



**PENNSYLVANIA ASSOCIATION
FOR GIFTED EDUCATION**

**Create and Innovate:
Cultivate the Gifted Mind**

November 29 and 30, 2018

**Pittsburgh Marriott North
Cranberry Township, PA**

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To Help You Find Your Way...



CREATIVE EDUCATION IN A DIGITAL AGE: A MESSAGE FROM THE PRESIDENT

Education "should not be limited to the transmission of information, but should include training in all of the procedures that can increase one's ability to connect the fields jealously guarded from one another by the traditional organization of knowledge."

Jean-François Lyotard – *The Postmodern Condition*

Greetings, and welcome to Pittsburgh for the 66th Annual Pennsylvania Association for Gifted Education Conference! I am delighted that you have chosen to spend your valuable time and resources with PAGE, and I look forward to seeing how each of you contributes to what promises to be a very exciting couple of days. As you will quickly learn, this year's program features a series of provocative and thoughtful offerings on a range of topics related to our conference theme, *Create and Innovate: Cultivate the Gifted Mind*.

Over the last decade and a half, I have enjoyed the privilege of teaching at 6 different colleges and universities with a wide range of students. At each institution I have regularly asked my students the following question: *What are you learning and cultivating as a university student that a computer won't be able to do within 10 years?* When I started asking this question in the early 2000's, students often failed to see the force of the question and would quickly reply with a number of answers that ranged from unsatisfyingly shortsighted to provocatively thoughtful. As the years have gone by, and as I have continued to ask this very same question, I have observed students struggle more and more to provide defensible answers to my enquiry. Though I am convinced there are still compelling responses to this question, there is no doubt that the past 15 years have relentlessly whittled away at the domain of expertise that was once considered unique to human intelligence.

Whether we are quick to admit it or not, excellent and responsive education is no longer principally about transferring knowledge or teaching others how to accomplish various processes. Both to our chagrin and to our benefit, our world is rapidly changing before our very eyes. The implications of such change are vast and are only beginning to be appreciated in fullness. What is increasingly clear is that as allies of gifted education, we must be brave and honest enough to ask ourselves hard questions about what we most value as educators, administrators, policy makers, and learners. As machines become more and more sophisticated and as access to knowledge becomes more and more democratized, we must be willing to think differently about what constitutes a 21st or 22nd century education.

As you progress through the next two days, I encourage you to allow your own experience to be framed by a question similar to the one I have long asked my university students. Honestly ask yourself: *What am I teaching and cultivating in my gifted students that a computer won't be able to do within 10 years?* Though perhaps an uncomfortable process, developing sophisticated and principled answers to this question will undoubtedly deepen your work as educators and ensure that we remain responsive to the genuine needs of our students in this exciting and challenging chapter of human history. It is my hope that this year's PAGE Conference can assist you on this journey and deepen your capacity to serve gifted learners as a result.

Yours in Creative Service...

Daniel Rossi-Keen, Ph.D.

PAGE, President



"To empower educators and parents to meet the diverse needs of gifted learners through awareness, advocacy and action."

PAGE Mission Statement, Passed 8/2/2016

Thursday, November 29

Schedule

8:30 a.m.– 5:00 p.m.

<u>Event</u>	<u>Location</u>	<u>Time</u>
Registration	Lobby	7:00 a.m.
Morning Half Day Sessions (pre-selected)	See Program Listings	8:30a.m.—11:30 a.m.

Take some time to visit the exhibits!

Lunch	Cranberry Ballroom	11:45 a.m.—1:15 p.m.
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Welcome—Daniel Rossi-Keen, PAGE President

Keynote Speaker—Ashley Flynn, Johns Hopkins Center for Talented Youth
“Under the Radar: Innovations in Identifying Students from Underrepresented Populations”

Afternoon Sessions	See Program Listings	1:45 p.m.—4:00 p.m.
Member Mingle and Gifted Share Fair	Pittsburgh Marriott North Lobby	4:00 p.m. —5:00 p.m.

Enjoy hors d’oeuvres and drinks, talk with vendors, and share best practices in Gifted Education!



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Thursday, November 29

Morning Sessions

8:30 a.m.-11:30 a.m.

Cranberry I-II



Creating Extraordinary Learning: Managing Student Engagement in a Mobile Technology Society

Dr. Bradley Arnold

Session Description: In contemporary society, students can use a myriad of mobile technology and social media networks to interact with one another, their teachers, and their learning resources. They exchange ideas, ask questions, reflect, journal and test ideas. In this session we will discuss and develop instructional strategies to help students use mobile technology to effectively channel their engagement into constructive and creative extraordinary learning.

Presenter Information: Dr. Bradley Arnold taught and worked in Thailand, China, India, Sudan, and other countries for nearly 30 years. Bradley's instructional focus has been on developing student learning opportunities so that students can use communication and technology skills to create deep and personal knowledge. He has created several blended learning programs, as well as directed many technology, language, communication, and professional development departments in schools, universities, and other organizations. His recent PhD dissertation discussed the strategies that students create to remain actively engaged in learning while using mobile technology.

Dr. Arnold has recently returned to the United States to provide professional development to support schools and teachers with their blended learning, mobile technology, and classroom management programs, as well as to further develop his research and writing.

Cranberry III

Learning to exhale: Meeting the Intellectual and Emotional Needs of Gifted Children

Dr. Jim Delisle

Session Description: Gifted children possess unique social and emotional needs that must be understood and appreciated before they can be addressed appropriately. In this session, Dr. Delisle reviews these needs and ways to deal with them both in school and at home. Some of the issues reviewed include understanding what giftedness is (...and what it is not), accepting personal imperfections in self and others, and recognizing the fact that being gifted means a whole lot more than simply being "smart". Using specific examples from his 40+ years as a teacher, counselor and parent of gifted kids, Dr. Delisle will bring the world of gifted children and teens to life for his audience. (Best audiences: classroom teachers and/or school counselors responsible for serving gifted children, grades 4 – up)



Presenter Information: Dr. Jim Delisle has taught gifted children and those who work on their behalf for more than 40 years. Jim retired from Kent State University recently after 25 years of service as a professor of special education. Throughout his career, Jim has taken time away from college teaching to return to his "classroom roots," volunteering as a fourth-, fifth-, and eighth-grade teacher in 1991, 1997, and 2006. Jim also taught gifted middle school students one day a week between 1998–2008 in the Twinsburg, OH, public schools.

