Learning Seminar that can be adapted for any high school setting. A panel of students will present their specific seminar emphasis and viewpoints on the power of choice, voice, and challenge in social issues focused seminars. The GT seminar offers a unique opportunity for gifted students to develop their individual aptitudes, talents, and passions in a self-directed learning experience that is able to go beyond what exists in the regular classroom setting. This individualized course fits with the Betts Autonomous Learner Model and Renzulli’s Triad Model for gifted learners.

**Success at the Secondary Level** Iowa E  
(See Me, Teachers and Administrators)  
**Kathy Paul and Sue Cline**

Come and network with others about the elements of a strong, healthy and purposeful program at the high school level! What is best practice for our secondary learners and how can we meet their social/emotional needs as well as academic needs? An overview of a district’s identification and programming for secondary will be presented, but let’s learn together about how services are implemented across the state. Be ready to ask and respond to questions as we study is important issue.

**Everything I Learned About Gifted Kids I Found In Children’s Literature** Ballroom North  
(See Me, Understand Me, Challenge Me, Teachers, Administrators, Parents, Students)  
**Jennifer Schiltz, Christie McConathy, Kelly Bazan**

This session will explore appropriately challenging literature selections for students in K-8 that portray characters with gifts and talents from a variety of cultural and economic backgrounds. Together we will shine a light on well-written children’s literature that allows readers to see that giftedness knows no boundaries. Participants will receive a 100-book annotated bibliography, as well as access to previous lists developed by the presenters.

**Emotional Intelligence: The Key to Healthy Perfectionism** Ballroom South  
(Understand Me, Teachers, Administrators, Parents)  
**Robin Stubblefield, M.A., ACC, Vitalize Consulting LLC, Jill Hauwiller, M.A., ACC, Leadership Refinery**

Perfectionism takes on many forms, some healthy, others unhealthy. Research shows perfectionism can lead to setting and reaching goals and pursuing excellence, and it can also encourage stress, anxiety, guilt, and overachievement. Emotional Intelligence (EQ) is key to keeping perfectionism on a healthy track. Think of EQ as Perfectionism Fitbit: EQ helps us to be aware of, monitor, and adjust our emotions and actions towards healthy acceptance and meaningful achievement. This session will provide tools and strategies for you, your kids and your students to navigate the journey towards healthier perfectionism through greater understanding and development of the skills related to EQ.

**Rationality & Teaching. How McGonagall Almost Got Hermione Killed** Des Moines Room  
(Teach Me, Teachers, Administrators, Parents, Students)  
**Timothy Johnson**

Ask Minerva McGonagall about Hermione Granger, and of course she'll talk about her gifted student's many accomplishments. But then she'll go into how in times of stress, she fell back on PLAYING the role of teacher and was so lucky she didn't get Hermione killed. When Minerva focused BEING a teacher instead, though, she saved lives and taught better. This session uses rationality principles as described by Eliezer Yudkowsky, along with the narrative lens of the Harry Potter series, to address how to stop playing the role of teacher and other useful postures and mindsets. Harry Potter knowledge not required!

## **Session 3 (2:45-3:45)**

### **From Curiosity to Creativity**

(Teach Me, All Audiences)

**Dr. Brian Housand, Keynote**

**Iowa A**

A common characteristic of gifted students is a seemingly insatiable curiosity, and thanks to the power of the Internet, the answer to almost any question is only a few clicks away. Today's gifted students also have unprecedented access to powerful tools designed for creative production and worldwide distribution. As educators how can we tap into students' interests and purposefully guide them towards meaningful products? Together, we will explore viable options for transforming you and your students from consumers of information to producers of new knowledge.

### **DOUBLE SESSION \*CONTINUED\***

#### **I Get To Teach Gifted! Now Where Do I Start**

(Understand Me, Teach Me, Challenge Me, Teachers, Administrators, Parents, Students)

**Rosanne Malek, Gifted Programming Consultant, Iowa Department of Education**

**Iowa B**

This session will review gifted policy and provide discussion for the implementation of gifted programming for educators new to gifted education in Iowa. The gifted program mandates in your school district. Participants will be guided through Chapter 49, Chapter 12, and Chapter 98 to better understand the expectations for Iowa school districts. The areas of gifted programming discussed will include 1) identification for gifted programming, 2) goals and measurements for gifted programming, 3) a qualitatively differentiated program to meet the students' cognitive and affective needs, 4) staffing qualifications and staffing provisions, 5) professional development, 7) program evaluation, and 8) funding.

