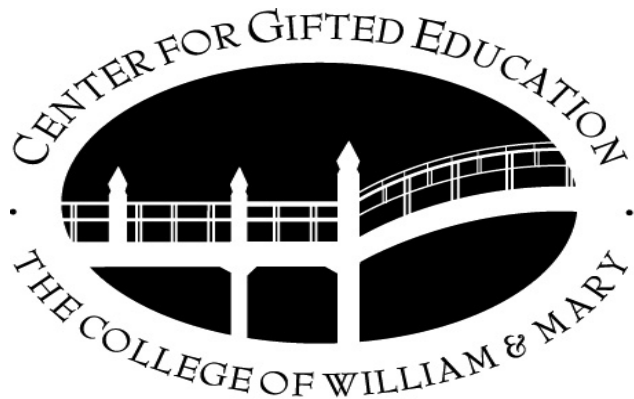


*National Curriculum
Network Conference
2010*

*Meeting the
Needs of Gifted
Children*



March 10 - 12, 2010

Sadler Center

The College of William and Mary

Williamsburg, Virginia

Center for Gifted Education

The College of William and Mary

Program - At - A - Glance
Wednesday, March 10 - Friday, March 12

| | | | |
|--------------------------------------|--------------------------------|---|--------------|
| Wednesday, March 10 Preconference | 7:45 - 8:30 | Registration | Lobby |
| | 8:00 - 3:30 | Exhibits | Chesapeake A |
| | 8:30 - 11:15 | Preconference workshops | |
| | 11:15 - 12:45 | Lunch | On your own |
| | 12:45 - 3:30 | Preconference workshops | |
| Thursday, March 11 Conference | 8:00 - 8:30 | Registration | Lobby |
| | 8:00 - 3:45 | Exhibits | Chesapeake A |
| | 8:30 - 10:15 | Welcome | Auditorium |
| | | Outstanding Leader Award Keynote Presentation: Dr. Carol Tieso College of William and Mary Williamsburg, VA | |
| | 10:15 - 10:30 | Break | |
| | 10:30 - 11:45 | Concurrent sessions | |
| | 11:45 - 12:45 | Lunch | Lobby |
| | 1:00 - 2:15 | Concurrent sessions | |
| | 2:15 - 2:30 | Break | |
| | 2:30 - 3:45 | Concurrent sessions | |
| | Friday, March 12 Conference | 8:00 - 12:15 | Exhibits |
| 8:30 - 9:45 | | Keynote Presentation: Dr. Susan Johnsen Baylor University Waco, TX | Auditorium |
| 9:45 - 10:00 | | Break | |
| 10:00 - 10:50 | | Concurrent sessions | |
| 10:50 - 11:00 | | Break | |
| 11:00 - 12:00 | | Concurrent sessions | |

*Preconference Program
Wednesday, March 10*

Full Day Workshops (8:30 a.m. - 3:30 p.m.)

| | |
|---|--------------|
| The Center for Gifted Education Language Arts Curriculum Sherry Watts, Montgomery County Public Schools, MD | Study Lounge |
| The Center for Gifted Education Social Studies Curriculum Molly Sandling, Williamsburg-James City County Schools, VA | York |
| Launching Middle School Students Into Mathematical Thinking Dana Johnson, The College of William and Mary, VA | Colony |
| The Center for Gifted Education Problem-Based Science Curriculum Noland Leith, Henrico County Public Schools, VA (Look for this session at Summer Institute) | Cancelled |

Half Day Workshops

Morning Sessions (8:30 a.m. - 11:15 a.m.)

| | |
|---|--------------|
| The Social and Emotional Development of Students with Gifts and Talents Dr. Tracy L. Cross, The College of William and Mary, VA | Auditorium |
| Gifted Programs and Services: What are the Non Negotiables? Dr. Tamra Stambaugh, Vanderbilt University, TN | Tidewater B |
| How Do You Assess Creativity? Dr. Kyung Hee Kim, The College of William and Mary, VA | Tidewater A |
| Research Skills and Strategies for Elementary and Middle School Students Dr. Kimberley Chandler, The College of William and Mary, VA | Chesapeake C |

Lunch 1:15 a.m. - 12:45 p.m.

Afternoon Sessions (12:45 p.m. - 3:30 p.m.)

| | |
|--|--------------|
| To Be or Not To Be: The Social and Emotional Dilemmas Facing Students with Gifts and Talents Dr. Tracy L. Cross, The College of William and Mary, VA | Auditorium |
| Patterns and Profiles of Promising Learners from Poverty Dr. Tamra Stambaugh, Vanderbilt University, TN | Tidewater B |
| Literary Analysis for Gifted Children: Using Novel Study Guides To Promote Critical Thinking Dr. Kimberley Chandler, The College of William and Mary, VA | Chesapeake C |
| Using Problem-Based Learning and Higher Level Questioning Strategies with Gifted Learners Dr. Lori Bland, The College of William and Mary, VA | Tidewater A |

Conference Program

Thursday, March 11

8:30 a.m. - 9:00 a.m.

Welcome and Award Presentation

Auditorium

Dr. Tracy L. Cross, Jody and Layton Smith Professor of Psychology and Gifted Education, Executive Director, Center for Gifted Education, The College of William and Mary, VA

Outstanding Leader Award for Program Development and Support for Gifted Learners
Award Recipient: Dr. Carol Horn, Fairfax County Public Schools, VA

9:00 a.m. - 10:15 a.m.

Keynote Address

Auditorium

Dr. Carol L. Tieso, The College of William and Mary, VA

Through the Looking Glass: Differentiation in a New Light

Differentiation is still a “literary” term for some educators. Why is it so complicated? What does it really do for our students? Must you be a “Mad Hatter” to understand it? Join us to discuss why we differentiate for gifted kids and explore methods for making it clearer and more enjoyable. We will touch on various strategies that focus on meeting the cognitive and affective needs of gifted kids. Additionally, we will explore preassessment and grouping techniques; differentiation based on interests, learning styles, and expression styles; and varied strategies for evaluating differentiated assignments and products. Finally, we will share sample lesson plans, success stories, and a startup plan that would satisfy even a skeptical colleague as demanding as the “Red Queen”!

10:15 a.m. - 10:30 a.m. Break

10:30 a.m. - 11:45 a.m. Concurrent Sessions

Featured Sessions

Auditorium

Brands, Tattoos, Body Sculpting, Cutting, and Suicidal Behavior: Youth Culture and Gifted Students

Dr. Tracy L. Cross, The College of William and Mary, VA

This session will report the research on contemporary behaviors and their connection with gifted students. The session will include definitions of numerous self-inflicted injurious behaviors and their relationships to mental health issues. Some of the findings are counterintuitive and even surprising. Participants will be given information about the more serious of these and how to prevent the undesired effects.

