

ITAG 47th Annual Conference

GT TEACHERS • PARENTS • COUNSELORS • AEA STAFF



GENERAL EDUCATION TEACHERS • SPECIAL EDUCATION TEACHERS

DRAFT

2019 ITAG CONFERENCE

DRAFT SCHEDULE OF SESSIONS

MONDAY, OCT. 14–TUESDAY, OCT. 15

Monday Schedule

	Iowa A	Iowa B	Iowa C	Iowa D	Iowa E	Ballroom North	Ballroom South	Ballroom Central
Registration /Breakfast 7:00 -7:50	Registration, Exhibitors, and Breakfast in the Iowa Foyer and Ballroom Foyer Feel free to eat in Iowa A or in the breakout rooms.							
Credit Sessions 7:00 - 7:50		University of Iowa	Drake University					

8:00-8:30	WELCOME!! Opening Remarks and announcements in Iowa A, ED Remarks							
8:30-9:30	Keynote with Lisa Van Gemert							
Session 1 9:40 - 10:40	Laurie Croft The Belin-Blank Center, Iowa's Only Center for Gifted Education RES	Sally Beisser How to Ask Better Questions: Research, Techniques, and Reflection RES	Casey Dunley Cross-Age Peer Mentoring: Cultivating a System of Academic Excellence PROG	Kathy Paul What's Good for the Gifted NG	Bonnie Hilger Be Proud of Your Gifted: Ways to Celebrate Intellectual Intelligence ADV	Jen McLaughlin & Nancy Foley Differentiation for Advanced Readers CURR	Angela Conrad STEMulating Interest and Identity through Real-World Engineering RES	Jessica Gibbons Extending the English Classroom with AP strategies CURR
10:40-10:55	Break with Exhibitors and Vendors in Iowa and Ballroom Foyers							
Session 2 10:55-11:55	Michelle Kavars & Stacy Campbell Speed Geeking: Google Tools for a More Efficient G/T Teacher/Strategist/Coordinator RES	Stacey Snyder Encouraging an Explorer Mindset RES	Christina Crowley- What To Expect When You're Expecting To Teach: Advice for Pre-Service Teachers NG	Michelle Fassbinder Self-Awareness Mandalas: a Visual Representation of You RES	Deb Mishak Mental Health and Gifted Children: When to Seek Help SE	Sheryl Kennedy & Cassie Truelsen Creating an effective TAG Teachers Professional Learning Community when you are a singleton TAG Teacher RES	Lisa Van Gemert Differentiation in Pre AP and AP Language Arts CURR	Sara St. John Planning for Differentiated Instruction in the Gen. Ed. Classroom: A Practical Approach CURR
11:55-12:55	Lunch Buffet served in the Atrium (by the pool) Feel free to eat in Ballroom Central or at tables in the Atrium							
Session 3 12:55-1:55	Sarah Derry Iowa Governor's STEM Advisory Council: a network to increase STEM interest and achievement CURR	Jan Warren & David Gould Supporting the Next Generation of Creatives: A Comprehensive Model for Developing Young Artists and Writers CURR	Rosanne Malek I Get To Teach Gifted! Now, Where Do I Start? *Double Session* NG	Kyra Wilcox- Conely Program Evaluation using the revised Self- Audit Reflection Tool PROG	Carol Boyce Trial by Fire RES	Susan Wouters, ITAG President, Lori Danker, ITAG President-Elect, and Bonnie Hilger, ITAG Board Member Supporting Gifted Learners: Start a Parent Group ADV	Lisa Van Gemert Teaching Like Lucy CURR	Laurie Croft & Michelle Kavars Cluster Grouping: One of the Essentials in Gifted Education RES

1:55-2:10	Break with Exhibitors and Vendors in Iowa and Ballroom Foyers								
2:10-3:10	Mirra Anson, PhD	Shaun P. Vecera, Ph.D. Mindset, metacognition, and memory: The psychological science of academic success SE	Rosanne Malek I Get To Teach Gifted! Now, Where Do I Start? *Double Session* NG	Tony Voss Extending the Core for the Advanced Learner CURR	Christie McConathy & Jenn Schlitz Everything I Learned About Gifted Kids I found In Children's Literature CURR	Tom Cooley Mastering Gifted Funding ADV	Abagel Shrader & Tenneil Register The 3rd Grade Experiment: How to Serve AND Observe through Qualitative Identification CURR	Chad Hageman A Practical Guide to Universal Screening: Using the Online Cognitive Abilities Test to Increase Underrepresented Populations in Gifted Education ID	
3:15-5:00	President's Reception: Social time with snacks and appetizers								
	Dinner on your own.								
6:30-9:00	Game night!								
2E= Twice Exceptional		ADV= Advocacy		RES= Resources		CURR= Curriculum		ID= Identification	
LDRSHP= Leadership		PROG= Programming		SE= Social Emotional		NG= New to Gifted			

Monday Breakout Sessions

Session 1 (9:40-10:40)