#### **You are Enough: Developing the Courage to be Imperfect**

(Teach Me, First Timer, Teachers, Administrators, Parents, Students)

**Bengu E. Tekinalp, PhD**

**Iowa C**

We all want to be seen, to heard, to be understood. When we do not have sense of belonging, we are unheard, invisible, when we feel like we do not count, we feel "less than", inadequate and "not enough"

no matter what we do. This is a common feeling for our talented and gifted students, but for us as teachers, parents and administrators too. In teaching, where one's competence is constantly under scrutiny, the basic motivation to overcome may turn into constant questioning of one's abilities and competence. Sometimes we trick ourselves by believing that we have to be better to be good enough, this belief starts a never ending downward spiral. It freezes us with feelings of inadequacy and insufficiency. The purpose of this session is to learn some self-care practices, to understand the psychology behind feelings of not being enough and develop strategies to nurture ourselves. Participants will learn and practice self-compassion, self-encouragement, unconditional self-acceptance, self-nurturing and as a result will develop the courage to be imperfect. You will be seen, heard and nurtured as you learn to see, hear and nurture yourself.

**Sex, Gender and School: What do Parents and Teachers Need to Know? Iowa D**  
(Understand Me, Teachers, Administrators, Parents, Students)  
**Sally Beisser, Ph.D.**

This session will explore understanding of sex and gender generalizations in order to advance development and nurturance of high ability learners from early childhood to adolescence and early adulthood. You will learn about biological research and implications based on sex that tend to influence behaviors. Research on gender barriers that impact student achievement will be presented. The presenter will share books, research studies, and field-based experiences on sex and gender.

**Evolution of a Makerspace in Small School Districts Iowa E**  
(Understand Me, Challenge Me, Teachers, Administrators, Parents, Students)  
**Erika Siefken and Darca Saxton**

This session will introduce a Makerspace Mindset in your schools. The presenters will share lists they've developed of what to orders and examples of different tools to make your school's makerspace inviting and usable. This session will also discuss the power of using students to help create the space and using your community's resources.

**If Creativity's That Important, Show Me How to Teach It Ballroom North**  
(Understand Me, Teach Me, Teachers, Administrators, Parents, Students)  
**Thomas J. Shaff, Ph.D.**

Creativity is a foundational human behavior. Creative fluency drives the engine of innovation that produces wealth and opportunity for all. For those reasons creativity is vital to our nation's economic and social well-being, and is fundamental to our ability to adapt. In the hands of our brightest kids creativity is rocket fuel. Base your own Creativity curriculum on this in-depth walkthrough that will provide useful details about lesson content. I will explain what is important and why, how to find the

time, and why treating creativity as a meta-standard makes your argument for its benefits even more powerful.

**Problem Based Learning Instructional Practices for Student Success!**      **Ballroom South**  
(Challenge Me, Teachers, Administrators, Parents, Students)  
**Lorraine Duitsman**

Learn about the exciting world of PBL, setting up the right conditions and experiences for student success. Attendees will receive teacher facilitation tools and lessons to assist students in developing, monitoring, self-evaluating, and bringing a PBL study to fruition, as well as how to support students during the process of problem finding, question writing, research, and problem solving. Attendees will also see multiple examples of student investigations and original projects and hear about how student work on PBL can support students obtaining scholarship dollars, gaining community recognition, and engaging in personally meaningful work. This session will provide novice and expert PBL participants with something to think about or utilize!

**Helping Gifted Kids Understand Who They Are Through Movies**      **Des Moines Room**  
(See Me, Understand Me, Teachers, Administrators, Parents, Students)  
**Tim Kangas, Amy Kangas**

Gifted individuals are often portrayed in popular culture through movies and television. This session will help teachers with tools on how to use media to aid students in understanding characteristics of giftedness. A framework for deciding which movies to use with different students based on their characteristics will be presented. Discussion questions to ask after viewing will be shared.