Do You “Kill” Your Students’ Creativity?

Chesapeake B

Dr. Kyung Hee Kim, The College of William and Mary, VA

The session will highlight “creativity killers” that teachers should avoid. It will begin with a brief discussion related to the four Ps of creativity: the creative person, creative process, creative product, and creative press (environment). We will discuss what creativity is; what the characteristics of a creative person are; how the environment affects a creative person; and how we can measure creativity. We will also discuss the characteristics of well-known creative people and the nature of their accomplishments. Subsequently, we will talk about how teachers can recognize and encourage creativity in students.

Target Audience Key: P = Primary, E = Elementary, M = Middle School, H = High School, Blank = All

Please Visit Our Exhibit Hall In Chesapeake A

*Conference Program
Thursday, March 11*

10:30 a.m. - 11:45 a.m. (Concurrent Sessions Continued)

Teaching Obama's Speech on Race to Gifted Children

Dr. Thomas Kemnitz, Royal Fireworks Press, NY

Chesapeake C
M H

This presentation includes a short description of why this is one of the four great statements in American history, after the Declaration of Independence, the Gettysburg Address, and Dr. King's I Have a Dream Speech. It then examines some of the approaches to teaching the speech to gifted children from the perspective of American history, politics, race relations, current events, and English language arts. It also introduces teachers to the use of Structuralism as an analytic tool.

The Grammar Writing Connection

Michael Clay Thompson, Educational Consultant, NC

Tidewater B

After an era that opposed and abandoned formal language study in the name of whole language or middle school, it has become clear that students who do not know grammar cannot be taught to write correct formal academic prose. But many teachers who once took pride in teaching grammar have retired, and many new teachers entering the force have never learned grammar themselves, much less a method of teaching it. It is time to reinstate grammar and use it as a foundation for correct writing. This session will focus on the grammar that is important to writing and will include four-level analysis: a method of grammar instruction that really works, taking students beyond the stereotypical notion of grammar as tedious to grammar as an exciting form of higher order thinking about language.

Enhancing Instruction for Students with High Nonverbal Reasoning Abilities

Joanne Funk, Norfolk Public Schools, VA

Tidewater A
P E

Add instructional strategies to your tool kit that build on non verbal reasoning. In this hands-on and informative session, the presenter will discuss the instructional strategies used in an intervention study to further develop high nonverbal reasoning abilities of a group of primary age students. The presenter will share the highlights of the study and specific instructional strategies designed to enhance the learning progress of this particular group of students. Participants will learn to use research based criteria to re-model their own instructional activities for students with high nonverbal reasoning abilities.

To Infinity and Beyond: Challenging Primary Mathematics Students

Wendy L. Ingalls & Debra T. Myers, Baltimore County Public Schools, MD

James
P

How do you challenge a first grade student who understands the infinite nature of numbers? What strategies do you use with a second grade student who can draw and describe equivalent fractions? This presentation will address the need to differentiate the mathematics program for primary age students utilizing instructional practices and curriculum approaches that are responsive to the needs of high-ability learners. Teachers will discover how to meet the unique needs of this age group with strategies that encompass problem solving, critical thinking, questioning, and attention to individual learning preferences and interests.

Target Audience Key: P = Primary, E = Elementary, M = Middle School, H = High School, Blank = All

Please Visit Our Exhibit Hall In Chesapeake A

*Conference Program
Thursday, March 11*

10:30 a.m. - 11:45 a.m. (Concurrent Sessions Continued)

Chess in the Differentiated Classroom

Stephen Schneider, Championship Chess, GA

York

P E M

Studying chess accelerates learning and improves problem solving. Chess may seem just the perfect match for students with high logical/mathematical intelligence; but, when used within the differentiated classroom and taught creatively, chess reaches across multiple intelligences. In the session, we demonstrate how chess enhances cognitive outcomes—visualization, thinking ahead, thinking concretely and abstractly, weighing options and focusing and planning.

Constructive Thinking: A New Model to Guide Teachers and Students

Susanne McPherson, Van Buren School District, AR

Colony

P E M H

Wouldn't you love to have the myriad theories on thinking synthesized into a comprehensive whole—and have that whole organized for teacher and student reference? Hear an overview and experience some practice with such a model. Learn how this framework can enhance your curriculum and instruction in all grade levels and contents through the essential THINKING questions, and how this may also be applied to identify high-ability or high-potential students. The model also includes documentation forms, illustrations suitable for classroom posters, and extensive resources.

Target Audience Key: P = Primary, E = Elementary, M = Middle School, H = High School, Blank = All

Please Visit Our Exhibit Hall In Chesapeake A

*Conference Program
Thursday, March 11*

Lunch 11:45 a.m. - 12:45 p.m.

(Box lunches provided on the main floor of the Sadler Center)

12:00 p.m. - 12:45 p.m. Lunch Discussions

You are welcome to take your lunches and join one of these discussion sessions or you may enjoy your lunch in any of the other meeting rooms with tables in them.

The Social and Emotional Lives of Gifted Children

Chesapeake C

Dr. Tracy L. Cross, The College of William and Mary, VA

Meet Dr. Tracy L. Cross, the new Executive Director of the Center for Gifted Education. Dr. Cross is the author of *The Social and Emotional Lives of Gifted Kids: Understanding and Guiding Their Development*. He will speak about meeting the social and emotional needs of gifted children.

Project Civis: A New Javits Grant

Tidewater A

Dr. Carol L. Tieso, The College of William and Mary, VA

This session will offer attendees information about a \$1.31 million dollar Jacob K. Javits grant that has been awarded to The College of William and Mary's School of Education. The original investigators for the grant are Carol L. Tieso and Dr. Jeremy Stoddard. This project is a collaborative effort between researchers in the School of Education, the College of Arts and Sciences, and the Center for Gifted Education, as well as educators from Colonial Williamsburg, Street Law, and Teaching Tolerance. The project – titled "Project Civis" will address the cognitive and affective needs of promising middle school students who are at-risk for underachievement through high-powered social studies curriculum.

The William and Mary Language Arts Units

Tidewater B

Dr. Kim Chandler, The College of William and Mary, VA

The purpose of this session will be to provide current and new users of the William and Mary language arts units with a variety of resources to supplement and extend the curriculum materials. The presenter will introduce books that provide information about contemporary language arts instruction and novels that may be used in addition to those listed in the units. Websites that support the use of the teaching models will also be shared. In this interactive session, current users will have the opportunity to discuss resources that have been useful to them during unit implementation.