Thursday, November 29

Morning Sessions

8:30 a.m.-11:30 a.m.

Cranberry IV

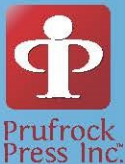
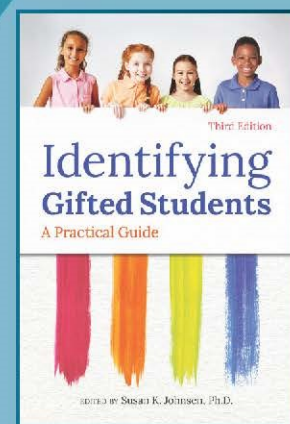
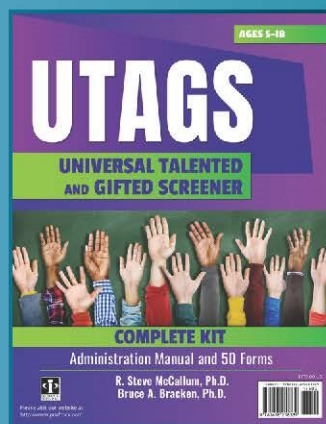
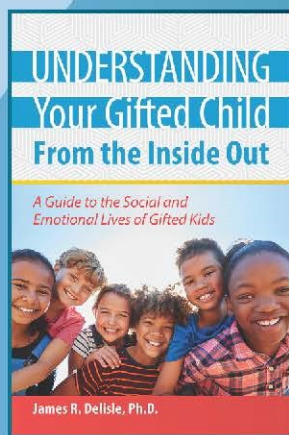
Imagination, Intelligence and Creativity
Dan Hunter

Session Description: We must educate students for jobs that don't yet exist using technologies that haven't been invented. Today's students will need flexible intelligence, imagination and creativity—the ability to learn and adapt throughout their lives. But, how do we know what works to develop student creativity? How do we know if creative skills are increasing in individuals, students and in the workforce? And, importantly, how do we demonstrate to parents and the community that we are fostering creativity. Our society values most what can be measured. We will discuss new measurements for imagination leading creativity as well as the latest neuroscience research on imagination and intelligence. In this workshop, we will also discuss classroom, school and home practices that promote imagination leading to creativity at any age.



Presenter Information: Dan Hunter is a playwright, songwriter, teacher and founding partner of Hunter Higgs, LLC. Hunter is the inventor of H-IQ, the first assessment of individual imagination and ideation. He is the co-author of *A New Measure of Imagination Ability: Anatomical Brain Imaging Correlates*, published March 22, 2016 in *The Frontiers of Psychology*, an international, peer-reviewed journal. Hunter has 25 years of experience in politics and arts advocacy, serving as Executive Director of the Massachusetts Advocates for the Arts, Sciences, and Humanities (MAASH), a statewide advocacy and education group, and as Director of the Iowa Department of Cultural Affairs, a cabinet appointment requiring Senate confirmation. He has also taught creative writing at Boston University since 2000.

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Thursday, November 29

Morning Sessions

8:30 a.m.-11:30 a.m.

Cranberry V-VI

Welcome to Gifted Education

Ciminy St. Clair, Marcia Gregorio, Katie Leach

Session Description: Are you new to gifted education? How comfortable are you with all of the acronyms in gifted (GIEP, NORA, GMDT, SDI)? This session is perfect for new teachers in gifted education and those that would like a review. Presenters will go over gifted regulations, GIEP writing and classroom strategies that will benefit those new to gifted.

Presenter Information:



Ciminy St. Clair was born and raised in Boswell, Pennsylvania. Her parents named her after a cat in a children's storybook, titled *Master of All Masters*. She graduated with a degree in Elementary and Early Childhood Education with a Minor in Human Development and Family Studies from Penn State University. In 2006, she received her Master's Degree in Curriculum and Instruction from Gannon University. During her first twelve years of teaching experience at Norwin, she coordinated and taught the elementary gifted program, taught 5th Grade Social Studies and 6th Grade Global Studies, and functioned as a case manager in various grade levels 5-12. On December 1, 2016, she started her new position at Norwin High School, as the Secondary Gifted Coordinator. During the same month, she earned a Gifted Endorsement from the state of Pennsylvania and an 18 credit Gifted Certification through Millersville University. Currently, Ciminy has earned 45 credits beyond her Master's Degree and is exploring various doctoral programs. Ms. St. Clair has presented at various venues including: Pennsylvania Association for Gifted Education (PAGE) Norwin Affiliate, Intermediate Unit 7 (IU7), Westmoreland Elementary Gifted Educators (WEGE), training within her own district for staff and induction trainings, and other local school districts.

Marcia Roberts Gregorio is a recently retired teacher from the Gettysburg Area School District. She holds teaching certificates in French and English, an MA in English, and an MFA in Creative nonfiction Writing. She became a Gifted Support and English teacher at Gettysburg Area High School in 1993, but her interest in gifted education dates back to 1984 when her first child entered the public school system. As a parent, she became involved in the Gettysburg PAGE affiliate, and has never lost her passion for gifted education. She attended the Confratute in Connecticut where she was fortunate to study under Dr. Sandra Kaplan. During her high school teaching years, she developed and implemented courses to meet the needs of gifted and highly capable learners, including Philosophy through Literature and Multicultural Literature courses, and presented these topics at PAGE conferences and at the Bucks County IU Gifted Conference. She was dedicated to providing a top-level English experience to tenth grade gifted and highly capable students, and to eleventh grade Advanced Placement English Language and Composition classes.



Since 2002, **Katie Leach** has been the gifted support teacher for the Weatherly Area School District. She uses technology as a window to the world, to promote creativity, and as a communication tool. Because Weatherly is a small district, both gifted and highly capable students form teams for competitions and these teams have won state awards in STEM related fields. Online learning is encouraged, as well as online learning games. Her M.S. is in Classroom Technology and her Ed D. is in Educational Technology Leadership, both from Wilkes University. She is an adjunct professor in the Instructional Media program, sponsored by Discovery Education and Wilkes University.