## Tuesday's Schedule

|                     |   |                   |
|---------------------|---|-------------------|
| <b>7:00-8:00 AM</b> | <b>Registration</b>   | <b>Iowa Foyer</b> |
|                     | <b>Breakfast with vendors</b>   | <b>Atrium</b>     |
| <b>8:00-8:30</b>    | <b>Welcome, President's Remarks</b>   | <b>Iowa A</b>     |
| <b>8:30-9:30</b>    | <b>Keynote: Dr. Clar Baldus</b>   |                   |
|                     | <b>Some of my Best Friends were Imaginary: Understanding Creatively Gifted Students</b> |                   |
| <b>9:30-9:45</b>    | <b>Break/Opportunity to Visit Vendors and Exhibitors</b>                                | <b>Atrium</b>     |
| <b>9:45- 10:45</b>  | <b>Breakout 1</b>   |                   |
| <b>10:45-11:00</b>  | <b>Break/Opportunity to Visit Vendors and Exhibitors</b>                                | <b>Atrium</b>     |
| <b>11:00-12:00</b>  | <b>Breakout 2</b>   |                   |
| <b>12:00-1:30</b>   | <b>Lunch Buffet in Iowa Foyer/Ballroom Foyer</b>  |                   |

*Feel free to eat in Ballroom Central or in Iowa A or in the Atrium*



## TUESDAY CONFERENCE, October 17th

### Keynote Speaker: Dr. Clar Baldus

Clar M Baldus, Ph. D.

Clinical Professor & Area Coordinator



Art Education

College of Education, Teaching and Learning

The University of Iowa

Email: [clar-baldus@uiowa.edu](mailto:clar-baldus@uiowa.edu)

*Clar M. Baldus, Ph. D.* is Clinical Professor in Art Education and the Art Education Area Coordinator in the College of Education at The University of Iowa. She is also a faculty partner for Arts and Creativity at the UI Belin-Blank Center for Gifted Education and Talent Development. Dr. Baldus has a B.A. in Art Education from Mt. Mercy College, Cedar Rapids and an M.A. as a Master of Education from Marycrest College, Davenport. She earned her Ph.D. in Educational Psychology (with emphasis in art and visual/spatial abilities) at the University of Iowa. Her extensive 40+ years of teaching art and gifted education includes teaching students at the K-12, undergraduate, graduate and professional development levels. Dr. Baldus' experience includes administering statewide gifted and arts programs, along with numerous grants. She is an active leader in the fields of both art and gifted education and is currently the NAGC Arts Network Chair. Her career and research been guided by her passion for art, interest in creative processes, and a commitment to talent development. She believes supporting the development of artistic and creative processes provides a path not only to success in the arts, but to success in every field of endeavor.

#### TUESDAY KEYNOTE **Some of My Best Friends Were Imaginary: Understanding Creatively Gifted Students**

Creatively gifted students are often viewed as enigmatic by nature. In the classroom setting their ideas may be surprising, frustrating, entertaining, distracting, and/or inspiring. What do we know about creatively gifted students? Are creatively gifted students like other gifted students or do they have unique traits and needs that are overlooked? We puzzle over questions such as these as we endeavor to see, understand, teach and challenge all our gifted

students. Finding ways to understand and challenge creatively gifted students often require us to “think outside the box.”

## Tuesday Breakouts

### Session 1 (9:45-10:45)

#### **Creative Intersections Iowa A**

(Understand Me, Teachers and Administrators)

**Dr. Clar Baldus, Keynote, University of Iowa**

Cool stuff happens when artists, paleontologists and engineers start playing together. Learn about the tessellated quilts and crocheted fossil projects of The University of Iowa Fossils and Farmland group. Explore the math of quilting patterns. Create simple fossil forms using a student-friendly process of crocheting and knitting without hooks or needles. Fossil samples, patterns and materials will be available for all participants. The possibilities for application are boundless!