Strategies for Assessing Science: The William and Mary Models

James

Dr. Lori Bland, The College of William and Mary, VA

This session will focus on effective assessment strategies in science, using the William and Mary models. Participants will receive templates for sample assessments. Participants will also understand the importance of using such assessments with gifted learners.

Target Audience Key: P = Primary, E = Elementary, M = Middle School, H = High School, Blank = All

Please Visit Our Exhibit Hall In Chesapeake A

Visit our Exhibitors in Chesapeake A

Center for Gifted Education

Bright Ideas

Championship Chess

Kendall/Hunt Publishing

Royal Fireworks Publishing

Open at 8 a.m. daily

Thank you to Prufrock Press for sending materials that are available for sale at the table for the Center for Gifted Education.

Also, thank you to Corwin Press, Great Potential Press, and

Free Spirit Publishing

for providing literature about their materials and services.

*Conference Program
Thursday, March 11*

1:00 p.m. - 2:15 p.m. Concurrent Sessions

Featured Session

Perfectionism: What's Bad About Being Too Good?

Auditorium

Dr. Miriam Adderholdt, Southern Wesleyan University, NC

Perfectionism is a problem for many teenagers today. Here's first-aid for workaholics, procrastinators, overachievers, and caring adults. This thorough, provoking, encouraging book and presentation helps teens and adults discover whether they are perfectionists, explore possible reasons why they are, and try useful strategies for learning how to ease up on themselves and get their perfectionism under control. It also gives adults valuable insight into how their behavior and expectations can contribute to perfectionism in the children they parent and teach. The presenter will provide handouts for parents, teachers, and administrators that relate to perfectionism versus the healthy pursuit of excellence.

Pulling It All Together: A Synthesis Model of Differentiation for the Gifted

Chesapeake B

Richard Courtright, Duke University, NC

E M H

This session will present a synthesis model that illuminates the interrelationships between and among a variety of systems and models, in a construct that can facilitate teachers' functioning as active designers of appropriate learning experiences for gifted students. The model presents the student as the center of the framework and in a step by step, hierarchical process incorporates the concepts of such classic leaders as Tannenbaum, Sternberg, Kaplan, Hirsch, Gallagher, Bloom, Adler and Renzulli, with contemporary designers such as Anderson, Tomlinson, Wiggins and McTighe, and Marzano. The end result is a graphic array of key conceptualizations of intellect in correlation with curriculum and instruction that highlights the commonalities of these diverse constructs.

Teaching Creative Writing to Middle School Students

Chesapeake C

Dr. Suzanna E. Henshon, Florida Gulf Coast University, FL

M

How do you teach creative writing to middle school students? How do you engage students to develop their abilities while they are going through early adolescence? In this presentation, I will discuss helpful strategies for engaging students in writing poetry and short stories within a language arts classroom. Attendees will come away with writing prompts and other helpful materials.

Developing Critical Thinking Skills in Reading for Students in the Elementary Grades

Tidewater A

Dr. Tamra Stambaugh, Vanderbilt University, TN

E

The Jacob's Ladder Reading Comprehension Program is a supplemental reading program that focuses on a scaffolding approach to develop critical thinking and reading comprehension skills, especially for Title I students in grades three through five. Through the use of short story prompts, lower to higher level question ladders, and Socratic questioning methods, students develop literary analysis and critical thinking skills. This session focuses on an introduction to and implementation of the Jacob's Ladder Reading Comprehension Program with modeling of program components. The research evidence for the program's success will also be shared.

Target Audience Key: P = Primary, E = Elementary, M = Middle School, H = High School, Blank = All

Please Visit Our Exhibit Hall In Chesapeake A

*Conference Program
Thursday, March 11*

1:00 p.m. - 2:15 p.m. (Concurrent Sessions Continued)

STEMbotics: Using LEGO NXT Robotics to Engage Students in STEM Career Possibilities

Tidewater B

E M

Steve Coxon, The College of William and Mary, VA

LEGO robotics allows play to mesh with computer logic, engineering skill, creative problem solving, scientific research, and teamwork. As such, it makes an excellent tool for helping students consider STEM careers at an age when they must begin to choose whether or not to pursue advanced coursework, particularly in mathematics. Get a free copy of a curriculum unit in development that employs LEGO Robotics challenges to increase student understanding of STEM careers. This session will introduce LEGO robotics programming along with an overview of the unit.

Teaching Twain in the 21st Century

James

E M H

Cindy L. Lovell, Mark Twain Boyhood Home & Museum, MO

This presentation: 1) shares strategies for educators to introduce “classics” such as Adventures of Huckleberry Finn, in a modern classroom; 2) explores controversies such as censorship and the challenges and rewards of reading authentic dialect and dialogue; 3) examines ways to comfortably integrate curriculum at any grade level while checking comprehension without quizzes or tests; 4) examines Twain’s weapons of satire and compares them to his comedic descendants; and 5) moves beyond the standards of Tom and Huck to briefly sample Twain’s other works. A CD with approximately 100 documents including PowerPoint presentations, lesson plans, and other ready-to-use materials will be provided to each participant.

Mapping Mathematical Understanding

York

E M H

Kerri A. Bell, Sidney Gutierrez Middle School, NM

This presentation will share the results of a case study of gifted students using concept mapping in mathematics. Participants will have a chance to view examples and learn about the differences in the maps created by gifted students as compared to their general education classmates. This session will share two ways of using concept maps in mathematics as alternate assessments, appropriate for both formative and summative uses. The introductory concept mapping lesson used in the study will be available for participants. The session will also provide information on free concept mapping software.

Acceleration: Guiding Principles and Practices

Colony

PEM

Allison A. Sheppard & Dr. Stephen P. Covert, Spotsylvania County Schools, VA

Grade acceleration has been the topic of much research and study during the past 50 years. Accelerative options are interventions designed to provide appropriate challenge for those students for whom increased academic rigor is needed. We will consider the academic, social and emotional effects of whole-grade acceleration on gifted students. Participants will engage in a discussion of early entrance to kindergarten and first grade, as well as whole-grade acceleration.

