

Friday Sessions and Descriptions

Session A 8:00 – 8:50

The NNAT2: Application of a Nonverbal Test of Ability

Juniata

Dr. Jack Naglieri

Research Professor, University of Virginia

Senior Research Scientist, Devereux Center for Resilient Children

The goal of this presentation is to examine the NNAT, NNAT2, and NNAT2 online. The test development and characteristics will be discussed as well as the research that supports the use of this approach. Application of the NNAT2 as one component of the selection process will be examined. Instructional methods from the book *Helping All Gifted Children Learn* will be provided.

Transitions II: Central York School District Secondary Gifted Support Services

Bridgeport

Diana Guise, Sherrie Crider, and Jennifer Eisenhart

Central York School District

This session will cover three areas of Central York School District's secondary gifted support services. The first segment overviews the gifted support services available to help transition 7th-9th grade gifted students to the new frontiers of the middle school and high school levels. The second segment overviews the gifted support services available for 10th-12th grade gifted students as they transition from high school to post-secondary experiences. The third segment overviews how we have transitioned from using paper/pencil record keeping techniques to the new frontier of web-based applications for enrichment/extension activities, student participation, goal planning, progress monitoring, and compiling data for GIEPs.

Past Lives: Integrated Theme for Middle School

Metropolitan C

Erin Doyle and Amanda Stauffer

Infinity Charter School

"Past Lives in the Ancient World" explores what it would have been like to have lived at different times in ancient history-- but with a twist. The students imagine they've been reincarnated, again and again, into different class systems of various civilizations. Find out how "Past Lives" journals, guest speakers, field trips and more are utilized to travel back in time and teach topics across the curriculum in a creative and engaging way.

GWR to GIEP: Demystifying Assessments

Brady

Nanda Iltle

Ephrata Area School District; Millersville University

Have you ever wondered what all the numbers and assessments in Gifted Written Reports meant? Have you ever wondered how that translates into a Gifted Educational Program (GIEP)? This presentation will examine the most commonly administered assessments used for gifted identification and programming. Presentation topics include: standardized cognitive assessments, grade-level assessment, standardized achievement tests and

questionnaires.

Charter Schools: On the Frontier of Services for Gifted Students

U. S. Board Room

Nancy Hall, Doug Morrow, and Infinity Charter School Parent

Infinity Charter School

Charter schools are perhaps the most recent option along the spectrum of services for gifted students. Participants will learn how one charter school has addressed the needs of gifted students in full-day programming, as well as integrating recommended components of an appropriate education for gifted students into a coherent whole. We will also discuss which strategies used by Infinity have been effective with gifted students and how they can be implemented in other public school settings.

How To Evaluate Your Gifted Program

Wm. Penn

Mrs. Eileen Little

Hempfield School District and Millersville **University**

Gifted program and services sometimes overlooked or ignored program evaluation. Yet we all know that ongoing evaluation is essential. Effective evaluations provide valuable information that can shape decisions about identification and programming to ensure the educational needs of gifted students. This session will discuss the processes in a gifted program evaluation. Then it is up to you to collect data, review your results and take action. Whether the improvements are bronze, silver or gold level acting on your evaluation data is the only way your gifted program will grow and flourish

Compliance Monitoring

Leland

Dr. Steohen J. Bujag

Lockhaven University

This presentation provides an overview of Gifted Compliance Monitoring for district administrators, teachers of the gifted and parents. Its purpose is threefold: 1) to review the purposes of special education compliance monitoring, with particular emphasis on cyclical monitoring; 2) to provide specific information on Gifted Compliance Monitoring; 3) to outline suggestions to assist school districts for passing this administrative requirement. Since GCM (Gifted Compliance Monitoring) is relatively new, there has been limited information available. The similarities and differences between the special education services will be included.

Session B 10:45 – 11:45

Ten Theories to Recruit and Retain Afro-American Gifted Students

Leland

Dr. Donna Ford

Peabody College of Education

Vanderbilt University

The under-representation of African-American students is a major problem with too little progress being made. In this session, I offer 10 theories and frameworks that I believe all educators should be familiar with. An understanding of this scholarship offers much promise for understanding Black students and increasing their presence in gifted and AP classes.