Thursday Keynote Speaker

Ashley Flynn

Under the Radar: Innovations in Identifying Students from Underrepresented Populations



It is widely recognized that students from low resource backgrounds are underrepresented in advanced academic programming. However, we also know that students with high academic ability exist in this population, but we are failing to identify them. Innovative efforts by the Johns Hopkins Center for Talented Youth (CTY) attempt to address this problem in Baltimore City using an approach that combines identification, characterization, and programming to develop scalable solutions for CTY and beyond.

We know that we, and others, are failing to identify these students, and yet we know they are out there. The research team at the Center for Talented Youth (CTY) studies alternative ways to assess for high academic ability among students from low resource backgrounds, a population that is underrepresented in advanced classes. This presentation will focus on innovative efforts in Baltimore City that combine identification, characterization and programming to develop scalable solutions for CTY and the field.

Ashley is a Research and Special Initiatives Manager for the Johns Hopkins Center for Talented Youth. She works in the research and evaluation department and oversees CTY's Baltimore Emerging Scholars program which offers extracurricular enrichment to advanced elementary school learners in the area. Ashley earned her M.S.Ed. in Urban Education from Johns Hopkins University and her B.A. in Psychology from Dickinson College. Before joining CTY, Ashley taught secondary mathematics and psychology in Baltimore City Public Schools.

Thank you to Johns Hopkins Center for Talented Youth for providing and sponsoring Thursday's Keynote Presentation.



We help bright kids shine.

cty.jhu.edu/start

 **JOHNS HOPKINS**
CENTER for TALENTED YOUTH

Thursday, November 29

Afternoon Sessions

1:45 p.m.– 3:45 p.m.

**Please note: These sessions are two hours from 1:45pm—3:45pm.
One hour sessions start on the next page.**

Cranberry I-II

The Power of Hands-On Learning in S.T.E.A.M.

Laura Coe, Kelly Carpenter, Snapology

Session Description: Join us while we “think with our hands” in this session designed to help you learn about the power of interactive learning. During this event, you will be building models with LEGO® bricks, giving them meaning through lively discussions and playing out various possible scenarios. Don't worry, the models we build are super easy and we give you special pieces designed to help you express your ideas. Rediscover your passion, get back to basics, develop best practices to teach S.T.E.A.M. concepts...all while having fun!

Cranberry III

Rock Solid: Using Themes to Anchor Elementary Gifted Enrichment

Jeff Roberts, Susan Gebhard, Seneca Valley School District

Session Description: Why do schools separate learning into subjects when gifted children typically seek to discover the relationships between concepts? Consider a model where themes build on the interests and strengths of a diverse group of learners as they collaborate to make powerful connections. We will discuss the gifted identification process, particularly for underrepresented populations, and an approach to gifted programming that empowers and delights students!



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Thursday, November 29

Afternoon Sessions

1:45 p.m.– 2:45 p.m.

Please note: These sessions are one hour from 1:45pm—2:45pm.

Cranberry IV

Improv-ing Social Skills: Using Improv Games to Develop Social Skills in Gifted Students

Matthew J. Zakreski, PsyD, Goldey-Beacom College / Evergreen Counseling and Psychological Associates

Session Description: Improv games are an effective and fun way to teach and shape prosocial skills. This presentation will review the psychological theory behind using Improv as a social skills methodology. This presentation will also demonstrate some various Improv games and invite attendees to observe and participate.

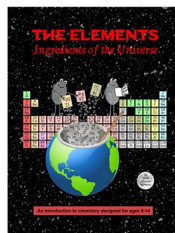
Cranberry V-VI

The Office for Dispute Resolution Overview

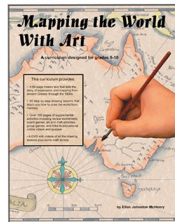
Kati Clendenin, Office for Dispute Resolution

Session Description: This session will provide information on the Office for Dispute Resolution's services. Attendees will gain insight on the processes of mediation, due process hearings, IEP facilitation and the ConsultLine.

Ellen McHenry's Basement Workshop



Intro to chemistry

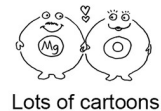
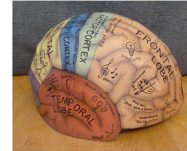


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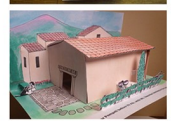
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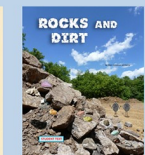
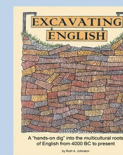
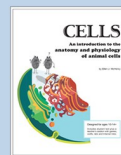
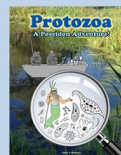
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Thursday, November 29

Afternoon Sessions

3:00 p.m.– 4:00 p.m.

Cranberry IV

Cultivating Creativity

Mike Sernoffsky, Pennsylvania Destination Imagination

Session Description: How can we cultivate creativity? This is a hands-on session designed to excite, motivate, and stimulate critical thinking and creativity. The goal is to pique the interest and curiosity of participants and in turn, pass that on to our next generation of learners.

Cranberry V-VI

Gifted Program Self-Evaluation: Educators as Agents of Change

Dr. Charlton Wolfgang; Jonathan Klingeman; Bronwyn Korchnak; David Mendell; Dr. York Williams, Millersville University

Session Description: Program Evaluation plays an important role in helping to promote an environment that encourages creativity and innovation in both educators and students. The graduate students in the Evaluating Instructional Effectiveness course designed and conducted program evaluations during the Spring 2018 semester at Millersville University. In this panel session we will share how we conducted these evaluations and will discuss how our findings immediately impacted our schools and gifted learners through professional development, improved collaboration, more appropriate identification, and increased differentiation in the classroom.



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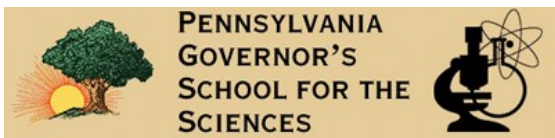
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University of Pittsburgh College in High School
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University of Pittsburgh Health Career Scholars Academy
www.hcsa.pitt.edu



Warren County School District—Virtual Academy
www.wcsdpa.org/virtual

Friday, November 30

Schedule

8:00 a.m.– 4:00 p.m.