2:15 p.m. - 2:30 p.m. Break

Target Audience Key: P = Primary, E = Elementary, M = Middle School, H = High School, Blank = All

Please Visit Our Exhibit Hall In Chesapeake A

*Conference Program
Thursday, March 11*

2:30 p.m. - 3:45 p.m. (Concurrent Sessions Continued)

Featured Session

Assessing Gifted Students

Auditorium

Dr. Bruce Bracken, The College of William and Mary, VA

This presentation will describe and present research on two unique rating scales intended for the identification of gifted students. The Clinical Assessment of Behavior (Bracken & Keith, 2004) is a teacher- and parent-completed behavior-rating scale that assesses clinical (i.e., maladaptive) and adaptive behaviors across six scales and twelve clusters, including Gifted and Talented. Participants will also learn about the Universal ACCESS (McCallum & Bracken, 2010), which is a teacher-completed scale that rates referred gifted students across three personal aptitudes (i.e., Cognitive, Creative, and Leadership) and three academic aptitudes (i.e., Mathematics, Literacy, and Science).

Socratic Seminars: 21st Century Skills from a 4th Century B.C.E. Strategy

Chesapeake B

Richard Courtright, Duke University, NC

Among the greatest teaching-learning models to have withstood the test of time is the Socratic inquiry method. This centuries old strategy can be used effectively in today's classroom, in every subject, in every grade. As in chess, the basic "moves" of the Socratic seminar presented in this session can be learned in an hour, but may then be used across a lifetime of learning. This session will provide participants with a basic "how-to," which includes step-by-step guidance to set up and conduct a seminar, develop a rationale, identify teacher and student expectations and behaviors, set up the physical environment, and select content from specific academic disciplines that may be used in the process of implementing Socratic seminars in the classroom.

**Integrating Differentiation Strategies:
How to Move Toward Institutional Change**

Chesapeake C

Allison Sheppard, Spotsylvania County Schools, VA

In a classroom filled with diverse learners, educators recognize the importance of incorporating effective differentiation strategies. However, what are the steps required for institutional change to produce results? Participants will engage in hands-on activities designed to ascertain organizational readiness for change, as well as developing an action plan to bring about change.

Activities to Challenge Spatially Gifted Students

Tidewater A
PEM

Steve Coxon, The College of William & Mary, VA

Typical school curricula fail to meet the need for challenge of spatially gifted students. While spatial gifts are correlated to future success in STEM careers, students with spatial gifts tend to be undereducated and underemployed as adults compared to students with similar levels of ability in mathematical and verbal domains. This session will share specific activities to utilize appropriate challenge for the spatially gifted in a variety of subjects.

Target Audience Key: P = Primary, E = Elementary, M = Middle School, H = High School, Blank = All

Please Visit Our Exhibit Hall In Chesapeake A

*Conference Program
Thursday, March 11*

2:30 p.m. - 3:45 p.m. (Concurrent Sessions Continued)

**Enrichment Centers: Boosting Instruction
for Gifted Students with Board Games**

Alisha R. Hill, VA

Tidewater B

P E M

Gifted learners love board games because of the challenge, the opportunity to show off their higher level thinking and problem-solving skills, and the opportunity to learn something new in a fun and exciting way. Board games can be easily incorporated into flexible group or whole group instruction. This presentation will introduce board games that can be easily adapted to the curriculum to promote critical thinking, vocabulary development, creative ability, and cooperative learning skills. Additionally, participants will gain an understanding of the need to incorporate board games into their enrichment centers as well as strategies for planning vertical enrichment activities.

The Quest of the Gifted for a Philosophy of Life

Lavonne Baker, The University of Virginia College at Wise, VA

James

M H

This presentation will show how gifted students can find answers and discover a meaningful philosophy of life by guiding them through a bibliotherapy study of two novels, *A Fine White Dust* by Cynthia Rylant and *The Stranger* by Albert Camus. Over a period of four to six weeks, students can read and analyze the books, by engaging in discussions involving the higher level thinking skills. Discussion questions will be given to help guide the students through the process of formulating their own philosophy of life. Different philosophies will be introduced with a strong emphasis on the philosophy of Existentialism which allows one the freedom of choice in their philosophical quests for meaning, yet still says man is responsible for his own actions.

Introducing Project SOAR!

Nancy J. Johnson & Debbie E. Holliday, Alabama State Department of Education, AL

York

P E M

Join us to explore Project SOAR: supplemental, independent reading stations designed to challenge gifted readers. These stations, suitable for grades 2-8, offer engaging activities and opportunities partially based on William & Mary's Jacob's Ladder Curriculum, for high level, motivating discussions related to poetry.

Learn how gifted specialists and general educators collaborated in producing Project SOAR to provide meaningful and cognitively appropriate curriculum for high-end learners while teachers provide direct instruction to other skills groups. SOAR activities correlate to course of study standards for reading and with the National Assessment of Educational Progress (NAEP) objectives. Interested parties will receive information on how to construct these free stations for use in their schools.

American Revolution: A Time for Change (Unit Plan)

Laurie Lyon-Duke & Katrina Mills, BC Charles Elementary School, VA

Colony

The "American Revolution: A Time for Change" unit is based on The Integrated Curriculum Model for Gifted Learners developed by Joyce VanTassel-Baska. The overarching concept studied in this unit is change. Unit content addresses the fourth grade national and state standards for the American Revolution. Students will enhance their reasoning and research skills, learn to become effective problem solvers and investigate inquiry learning by developing personal plans for change.

Target Audience Key: P = Primary, E = Elementary, M = Middle School, H = High School, Blank = All

Please Visit Our Exhibit Hall In Chesapeake A

Support the Center for Gifted Education

The Center for Gifted Education, under the leadership of Dr. Joyce VanTassel-Baska, has been in operation at The College of William and Mary School of Education since 1987. The Center has been the recipient of 20 years of continuous funding from federal, state, and foundation grants for curricula development, research, and dissemination. From the Center's inception, one of its major emphases has been the development of exemplary curriculum frameworks and units of study for classroom use with high-ability learners in science, language arts, mathematics, and social studies. Teams of content specialists and educators have collaborated in writing and field-testing units. Many Center materials have been recognized for their quality and enhancement of student achievement by the U.S. Department of Education and the National Association for Gifted Children. Specifically, 12 of 29 units published by an outside publisher have received exemplary curriculum awards by the National Association for Gifted Children and 7 of the problem-based science units for grades 2–8 were recognized as a promising curriculum by the U.S. Department of Education. Center-developed curriculum is used in all 50 states and in at least 15 other countries.

Under the new leadership of Dr. L. Tracy Cross, the Center for Gifted Education has added a new strand to the National Curriculum Network Conference to focus on the social and emotional needs of gifted learners. Dr. Cross has also invited the leaders in gifted education from across Virginia to participate in a state-wide advisory council. Dr. Cross has also reached out to parents in the community, and this year the Center will host a free Parent Seminar on March 13th, 2010.