What IS a Nonverbal Test of Ability and Why Does It Work?

Juniata

Dr. Jack Naglieri

Research Professor, University of Virginia

Senior Research Scientist, Devereux Center for Resilient Children

In this presentation, Dr. Naglieri will explain what a nonverbal test of ability measures. The concept of verbal and nonverbal abilities will be evaluated and participants will learn the origins of these terms. Verbal and nonverbal will be considered ways of measuring general ability, not separate types of intelligences. The advantages of using a nonverbal test of general ability, especially as part of a GT evaluation procedure, will be explained.

Opening Up Options for Upper Middle and High School Gifted Students

U.S. Board Room

Sally Meyer and Allison Burrell

Southern Columbia Area School District

What can a gifted teacher do for his or her students in a small rural middle school and high school that offers limited advanced course selections? Faced with this question, Sally Meyer and Allison Burrell have had to investigate a number of nontraditional course options and other offerings for their students in order to meet their academic needs. One of the options that will be discussed is providing an independent study honors level course, workshop participants will also be encouraged to share their own solutions to meeting the challenging academic needs of gifted middle and high school students.

**Math Comes to Life for Gifted Students on the Millersville University Campus:
A Model Partnership that Works**

Brady

Dr. Kimberly Heilshorn, Millersville University

Kristeen Bressi, Marian Good, Steve Linner, Manheim Township School District

Working together, Millersville University pre-service teachers and Manheim Township gifted students in second to fourth grade interact on campus for "Math Day." This presentation will share a model partnership that provides gifted students with a learning experience at a university while pre-service teachers of elementary mathematics have an opportunity to learn and work firsthand with gifted students. This experience engages both elementary and university students in the teaching and learning of mathematics.

The Mediation Process

Bridgeport

Dixie Trinen & Lori Shafer

Office of Dispute Resolution

When disagreements arise between families and schools regarding gifted education, several options are open to try to resolve differences. One option is mediation. At this session, discussion will include the mediation process, how to access the mediation process, what to expect at mediation, the benefits of mediation, and the success of mediation. Questions and interactive discussion is encouraged. This session is geared towards parents and administrators.

From Assessment to Instruction: Application of the Naglieri Nonverbal Ability Tests **Juniata**

Dr. Jack Naglieri

Measuring general ability using a nonverbal test like the Naglieri NonVerbal Ability Test (NNAT2) is an excellent way to assess ability without language. In this session I explain what the NNAT2 measures and how that relates to learning in the classroom and review the research on the utility of this instrument. The presenter will discuss ways for using NNAT2 scores for programming, classroom instruction, and training. Additionally, I will discuss how school administrators and teachers of the gifted, especially gifted minority children, can use the NNAT to narrow the gap between ability and achievement. The presenter will provide methods for training staff members about these students' learning needs and share strategies for helping *all* gifted students reach their potential.

Collaborating to Teach Gifted Students: Approaches to Support Regular Education **Wm. Penn**

Linda Block-Love

A vital, yet challenging aspect of working with gifted learners is ensuring that their educational needs are met in all settings. For many educators, dealing with both this issue and the increased attention being paid to the shared responsibility that teacher of the gifted and general education teachers have for gifted students constitutes a frontier that requires new ways of planning for and delivering gifted education. This session presents an overview of some approaches that can facilitate collaboration among educators that work with gifted students and highlights ways to support consistently high-level instruction. Topics include co-teaching, curriculum coordination, methods for providing support for differentiation and ways to address key practical issues that arise from these approaches.

Logical and Creative Thinking for the Gifted

Scott Hobson

Elite Educational Resources

Metropolitan A

This workshop will help teachers assist their students in developing fluency in creative and critical thinking. They will develop options for problem solving through divergent and convergent thinking. Participants will gain time saving strategies and creative ideas for developing engaging activities they can connect to both their students and curriculum. A variety of proven activities that have been used with gifted children in urban, suburban, and rural areas will share in this interactive presentation. Grade 2-9 educators who work in classrooms or small groups will greatly profit from the "minds-on" practical activities that are shared. Participants will leave with a variety of specific strategies for making the delivery of instruction more dynamic and fruitful.