<u>Event</u>	<u>Location</u>	<u>Time</u>
Registration	Lobby	7:00 a.m.
Session A	See Program Listings	8:00 a.m.– 9:00 a.m.
Session B	See Program Listings	9:15 a.m.—10:15 a.m.
Session C	See Program Listings	10:30 a.m.—11:30 a.m.

Take some time to visit the exhibits!

Lunch	Cranberry Ballroom	11:45 a.m.– 1:45 p.m.
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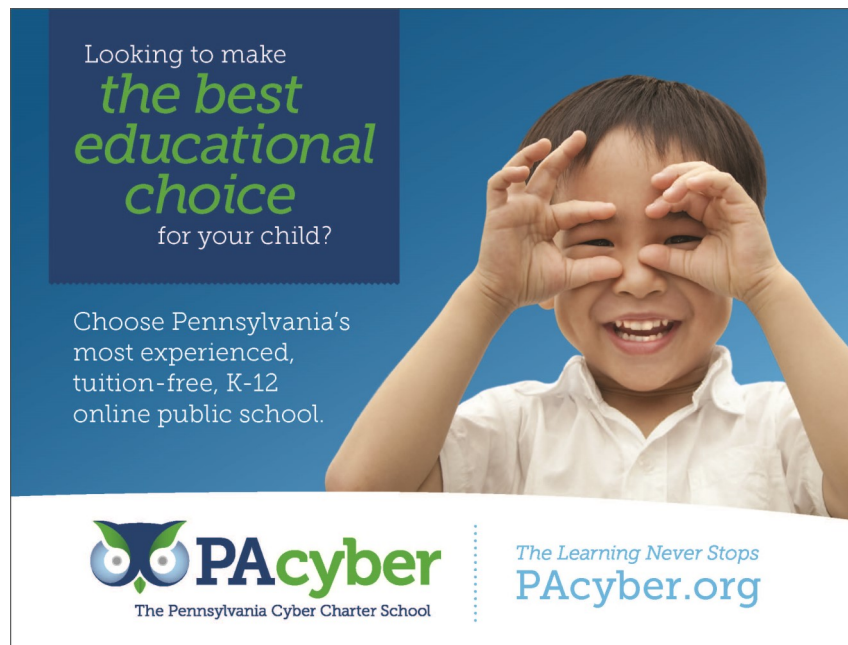
Welcome—Daniel Rossi-Keen, PAGE President

Keynote Speaker—Dr. Jim Delisle

“Doing Poorly on Purpose: Strategies to reverse underachievement and respect student dignity”


Awards Presentation

Session D	See Program Listings	1:45 p.m. - 2:45 p.m.
Session E	See Program Listings	3:00 p.m. - 4:00 p.m.



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Friday, November 30

Session A

8:00 a.m.—9:00 a.m.

Cranberry I-II

The WIREWorks: An Integrated Creative Collaboratory

Colette Silvestri, Derry Township School District

Session Description: Housed in a simple coffeehouse in 1996, The WIREWorks became the de facto 'magnet school' for the Harrisburg region and provided courses for students in music composition, play writing, acting, lyric writing and an array of technological applications. Aside from standard theater arts courses, this highly-integrated curriculum also included digital film and sound, web construction, memetics and audience analysis via the Internet.

Cranberry III

Why Spatial? Spatial Reasoning Skills, Achievement, and Learning Potential

Ashley Flynn, Johns Hopkins Center for Talented Youth (CTY)

Session Description: Spatial reasoning represents a broad category of cognitive skills that enable us to manage, manipulate, reason about, and organize information about spatial relationships in real and imagined spaces. These skills have been associated with various aspects of academic and career achievement. Recent work with advanced learners from different backgrounds and environments has explored the role these fundamental skills might play in identifying students with the potential for academic achievement. Focusing on these skills may offer insights into ability that more traditional curriculum-based tests cannot capture, opening new doors to both characterizing students and developing educational opportunities that foster the needs of the diverse range of advanced learners.

Cranberry IV

Create & Innovate Through Project Based Learning

Scott Stickney, Hampton Township School District

Session Description: Learn firsthand about Project Based Learning and how to design, plan and implement PBL endeavors into your classrooms or homeschool settings. Hear about successful projects from both a teacher and student viewpoint.

Cranberry V

Thoughtful Games for Global Awareness

Judith Mosse, Armstrong School District

Session Description: Engage students with hands-on activities that can broaden their perspective about the world around them. Discover fun, interdisciplinary games and role-playing activities that explore environmental stewardship, health, education, demographics and more. Stimulate discussion, critical thinking and problem-solving, while building knowledge and skills in science, math, social studies and literacy.

Cranberry VI

Citizen Science in the Gifted Education Classroom

Dr. James A. Feuerstein, Pocono Mountain School District

Session Description: Citizen science allows gifted students the opportunity to use their knowledge of the digital world to explore that natural world. This presentation will provide hands-on examples of how to use a variety of technology to complete scientific examinations of the natural environment around your school and submit that information for inclusion in scientific databases. Online applications will include the use of eBird and iNaturalist, which are nationally recognized citizen science projects.

Friday, November 30

Session B

9:15 a.m.—10:15 a.m.

Cranberry I-II

Twisting, Turning, and Growth Mindset Learning
Nicole Reppert, Wilson School District/ You Can Do The Rubik's Cube

Session Description: It can be difficult to find a topic that promotes rigor, embeds content integration, and engages students while promoting growth mindset, so twisting time is here! The Rubik's Cube can be a powerful and successful tool that impacts students through encouraging perseverance, problem solving, critical thinking, stamina, and more. Explore how to incorporate the 2x2 or 3x3 Rubik's Cube in your classroom and challenge yourself to twist, turn, and utilize growth mindset while learning the cube!