<p>Laurie Croft, Ph.D.</p> <p>The Belin-Blank Center, Iowa's Only Center for Gifted Education</p>	<p>The Belin-Blank Center, Iowa's only center for gifted education, is here for student programming/services as well as professional learning! The Center provides options throughout the year for students, from classes in a variety of formats to assessment/counseling services through the Clinic. The Center provides distance and face-to-face coursework that leads to the TAG</p>	<p>Iowa A</p>
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	<p>endorsement--and new programs--helping professionals provide better services to gifted children. The Center facilitates above-level testing (Talent Search) for students, allowing you to match learning needs with universal, supplementary, and intensive best practices. The Belin-Blank Center offers research-based options that support your gifted and talented learners.</p>	
<p>Sally Beisser, Ph.D.</p> <p>How to Ask Better Questions: Research, Techniques, and Reflection</p>	<p>Learn about research that supports the benefits of good questioning skills and strategies. Practice effective questioning techniques that will impact the success of your classroom interaction and student learning. Learn ways to help students ask questions of themselves through insight and reflection.</p>	Iowa B
<p>Casey Dunley</p> <p>Cross-Age Peer Mentoring: Cultivating a System of Academic Excellence</p>	<p>How can a district use cross-age peer mentoring to support students from historically underserved populations in gifted and talented? In this session you'll hear how one DMPS High School incorporated a course in collaboration with selected feeder pattern schools. Hear firsthand from a few high school students involved.</p> <p>In the GT Leadership and Mentoring course, mentors help their mentees foster a positive attitude and enthusiasm for high level academic pursuits as well as increasing confidence and self-efficacy. The positive outcome for mentors is developing leadership skills, fostering empathy and patience for others, cultivating cultural capital, and expanding community connections.</p>	Iowa C
<p>Kathy Paul</p>	<p>What do gifted children need to be successful in school? How do meerkats relate to gifted</p>	Iowa D

<p>What's Good for the Gifted</p>	<p>education? If I haven't taught gifted children, how can I better understand their needs? If I need to provide professional learning for my staff, how can I best deliver this information? A template of a programming overview will be provided. Essential questions to be discussed will focus on implementing best practice while incorporating practical and interesting information. See how students' voices can provide a refreshing perspective.</p>	
<p>Bonnie Hilger</p> <p>Be Proud of Your Gifted: Ways to Celebrate Intellectual Intelligence</p>	<p>Giftedness should not be a bad word or something to fret—be it by the student, the teacher, the school administration, or the family. Changing this negative mindset should be a goal of every classroom. Ways exist to celebrate intelligence that do not make the gifted student feel singled out or elitist. This session will share ways to help gifted students, their families, and their schools feel proud of their accomplishments and/or skills. Educators will have time to share some of their own ideas with others as well.</p>	<p>Iowa E</p>
<p>Jen McLaughlin & Nancy Foley</p> <p>Differentiation for Advanced Readers</p>	<p>Not sure how to meet the needs of your high ability readers? This session will provide you with differentiation strategies and ideas that you can implement tomorrow. Multiple resources will be shared to assist with finding appropriate level texts. Whether you are an elementary classroom teacher or a K-6 GT specialist, this session is for you.</p>	<p>Ballroom North</p>
<p>Angela Conrad</p> <p>STEMulating Interest and Identity through Real-World</p>	<p>This session will focus on two high-interest STEM resources that will spark your students' interest in STEM based on the research that a strong, positive STEM identity is a predictor of later</p>	<p>Ballroom South</p>

Engineering	choosing a STEM career. UL Xplorlabs bridges the gap between your classroom and real-world engineering and applied safety science. Future City is a project-based learning program where students imagine, research, design, and build cities of the future. Participants will leave this session with two highly developed resources and numerous ready-to-use classroom activities to begin implementing STEM activities in their classrooms right away.	
Jessica Gibbons Extending the English Classroom with AP strategies	Presentation and round table discussion about integrating AP English strategies and other methods of rigor throughout HS and/or dual credit classes. Participants can share their own strategies after a short presentation about ideas for practice.	Ballroom Central

Session 2 (10:55-11:55)