Session C 1:45 – 2:45

Advocacy

Ron Cowell **NEED ALL INFO**

Metropolitan A

Technology Toolbox for the Secondary Gifted Student

Kevin A. Elvey and Susan Heydt

New Hope Solebury and Donegal High School Teachers

Brady

Technology is moving so rapidly that teachers often shy away from its use in the classroom, yet for Gifted students, technology-based projects offer opportunities for extension and enrichment. Kevin and Susan studied Gifted Education together at the University of Pennsylvania and have continued to share ideas with each other as they've incorporated technology into class projects, individual student assignments, and as a means to accelerate student learning during compacting of required coursework.

Together, Kevin and Susan will help you explore the academic use of a variety of web tools and provide examples of how these tools can be incorporated in a variety of environments for the gifted. Tools will include glogster, smilebox, wallwisher, audacity, animoto and skype, TED, and Google as tools to extend and enrich student learning. If you have a particular request of what you would like to have added to the session, please e-mail Kevin (kelvey@nhsd.org) or Susan (susan.heydt@donegal.k12.pa.us) up to the morning of the program. They will be sure to address your questions.

Goal Setting and the Gifted Student: Using Interdisciplinary Units to Address and Monitor Students' G.I.E.P. Goals

Elizabeth Santucci, Susan Cattie, Stefania Davidse, Maureen Stanko
Methacton School District

Leland

Do your students understand their G.I.E.P. goals and actively work toward meeting these goals? This session will provide an overview of effective goal-setting strategies that will enable teachers and students to identify and monitor G.I.E.P. goal progress. Participants will be provided with concrete examples of how to monitor progress on harder-to-measure goals using interdisciplinary enrichment units and within core and seminar courses. Time will be allotted for participants to brainstorm how these strategies may be applied to their own curricular units and grade levels.

Flexible Ability Grouping In Any Classroom

Katie Lambrino and Melissa Kohr
Infinity Charter School

Bridgeport

This presentation will be about how to create and manage flexible groups for math and reading instruction. We will share how we create pre-tests from state and common core standards to determine groups, as well as how to manage flexible ability groups (four math and four reading). We will also discuss how to develop innovative differentiated activities appropriate for any classroom, especially for gifted students. Finally, we will demonstrate how to use checklists, portfolios, and personal learning plans for student assessment and reporting to parents.

Home Schooling and Cyber Schooling: Exploring Alternatives to Traditional Schooling

Charlton Wolfgang, Drexel University Doctoral Candidate
Michelle Thomas, Julia Delpino, Kelly Keller, Jen Ledford

U.S. Board Room

A panel of home schooling and/or cyber schooling parents of gifted children will share their experiences and perspectives gained from this increasingly popular alternative to traditional schooling. This session will provide participants with the opportunity to learn from each other and to explore educational options for gifted learners

Financial Smarts

Julie Gilbert and Mary Rosenkrans
PA Office of Financial Education

Wm. Penn

Teens are genuinely interested and excited to learn about money concepts and can see the usefulness of these skills for lifelong learning. This session will focus on effective strategies for incorporating personal finance instruction into current lessons to help prepare high school students to make wise financial choices in the “real world”. Teachers will learn about resources to help students make decisions about spending money wisely, choosing the best credit card and protecting themselves against identity theft.

Participants will receive free, ready-to-use lesson plans complete with hands-on activities and materials that are correlated to the Pennsylvania Academic Standards. Participants will also learn how the Pennsylvania Office of Financial Education can assist them in obtaining resources, materials, and curricula to enhance their curricula, as well as how they can take advantage of free professional development opportunities.

Working with High Achievers in Critical Thinking

Scott Hobson
Elite Educational Resources

Harrisburger

This session will help participants develop a Balanced Thinking Approach to assist their students to develop fluency in thinking and writing. Divergent and Convergent Thinking Skills will be linked with aspects of Cultural Literacy. During this engaging and interactive presentation, the group will participate in activities that are easily brought back and used in the classroom to encourage balanced thinking, team/community building, and increased cognitive skills. They will gain time-saving differentiating strategies and creative ideas to facilitate high interest activities. Educators will enjoy discovering ways to meet “Standards” without compromising theirs. This will ultimately lead to increased student performance.