Cranberry III

It's Lit! Curating Community and Connection through Cross-Grade Literary Circles in Middle School
Carolyn McKinney, Rachel Nichols, Lower Merion School District

Session Description: It's Lit! Curating Community and Connection through Cross-Grade Literary Circles in Middle School will include an overview, rationale, and interactive demonstration of our optional enrichment seminars, which bring together advanced and voracious readers in grades six, seven, and eight to study selected literature and its cultural impact. In advance of selecting our texts, interpreted broadly to include non-print texts such as performance and historical artifacts, we consult area cultural organizations to find connections across the reading and local performances or exhibits. By self-selecting into Literary Circles, students take initiative to access advanced material and appropriately challenging grouping opportunities. The cross-grade component of Literary Circles enables gifted students to self-actualize, both as aspirants and leaders, regardless of their affective identities or asynchronous development.

Cranberry IV

The Office for Dispute Resolution Overview
Kati Clendenin, Office for Dispute Resolution

Session Description: This session will provide information on the Office for Dispute Resolution's services. Attendees will gain insight on the processes of mediation, due process hearings, IEP facilitation and the ConsultLine.

Cranberry V

The Other 97%: Challenging Gifted Learners in the Regular Education Classroom
Bob Young, Harbor Creek School District

Session Description: Gifted and high-achieving elementary students tend to get challenged weekly through the gifted support teacher. However, they spend approximately 97% of their time in the regular education teacher. Learn and interact with some effective programs and strategies used daily in a second grade classroom to challenge their learning.

Cranberry VI

Incorporating Gifted/ Enrichment Into MTSS
Sherri Morett, Pennsbury School District

Session Description: Learn how to utilize the MTSS (Multi-Tiered System of Supports) process to enrich and enhance learning for all students while collecting data to support the identification of Gifted Learners.

Friday, November 30

Session C

10:30 a.m.—11:30 a.m.

Cranberry I-II

Creating Capstone Experiences: Designing Multifaceted Projects that Foster Innovation and Creative Problem Solving

Dr. Ashley Nestor, Susan Kreit, Sarah Everest, Fox Chapel Area School District

Session Description: During this session, participants will learn about one district's experience with writing elementary gifted programming and curriculum centered on Capstones. A Capstone is a multifaceted experience designed to encourage students to think critically, solve challenging problems, and develop 21st century skills such as thinking flexibly, creating, innovating, persisting, and working collaboratively. Capstone projects are interdisciplinary and encourage students to connect their projects to real-world issues or problems. Participants will leave this session with the tools and materials necessary to create Capstone experiences in their home districts.

Cranberry III

Full Grade Acceleration from the Parent and School Perspectives: Academic, Familial, Social, and Other Factors

Jeff Roberts, M.Ed., Beth LaGamba, Ed.D., Seneca Valley School District

Session Description: Is full grade acceleration the right choice for a student? Hear the first-hand experiences of a parent and the school as they considered the factors in making the complex decision. Learn about the supports developed to ensure the student's success and how you can make acceleration decisions at your school.

Cranberry IV

Protractors to Pucks: Leveraging the Fast Paced Game of Hockey to Bring STEM Concepts to Life!

Alyssa Mahramus, Everfi, Inc.

Session Description: In this session, educators will have hands on experience with an experiment that helps bring STEM to life via the exciting game of hockey. Each attendee will gain access to digital resources, supplemental lesson plans, assessments, and on-going technical and curriculum support brought to you by the Pittsburgh Penguins and the Philadelphia Flyers.

Cranberry V

Motivate the Unmotivated: The Gifted Plus Crisis

Jeanette Salinas, Ed.D., The Journey School of Houston

Session Description: What can we learn from current research about motivation? Go beyond the curriculum standards to spark motivation, increase confidence, and engage students. Explore new ideas for meeting academic, social, and emotional needs.

Cranberry VI

Being a Member of a Consortium: An Exponential Effect in Partnerships Fostering and Supporting Student Engagement

Sarah Skelton- Iroquois School District , Dr. Jeanette Schnars - Regional Science Consortium

Session Description: Are you interested in learning how local partnerships can help support student engagement, college preparation, career exploration, and problem-solving skills? Learn how the Regional Science Consortium's (RSC) colleges, school districts, agencies, and local nonprofit members are coming together to promote the development of problem solving and critical thinking skills in gifted students through events where students interact from multiple school districts.

Friday Keynote Speaker

Dr. Jim Delisle

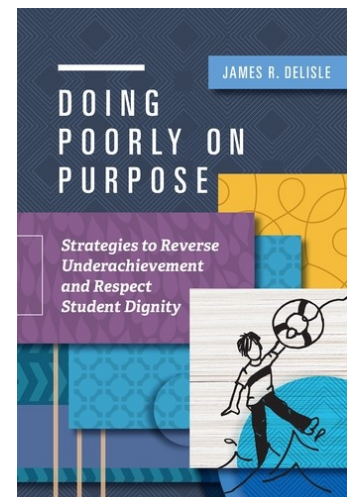
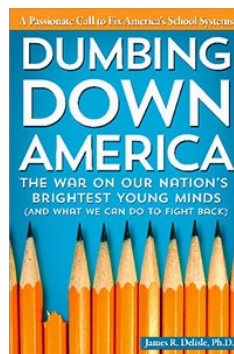
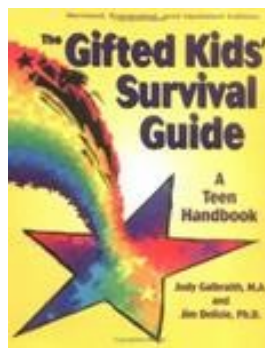
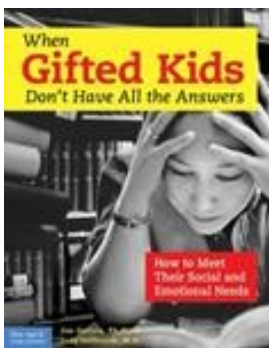
Doing poorly on purpose: Strategies to reverse underachievement and respect student dignity.

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.

Dr. Jim Delisle has taught gifted children and those who work on their behalf for more than 40 years. Jim retired from Kent State University recently after 25 years of service as a professor of special education. Throughout his career, Jim has taken time away from college teaching to return to his "classroom roots," volunteering as a fourth-, fifth-, and eighth-grade teacher in 1991, 1997, and 2006. Jim also taught gifted middle school students one day a week between 1998–2008 in the Twinsburg, OH, public schools.