Michelle Kavars & Stacy Campbell Speed Geeking: Google Tools for a More Efficient G/T Teacher/Strategist/Coordinator	G Suite for Education has free, powerful tools to maximize your productivity, collaboration, and organization. This session, hosted by two fast-talking, ed techie G/T practitioners, will fly through at least 41 tips and tricks for basic to mind-boggling uses of Google products to give you more of what all gifted ed professionals need: TIME. Ideas will include how G Suite for Ed can expedite scheduling, collaboration with gen ed educators and others, differentiation, record-keeping, and identification. Also included are a	Iowa A
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	few more BONUS digital tools outside of Google that are also worth exploring.	
<p>Stacey Snyder</p> <p>Encouraging an Explorer Mindset</p>	<p>National Geographic Education has free online resources for your classroom and for your professional development. This session will overview the Explorer Mindset which includes the attitudes, skills and knowledge to be an Earth Citizen. Teachers will be exposed to opportunities for student experience (GeoBee, GeoChallenge) and Teacher Professional Development (National Geographic Educator Certification and Geo Inquiry Training).</p>	Iowa B
<p>Christina Crowley</p> <p>What To Expect When You're Expecting To Teach: Advice for Pre-Service Teachers</p>	<p>Looking forward to your first teaching job, but nervous about what to expect? Wondering how to better support first-year teachers and collaborate with them in the classroom? This session will focus on a first-year teacher's perspective in the classroom and beyond. In an interactive discussion format, learn about differentiating for student needs when you yourself are learning a new curriculum, how to find the right mentors and teammates to support you along the way, and resources for unwinding at the end of the day.</p>	Iowa C

<p>Michelle Fassbinder</p> <p>Self-Awareness Mandalas: a Visual Representation of You</p>	<p>Part of our TAG program is providing opportunities for students to develop their social/emotional skills and self-awareness. In this session, we will learn how using mandalas allows students to create visual representations of themselves demonstrating self-awareness and learning a self-regulation strategy. Attendees will create their own self-aware mandalas.</p>	<p>Iowa D</p>
<p>Deb Mishak, Ph.D.</p> <p>Mental Health and Gifted Children: When to Seek Help</p> 	<p>How does a parent, gifted consultant or school counselor decide if behaviors a child or teen is exhibiting are associated with the intensities and over-excitabilities of giftedness, and when they may be observing symptoms of paralyzing anxiety, manic-depression, or another debilitating mental illness? This session will be run as a short presentation followed by an interactive discussion where you can share your stories and concerns and be supported by other participants who are struggling with similar complex and frightening situations in their own families and schools.</p>	<p>Iowa E</p> 
<p>Sheryl Kennedy & Cassie Truelsen</p> <p>Creating an effective TAG Teachers Professional Learning Community</p>	<p>Do you wish you belonged to a Professional Learning Community specifically for TAG teachers? Are you the only TAG teacher in your</p>	<p>Ballroom North</p>

<p>when you are a singleton TAG Teacher</p>	<p>district? If so, this session is for you. You will learn how a group of singleton TAG teachers from small school districts in eastern Iowa organized a TAG Teachers PLC. Since travel time to meetings is an issue, this group has most of their meetings online and in real time. A list of topics that can be covered in a regional TAG PLC will be given. There will be time for networking so that audience members can work with others to start their own TAG Teachers PLC.</p>	
<p>Lisa Van Gemert Differentiation in Pre AP and AP Language Arts</p>	<p>Go beyond “hard” and get to effective in the ELA classroom using differentiation strategies that really work. Look at Depth & Complexity specifically from an ELA perspective. Find out how to get writers to revise their work, even when they think they don’t need to. Discover how to help students become content disciplinarians. Learn the power of a great transition words, and be able to share with students the cognitive ability markers in the realm of Language Arts. This three-hour workshop is practical, research-based, and a perfect drag-and-drop-into-use session for ELA teachers (and it’s got a meaty handout, too).</p>	<p>Ballroom South</p>

<p>Sara St. John</p> <p>Planning for Differentiated Instruction in the Gen. Ed. Classroom: A Practical Approach</p>	<p>We know that differentiation is good for students, but how do we deal with the everyday, practical questions of managing a differentiated classroom? How can a gradebook reflect and respect differentiated learning? How does a teacher plan for differentiation? How can I make differentiation respectful of my students' time so that I am assigning a different cognitive load rather than just more work? Can I be a standards-referenced teacher and encourage students to work beyond grade-level? If you've ever wondered these things, this session is for you. I may not have all of the answers, but these are the strategies that I've built into my classroom over the past 16 years of teaching.</p>	<p>Ballroom Central</p>
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Session 3 (12:55-1:55)

<p>Sarah Derry, Ph.D.</p> <p>Iowa Governor's STEM Advisory Council: A network to increase STEM interest and achievement</p>	<p>Increasing student interest and achievement in science, technology, engineering, and mathematics (STEM) is a common state and national priority; it is integrated into Future Ready Iowa and the Federal Plan for STEM Education. Since 2011, the STEM Council has brought together businesses, formal and non-formal educators, higher education, counselors, families, policy makers, students, and</p>	<p>Iowa A</p>
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	<p>others to help Iowa youth to connect their learning in science, technology, engineering, and mathematics (STEM) to careers. The session will give an overview of resources available to support preK-12 educators, share data on the impact of these programs, and how to get involved.</p>	
<p>Jan Warren & David Gould</p> <p>Supporting the Next Generation of Creatives: A Comprehensive Model for Developing Young Artists and Writers</p>	<p>Gifted young artists and writers silently inhabit every classroom, but they frequently go undiscovered or undeveloped. Using the 4 D Model of Talent Development, we will address the following questions: Can artistic talent be identified, resulting in expanded talent pools? How can an appropriate learning environment be created to respond to artistic abilities? And in what ways can research provide a refined understanding of the processes that lead to creative accomplishment? Current efforts make little provisions for the comprehensive development of talented artists and writers, resulting in the loss of a precious societal resource. It is time we do better.</p>	<p>Iowa B</p>
<p>Rosanne Malek, I Get To Teach Gifted! Now, Where Do I Start?</p> <p>*Double Session*</p>	<p>This double 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</p>	<p>Iowa C</p>