#### **Understand Me, Teach Me, and Challenge Me with Cluster Grouping Iowa B**

(Understand Me, Teach Me, Challenge Me, Teachers, Administrators, Parents)

**Laurie Croft, Belin-Blank Talent Center,**

**Trudy Nielsen Kimble, Lewis Central Middle School**

**Blake Dickinson, Lewis Central Middle School**

Research has shown that cluster grouping enhances the academic achievement for gifted children --as well, the practice supports the social development and academic self-esteem. How can schools effectively implement cluster grouping? How can they ensure that all of their students thrive when gifted and talented learners are clustered together for differentiated opportunities? From theory to practice, this session will provide insights into cluster grouping.

#### **The Undead Classroom: Incorporating Popular Culture into Lesson Design Iowa C**

(Challenge Me, Teachers)

**Brett Monnard, Jay Swords, Davenport Community School District**

In this session, the presenters will explore how to use the cultural phenomenon of zombies to engage students across the curriculum. The techniques discussed can be applied to any pop culture topic. Building on experiences from Truman State University’s Zombie Teacher Workshop, and our experiences with classroom and summer programming, we will use the zombie framework to integrate inquiry and project based learning, explore cross-curricular connections, and boost student engagement.

#### **ITAG Members: Share Your Voice Iowa D**

(Teach Me, Teachers)

**Brea Burrack and Chris Schultz**

ITAG wouldn't be the great organization it is without all of its members. ITAG board believes in the hard work and advocacy of ITAG's members and we would like to hear from you. All of you have stories and strengths and passions. This session is twofold. We will focus on 1) what does it mean to be a member of ITAG and 2) solicit your feedback and brainstorm how we can continue to move our organization forward using the expertise of our members.

**Gifted and Bullied: Examining Myths, Facts, Interventions, and Outcomes** Iowa E

(Understand Me, Teachers, Administrators, Parents, Students)

**Jon Goodwin, Ph.D., Lianne Gann, MA, Nikki Grunewald, MS, Alissa Doobay, Ph.D., Belin-Blank Center**

Bullying is currently a hot topic in the media, and contrary to outmoded beliefs that bullying is an innocuous childhood "rite of passage," research and recent events have revealed that bullying can result in devastating consequences. But how does bullying impact our high ability students? Do their talents serve as protective factors against bullying or its negative effects? Does their "differentness" make them a target of bullying? What about underrepresented gifted and twice-exceptional students? This session seeks to help parents and educators better understand the impact of bullying on gifted students through examining prevailing myths, current research, and intervention strategies.

**Re-Examining the College & Career Readiness Process for Gifted Students** Ballroom North

(Challenge Me, Teachers, Parents, Students)

**Erin Lane, University of Iowa**

Gifted students have unique characteristics and needs, especially as they relate to college and career readiness. This session will review the career concerns common to 6-12 gifted students as well as share strategies for managing their impact on the college and career readiness process. The presenter is a former school counselor who worked with gifted individuals and small groups on college and career readiness. Come share questions, concerns, and ideas in this interactive session!

**Best Practices for Identifying & Serving Underrepresented Populations** Ballroom South

(See Me, Teachers and Administrators)

**Kathy Jepson, Iowa City Community School District TAG Coordinator (Retired)**

We can see the population changes in our school districts. We recognize a growing need to identify high ability learners through different lenses and to provide varied services. The laws tell us we "must". Our teacher hearts tell us we "need to". We accomplish this task by examining reasons, resources and results. This session will provide an overview of laws pertaining to gifted and talented programming as well as how Iowa's Multi-Tiered System of Supports (MTSS) provides guidance on how to See Me—the underserved, high ability students.

**Citizen Science: Authentic Learning as Passion Projects**

**Des Moines Room**

(Challenge Me, Teachers, Administrators, Parents, Students)

**Stacey Snyder, Orange Elementary, Waterloo**

There are multiple opportunities to engage students in authentic learning experiences through citizen science research. I have discovered students get pretty passionate about being able to assist scientific research. Come learn about my experiences with these projects and tips to begin on your own.

## Breakout Session 2 (11:00-12:00)

### Identification: Are We Pogo?

Iowa A

(See Me, Teach Me, Teachers and Administrators)

**Linda Linn, Retired**

All Iowa students deserve to be taught with high expectations at the edge of their expertise. Every district chooses how to identify the students that need more (in the language of MTSS). Standardized Assessments, observations, nominations, etc. Are we, as G/T teachers, our own worst enemies? Are we perpetuating the perception of elitism? Let's have a discussion of how students in Iowa schools are identified to receive the instructions they need and deserve.