The Center for Gifted Education also serves as a training site for graduate students pursuing a master's or doctoral degree at The College of William and Mary. Students who work at the Center for Gifted Education represent a variety of fields including curriculum and instruction, gifted education, counseling, psychology, and planning, policy, and leadership. These student professionals are engaged in research, curriculum development, instrument design, assessment projects, and direct teaching or piloting of Center materials through the Summer/Saturday Enrichment Program, also coordinated by the Center. This program not only serves students in pre-Kindergarten through grade 10 in the community and even from overseas, but also provides a learning laboratory for curriculum projects, research, and student teaching.

We are asking for your help to take the Center and graduate program to a new level of excellence.

What will your support do?

Saturday/Summer Enrichment Program (SEP): Your support will enable us to offer larger scholarships to more children whose families may not otherwise be able to afford to send them to SEP.

Graduate Programs: Your support will provide graduate students additional scholarship funding, ensuring that the best students attend the College of William and Mary. Additionally, it will allow more students across the wide field of gifted studies the opportunity to engage in research in the field and to attend and present at conferences.

Curriculum Development and Research: With your support we will be able to continue to add titles in our award-winning, research-based curriculum series. We will be able to expand our offerings by broadening the titles available at each grade level as well as expand the types of materials available. We will also be able to continue to conduct research studies to further demonstrate the effectiveness of Center-developed materials with high ability learners as well as other learners.

Professional Development: With your support, we will be able to provide a variety of professional development options utilizing technology and extending our reach nationally and internationally.

Please go to http://www.cfge.wm.edu/Support_the_Center.htm to donate to the support of on going educational and research efforts of the Center for Gifted Education.

Conference Program

Friday, March 12

8:30 a.m. - 9:45 a.m.

Keynote Address

Dr. Susan K. Johnsen, Baylor University, TX

Auditorium

Using the National Teacher Education Standards in Gifted Education for Curriculum Development

The Association for the Gifted (TAG) and the National Association for Gifted Children (NAGC) have developed and approved a new set of teacher education standards in gifted education. This session will address these important questions: What are these standards? What effects might these new standards have on teacher education and professional development? How might they be used to improve curriculum?

9:45 a.m. - 10:00 a.m. Break

10:00 a.m. - 10:50 a.m.

Featured Session

Using Evaluation to Improve Programs for Gifted Students

Susan Johnsen, Baylor University, TX

Auditorium

Are you ready to evaluate your school's implementation of curriculum for gifted and talented students, but are not sure how to begin? In this session, the participants will learn how school districts might evaluate a program's implementation of curriculum in gifted education. Participants will be provided with field-tested observation forms that describe task characteristics, questioning strategies, and student engagement.

Four-Level Analysis, PLUS: The Advanced Session

Michael Clay Thompson, Educational Consultant, NC

Chesapeake B
E M H

For teachers who have wanted more examples of the four-level analysis of grammar instruction method, this session will provide those examples. The entire session will be devoted to the exploration of the four levels of grammar in the context of sentences that contain rigorous vocabulary and poetic techniques. Four-level analysis has been the key to learning grammar for many students and teachers who could never master the terminology or practicality of grammar. This session will include a demonstration of how to create your own-four level analysis on your computer.

Successfully Supporting Gifted Learners through Innovative Classroom Management

Nancy B. Powers, Longwood University, VA

Chesapeake C

The goal of this interactive session is to present classroom management philosophy as a triangulation of three conceptual dimensions which are essential to successful student achievement. These dimensions, (content, instruction, and attitude) are the pillars that sustain effective classroom management as it relates to gifted learners. Furthermore, these dimensions are supported by research. Through hands-on activities, cooperative learning, and discussions, participants will explore this conceptual framework as it pertains to effective classroom management.

Target Audience Key: P = Primary, E = Elementary, M = Middle School, H = High School, Blank = All

Please Visit Our Exhibit Hall In Chesapeake A

*Conference Program
Friday, March 12*

10:00 a.m. - 10:50 a.m. (Concurrent Sessions Continued)

Addressing the Needs of Culturally and Linguistically Diverse, Young, High-Potential Children

Tidewater A

Dr. Mihyeon Kim, The College of William & Mary, VA

You have likely heard of concerns about the under-representation of culturally and linguistically diverse (CLD) students in gifted and talent development programs. This session explores the needs of CLD students through several case studies. Challenges and useful strategies on serving CLD, young, high-potential children—from identification to appropriate services—are discussed.

The Changing Weather

Tidewater B

Developing a Conceptual Understanding of Weather Phenomena in Young Children

P E

Steve Coxon, The College of William & Mary, VA

This session will introduce Weather Reporter, a science unit that engages elementary children as meteorologists. The unit makes use of the change macroconcept. Macroconcepts help children understand and retain subject matter and make learning about new topics, such as weather, easier. Experiments and hands-on activities in the unit involve students in observations and data collection, helping students to see change from a scientific perspective. In the unit, students learn content by studying changes in weather and changes in the instruments used to measure weather. Weather Reporter also includes pre-and post-assessment opportunities for students to demonstrate growth in their understandings of the change macroconcept. Participants will be engaged in the change macroconcept and employ it in several ways while receiving an overview of the unit and of the wider applicability of macroconcepts.

Using Literature to Help Gifted Learners Understand their Social/Emotional Issues

James

Dr. Katie Dolph, Norfolk Public Schools, VA

EM

Bibliotherapy is a carefully structured process which uses high quality children's literature to assist gifted children with their social and emotional problems, and can be used by teachers, counselors and parents. This presentation will begin by establishing a foundation for using bibliotherapy with gifted learners in the classroom and reviewing the social and emotional needs of gifted learners. Additionally, a sample bibliotherapy lesson will be modeled demonstrating the five steps of bibliotherapy.

Target Audience Key: P = Primary, E = Elementary, M = Middle School, H = High School, Blank = All

Please Visit Our Exhibit Hall In Chesapeake A

*Conference Program
Friday, March 12*

10:00 a.m. - 10:50 a.m. (Concurrent Sessions Continued)

**Closing the Gap Between Potential and Achievement:
Simple Executive Function Strategies that Work**

York
E M H

Sucheta A. Kamath, Cerebral Matters, LLC, VA

This interactive presentation will highlight a three-pronged approach to incorporate Executive Function strategies in a school-wide setting: 1) Metacognitive training that involves education regarding one's own approach to learning by disseminating fundamental facts about attention, memory, and brain neuropsychology; 2) Classroom modifications that enhance acquisition and retention of executive procedures that are implemented rigorously and yet are nontransparent to the students'. 3) Executive function strategies related to self-correction and problem solving that can aid students' self-assessment and metacognitive processes.