	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.	
Kyra Wilcox-Conely Program Evaluation using the revised Self-Audit Reflection Tool	Looking for a tool to help you take a comprehensive look at your gifted and talented program? The Gifted and Talented Self-Audit Reflection Tool, or SART, is a program evaluation rubric that has been available for use on the Heartland AEA website for many years. Many districts and educators have used this tool, originally created by Mary Schmidt and Linda Moehring. This workshop will walk participants through accessing and using a newly revised SART tool, reformatted using a Google Sheets platform, with expanded analysis and strategic planning capabilities.	Iowa D
Carol Boyce Trial by Fire	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.	Iowa E
Susan Wouters, ITAG	The session focuses on the power of	Ballroom

<p>President, Lori Danker, ITAG President-Elect, and Bonnie Hilger, ITAG Board Member</p> <p>Supporting Gifted Learners: Start a Parent Group</p>	<p>partnering school, home, and community to bring change for gifted children. Forming a parent group does not have to be overwhelming. This presentation will share how parent groups can be organized and sustained through engagement, communication, and networking.</p>	<p>North</p>
<p>Lisa Van Gemert</p> <p>Teaching Like Lucy</p>	<p>Taking a page out of Lucy's playbook from Peanuts, we'll explore some tips and tricks for embracing five-minute opportunities to meet the needs of students. Get dozens of resources and strategies you can use to get a read on your students, calm a tense moment (even if it's your own!), and deepen your relationships to make the classroom safe.</p>	<p>Ballroom South</p>
<p>Laurie Croft, Ph.D. & Michelle Kavars</p> <p>Cluster Grouping: One of the Essentials in Gifted Education</p>	<p>Research has shown that cluster grouping enhances the academic achievement for gifted children—as well, the practice supports 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. Participants will learn more about the strong research support for cluster grouping, as well as hear more about the years of data collected by one Iowa district, demonstrating impressive student growth.</p>	<p>Ballroom Central</p>

Session 4 (2:10-3:10)

<p>Mirra Anson, Ph.D.</p>		<p>Iowa A</p>
<p>Shaun P. Vecera, Ph.D. Mindset, metacognition, and memory: The psychological science of academic success</p>	<p>Many students who do well in high school struggle academically once reaching college. For many of these students, high school courses did not require deliberate learning and studying to do well. This session will address the question: What is the best way to learn? Psychological science has a wealth of knowledge about cognition, learning, memory, and motivation that can point to best practices to benefit students' academic success. The session will discuss the psychological science of mindset, metacognition, and human memory, with a focus on empirical findings and practical use of those findings.</p>	<p>Iowa B</p>
<p>Rosanne Malek I Get To Teach Gifted! Now, Where Do I Start? *Double Session*</p>	<p>This double 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</p>	<p>Iowa C</p>

	<p>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.</p>	
<p>Tony Voss Extending the Core for the Advanced Learner</p>	<p>This session will walk you through the steps of working PLC's to: verify the standard, taxonomies, address the four essential questions and plan extensions for instruction.</p>	<p>Iowa D</p>
<p>Christie McConathy & Jenny Schlitz Everything I Learned About Gifted Kids I found In Children's Literature</p>	<p>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 share 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.</p>	<p>Iowa E</p>
<p>Tom Cooley, Chief, Bureau of Finance, Facilities, Operation and Transportation Services Mastering Gifted Funding</p>	<p>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</p>	<p>Ballroom North</p>

	<p>opportunity for participants to ask questions.</p>	
<p>Abagel Shrader & Tenneil Register</p> <p>The 3rd Grade Experiment: How to Serve AND Observe through Qualitative Identification</p>	<p>Can you relate to the struggle to collect data that truly captures students' abilities and talents?</p> <p>Sitting around the identification table, we started asking - is there a way to gather qualitative data and also serve students in their talent domain simultaneously?</p> <p>Enter - The Third Grade Experiment: a year committed to gathering observational data to better inform identification while serving students that have already demonstrated need. In this session, we will share the rationale behind the structure we created, samples of curriculum used, and how we are collecting student data gained from this experiment.</p>	<p>Ballroom South</p>
<p>Chad Hageman</p> <p>A Practical Guide to Universal Screening: Using the Online Cognitive Abilities Test to Increase Underrepresented Populations in Gifted Education</p>	<p>We all face the battle of identifying more students in our underrepresented populations. This session will take you through the practical process of getting universal screening for all students. Creative ideas of how to get administration on board with universal screening, setting up the process of doing the online versions of CogAT, and what to do with the results once you get</p>	<p>Ballroom Central</p>

