

# Thursday Schedule

7:00 A.M. – 8:00 A.M. Registration

8:00 AM – 8:30AM Welcome by President of PAGE

8:45 – 11:15 AM Sessions Start

## Session A: Administrative Strand Session

*\*This session will have two shorter presentations by two different presenters*

### 1. Moving Your Gifted Program from Nothing to Something

*Kimberly Schlemmer*

**Session Description:** It is possible to move your gifted programming from nothing to something in just a year or two! In this session learn how the Red Lion Area School District ambitiously explored successful models, realigned curriculum, provided staff development, offered community outreach, and initiated partnerships to best serve the gifted students in our school district. It is possible to go from nothing to something in a relatively short period of time!

**Presenter Information:** Kimberly Schlemmer has been an educator and school administrator for over 30 years in Lancaster and York County schools. She is currently serving the Red Lion Area School District as the Assistant Superintendent and Supervisor of Gifted Programming.

### 2. The State of Advocacy for Gifted Education in PA & Beyond

*Nanda Mitra-Itle, Kali Fedor & Linda Deal*

**Session Description:** This session will inform the participants on the current status of advocacy efforts for gifted education support at the state and national levels. The session will include a discussion surrounding the structure a non-profit organization utilizes to manage advocacy efforts at multiple efforts across different stakeholders. Participants attending this session will learn...

- How to define advocacy o Important case law relating to gifted
- Differences between the PA regulations for gifted versus special education
- How to effectively advocate on the district, state, and national levels for gifted education
- The next steps they can take for gifted advocacy – Advocacy Take-home Toolkit

**Presenter Information:** Nanda Mitra-Itle, NCSP, ABD is a school psychologist in the Ephrata Area School District and Adjunct Professor at Millersville University. Mrs. Mitra-Itle attended Elizabethtown College, earning a Bachelor's degree. She completed her Master's degree and school psychology certification through Millersville University. Mrs. Mitra-Itle and attended Indiana University of Pennsylvania where she earned her ABD doctoral school psychology in Education.

Kali Fedor currently works as a full-time instructor in the Department of Exceptionality Programs at Bloomsburg University. Previously, she was a Graduate Program

Coordinator for Wilkes University and oversaw several programs that include Special Education (PreK-8 & 7-12) and Autism & Gifted Letters of Endorsement. Prior to Wilkes University, she worked for Bloomsburg University teaching pre-service undergraduate education students. Kali has worked in various K-12 positions, both regular and special education placements in Pennsylvania, Maryland and Arizona.

## **Session B: New Teacher Strand**

### **Help! I'm New to Gifted Education**

*Mike Zwanch & Douglas Wmelsdorf*

**Session Description:** Are you newly assigned to a role as gifted education support teacher in your district/school? Are you a district administrator or school psychologists in a new position that oversees gifted education? This presentation is designed to help new gifted education support teachers and professional staff navigate the resources available through the PA Gifted Liaison Network. This network, made up of representatives from almost every intermediate unit across the state, help support the efforts of local gifted education support teachers offering professional development and technical assistance related to gifted education. This presentation is designed to help new teachers locate resources and materials as well as provide professional development opportunities through the network.

#### **Presenter Information:**

*Douglas Womelsdorf & Mike Zwanch* are curriculum specialists at NEIU 19. The coordinate and deliver professional development related to gifted education to the twenty schools in their intermediate unit region. Douglas has experience in K-12 curriculum (specifically science) and works as a gifted liaison for his intermediate unit and Michael was a former gifted education teacher, gifted services coordinator, and now serves as a liaison for his intermediate unit.

## **Session C: Testing & Identification Strand**

### **Underserved Gifted Kids and MTSS for Identification**

*Nanda Itle & Dr. Jessica Dirsmith (Tentative)*

**Session Description:** The increase in the number of students who are underserved (i.e. English Language Learners, twice exceptional learners, culturally diverse learners, and economically disadvantaged learners) and their underrepresentation in the gifted population indicate a greater need to determine and advocate for best practices in gifted assessment, identification and retention. The trend of school systems to implement a Multi-Tiered Systems of Support (MTSS) that includes high quality academic and behavioral instruction and intervention is a perfect solution. This presentation will examine the factors contributing to the under-representation of these diverse students in gifted programs through the analysis of the identification process and MTSS. Presentation topics include: Description of the existing gifted assessment practices, factors perpetuating the under-identification problem, and best assessment practices for identifying gifted students of diversity and the role of school psychologists. This session is intended to provide participants with a greater understanding of the needs of underserved gifted students, processes and procedures for implementing MTSS in systems in order to better identify underserved gifted population and practical tips for practitioners.