Gifted or ADHD?

Colony

Lou Lloyd-Zannini, Regent University, VA

How can you tell the difference between a gifted kid or one with ADHD? It's a great question, and depending on who you ask, you might never get an answer. In this session, we'll take a look at the potential crossovers in identifiers of giftedness and ADHD, and we'll think through how we can effectively work with kids who are gifted, but who also have ADHD. If you've ever wondered how to tell them apart, or what to do with them when you get them, stop on in. And if you've got success stories to share, we'd love to hear them!

10:50 a.m. - 11:00 a.m. Break

11:00 a.m. - 12:00 p.m.

Featured Session

Adapting Curriculum for Twice Exceptional Students

Auditorium
E M H

Susan Johnsen, Baylor University, TX

Did you know that more than nine percent of students with disabilities might also be labeled as having a gift or a talent and that only eleven percent of these twice exceptional students are actually served in gifted education programs? This session will describe the characteristics of twice exceptional students, ways of adapting curriculum, and effective teaching approaches.

Using the MLA Method to Teach Academic Writing to Gifted Children

Chesapeake B
M H

Michael Clay Thompson, Educational Consultant, NC

The research paper method developed by the Modern Language Association, MLA, is used by more middle schools, high schools, colleges, and universities than any other. This means, among other things, that the method itself is knowledge, used by scholars around the world. Teachers of mid-elementary through high school gifted children can employ the MLA method as a strategy for teaching advanced, interdisciplinary academic writing to their students. This session will review the MLA standards and the classroom strategies that make them effective for gifted students. It will also revisit the research paper method, updating traditional steps in light of computer technology.

Target Audience Key: P = Primary, E = Elementary, M = Middle School, H = High School, Blank = All

Please Visit Our Exhibit Hall In Chesapeake A

*Conference Program
Friday, March 12*

11:00 a.m. - 12:00 p.m. (Concurrent Sessions Continued)

Get Your Class off the Floor!

Lou Lloyd-Zannini, Regent University, VA

Chesapeake C

You've got to love standards. They're one of the few unifying factors in American education today. Unfortunately, it's because just about everybody hates them! But why? Perhaps part of the problem is that we've not really come up with a way to effectively make standards a floor, and not a ceiling, especially for our gifted and talented learners. In this session, we'll take a look at standards with a fresh eye, and see how they can help us to consistently deliver quality facilitation of learning to our kids. Come and bring your ideas, your hopes and your frustrations. We'll share them and some tested solutions to get our class off the floor and soaring.

Assessing Gifted Learners Along the Way

Dr. Lori Bland, The College of William and Mary, VA

Tidewater A

This session will address techniques for assessing gifted students throughout a course of study and will provide some examples of assessments that teachers can use to assess the knowledge and skills of gifted learners. Additional attention will focus on how to provide appropriate feedback for gifted learners. Teachers will have the opportunity for practice in the session.

**Mind Mapping, KWL Charts, and the Most Difficult First Strategy:
Three Effective Pre-Assessment Tools to Use with Gifted Learners**

Katie Dolph & Elizabeth Bourie, Norfolk Public Schools, VA

James

M H

This presentation will begin by establishing a foundation for differentiation in the research as well as highlighting the benefits for gifted learners. The presentation will focus on different ways to pre-assess students, and will provide a real world application by walking through several pre-assessment tools using the curriculum in grades K-5.

**Thank you for attending our conference.
Please return your completed evaluation forms and completed professional
development questionnaire to the registration desk.**

Target Audience Key: P = Primary, E = Elementary, M = Middle School, H = High School, Blank = All

Please Visit Our Exhibit Hall In Chesapeake A

W&M Receives \$1.31 Million Grant to Implement New History Curriculum

(Williamsburg, Va.) – The College of William and Mary’s School of Education has received a \$1.31 million grant from the Jacob K. Javits Gifted and Talented Students Program to fund a project that will bring new U.S. history curriculum to middle schools around the nation.

A collaborative effort between researchers in the School of Education, the College of Arts and Sciences, and the Center for Gifted Education, as well as educators from Colonial Williamsburg, Street Law, and Teaching Tolerance, the project titled “Project Civis” will address the cognitive and affective needs of promising middle school students who are at-risk for underachievement. The curriculum units will focus in particular on historical inquiry and democratic citizenship.

“This latest Javits project extends our work in curriculum development into middle school, a pivotal time in students’ school experiences,” said Virginia McLaughlin, dean of the School of Education. “The curriculum units will focus on topics of real interest to adolescents and incorporate technologies that will actively engage them in learning.”

So far, school districts in Virginia, Alabama, South Carolina, Pennsylvania, and Hawaii have expressed an interest in participating in the project.

“One of the most exciting aspects of the project will be the involvement of educators from Colonial Williamsburg,” said Carol Tieso. “The collaborative aspects of the project, as well as the College’s location within the Historic Triangle area, were important components in the success of the grant proposal.”