Session D 3:00 – 4:00

Under the Microscope: Digital Learning Platforms for Gifted Minds

Cynthia M. Frederick, Esq.

Wm. Penn

The ever expanding digital menu of K-12 course offerings has turned into a virtual feast for the open mind. There is no turning back. High tech, go-at-your-own-pace virtual learning can meet the 24/7 learning demands of the gifted mind. Our task is to dissect some of the options and explore issues that surface in various virtual learning platforms. How does it work---teacher, parent, and student perspectives. Who pays? Award transcript credit, or not? Digital acceleration? What are the possibilities reasonably presented by digital learning opportunities to enable improved educational adventures for gifted minds?

PA E-mentoring: Correct Your Students

Bridgeport

Smart Futures, Gateway High School
Kristina Cenker and James Pottinger

PA E-mentoring is an online career education program that helps in the classroom with professionals in the workplace via the Internet. This program has curriculum aligned to the 13.1 Career Education Work Standards. Students learn about careers and their own mentor's career path. Learn about this innovative program and how Gateway High School's Gifted Coordinator uses it with his students.

Off the Charts – Exploring Creative Problem Solving for the Future

U.S. Board Room

Linda Winegar
Odyssey of the Mind

In the future that promises ever-changing challenges, creative problem-solving prepares students to face the unpredictable. This session will focus on how the creative-thinking process is nurtured and developed as a problem-solving tool. As an interactive session, it will demonstrate processes for developing divergent thinking, brainstorming and creative problem –solving techniques with applications for the classroom. Attendees will participate in hands-on spontaneous problem-solving activities, core tenets of the Odyssey of the Mind program. Odyssey of the Mind is an international creative problem-solving program which promotes project based learning through team-created solutions to challenging problems that encourage “out of the box” and “off the charts” thinking, while developing real life skills.

Critical and Creative Thinking: Extend and Enrich Learning

Metropolitan A

Fran McAleer

Critical and Creative Thinking lessons represent a broad range of thinking strategies that extend and enrich learning. Teachers can introduce these “Thinking Lessons” in any order as stand-alone activities, or they can integrate the strategies with content-area material. Critical and creative thinking lessons are designed to elicit a higher level thinking response. Lessons which include critical and creative thinking, can also be used to identify and nurture gifted potential among learners. The problem-solving skills, thinking processes, and student products that result from these lessons provide observable evidence of a student's ability to think and reason on advanced levels. In this session we will learn and apply strategies that are effective in extending and enriching learning.

Encouraging Gifted Girls in Science, Technology, Engineering, and Mathematics (STEM)

Harrisburger

Mary Ann Swiatek

Underrepresentation of women in STEM is well known. The roots of this underrepresentation can be traced to

middle school, when decreased participation in STEM becomes evident in girls—including gifted girls. What are some of the sources of this decreased participation? What special challenges do gifted girls face? Most importantly, how can instruction in STEM be made more "female-friendly," and how can gifted girls be encouraged to acknowledge their abilities and make the most of them? Answers to these and other questions will be explored in this session, with research-based suggestions for school-based interventions and the opportunity to hear from session participants what has worked for them.

Building GT Curriculum Foundations and Structure

Brady

Nancy Smith, David Walp, Laura Rauhut, Lisa Simon, Phyllis Finger
Easton School District

This presentation will outline the methods we utilized in developing and implementing an appropriate curriculum for our gifted and talented students. We will provide our audience with effective ideas for writing a gifted and talented philosophy, developing a set of overarching goals and short term learning outcomes that align to the state standards, creating an evaluative tool/rubric to monitor students' progress, building a menu of programming options, and tailoring GIEP Writer to more adequately and specifically meet their needs when writing GIEP's.

Chapter 16

Leland

Dr. David Mason

The presenter will discuss Chapter 16; key requirements, Gifted Education Plan, Policy Statements, Identification & Referral Process, Gifted Program Options and PDE Compliance Monitoring.. Information in the new guidelines will be shared and time will be available for questions and answers.