#### **Presenter Information:**

*Nanda Mitra-Itle, MS, NCSP* is a school psychologist in the Ephrata Area School District and adjunct professor at Millersville University. Mrs. Mitra-Itle attended Elizabethtown College, earning a Bachelor's degree. She completed her Masters degree and school psychology certification through Millersville University. Mrs. Mitra-Itle currently attends Indiana University of Pennsylvania where she is earning her doctoral school psychology in Education. Mrs. Mitra-Itle has presented at various conferences including: Pennsylvania Association for Gifted Education, Pennsylvania State Educational Association, The Council for Exceptional Children, Association for School Psychologist in Pennsylvania, National Association of School Psychologists, Intermediate Unit 13, Pennsylvania Association of Gifted Education, and within other school district. Areas of research interest include but are not limited to: Gifted students and underserved students such as culturally and linguistically diverse, twice exceptional, and economically disadvantaged.

## **Session D: Hands-on Strand**

### **Top Tech Tools and Tips to Engage Student in Learning, Organize Your Data, and Learn More About Your Students!**

*Dr. Katie Leach*

**Session Description:** Technology can open a window to the world and to a vast amount of information for you and your students! Technology can help you learn more about your students, their strengths, interests and dreams for their future! Come to this three-part session to help you engage students in learning in your classroom with technology, and help organize the information you find to present it to your students! Plus we will look at tools you can use to help you get to know the strengths and interests of each student with just a few clicks on your computer! Although not essential, it would be helpful to create a Google email account (gmail) before the session!

**Presenter Information:**

*Dr. Katie Leach* is currently serving as the Gifted Support Teacher, since 2002 in grades K-12, and coordinator of the online program at Weatherly Area School District. She is also an adjunct professor at Wilkes University for Gifted Letter of Endorsement and Instructional Media programs.

## **Session E: Teaching Best Practices Strand - *Secondary Focus***

### **Nothing is Impossible: Design Thinking for Future-Possible!**

**Session Description:** "Nothing is impossible!" is a phrase often heard in today's society. And while it is motivational in theory, how can we get Gifted and Talented students to not only subscribe to this idea, but also produce tangible, forward-thinking results to current, real-world problems? Come participate in a project-based, fast-paced workshop, using Design Thinking (Discovery, Interpretation, Ideation, Experimentation, Evolution) to change your and your students' mindset from "impossible" to "future-possible!"

**Presenter Information:** Hillary Jade has been a Program Director and Site Director with Summer Institute for the Gifted (SIG), a program of The National Society for the Gifted and Talented, since 2012. During the non-summer months, Hillary organizes operational and logistical aspects, as well as recruits instructors for academic courses, for SIG summer programs across the country. During the summer, she serves as the Site Director for SIG hosted at Princeton University. She also enjoys presenting at Gifted/Talented and

leadership conferences across the country and has recently completed her M.Sc. in Camp Administration and Leadership.

**11:30 – 12:30**

**Lunch – Grab & Go**

**12:45 – 3:15**

**PM Sessions Start**

## **Session A: Administrative Strand Session**

### **Gifted Law**

*Andrew Faust*

**Session Description:** *Coming Soon*

**Presenter Information:** Andrew Faust is a widely-recognized authority in the areas of special education, student services and child accounting, and student civil rights.

He has represented school districts and intermediate units at every level of the federal and state judicial and administrative systems, lectured widely to audiences of educators and attorneys, and testified as an expert witness in court proceedings and before state and federal agencies.

He regularly conducts onsite staff training to client schools and is the driving force behind the firm's groundbreaking "Pool Counsel" service.

