

# 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 suggestion 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.