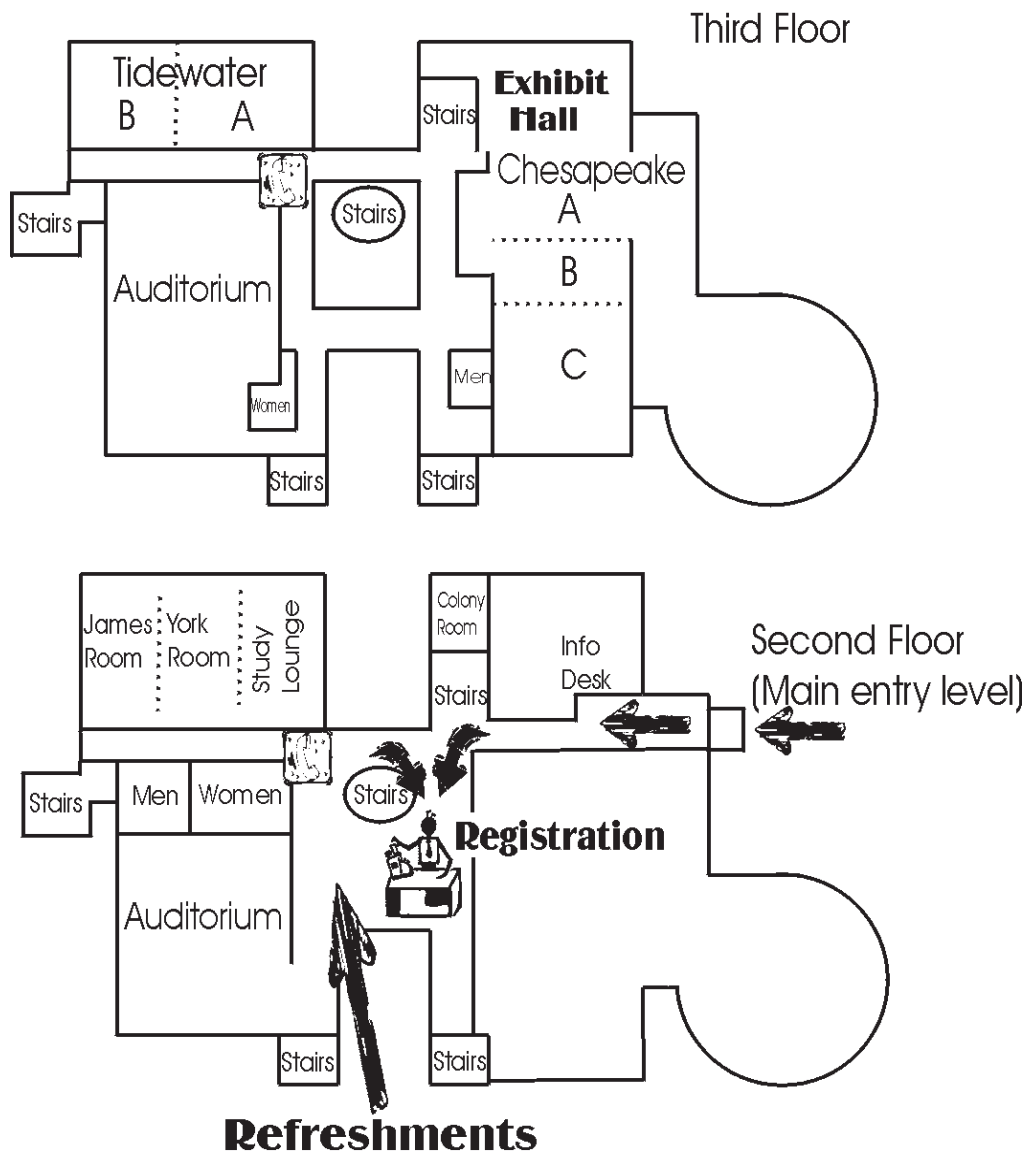
The project is being led by Tieso and Jeremy Stoddard. Tieso is the Class of 1964 Term Distinguished Associate Professor of Education and a member of the board of directors for the National Association for Gifted Children. Stoddard is an assistant professor of history and social studies education.

Other researchers collaborating on this project include: Kim Chandler, Center for Gifted Education, Judi Harris, professor and Pavey Family Chair in Educational Technology; Mark Hofer, Dorman Family Term Distinguished Associate Professor; and James Whittenberg, Pullen Professor of History.

“This is a very strong team of faculty contributing different areas of expertise,” said McLaughlin. “We look forward to some exciting curriculum products and research.”

The Javits Program is operated by the U.S. Department of Education. According to its Web site, its purpose is to “carry out a coordinated program of scientifically based research, demonstration projects, innovative strategies, and similar activities designed to build and enhance the ability of elementary and secondary schools to meet the special education needs of gifted and talented students.”

University Center



Acknowledgments

Many individuals have contributed to the quality of this conference by sharing their resources, time, and expertise. We would like to thank the staff of the University Center and Aramark. Thank you to the presenters and exhibitors for sharing their expertise and materials with our participants. We appreciate the efforts of all the individuals who helped to make this conference possible.

Special appreciation is given to Dr. Joyce VanTassel-Baska, who created the Center for Gifted Education, and whose leadership and energy made the National Curriculum Network Conference possible.

Congratulations to

Tracy L. Cross, Ph.D.

Joyce L. VanTassel-Baska, Ed.D.

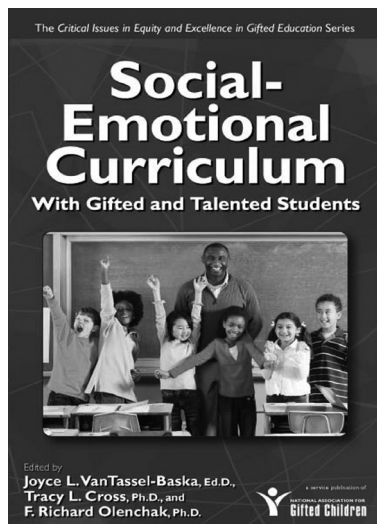
&

F. Richard Olenchak, Ph.D.

On the

2009 Legacy Book™ Award
Scholar Category

Social-Emotional Curriculum with Gifted and Talented Students



Social-Emotional Curriculum with Gifted and Talented Students provides a thorough introduction to methods for developing social-emotional curricula for use with gifted and talented learners in the school setting.

Including overviews of strategies that work for implementing social-emotional needs in the everyday curricula, this book, part of the Critical Issues in Equity and Excellence series, a joint publication project of the National Association for Gifted Children and Prufrock Press, combines research and experience from leading scholars in the field of the affective needs of gifted students in a convenient guide for teachers, administrators, and gifted education program directors.

The book covers theories to guide affective curricula, the needs of minority students, models to develop social-emotional curricula, tips for counseling gifted students, and strategies to promote the social-emotional development of gifted students, along with discussions of suicide prevention among this population, the use of bibliotherapy and discussion groups, and the teacher-counselor connection in affective curricula. This handy guide to developing social-emotional curricula for gifted students is a necessity for anyone serving and working with this population.

Joyce L. Vantassel-Baska, Ed.D

Tracy L Cross, Ph.D.

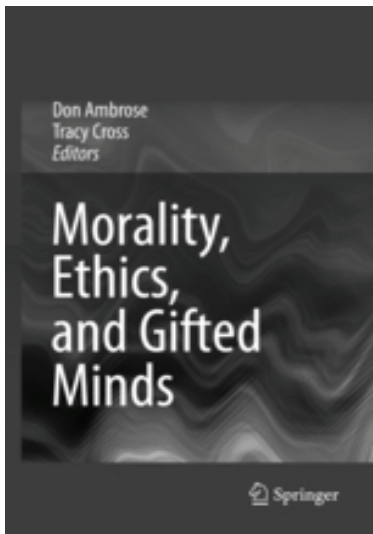
F. Richard Olenchak, Ph.D.