## **Session B: New Teacher Strand**

### **Coaching for More Achievement...Growth for Gifted Learners**

*Tanya Morret*

**Session Description:** Participants will practice analysis and coaching strategies with suggestions and models they can use when collaborating with general education teachers.

**Presenter Information:**

*Tanya Morret* is currently the PA Statewide Gifted Liaison. In that capacity as a consultant she supports the 29 Intermediate Units across the state and the districts in the Commonwealth to better meet the needs of gifted and advanced learners. She provides training on a variety levels in the areas of regulations, best practices, data analysis, curriculum, and programming development. In her 25<sup>th</sup> year in education, she holds a Masters in Gifted Education from Millersville and is pursuing her doctorate in C&I through Indiana University of Pennsylvania.

## **Session C: Testing & Identification Strand**

### **Understanding Gifted Students' Test Results**

*Dr. Mary Ann Swiatek*

**Session Description:** IQ tests, standardized achievement tests, and curriculum-based assessment each have a place in academic planning for gifted students. Learn what kind of information can be provided by each of these types of tests and how they work

together to help pinpoint a student's needs and inform his or her educational plan. The presentation will include specific information about the WISC-V.

**Presenter Information:**

*Dr. Mary Ann Swiatek* graduated from Oberlin College with honors in Psychology, and received her M.S. and Ph.D. in Counseling Psychology from Iowa State University. She is a licensed psychologist who works in private practice, providing psychological testing and therapy services. She is the 2012 recipient of the Neubler-Pregler award from the Pennsylvania Association for Gifted Education (PAGE). She has authored more than 30 articles and book chapters about gifted youth, and regularly presents on the topic to researchers, school administrators, teachers, and parents of gifted children

## **Session D: Hands-on Strand**

### **Project Based Learning in Gifted Education**

*Laura Hummell & Sally Flaherty (Tenative)*

**Session Description:** Project Based Learning (PBL) is an effective way for gifted students to master 21st century skills and have more profound educational experiences. During this workshop, participants will explore PBL units and then develop their own PBL units.

**Presenter Information:**

*Laura Hummell* has been an educator for 26 years with a wide variety of experiences in PK-20 educational institutions. She is the PDE Technology and Engineering content advisor.

*Sally Flaherty* has been an educator for 40 years with an extensive background in civics, government, social studies curriculum, instruction, and assessment. She is the PDE Social Studies content advisor.

## **Session E: Teaching Best Practices Strand – Elementary Focus**

*Stefanie Stricker & Taryn Fleck*

### **It's Time to Make Some of Those Projects Digital.....But How?**

**Session Description:** This session will focus on digital creation tools, with an emphasis on how to transition your projects and assignments into the digital age, using the SMAR model of technology integration. We know creation is the highest form of learning, but how can we use technology to help students use their brains in creative and collaborative ways? We will explore tools such as Lucidpress, Glogster, Wix, Weebly, Padlet, Nearpod, and other easy ways to start having your students use more digital creation within your classroom. This session is appropriate for all grade levels and content areas.

**Presenter Information:** Taryn Fleck has just completed her sixth year as a Special Education Teacher for the East Stroudsburg Area School District. In 2015, she received a Master's Degree in Instructional Technology from East Stroudsburg University. It is here that she serves as an Adjunct Professor in the Digital Media Department. She has also spent the past two summers working to create online courses as an instructional designer for various companies.

Stefanie Stricker has just completed her thirteenth year as an elementary educator for the East

Stroudsburg Area School District. She has taught 2nd, 5th, and 4th grades. In 2007, she received a Master's Degree in Reading from East Stroudsburg University. She is currently half-way done with a second Master's Degree in Instructional Technology, also from East Stroudsburg University.

Taryn and Stefanie have been co-teaching English Language Arts for three years. They have presented at East Stroudsburg Area School District's annual Spring into Technology conference and at Parkland's Tech Con, and have attended various technology conferences over the years. They are currently working on launching their blog, which focuses on using Project-Based Learning in conjunction with technology in their ELA classroom.