	<p>them. Discover how Cedar Rapids went through the process and what it did for our underrepresented populations of African American, Hispanic, Free and Reduced and English Language Learners in regards to talented and gifted services.</p>	
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Tuesday Schedule

	Iowa A	Iowa B	Iowa C	Iowa D	Iowa E	Ballroom North	Ballroom South	Ballroom Central
Registration /Breakfast 7:00-8:00	Registration, Exhibitors, and Breakfast in the Iowa Foyer and Ballroom Foyer Feel free to eat in Iowa A or in the breakout rooms.							
Welcome 7:45-8:30	Welcome & Announcements in Iowa A President's Remarks & Awards							
8:30-9:30	Keynote: Deb Douglas							
Session 1 9:40-10:40	Susan Wouters & Mary Crandell Unexpected Connections: Gifted Learners and Jazz Ensemble RES	Kevin Vidergar Increasing Minority Students' Participation in TAG: An Ongoing Journey RES	Rosanne Malek Developing a Gifted Budget to Spend Your Funding RES	Laurie Croft Traits, Aptitudes, Behaviors: Identification through Panning for Gold ID	Brea Burrack & Lindsay Garvin Finding and Identifying Gifted ELs ID	Kris Wiley Social and Emotional Traits of Gifted Students SE	Lisa Van Gemert Supporting Students with Dyslexia RES	Brandi Klepper Effective Teaching with Emotional Intelligence SE
10:40-10:55	Break with Exhibitors and Vendors in Foyer							
Session 2 10:55-11:55	Lori Llng & Kara DeBerg Successfully Addressing the Learning Needs of Gifted Secondary Students Through Personalized Learning RES	Jessica Gibbons Extending the English Classroom with AP strategies CURR	Shannan Belden Gamification for Beginners RES	Sara Backstrom-Baker & Erin Handsaker Growth mindset toolkit in practice SE	Evan Abbey AEA Online Learning Systems RES	Deb Douglas Beyond AP and IB: How Gifted Students Can Personalize High School RES	Brianna Maschman Reading Strategies for High Ability Readers CURR	Christina Crowley What To Expect When You're Expecting To Teach: Advice for Pre-Service Teachers NG
11:55-12:55	Lunch Buffet served in the Atrium (by the pool) Feel free to eat in Ballroom Central or at tables in the Atrium							
Session 3 12:55-1:55	April Pforts WHAT IS MATHEMATICAL MODELING? The mathematics we really want students doing CURR	Stacy Campbell & Hollie Weber GT Teachers Teaching in Rural Districts RES	Brianna Maschman Meeting the Social and Emotional Needs of High Ability Learners SE	David Gould & Jan Warren High School to College: An Overview of Early College Entrance Programs PROG	Michelle Kavars "Help - there's a G/T kid in my gen ed classroom!" RES	Deb Douglas A Role for Everyone: 4 Tips for Spreading Ownership of Gifted Ed Across the District ADV	Kathy Paul A Collaborative Approach to Serving Gifted Children RES	Brandi Klepper Let Gifted Be Themselves; Questions? (LGBTQ) SE

Session 4 2:05-3:05	Sally Beisser Ten Ways to Identify Young Gifted Children Through Observation ID	Bonnie Hilger Gifted Outliers: Educating Students as Individuals Not Equals ADV	Marcia Purdy Interdisciplinary Activities for Global Citizenship: People, Food, Energy and Sustainability RES	Angela Conrad STEMulating Interest and Identity through Real-World Engineering RES	Michelle Eissens & Elizabeth Wold Teaching with a Twist: Using Rubik's Cubes in the Gifted Classroom RES	Deb Douglas Breaking Barriers: Self-Advocacy Essentials for Underserved Gifted Learners RES	Sara Backstrom Baker If Service Learning and Genius Hour had a Baby RES	Brett Monnard and Jay Sword The Undead Classroom: Using Popular Culture to Spark Student's Interest
2E= Twice Exceptional ADV= Advocacy RES= Resources CURR= Curriculum ID= Identification LDRSHP= Leadership PROG= Programming SE= Social Emotional NG= New to Gifted								

Tuesday Breakout Sessions

Session 1 (9:40-10:40)

Susan Wouters & Mary Crandell D Unexpected Connections: Gifted Learners and Jazz Ensemble	The NAGC Position Statement Arts Education and Gifted and Talented Students states, "The arts are essential to a balanced education, with specific benefits for the cognitive, affective, and psychomotor development of all students, with special benefits for gifted and talented learners." How might collaboration between gifted programming and fine arts create greater opportunities for productive struggles, challenging gifted learners to think creatively and critically? Hear – See - Learn from teachers and a student demonstration jazz group as they show how to differentiate instruction and apply Habits of Mind and Self-Advocacy skills as part of musical improvisation.	Iowa A
Kevin Vidergar Increasing Minority Students'	Learn about one school's journey toward creating and implementing a robust system for identifying potential Extended Learning Program (ELP) students with an emphasis on identifying potential	Iowa B