The author of more than 250 articles and 21 books, Jim's work has been translated into multiple languages and has been featured in both professional journals and in popular media such as The New York Times and The Oprah Winfrey Show. A frequent presenter throughout the U.S., Jim has also addressed audiences in nations as diverse as England, Greece, China, Turkey, and Saudi Arabia.

Jim's wife, Deb, served as Superintendent for Public Instruction for the State of Ohio and is currently an educational consultant for various agencies. Their son, Matt, is a special effects editor in California and the source of many of their stories about raising gifted children. In his "retirement," Jim plans to write children's picture books where the main characters are based on young people Jim has taught or counseled during his career.



Friday, November 30

Session D

1:45 p.m.—2:45 p.m.

Cranberry I-II

Effective Advocacy with a Common Goal

Jen Zatchey

Session Description: Effective advocacy is key to the overall well-being and educational experience of gifted children. Parents, teachers, administrators, school boards, psychologists and counselors must work together to raise the academic ceiling if all children including the gifted are to advance. Learn how to respectfully, peacefully, and firmly navigate gifted education.

Cranberry III

Continuing the Conversation with Jim Delisle

Dr. Jim Delisle

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.

Pittsburgh Room

Cranberry IV

Math and Science Stories to Inspire Passion in Gifted Students

Lawrence Zaccaro, Mystic Creative Products

Session Description: Flawed thinking of mathematicians and scientists has been linked to many famous disasters, such as the Challenger explosion and the malfunction of the Mars Explorer. This session is built around engaging stories and activities that will fascinate any inquisitive mind. The strong connections between math and science and their critical foundation in our world will be explored.

Cranberry V

PAGE Affiliates

Ciminy St. Clair, PAGE

This session is for affiliate leaders (Presidents, Vice Presidents, Secretaries, and Treasurers) to meet as a group bringing local groups together from around the state. During the hour, affiliates will report local progress and share experiences to grow as an organization. Finally, the group will brainstorm new ideas to continue advocating for gifted education in 2019.

Please note that the following workshop is a 2 hour program from 1:45 p.m.—3:45 p.m.

Innovation through Human-Centered Design

Bill Lucas, Co-Founder, Head of Education + Social Impact, LUMA Institute

Innovation is a great and growing social and economic imperative. It calls for more people to be more innovative more often. Human-Centered Design (HCD) is a powerful construct for critical and creative problem-solving. In turn, the principles and practices of Human-Centered Design are key to the success of next-gen innovators. In this talk, I will share the mindsets and methods of Human-Centered Design that LUMA Institute imparts to the world at large. I will share our structure for categorizing the methods, our recommendations for sequencing the methods, and our endeavors to promote design among people of all ages and backgrounds. Through hands-on activities, I will encourage you to develop your personal abilities, and invite you to join us in spreading the practice far and wide.

Friday, November 30

Session E

3:00 p.m.—4:00 p.m.

Cranberry I-II

Navigating the Quest for College

Dr. Gae Anderson-Miller, Anderson-Miller Consulting

Session Description: The quest for life after high school by gifted students and their families requires a different approach than that for the general school population of students. The general college and career guidance provided by overburdened school counselors does not typically include the diverse needs and learning styles of the gifted. Discover what admissions directors are looking for in a successful candidate and feel more empowered to tackle and navigate this all-to-important journey effectively.

Cranberry III

The Cultivation of the Collective Among Gifted Students: Achieving Success Through Social Emotional Development

Kate M. Kossar, Summer Institute for the Gifted

Session Description: Join us as we explore the importance of social emotional development in the life of a gifted student through a sociological lens. We will examine the influence that a feeling of collectivity and belonging can have on the gifted child, and learn about meaningful modes and outlets for social emotional engagement.

Cranberry IV

Quiz Bowl

Jonathan Klingeman, Lori Brown, Debra Daggs, Sheila Abruzzo, State College Area School District

Session Description: One of the most powerful enrichment experiences for gifted and talented students is the broad range of learning that stems from academic quiz bowl competitions. Come learn how to start your own program, build your student base and interest, and lead your team to success through academic competition!

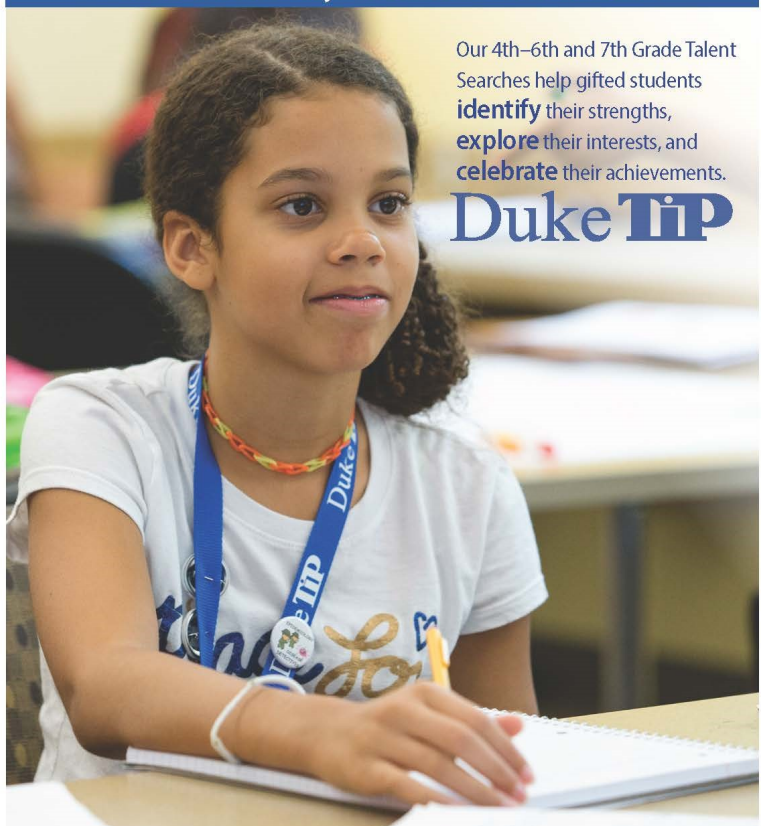
Cranberry V

Get Involved with PAGE!