**3:30 – 5:00**

**Membership Mingle Event**

**Rest of the Night**

**Dinner & Activities on Your Own**

# Friday Schedule

7:00 AM – 7:45 AM

**Registration**

8:00 AM – 9:00 AM

**Keynote Address**

*Mary Cay Ricci*

## ***Growth Mindset Learning Environments 2.0***

Mary Cay Ricci's keynote will focus on the importance of growth mindset thinking for students and educators. Included will be: equitable access to advanced and enriched learning opportunities, applying growth mindset to makerspaces and reaching underachieving and underserved high potential and advanced students.

9:10 AM

**AM Sessions Start**

9:10 AM – 10:00 AM

**Session A**

**1. Creating Your Own TED Talk –**

a. Steve DiNenno

- i. The sharing of individual and unique ideas can allow gifted students to take risks and explore new arguments, innovations and concepts. This is the idea behind the website TED (Technology, Engineering, and Design). Participants will learn to organize a TED-style talk in their own schools and work with students to perfect their voice through this creative and challenging format. Students will practice writing, researching, speaking, and communication skills as they work to create individual talks on a topic of personal or academic interest.

**2. Increasing Identification of Hispanic Bilingual Gifted Students through Targeted Professional Development –**

a. Dr. Katie Lewis

- i. The underrepresentation of gifted Hispanic bilingual children in gifted and talented programs is an on-going problem. In many school systems, identification of gifted students often begins with the classroom teacher. This presentation will share current research that highlights the dire need for targeted professional development for classroom teachers focused on the characteristics of Hispanic bilingual gifted students. Participants will leave with an understanding of the unique characteristics of Hispanic bilingual gifted students as well as with a suggestions on how to develop and implement targeted professional development in their schools or districts.

**3. Doing Poorly on Purpose –**

a. Jim Delisle

- i. Doing poorly on purpose: Underachievement and the quest for dignity. Most of the “antidotes” for reversing academic underachievement in able adolescents are punitive and disrespectful. It is no surprise, then, that they are also ineffective and emotionally debilitating. This session provides a new look at “underachievement” from the eye of the students who wear this label. A series of school-based suggestions and solutions will be offered, each one bearing a similar foundation: preserving the dignity of students who choose to perform poorly on purpose. (Best audiences: middle and high school teachers or counselors; parents of gifted children)

**4. Parents: Is Your Child Ready for Math Acceleration? –**

a. Ann Lupkowski Shoplik

- i. Parents may be the first to notice a child needs more challenge in math. Perhaps the student is complaining because he already learned the material currently being presented in school, or perhaps she's indicating a need for more challenge by the questions she is asking. Well-researched methods for making decisions about academic acceleration, specifically acceleration in math, are available. Important tools include above-level testing, talent search programs, and the Diagnostic Testing – Prescriptive Instruction model. The point is to discover which students are ready for more challenge, to document what they have already mastered, and to uncover “gaps” in their background so we can tailor instruction to their needs. The goal is not to speed through the math curriculum, but to help students find a good match where they are challenged and engaged by the material presented. We will discuss these tools, as well as outside-of-school opportunities for students, enrichment materials, and resources parents will find useful in their advocacy. We have well-researched methods for making decisions about math acceleration. Relying on gut feelings, opinions, or assumptions is no longer required.
- 5. **Accelerated Readers with a Twist: Finding Age-Appropriate Books for Gifted Children –**
  - a. Lisa Conrad
    - i. One of the biggest concerns teachers and parents have is where to find age-appropriate reading materials for gifted children. This session will provide resources including where to find books for advanced readers, book lists and examples of specific books appropriate for gifted students in the classroom.
- 6. **The Challenges of Helping Gifted Students Who are Bullied Online & What can be done about it –**
  - a. Joe Yeager
    - i. Gifted students face many unique challenges, including their online experiences. The same traits that make them gifted learners can also make them targets for online bullying, while also making them less able to handle it. This program will review the character traits common to gifted students and how they can impact their cyber experiences. Suggestions on how to prevent it from happening and what to do if it does happen will also be provided.

**10:10 AM – 11:00 AM**

**Session B**

**1. Gender and the Education of the Gifted**

a. Dr. Mary Ann Swiatek

- i. The gender of a gifted student can affect his or her education in a variety of ways. Both girls and boys can be limited by gendered practices in education, which often are related to society's stereotypes. Gendered practices can have an impact on areas including identification, classroom experience and grading, academic choices, and career paths. Research evidence with regard to all of these domains will be discussed in this session, along with ways to help both boys and girls access a full range of opportunities.