### A Guide to Gifted Emerging Adulthood

Iowa B

(See Me, Teachers, Parents, Students)

**Thomas J. Shaff Ph.D.**

Gifted Emerging Adults (GEA, 18-27) are underserved and many are facing a crisis. The path from gifted adolescent to talented adult lacks models and is poorly charted. A GEA must acquire adult identity, financial and emotional independence, unfamiliar social skills, and carry out tasks for which family relations and school leaves them ill prepared. They often confuse preparation for a job pursuing for what they want out of life. I will describe this situation in detail, present an adult identity model that includes giftedness and desire to develop talent, and describe advocacy interventions to help achieve identity and independence.

### Lure of the Labyrinth

Iowa C

(Challenge Me, Elementary, Middle School, Teachers)

**Nicole Umland, Sioux City Community Schools**

*Lure of the Labyrinth* is a digital game for middle-school pre-algebra students. It includes a wealth of intriguing math-based puzzles wrapped into an exciting narrative game in which students work to find their lost pet - and save the world from monsters! Linked to both Common Core and national (NCTM) standards, the game gives students a chance to actually think like mathematicians. Participants will walk away from this session ready to use Lure of the Labyrinth on Wednesday!

### Personality Development: Exploring the Theory of Positive Disintegration

Iowa D

(Understand Me, Teachers, Administrators, Parents, Students)

**Michelle Ptacek, North Winneshiek Community School**

Heightened sensitivity, deep processing of life's events, and gifted intensities often make for an interesting childhood and tumultuous adolescence. This presentation explores issues related to the Theory of Positive Disintegration (such as overexcitabilities), reframes the mental health needs of gifted individuals in terms of the theory, and encourages attendees to use the theory along with their creative interests to assuage inner dissonance. Educators, parents, and students who have heard of the theory

will enjoy a more in-depth exploration regarding the five levels of personality development. Like any theory, active minds will enjoy it as a lens for exploring the world.

**STEM Literacy, Avoiding Activ-a-mania: Elementary**

**Iowa E**

(Challenge Me, Early Childhood & Elementary)

**Ashley Delaney, Drake University**

Integrating STEM into Early Childhood and Elementary classrooms can turn into activities with tons of fun experiences yet without much learning. This session will address how to develop rigorous STEM learning opportunities for young learners by aligning the standards from science and engineering (NGSS), mathematics (Iowa Core), and technology (ISTE and Iowa Core). We will specifically discuss how to extend and enrich classroom learning through using STEM challenges with gifted and talented students. Participants will engage in multiple lessons and start building their own. Come to play, stay to learn!

**The BESTS Way to Know What They're Ready to Learn**

**Ballroom North**

(See Me, First Timer, Teachers)

**Emily Ladendorf, Ashlee Van Fleet, Belin-Blank Center**

What do you do when you have a group of students scoring above the 95th percentile on their Iowa Assessments? Do they all need the same level of challenge? Above-level testing is a research-backed way to determine what students know and what they're ready to learn. In this session, you'll learn why above-level testing is useful, who qualifies, and how you can use results to appropriately challenge your high-ability kids. Assessment and TAG newbies welcome!

**Strategies for Addressing the Social/Emotional Needs of Gifted GLBTQ Youth** **Ballroom South**

(Understand Me, Teachers and Administrators)

**Erin Lane, Haley Wikoff, University of Iowa**

Navigating adolescence can be difficult for all youth, but identifying as gifted and GLBTQ can complicate even the most positive middle and high school experience. As educators and practitioners working with gifted GLBTQ youth, it is our responsibility to ensure students feel safe in our schools. The presenters are two former school counselors who will share resources about the unique socio-emotional needs of gifted GLBTQ students and how those needs may influence their academic and career trajectories. Join us to learn strategies that will positively impact the social and emotional lives of your gifted GLBTQ students.