<p>Participation in TAG: An Ongoing Journey</p>	<p>ELP students among our English Learners and students from a low SES background. Specific tools and strategies will be shared.</p>	
<p>Rosanne Malek Developing a Gifted Budget to Spend Your Funding</p>	<p>School districts have the responsibility to appropriately expend categorical gifted programming funding. How can that be done to create an exemplary gifted program? An outline and detailed guidance to implement for developing a gifted program budget to move your program from current reality to an envisioned exemplary program will be presented, explained, and can be implemented in your school district.</p>	<p>Iowa C</p>
<p>Laurie Croft Traits, Aptitudes, Behaviors: Identification through Panning for Gold</p>	<p>National standards in gifted education state, "All students in grades PK-12 [should] have equal access to a comprehensive assessment system that allows them to demonstrate diverse characteristics and behaviors that are associated with giftedness." One practice for identifying traditionally underrepresented gifted students encourages educators to focus on recognizable traits, aptitudes, and behaviors (TABs) that underpin the construct of giftedness, so that their schools can provide the best possible match between abilities and curriculum for more advanced learners. Participants will talk about recommended characteristics, review the tools for Frasier's Panning for Gold referral process, and understand the research underpinning TABs.</p>	<p>Iowa D</p>
<p>Brea Burrack & Lindsay Garvin Finding and</p>	<p>We will be sharing our journey of finding and identifying gifted ELs. We will discuss the following: our district's demographic data, ELP demographic data, and the beginning stages of</p>	<p>Iowa E</p>

Identifying Gifted ELs	building a systematic approach to identifying gifted ELs.	
<p>Kris Wiley, Ph.D., James Madison University</p> <p>Social and Emotional Traits of Gifted Students</p>	<p>In our business, we can cover a fair distance with our students simply by choosing intriguing topics (e.g., the Zombie Apocalypse). Yet it is not uncommon to find our students finishing the unit with less complex understanding than we had hoped, or wading through the middle of the semester with sudden lack of purpose. Study the Civil War and have their attention for the day. Study loyalty, dissent, and oppression, and you can deliver learning that sticks and transfers to other disciplines well into old age. Come join a discussion about concepts, principles, student empowerment, and doing right by the deep learner. The session will draw on work by Wiggins and McTighe, Erickson, and Tomlinson to help push our curriculum to a more rigorous level for our students.</p>	Ballroom North
<p>Lisa Van Gemert</p> <p>Supporting Gifted Students with Dyslexia</p>	<p>Learn the strategies that work (and don't) with gifted students who have dyslexia (or any reading/writing difficulty). This practical session emphasizes respecting ability while acknowledging challenges, and shares useful, useable take-aways that can benefit a wide variety of students.</p>	Ballroom South
<p>Brandi Klepper</p> <p>Effective Teaching with Emotional Intelligence</p>	<p>Emotional intelligence, followed by examples of behaviors of gifted children and the nuances of their experiences. Ideally, this session will cause you to reflect on and modulate communications in your classroom, both yours and your students', in order to create a healthier and more positive learning atmosphere, supportive of growth and</p>	Ballroom Central

	understanding.	
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Session 2 (10:55-11:55)

<p>Lori Ling & Kara DeBerg</p> <p>Successfully Addressing the Learning Needs of Gifted Secondary Students Through Personalized Learning</p>	<p>Wondering how to connect the new educational buzz word “personalized learning” with gifted education? This session will focus on the connections between the gifted learner and personalized learning. The gifted learner profiles by George Betts and Dr. Maureen Neihart (2010) and the personalized learner profiles by Bray and McKlaskey (2017) will be examined to help classroom and gifted teachers develop lessons to help students co-create their learning goals, stay engaged in the learning process, and create products that WOW! We will explore differentiated playlists, progression boards, and a plethora of fun strategies to help you along your journey.</p>	<p>Iowa A</p>
<p>Jessica Gibbons</p> <p>Extending the English Classroom with AP</p>	<p>Presentation and round table discussion about integrating AP English strategies and other methods of rigor throughout HS and/or dual credit classes. Participants can</p>	<p>Iowa B</p>

strategies	share their own strategies after a short presentation about ideas for practice.	
Shannan Belden Gamification for Beginners	Have you heard of gamification but aren't sure what it is? Are you doing gamification but want some strategies to help you take your game to the next level? Come participate in a gamified experience to learn how you can bring gamification to your class and increase student engagement. Hear about my experience of fully gamifying my TAG class. Receive strategies and resources to use in order to help you implement gamification in your own classroom.	Iowa C
Sara Backstrom-Baker & Erin Handsaker Growth mindset toolkit in practice	Come learn how to facilitate growth mindset with your students. Learn how a TAG teacher partnered with a school counselor to provide an eight week team taught unit designed to help TAG students overcome their fear of failure. The session will be interactive and participants will walk away with handouts and lesson plans.	Iowa D
Evan Abbey AEA Online Learning Systems	Come and join the demonstration of the Future Ready Iowa Clearinghouse for authentic learning projects, the Student Personalized Learning System, and/or the extended learning e-curriculum available to schools for free through the Area Education Agencies.	Iowa E
Deb Douglas, Founder, GT Carpe Diem, LLC Beyond AP and IB: How	For gifted teens to customize their own education, they need to discover the curricular and instructional opportunities that	Ballroom North