**2. Makerspace and Make Your Mark!**

a. Kelly DiLullo

- i. Do you want to ignite learning, enhance exploration and promote innovation with your gifted learners? Makerspaces are increasingly being looked at as a motivating vehicle for engaging students in creativity and problem solving through hands on construction and building. Attend this session to learn how to easily, cost effectively, and quickly create a Makerspace in any size area.

**3. Doing Poorly on Purpose – Continued session**

a. Jim Delise

- i. Doing poorly on purpose: Underachievement and the quest for dignity. Most of the “antidotes” for reversing academic underachievement in able adolescents are punitive and disrespectful. It is no surprise, then, that they are also ineffective and emotionally debilitating. This session provides a new look at “underachievement” from the eye of the

students who wear this label. A series of school-based suggestions and solutions will be offered, each one bearing a similar foundation: preserving the dignity of students who choose to perform poorly on purpose. (Best audiences: middle and high school teachers or counselors; parents of gifted children)

**4. Demystifying Acceleration**

- a. Joyce Fargasso
- b. Whole grade level and single subject acceleration is an appropriate educational plan for gifted students. This session will explain how to overcome barriers, in the school setting and provide meaningful tools to determine whether or not a child is the right candidate for acceleration. Parents will walk away with the ability to advocate, school administrators will be able to write effective policy, and gifted teachers will know when it is appropriate to recommend acceleration and start the process.

**5. Developing the 5 "Cs" in our students: Critical thinking, creativity, courage, collaboration, and communication**

- a. Mike Sernoffsky
  - i. How can you help develop the next generation of innovators and leaders for our global society? Destination Imagination ignites the courage to be creative and stretches the imagination helping students nourish their strengths and talents. While 21st century skills can be developed independently, the true value is utilizing these skills in harmony with each other. Stimulating effective use of the creative process is essential in helping students grow as learners and leaders. Creativity CAN be taught. We recognize five stages of the creative process. These stages do not represent a linear progression but rather comprise elements that guide students from imagination to innovation. Participants should be prepared for a hands-on workshop and presentation which can be translated into lessons for learners of all ages and abilities. Destination Imagination is a proven program that helps students expand their talents so they can grow and thrive in the 21st century. We will provide handouts on how Destination Imagination complements a STEAM based curriculum and a thorough explanation of our open-ended challenge program. We will also have several activities for participants, demonstrating for them how to foster creativity, critical thinking, collaboration, communication and courage.

**6. Partners in Gifted Education: Local Businesses Working with Gifted Education**

- a. *Dr. Katie Leach & Multiple Presenters*
  - i. Partners in Education (PIE) is a non-profit organization of local business and school districts focused on academic, technical and employability skills to help students be successful in the 21st century. One of their programs, Project SAGE (Securing a Greener Environment), has been established for gifted middle school students in the Hazleton and Weatherly Area School districts. Each month, gifted support teachers from their respective districts meet at Bemis Polyethylene Packaging in West Hazleton, PA to plan events for their students, specifically in STEM-related fields. Come to this session to learn how this partnership works and what amazing things they have done, including trips to the town dump, tour of Number 9 Coal Mine, Berwick Power Plant Environmental Center and a "STEM in All Directions" day!
  - ii. Presenters include: Partners in Education Executive Director: Cathy Colangelo Bemis Technical Manager: Robert Caccese Bemis Process Engineer: David Coyle Bemis Human Resource Manager: Lesley Pienkowski Gifted Support Teachers Cathy Tombasco, Sharon Sharp and Katie Leach