**Choice & Challenge with STEM- Students Perspectives**

**Des Moines Room**

(Challenge Me, Teachers, Administrators, Students)

### **Casey Dunley and a Student Panel**

This session will focus on an overview of the DMPS GT Extended Learning Seminar that can be adapted for any high school setting. A panel of students will present their perspectives on the power of choice, voice, and challenge. The GT seminar offers a unique opportunity for gifted students to develop their individual aptitudes, talents, and passions in a self-directed learning experience that is able to go beyond what exists in the regular classroom setting. This individualized course fits with the Betts Autonomous Learner Model and Renzulli's Triad Model for gifted learners.

## **Breakout Session 3 (1:30-2:30)**

### **Thinking Tools of Highly Creative People**

**Iowa A**

(Challenge Me)

**Dr. Clar Baldus, Keynote, University of Iowa**

Playing, imagining, analogizing, abstracting—these are just a few of the thinking tools used by highly creative people across all domains. Discover the secrets of successful polymaths. Explore the ways you can change *how* you teach, not *what* you teach to spark creativity and challenge gifted young minds.

### **Philosophy and Mass Media: Using Popular Culture to Teach Deep Meanings**

**Iowa B**

(Challenge Me, Teach Me)

**Jay Swords, Davenport Community Schools**

The Walking Dead TV series and the Lord of the Rings have become smash hits seen by millions of people worldwide. But these stories are more than just a great show. They contain a host of philosophical themes and ideas that have been debated in Western Thought for at least the last 2000 years. Using scenes from movies and TV, this session will help you develop discussions that cover issues of good and evil, happiness, the value of moral behavior and a host of other topics important to every young person's development. Help your students discover that Philosophy is FUN!

### **Advocating for Gifted Education**

**Iowa C**

(Teach Me, First Timer, Teachers, Administrators, Parents)

**Maureen Marron, Ph.D., Cathy Blando, Gail Kenkel, & Brett Monnard**

**ITAG Legislative and Advocacy Committee**

Strong advocates are absolutely vital to gifted education. Join the ITAG Legislative and Advocacy Committee for tips on advocating for gifted education. We will share new advocacy resources from ITAG and NAGC to support parent and teacher advocacy at the school, district, and state levels. Share the strategies that have worked for you.

### **Trial by Fire! Panel Discussion**

**Iowa D**

(See Me, Teach Me, First Timer, Teachers)

**Carol Boyce, ITAG Board Member**

Join teachers who have taught four years or less in gifted education as they share the challenges and the joys that come with being new to the profession. Veteran teachers are also encouraged to attend this session and join in on the discussion to share their experience, ideas and knowledge. Following this session there will be an opportunity for new teachers to sign up for an advisor/mentor.

### **A Teacher's Guide to Twice Exceptionality**

**Iowa E**

(Understand Me, Teachers, Administrators, Parents)

**Alissa Doobay, Ph.D, Joyce Goins Ph.D, Belin-Blank Center**

Twice-exceptional students show remarkable variability in their development and abilities, and this can be confusing and frustrating for the student, their parents, and their teachers. Teachers are often unsure what they can do to help their student work to their potential. This presentation seeks to help educators increase understanding about the diverse needs of twice-exceptional students and develop effective strategies for addressing their academic needs. We also provide recommendations regarding appropriate assessment of a student's gifts and areas of challenge. The recommendations are best practices based on research and extensive experience in providing psychological services to twice-exceptional youth.

### **Can you Escape?- Breakout EDU**

**Ballroom North**

(Challenge Me, Teachers and Administrators)

**Peggy Keegan, Western Dubuque Community School District**

**Dawn Schechtman, West Delaware County Community School District**

This session will introduce participants to the Breakout EDU experience. Breakout EDU activities allow students to work collaboratively to solve a series of critical thinking puzzles in order to open a series of locked boxes. Participating in Breakout EDU requires complex problem-solving, communication, and inquiry-based learning. Learn how to purchase or create your own kit, access puzzles and games, gain knowledge of online resources, and receive tips from teachers. This session is for all grade levels and content areas and will be hands-on. Come and put your skills to the test by participating in your own Breakout EDU experience.