<p>Gifted Students Can Personalize High School</p>	<p>are right for them. This session highlights the steps learners can take in crafting their own paths to graduation, selecting options, and creating new possibilities. It includes recommended options for secondary gifted learners, examples of student success in self-advocating, and suggestions for ways adults can support their goals.</p>	
<p>Brianna Machsman Reading Strategies for High Ability Learners</p>	<p>In this interactive session, participants will explore the unique needs of high ability readers and begin to build their toolkit of strategies to engage these students in their own classrooms. Participants will get the chance to see highly effective, research-based strategies and acquire the resources necessary to go back into their district and implement these strategies that give students access to the Core's "Key Ideas & Details", "Integration of Knowledge & Ideas" and "Text Complexity" standards.</p>	<p>Ballroom South</p>
<p>Christina Crowley What To Expect When You're Expecting To Teach: Advice for Pre-Service Teachers</p>	<p>Looking forward to your first teaching job, but nervous about what to expect? Wondering how to better support first-year teachers and collaborate with them in the classroom? This session will focus on a first-year teacher's perspective in the classroom and beyond. In an interactive discussion format, learn about differentiating for student needs when you yourself are learning a new curriculum, how to find the right mentors and teammates to support you</p>	<p>Ballroom Central</p>

	along the way, and resources for unwinding at the end of the day.	
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Session 3 (12:55-1:55)

<p>April Pforts</p> <p>WHAT IS MATHEMATICAL MODELING?</p> <p>The mathematics we really want students doin</p>	<p>Despite the usefulness and value in demonstrating how mathematics can help analyze and guide decision making for real world messy problems, many people have limited experience with math modeling. This session will paint a clearer picture of mathematical modeling (what it is and what it isn't) as a process and how the teaching of that process can mature as students move through the grade bands, independent of the mathematical knowledge they may bring to bear.</p>	<p>Iowa A</p>
<p>Stacy Campbell & Hollie Weber</p> <p>GT Teachers Teaching in Rural Districts</p>	<p>If you are a "singleton" ELP teacher in your school district, this session is for you. We are providing time and space for you to meet, share and connect with other "singletons." Come ready to discuss challenges and things that are WORKING in your district.</p>	<p>Iowa B</p>
<p>Brianna Maschman</p> <p>Meeting the Social and Emotional Needs of High Ability Learners</p>	<p>In this reflective, fast-paced session, participants will unpack the unique social and emotional needs of high ability learners. Together, we will explore tools, routines, and protocols that will support high ability students' social, emotional, behavioral, and mental health. We'll spend time discussing examples of unique needs and crowd-source</p>	<p>Iowa C</p>

	solutions. Participants will create a toolkit for addressing students' needs in their own districts.	
<p>David Gould & Jan Warren</p> <p>High School to College: An Overview of Early College Entrance Programs</p>	<p>Sometimes the best place for an advanced high school student is a university. Although it might sound radical, entering college early has been happening since the birth of our nation. While these students are often portrayed in the media as 'geniuses', there is a tremendous diversity in the age, ability, emotional maturity, and family background of early entrants. This presentation will provide an overview of early entrance programs, myths of acceleration, typical early entrant profiles, the support systems necessary for student success, and an examination of the Bucksbaum Early Entrance Academy's favorable results.</p>	Iowa D
<p>Michelle Kavars</p> <p>Help - there's a G/T kid in my gen ed classroom!</p>	<p>All teachers can use Universal Tier for Advanced Learner strategy checklists to add everyday services and opportunities for gifted, advanced, motivated, curious, creative, underground, and under-served students. All teachers should understand and be empowered by their role in understanding, identifying, and instructing students who are mastering grade level standards ahead of the curriculum or academic peers.</p>	Iowa E
<p>Deb Douglas, Founder, GT Carpe Diem, LLC</p> <p>A Role for Everyone: 4 Tips for Spreading</p>	<p>Ever feel lonely out there? Like the sole advocate for gifted learners in your district, always struggling to help others understand their needs and provide appropriate curriculum and instruction? If you're a lone crusader, this</p>	Ballroom North