**11:15 AM – 12:15 PM**

**NAGC Update by Dr. Sally Krisel**

**12:15 PM – 1:15 PM**

**Seated Luncheon**

**1:15 PM – 1:35 PM**

**Awards**

**1:35 PM – 2:00 PM**

**Membership Session**

**2:15 PM – 3:15 PM**

**Session C**

**1. Who Is Ready for a Grade Skip?**

a. Ann Lupkowski Shoplik

- i. Making decisions about academic acceleration for students can be a somewhat daunting task. How do we know which students are ready? Can we have the confidence that they will perform well now and in the future? We have the tools to help educators and families make well-informed decisions about grade-skipping as well as the other forms of acceleration, including content acceleration. We will examine the information helpful in making good decisions about grade skipping for K-8 students, as well as the research that supports our actions. Academic acceleration is the best-researched, yet most under-utilized option for gifted students, likely because it is seldom taught in professional development programs. Acceleration is a positive decision for the majority of carefully-selected students. Research shows that accelerated students maintain their advantage over equally able peers long past college. Some useful tools in this process include the Iowa Acceleration Scale, A Nation Empowered ([www.nationempowered.org](http://www.nationempowered.org)), and the Acceleration Institute website ([www.accelerationinstitute.org](http://www.accelerationinstitute.org)).

**2. Emotional Intensities-Can't you just chill out? Appreciating the intensities of gifted individuals**

a. Jim Delisle

- i. Above all other attributes, gifted children, teens and adults share a common characteristic: intensity. These intensities may relate to academics, where nothing below straight-As is acceptable; emotions, where extreme highs and lows leave no room for moderation; and everyday life, where relationships are deeper, disappointment is stronger, and even simple questions have complex answers. In this session, these and other intensities will be addressed, as will ways that educators and parents can learn to appreciate them for the assets they are instead of the deficiencies that many make them out to be. (Best audiences: teachers or parents of gifted children of all ages)

**3. Taking Growth Mindset to the Next Level - Extension of Keynote with open Q & A to apply and implement**

a. Mary Cay Ricci

- i. This breakout session will focus on barriers and challenges that occur when developing a growth mindset learning environment. Participants will reflect on present practices and share perceived barriers. This discussion-based session will be tailored to the needs of the participants.

**4. Options for Gifted Students in the Age of MCL**

a. Diana Guise

- i. This program will present many creative options for meeting the academic needs of gifted high school students in the age of Mass Customized Learning.

**5. Gifted Program Self-Evaluation: What We Have Learned From the Experience**

a. Dr. Charlton Wolfgang & Panel Participants

- i. Program Evaluation plays a vital role in the development and refinement of appropriate gifted programming that removes barriers to gifted education and provides access to students from traditionally underrepresented populations. The graduate students in the Evaluating Instructional Effectiveness course designed and conducted program evaluations during the Spring 2017 semester at Millersville University. They used classroom observations, surveys, focus groups, document reviews, and data analysis to answer their self-identified evaluation questions and develop action plans to improve

gifted education in their own schools and districts. In this panel session we will share how we conducted these evaluations and will discuss how our findings immediately impacted our schools and are changing mindsets and supporting gifted students through professional development, improved collaboration, more appropriate identification, and increased differentiation in the classroom.

#### 6. **Giftedness After High School**

##### a. Laura Davenport

- i. Giftedness doesn't just disappear once you graduate high school. However, more often than not, the resources that support gifted individuals do. Based on a mixture of my personal experiences of transitioning to adulthood as a gifted individual and on research, I would like to approach the topic of this transition head on.

**3:30 PM – 4:30 PM**

### **Session D**

#### 1. **Learn How to Play in the STREAM!**

##### a. Susan VanKirk

- i. Participants would get a hands-on experience with this presentation! They'll get to experiment with multiple inexpensive STREAM 'gadgets' that they can then share with their students. STREAM items would include the Osmo, Ozobots, Snap Circuits, 3D Pen, Makey Makey, Little Bits, Dash Robot, Robotic Arms, etc. Participants will learn where to find lesson plans for these awesome STREAM devices! A QR Reader is recommended. There will be prizes - be ready to TWEET TO WIN!

#### 2. **Open the Gates of Success: Taking the Gifted Underachiever or Non-Producer from Zero to Hero**

##### a. Kelly DiLullo & Joyce Faragasso

- i. The gifted underachiever and non-producer have different underlying obstacles for motivation. The session will explore how to determine which type of underachiever a student is, the barriers to fulfilling his or her potential, and how to plan for student success by using a comprehensive approach to planning.