©2009 Prufrock Press, Waco, TX

ISBN-13: 978-1-59363-349-3

ISBN-10: 1-59363-349-1

Morality, Ethics, and Gifted Minds



Morality, Ethics, and Gifted Minds brings together the leading thinkers from diverse scholarly fields to share and integrate their perspectives on morality and high ability (giftedness, talent, creativity). These two broad areas of inquiry should have much more overlap and interconnection than currently exists. One of the many justifications for such connection making is the pressing need for the application of intelligent, creative minds to the many ethical dilemmas facing the world today. Another is the troubling propensity for some of the most creative, gifted people to generate or catalyze those ethical dilemmas. Along with many other leading authorities, most of the authors contributing to this book frequently lament the lack of wise analysis and problem solving in education and in attempts to grapple with moral issues in today's complex, socioeconomic, political, and cultural arenas.

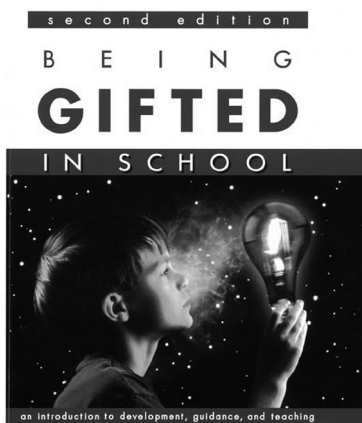
This book explores much of the current wisdom on ethics and morality while developing new perspectives on the ethical dimensions of high ability. Prominent authors from diverse disciplines are brought together, recognizing that no single discipline can capture the essence and entirety of nettlesome, complex, multidimensional moral issues. More specifically, the book explores new dimensions of ethics and morality; magnifies the importance of applying highly intelligent minds

to ethical issues while developing ways to strengthen the ethical awareness of the creative and gifted, and brings diverse, interdisciplinary perspectives to bear on these issues.

Tracy L. Cross, Ph.D.
Don Ambrose, Ph. D.
©2009 Springer, New York, NY
ISBN 978-0-387-89367-9

Being Gifted in School:

An Introduction to Development, Guidance, and Teaching



LAURENCE J. COLEMAN, Ph.D.
& TRACY L. CROSS, Ph.D.

In this fully revised and expanded second edition, *Being Gifted in School: An Introduction to Development, Guidance, and Teaching* reviews the past developments within the field of gifted education and identifies the current trends, issues, and beliefs in the field.

This book offers the most comprehensive, up-to-date introduction to the field of gifted education available. The authors, who are nationally recognized leaders in the field, discuss definitions and models of giftedness, identification of the gifted, teaching methods and best practices, creativity, counseling and guidance, administrative arrangements, and program prototypes and evaluation.

The book is geared toward educators with questions regarding curricular and instructional implementation, administrators facing program planning, parents with an interest in their child's educational opportunities, and advanced undergraduate and graduate students curious about trends within gifted education.

By recognizing both typical and atypical gifted students, the authors encourage readers to defy traditional assumptions about gifted children and their education.

Lawrence J. Coleman, Ph.D.
Tracy L. Cross, Ph.D.
©2005 Prufrock Press, Waco, TX
ISBN 1-59363-154-5

*Please take an opportunity to meet
Dr. Tracy L. Cross, the new Executive Director
at The Center for Gifted Education, during his lunch session:
The Social and Emotional Lives of Gifted Children.*

(The session will be held in Chesapeake C)



*Dr. Tracy L. Cross
Jody and Layton Smith Professor of Psychology
and Gifted Education
Executive Director, Center for Gifted Education*

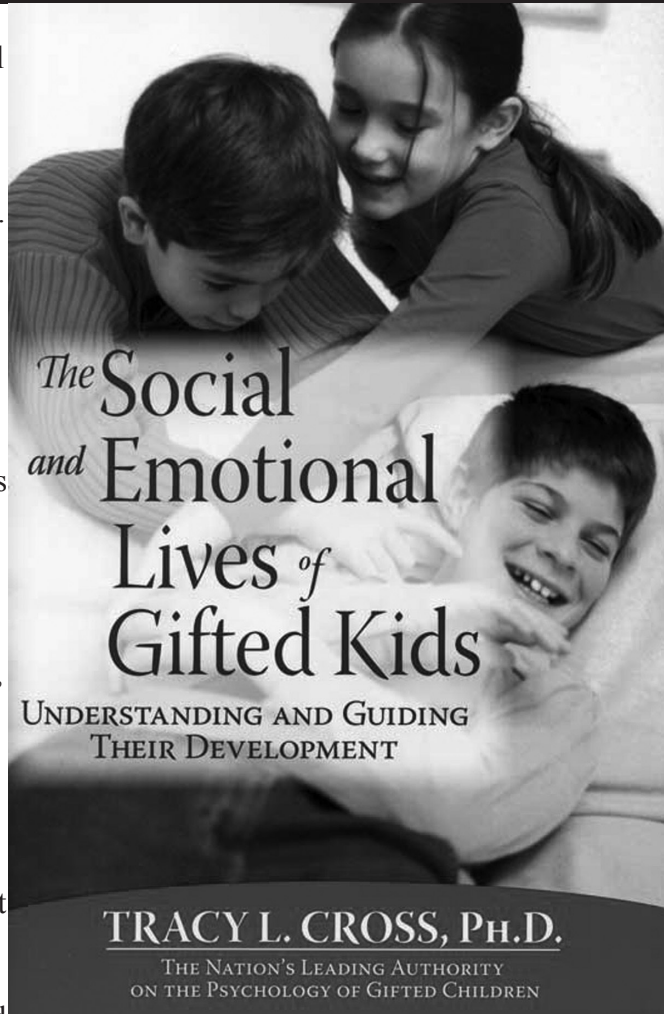
*The Social and Emotional Lives of Gifted Kids:
Understanding and Guiding Their Development*

Raising happy, successful children is a goal of every parent of gifted children. In this book, the nation's leading authority on the psychology of gifted children offers advice and encouragement for both parents and teachers. In a thoughtful, conversational style, the author offers an in-depth look at the complex social and emotional issues faced by gifted children.

Completely revised and updated since the popular first edition, *The Social and Emotional Lives of Gifted Kids* tackles important and timely issues dealing with the social and emotional needs of today's gifted children. Dr. Cross uses personal insight with current research to address the experiences of gifted students, how they cope with mixed messages in a constantly changing society, how they manage their way through school and home, and how parents and teachers can help them cope.

The book contains practical suggestions and ideas for guiding and supporting the development of gifted children. This concise, sensitive look at gifted children and their social and emotional world offers unique insights for both teachers and parents who support these special children.

Tracy L. Cross
© 2005 Prufrock Press, Waco, TX
ISBN: 978-1-59363-157-4



Available for purchase from the Center for Gifted Education table in the Exhibit Hall or from Prufrock Press at www.Prufrock.com