PAGE Board Members

Session Description: Board members from PAGE will talk about the history and mission of the Pennsylvania Association for Gifted Education. Learn about projects that you can get involved with and discuss how we can better meet the needs of gifted students across the state.

Searching for ways to support your academically talented students?



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2018 Neuber-Pregler Award Recipient

Dr. Judith Mosse



The Neuber-Pregler Award is presented to individuals who have given years of service to gifted students in Pennsylvania or who have made significant contributions to these students beyond the influence of one school or district. The award recognizes someone who has touched the lives of numerous students, teachers and parents for several years. It is named after Margaret Neuber and Hedwig Pregler who helped form PAGE in 1952.

Dr. Judith Mosse's commitment and service to gifted education cannot be overstated. As a passionate practitioner and advocate, Judy's career has touched the lives of thousands of students, educators, administrators, and policy makers throughout Pennsylvania and beyond. Judy's time in the field of gifted education, both professionally and personally, has demonstrated time and again

what it means to organize one's life around a concern for others, both within and outside of gifted education. However, Judy will tell you that she wasn't doing anything special or different, she was just doing what was right for kids. This is just another example of why Dr. Judith Mosse is more than deserving of this award.

Dr. Judith Mosse has been in the field of gifted education for more than 40 years. Her path to working within gifted education started with her undergraduate work at Indiana University of Pennsylvania (IUP) in the field of elementary education, but truly sparked after she gave birth to her gifted son. This passion led her into her doctoral studies at the University of Pittsburgh, where she conducted extensive research in gifted education. She started and ended her professional teaching career as a K-12 Gifted Support Teacher and Facilitator in the Armstrong School District in Western Pennsylvania. She retired from her professional public-school responsibilities in 2016, but her work in gifted education did not cease.

- She moved on from public school service to providing professional development speaking engagements and became actively involved with PAGE. Judy's expertise in gifted education also afforded her the opportunity to partner with
- Pennsylvania State Education Association (PSEA) and the Pennsylvania Department of Education (PDE) in developing training modules. These training modules have been used for staff development of both pre-service and in-service teachers.
- She was also heavily involved in the implementation of the KidsKonferences held at IUP through the Javits Grant for parents and kids for several years.

Her involvement with PAGE provided her the opportunity to work as part of the Gifted Liaison Network. This led to her continued involvement in working with the PDE to write the Gifted Guidelines that were published in 2004. This document served as the foundation for subsequent revisions as changes were made to the state regulations for gifted students, Chapter 16, over the past several years. In 2005, Judy continued advocating with PDE to preserve Chapter 16 and gifted education. Most recently, she attended the Roundtable discussions hosted by PDE to advocate for the necessary requirements and the continued need for Chapter 16 in Pennsylvania for gifted education.

Not surprisingly, Dr. Judith Mosse has been an ongoing and vital presence to PAGE for well over a decade. Judy has served as Western Affiliate Coordinator, Vice President, President, Secretary, Historian, Conference Committee member or as Co-Chair of that Committee and has been an Editor of numerous PAGE publications. Her work with PAGE also extended outside of our state through participation in several National Association for Gifted Children (NAGC) events. In particular, she attended Affiliate trainings in Washington, D.C., where she had the opportunity advocate "on the hill" directly with legislators. Judy has been a longstanding member of the PAGE Board of Directors and continues her work to support PAGE and gifted education by providing presentations through PAGE's speakers bureau and assisting with Helpline requests.

The 2018 PAGE Conference theme is "Create and Innovate". Judy's distinguished and ongoing career (even in retirement from public school service) has been characterized by her ability to be innovative in her thinking and advocacy to create opportunities for students to excel, knowledge for parents to advocate for their child's needs, and skills for teachers to engage and enrich their student's lives. Judy's reach far exceeds anything that she could have imagined and personally believes that she wasn't doing anything special; just what she felt was right and that she needed to do. To quote Dr. Judith Mosse, *"My gifted students did more for me than I did for them. They were the reason I got up and went to work. They were eager to get right to work and learn. I felt and still feel blessed to have been a part of such a rewarding field in education. I had the best job in the district!"*

It is therefore fitting and timely that Dr. Judith Mosse be publicly recognized for all that she has done for gifted education within and beyond Pennsylvania.

Former Neuber-Pregler Award Recipients

1980	Rep. Edward Burns	PA House of Representatives, 18th District
1981	Mrs. Jean Farr	Technical Assistant to Gifted Programs, PDE
1982	Dr. Albert Oliver	Professor of Education, University of Pennsylvania
1983	Mr. Arthur Gatty	Director, Pennsylvania Governor's School for the Arts
1984	Senator Jeanette Reibman	Pennsylvania State Senator, 18th Senatorial District
1986	Dr. Kay Wright	Commissioner of Basic Education, PDE
1987	Mrs. Jill Davis	Past President, PAGE
1988	Rep. John Davies	PA House of Representatives, State Board of Education
1989	Mr. George Witkovich	Principal, Pittsburgh City Schools
1990	Rep. Ronald R. Cowell	PA House of Representatives
1991	Mrs. Mildred Waldspurger	Parent, PAGE Executive Secretary
1992	Dr. Patricia Tierney	Supervisor, Conroy Education Center, Pittsburgh
1993	Mrs. Nancy Hanmer	Supervisor, Gifted & Talented Program, Lincoln IU#12
1994	James LoGiudice	Past President, PAGE
1995	Mrs. Marian Stitt	Historian, Parliamentarian, Secretary of the Board, PAGE
1996	Kenneth R. Chuska, Ed.D.	Past President, PAGE
1997	Donald M. Carroll, Jr.	Past Secretary of Education, PDE
1998	Mrs. Revelly Paul	Past Board Member, PAGE
1999	Dr. David Mason	Supervisor of Curriculum & Instruction, City of York S.D.
2000	Paul Stevens, Esq.	Sweet, Stevens, Tucker and Katz
2001	Ann Lupkowski Shoplik	Carnegie Mellon Institute for Talented Elementary Students
2002	Dr. Peter H. Garland	Pennsylvania State System of Higher Education
2003	Dr. Marian Sutter/ Mrs. Barbara Thrush	Pennsylvania Department of Education
2004	Mrs. Pamela Nelson	Parent, PAGE Advocate
2005	Judy Johnston	Past President, PAGE
2006	Carolyn Kottmeyer	Hoagies ' Gifted Education Page
2007	Joyce Clark	Coordinator, Secondary Gifted Services, Pittsburgh
2008	Judith Cunningham	Supervisor, Gifted & Talented Program, Allegheny IU#3
2009	Donna Weldon	Past Legal Advisor, PAGE Board
2010	Ted Davis	Teacher, Gifted Advocate
2011	Bernie Miller and Mary Keller	Pennsylvania State Education Association
2012	Dr. Mary Ann Swiatek	Gifted Education Consultant, PAGE Advocate
2013	Dr. Barbara Penrod	Teacher of the gifted, PAGE Board and Past Assistant Treasurer
2014	Donna Benson	Past President, PAGE
2015	John DeFlaminis	University of Pennsylvania
2016	U.S. Senator Robert P. Casey, PA Senator	Ryan P. Aument, PA Senator Lloyd K. Smucker
2017	Linda Deal	Teacher of the Gifted, Professor at Millersville Univ, Past President PAGE