#### 3. **Overcoming personal barriers to gifted advocacy: A parenting workshop**

##### a. Dr. Gail Post

- i. Parents often struggle with how to advocate for their gifted child. In addition to confronting policy and funding constraints within the schools, many parents face their own personal barriers. Self-doubt, uncertainty, fear of conflict, ambivalence, resentment, and even guilt can interfere with taking a stand. Some parents feel unprepared, believe they lack the skills to effectively advocate, or question whether their complaints are justified. Yet, many find they must routinely champion their child's needs, and point out misinformation about giftedness both at school and in day-to-day interactions with extended family, friends, and acquaintances. As a parent-advocate, it is critical to understand your own hesitations and self-doubts, and self-awareness is the first step. This informative and interactive workshop will help parents explore and identify personal barriers to effective advocacy, address tools for advocating with teachers, friends, acquaintances, and the community at large, and define when advocacy is necessary.

#### 4. **Gifted and well-adjusted? Exploring the sense of belonging, friendships and student voice between academically gifted and normative Dutch middle school students**

##### a. Dr. Brian Godor - Assistant Professor at Erasmus Universiteit Rotterdam

- i. **Background:** This study aims to explore the relationship between friendship and sense of belonging (Pisa, 2012) in the classroom and friendship and sense of power (Anderson & Keltner, D. (2012). Previous studies has shown a relationship between sense of power and sense of belonging (inclusion and exclusion) and this study aims to test the potential

moderation effect of friendship in terms of satisfaction, intimacy, conflict, irradiation and overall peer activity levels (Network of Relationship Inventory, Furman, W., & Buhrmester, D. (1992).

- ii. **Research Context:** 426 Dutch middle school children participated in this study. This sample has three groups of students, normative, above-average and academically gifted. This was a suburban middle school outside Rotterdam, The Netherlands. The ethnicity of the sample mirrors the national levels. This was a non-experiment survey design with parental informed consent and a full out-out option for all participants. The data gathering phase is now completed and analyses will be conducted in the Summer.
- iii. **Gifted Relevance:** This study will explore if the proposed model in regards to the role of friendship is similar in among the three groups: normative, above-average and academically gifted. This study also aims to add to the literature as well as the discussion (hence the proposal to this conference) about the general well-being of gifted student in the classroom. Often there are many assumptions about gifted students is that they face extra difficulties (dis-harmony theory), however recent research shows that gifted students are generally well-adjusted (Harmony theory, Godor & Szymanski).
  1.  $H_1$  = The levels of sense of belonging will not be statistically different among the three groups of students.
  2.  $H_2$  = The levels of sense of power will not be statistically different among the three groups of students.
  3.  $H_3$  = The intensity of friendships will not be statistically different among the three groups of students.
  4.  $H_1$  = The role of friendship will not be statistically different among the three groups of students.

## 5. **Mindset and Left Brain Dominance: Solving the Multistep Equation for Overall Development**

### a. Damon Piletz

- i. In the present climate of education, recognizing one's mindset and brain research seems to get a lot of attention. With mindset, it has conflicting viewpoints on the labeling of "gifted" as it can promote a more immobile mindset. Use of the label of "gifted" should be a catalyst for individualized overall development and not of complacency. In existing brain research we constantly hear gifted children labeled as "right-brained" or "left-brained." Typically, the left-brainer children are associated with their math skills and logic. In this workshop, participants will learn the aspects of the Gifted Mindset in relation to Left Brain dominance and its attributes. As a collaborative group, we will focus on the six major areas that gifted student should be improving and developing to truly be a gifted, life-long learner.

## 6. **Using Compaction to Expand the Curriculum and Extend Learning**

### a. Wendy & Melissa Palese

- i. Curriculum compacting is a teaching technique that allows students to demonstrate mastery of curriculum content prior to the start of the unit providing them with enrichment or accelerated learning activities and instruction in place of the regular curriculum. This allows them to avoid having to relearn material they already know. During this session elementary and middle school gifted support teachers will share their experience with using compaction in the regular education and gifted support classrooms, and provide practical solutions to overcome the barriers that may exist when implementing compaction. Sample compaction activities and contracts will be shared so that they can be used immediately in the classroom.