### **Developing and Maintaining a High School Program**

**Ballroom South**

(Teach Me, Challenge Me, Teachers and Administrators)

**Nicole Kuhns, Julie Skaar, Ames Community School District**

Gifted programming for high school students can be difficult to navigate, new teachers to gifted or new to high school may wonder "Where do we start?" Hear how one program has changed and evolved to keep up with the ever changing demands of high achieving students.

### **Mindfulness to Connect, Rejuvenate, and Thrive**

**Des Moines Room**

(Understand Me, Teachers, Parents and Administrators)

**Bengu Erguner-Tekinalp, PhD**

Research shows that mindfulness and contemplative practices can help people to reach a healthier state of mind. Mindfulness is a process learning to slow down, instead of reacting, learning to respond to external and internal stimuli, paying attention to our moment to moment experiences without judgement or criticism. In this session, we will learn and practice simple mindfulness and contemplative practices that we can use in our lives and with our students. We will practice contemplative reading,

walking meditation, meditation to connect with others, loving kindness meditation, and peace building activities.

## **Session 4 (2:45-3:45)**

**Creative Intersections** **Iowa A**  
(Understand Me, Teachers and Administrators)  
**Dr. Clar Baldus, Keynote, University of Iowa**

Cool stuff happens when artists, paleontologists and engineers start playing together. Learn about the tessellated quilts and crocheted fossil projects of The University of Iowa Fossils and Farmland group. Explore the math of quilting patterns. Create simple fossil forms using a student-friendly process of crocheting and knitting without hooks or needles. Fossil samples, patterns and materials will be available for all participants. The possibilities for application are boundless!

**Under the Radar Twice-Exceptionalities: Gifted Girls and Anorexia** **Iowa B**  
(Understand Me, Teachers, Parents, Students)  
**Michelle Ptacek, North Winneshiek Community School**

Many characteristics inherent in giftedness (such as perfectionism, high sensitivity, competitiveness, and moral rigidity) make this population vulnerable to eating disorders. When generalized high standards get mixed with convoluted messages about what it means to be successful in society, mental illness may result. Anorexia in particular commonly manifests itself during the middle school years as a coping mechanism for stressful changes. This presentation explores recent research regarding the connections between anorexia, giftedness, and high-functioning autism. Many twice-exceptional girls find themselves in gifted classrooms (and/or eating disorder clinics). Armed with beautiful brains built for systematizing, let's help them succeed.

**Understanding the Accelerated: Helping Students Find Success** **Iowa C**  
(Understand Me, Teachers, Administrators, Parents, Students)  
**Katelyn Melcher, University of Northern Iowa**

Academic acceleration provides numerous benefits to gifted children, but support from families and educators is integral to cultivating the best experience for students. This session focuses on the social and emotional challenges gifted students may face within different methods of acceleration and how parents, educators, and administrators can better support their students. The discussion includes compiled experiences from students of various ages with acceleration experience, parent and educator feedback, and current research in the area.

**Twice-Exceptional Identification and Planning** **Iowa D**  
(See Me, Understand Me, Teachers and Administrators)  
**Nicole Kuhns and Laura Ballantine, Ames Community School District**

With an increasing number of suspected twice-exceptional students popping up in our programs, what can we do to better identify and support this special population? Follow the Ames Community School



District's journey to finding a team, developing a plan, and better serving their Twice-Exceptional Students.

**Opportunities for Educators: Governor's STEM Advisory Council**

**Ballroom North**

(Challenge Me, Teach Me, Teachers, Administrators)

**Jeff Weld, Ph.D.**

Attendees will be apprised of the numerous engagement opportunities for educators and students in the areas of STEM education via the Governor's STEM Advisory Council, including learning kits and curricula, school-business partnerships, teacher externships, learner pre-apprenticeships, educator awards, and more. Input will be sought regarding responsiveness of the STEM Council to the evolving needs of TAG educators.

**Philosophy in the Classroom**

**Ballroom South**

(Understand Me, Teachers, Administrators, Students)

**Jay Swords**

This session will explore ways to integrate the study of philosophy into the intermediate and high school curriculum. We will discuss age appropriate through experiments, how to lead a philosophical discussion, and ways to integrate philosophy and popular culture.

**1:30-2:30 Breakout 3**

**2:30-2:45 Dessert with Vendors**

**Atrium**

**2:45-3:45 Breakout 4**