<p>Ownership of Gifted Ed Across the District</p>	<p>session is for you. Explore four ideas for increasing ownership for gifted education across your district: annual board-approved GT plans; roles/responsibilities for everyone; student voices; and virtual in-services.</p>	
<p>Kathy Paul A Collaborative Approach to Serving Gifted Children</p>	<p>Professional learning incorporating the needs of twice-exceptional children, English Learners, and the gifted appeals to most educators. Encounter the unique perspective of three specialists who collaborate with administrators and teachers. Combining resources and expertise provides powerful learning in identification, differentiation, and social-emotional needs for the gifted. Learn how to adapt existing resources to develop a collaborative program within your districts.</p>	<p>Ballroom South</p>
<p>Brandi Klepper Let Gifted Be Themselves; Questions? (LGBTQ+)</p>	<p>Students who are both gifted and LGBTQIA face unique challenges and possess unique strengths. It is important for educators and parents of gifted students to be familiar with the nuances of the particular experiences of these students, know what the experts have to say, and understand how to respond in ways that empower these students to grow and learn, creating an environment that respects the whole child. In this session, these themes will be addressed, along with both adaptive and maladaptive coping behaviors employed by these students, as well as pragmatic strategies to use within the classroom.</p>	<p>Ballroom Central</p>



Session 4 (2:05-3:05)

<p>Sally Beisser</p> <p>Ten Ways to Identify Young Gifted Children Through Observation</p>	<p>Learn about a research-based tool with 10 ways to identify early childhood learners using descriptors of high potentiality” using “dynamic assessment” that includes observation, questioning, and portfolio development. Preschool to grade 3 students are not generally identified using normative based testing or “static assessment.” Therefore, this presentation encourages “dynamic” techniques and strategies to trigger observation, assess, identify, and challenge kids and communicate with parents/guardians. Confront myths of gifted education and learn about inclusive activities for diverse, ELL, or under resourced children.</p>	<p>Iowa A</p>
<p>Bonnie Hilger</p> <p>Gifted Outliers: Educating Students as Individuals Not Equals</p>	<p>Exceptions exist for every rule, even giftedness. This session will share personal stories about gifted students that break the standard mold. Profoundly gifted and twice exceptionality will be discussed as well as ways to meet their needs from birth to high school graduation.</p>	<p>Iowa B</p>
<p>Marcia Purdy</p> <p>Interdisciplinary Activities for Global Citizenship: People, Food, Energy and Sustainability</p>	<p>Discover hands-on activities to help gifted students think critically and creatively about global challenges to the planet and human well-being, and their roles as global citizens. Engage in activities that build skills in science, social studies and mathematics while introducing concepts of sustainability, resource use and living conditions around the globe. Receive activities and readings linked to the latest state and national standards, including Common Core and Next Generation Science Standards.</p>	<p>Iowa C</p>

<p>Angela Conrad</p> <p>STEMulating Interest and Identity through Real-World Engineering</p>	<p>This session will focus on two high-interest STEM resources that will spark your students' interest in STEM based on the research that a strong, positive STEM identity is a predictor of later choosing a STEM career. UL Xplorlabs bridges the gap between your classroom and real-world engineering and applied safety science. Future City is a project-based learning program where students imagine, research, design, and build cities of the future. Participants will leave this session with two highly developed resources and numerous ready-to-use classroom activities to begin implementing STEM activities in their classrooms right away.</p>	<p>Iowa D</p>
<p>Michelle Eissens & Elizabeth Wold</p> <p>Teaching with a Twist: Using Rubik's Cubes in the Gifted Classroom</p>	<p>Learning to solve a Rubik's Cube creates the productive struggle needed to challenge gifted students. While twisting and turning the Rubik's Cube, students develop critical thinking, perseverance, and problem solving skills. In this workshop, teachers will learn how to use Rubik's Cubes in their classrooms as an enrichment activity, as math manipulatives, and to reinforce important Social Emotional and 21st Century skills. Session participants will also receive information on ways to get low-cost and free materials and curriculum to bring Rubik's Cubes into their classrooms, enrichment, or after school programs.</p>	<p>Iowa E</p>
<p>Deb Douglas</p> <p>Breaking Barriers: Self-Advocacy Essentials for Underserved Gifted Learners</p>	<p>Learners who speak up for themselves are more apt to discover the intellectual challenges they want and need. Systemic barriers, however, keep some students from finding and using their own voices. This session includes ways for us to encourage the self-advocacy of underserved</p>	<p>Ballroom North</p>

	gifted students - specifically those who are Black, Hispanic, Native American, ELL, and rural.	
Sara Backstrom Baker Service Learning meets Genius Hour	Learn how to foster an environment of service within your classroom whereupon students are excited to share their passions in a way that benefits their community. Learn about the things that worked and the ways failure led to growth. Walk away with ideas to promote community involvement, and motivate students.	Ballroom South
Brett Monnard and Jay Swords The Undead Classroom: Using Popular Culture to Spark Student's Interest	Motivating students by tapping their interests is a great way to keep engagement high. 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. Examples will be given for elementary and secondary students, and across multiple disciplines including STEAM and the humanities.	Ballroom Central