PAGE Honors Our 2018 Awardees

2018 Outstanding Educator Scott Stickney

When a ninth grade student showed a passion for Industrial Design, teacher Scott Stickney found a way for him to attend the Luma Institute of Human Centered Design. In the words of that student, "I was able to collaborate alongside professionals to learn about design thinking in the corporate environment. This experience further confirmed my passion for Industrial Design, and I owe it to Mr. Stickney." This is just one of the reasons that PAGE is presenting the Outstanding Educator Award to Hampton High School teacher Scott Stickney.



Scott credits his degree in Gifted Education from the University of Buffalo with his in-depth knowledge of how to work with all types of learners and personalities. He manages the school-wide talent and enrichment program at the high school level, and provides enriching curriculum-linked experiences both in school and off-site. He facilitates workshops, develops international videoconferencing opportunities, supervises the Global Leaders Certificate program, hosts ethical leadership panels, facilitates community service, and creates community partnerships for internships, apprenticeships, and job shadowing.

Scott's recent research focuses on Project-Based Interdisciplinary Learning Units that incorporate the concepts of multiple intelligences and differentiated instruction into interactive, inquiry-based learning. For an educator who describes himself as a paradox—one who loves teaching but dislikes the confines of the traditional classroom—this approach to learning seems to suit not only his personality, but the needs of 21st century learners. PAGE congratulates Scott Stickney on his well-deserved award.

2018 Distinguished Parent Diane Kortz



When a parent is so instrumental in encouraging and inspiring improvement that a gifted support teacher wonders how she will manage without her, that parent is surely worthy of public recognition. We are pleased to announce that Diane Kortz, a parent of two daughters from the North Penn School District, has been named PAGE's 2018 Distinguished Parent of the Year.

Active in the field of Early Intervention for the past 28 years, Diane works as a Speech and Language Pathologist. Diane is a member of the NPSD's Gifted Task Force, the Acceleration Committee, the Home and School Association, and the Coordinating Council—to name just a few of her commitments. She has served for a number of years as president of a PAGE affiliate, the North Penn Association for Gifted Education. In that role, she has worked to strengthened the collaboration between families and district personnel. By participating in webinars, round tables, and professional conferences around the state, she has been able to share new ideas and enthusiasm with those in her district and in her affiliate.

In the words of a teacher in her district, "Diane is passionate about caring for all children and dedicated to helping them reach their full potential." Characterized by her ability to listen carefully, persist diligently and open-mindedly, find solutions, and show kindness and genuine interest in others, Diane is the clear choice for our Distinguished Parent Award for 2018.

2018 Middle School Student of the Year Paige Reddig



Paige Reddig is a seventh grader at Ephrata Area School District. As you will see, Paige loves to learn and loves to be creative. She has entered and won numerous academic competitions and enjoys several hobbies.

Over the past year, Paige has achieved several honors in academic competitions. Her entry for the Patriot's Pen won first place locally and she placed first in the Hershey History essay contest. She also created an advertising poster for the school days competition at the Pennsylvania Renaissance Faire where her submission was chosen for first place. Her most exciting writing achievement this year was winning the "Flash Fiction" contest that granted her a book-publishing contract. Over the summer, she wrote a 165 page children's chapter book, "The Three Sisters of Doom."

Paige sews and quilts often. Several of her quilts have won best of show at local competitions and she has organized groups of friends to sew pillowcases for children in area hospitals. She also enjoys working behind the scenes with the school theater group, acting as a costume assistant for the past five productions. With her karate group, Paige has participated in many different community services including Wreaths Across America. She also volunteers to assist in teaching young children during their class.

With her many different interests and talents academically and creatively, PAGE has chosen Paige Reddig as our 2018 Middle School Student of the Year.

2018 High School Student of the Year Angie Bu

Angie Bu, 17, is a Junior at Hershey High School. Her interests include the arts and sciences where she won numerous awards in both. As an artist, Angie has won key awards and a national silver medal from the Scholastic Writing & Arts Program. At school, she is the concert master, playing violin in the school orchestra and she also participates on the school's track team. She also placed among the final 34 international finalists for the ProjectMars poster design competition sponsored by Boeing, Lockheed Martin, Futuramic, NASA and Cinemark, is intended to get high school students from around the world to start thinking of getting man to the moon and beyond.



Angie is fluent in a number computer languages and has constructed websites for a number of community organizations. At the present time, she is working on what is basically, the transmission of 'taste through the internet.'

CAN YOU SOLVE THIS?

Find 6 SETs in the puzzle below. A SET is three cards where each feature (Color, Shape, Number, Shading) is either all the same or all different. Each feature must satisfy this rule when you look at it individually.

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4. 	5. 	6. 	
7. 	8. 	9. 	
10. 	11. 	12. 	



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Conference Committee Members

PAGE would like to thank the following committee members for their dedicated work in making this conference a success!

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Ciminy St. Clair
Amy Davis
Amy Duschek
Cynthia Eddy
Kali Fedor
Judith Mosse
Kelly Powell
Daniel Rossi-Keen
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**2019 Fall PAGE Conference
Central Hotel and Conference Center
Harrisburg, PA**

November 14 and 15, 2019

Check www.giftedPAGE.org for updates

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