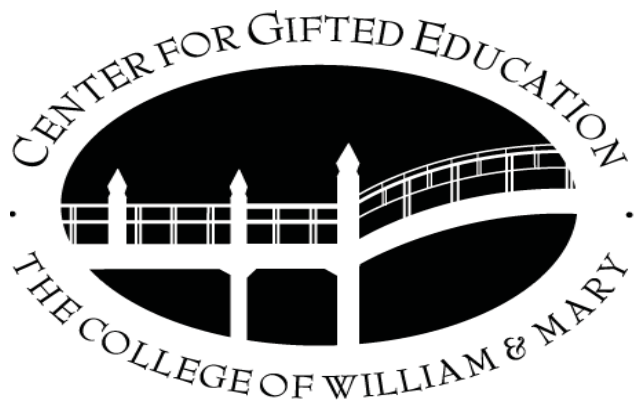


*National Curriculum
Network Conference
2009*

*A Time
For
Excellence*



March 11 - 13, 2009

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 11 - Friday, March 13

**Wednesday, March 11
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 12
Conference**

8:00 - 8:30	Registration	Lobby
8:00 - 3:45	Exhibits	Chesapeake A
8:30 - 10:00	Welcome Keynote Presentation: Dr. Del Siegle University of Connecticut Storrs, CT	Auditorium
10:00 - 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	Panel	Auditorium

**Friday, March 13
Conference**

8:00 - 12:15	Exhibits	Chesapeake A
8:30 - 9:45	Keynote Presentation: Dr. Camilla Benbow Vanderbilt University, Nashville, TN	Auditorium
9:45 - 9:55	Break	
9:55 - 10:55	Concurrent sessions	
10:55 - 11:05	Break	
11:05 - 12:05	Concurrent sessions	

*Preconference Program
Wednesday, March 11*

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 Problem-Based Science Curriculum Noland Leith, Henrico County Public Schools, VA	James
The Center for Gifted Education Social Studies Curriculum Molly Sandling, Williamsburg-James City County Schools, VA	York
Developing Expertise in Gifted Education Through Professional Development Dr. Kim Chandler, The College of William and Mary, VA	Colony

Half Day Workshops

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

Uncovering the Talents of Underserved Populations Dr. Frances Spielhagen, Mount Saint Mary College, NY	Tidewater B
Formative Assessment for Gifted Students Dr. Lori Bland, The College of William and Mary, VA	Chesapeake C
Teaching Interpretation: Literary Theory in the Gifted Classroom Dr. John Moore, The College of William and Mary, VA	Auditorium
Differentiation for Gifted Students Within a K-5 Math Classroom Ginny Tonneson, The College of William and Mary, VA	Tidewater A

11:15 a.m. - 12:45 p.m. Lunch

On your own

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

Social Emotional Curriculum for the Gifted Dr. Joyce VanTassel-Baska, The College of William and Mary, VA	Chesapeake C
Moodles, Podcasts, & Blogs, Oh My! Mary Ann Yedinak, Sycamore School, IN	Tidewater A
Improving Critical Reading Skills Through the Use of Jacob's Ladder Dr. Tamra Stambaugh, Vanderbilt University, KY	Auditorium
Probability for High Ability Learners Valija C. Rose, The College of William and Mary, VA	Tidewater B

Please Visit Our Exhibit Hall In Chesapeake A

Conference Program

Thursday, March 12

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

Welcome

Dr. Joyce VanTassel-Baska, Jody and Layton Smith Professor of Education,
Executive Director, Center for Gifted Education, The College of William and Mary, VA

Auditorium

8:45 a.m. - 10:00 a.m.

Keynote Address

Dr. Del Siegle, University of Connecticut, CT

Auditorium

Understanding Underachievement

Why are some gifted children willing to tackle new challenges, while others seem insecure or uninterested? Are there strategies teachers can implement that promote an achievement-oriented attitude? While there are many factors that contribute to achievement, achievement-oriented students exhibit four key traits: 1) they believe that they have the skills to perform well, 2) they expect that they can succeed, 3) they believe what they are doing is meaningful, and 4) they set realistic expectations and implement strategies to successfully complete their goals. We'll discuss how to improve student achievement by addressing how these four factors contribute to the achievement of gifted and talented students.

10:00 a.m. - 10:30 a.m. **Break**

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

Featured Sessions

Strategies to Teach More Creatively While Teaching Creativity

Dr. Del Siegle, University of Connecticut, CT

Auditorium

Creativity should play an important role in every teacher's day. Not only can we teach more creatively, we can also teach our students to be more creative. During this session you will learn the ABCs of having a creative classroom. A number of creativity enhancing activities will be covered that educators can easily modify to fit a variety of grade levels and subjects.

Introduction to Four Level Analysis

Michael C. Thompson, Educational Consultant, NC

Chesapeake C
E, M, H

This session will focus on the four-level analysis method for teaching grammar. The method gives teachers and students a way to think about language. It provides a visual representation of grammar that reveals the inner simplicity and beauty of grammar, making grammar learnable and usable.

Teaching Obama's Speech on Race to Gifted Children

Dr. Thomas Kemnitz, Royal Fireworks Press, NY

Study Lounge
M H

This presentation includes a short description of why this is one of the four great statements in American history of All Men Are Created Equal, 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.

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 12*

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

What is Mathematics?

Dana Johnson, The College of William and Mary, VA

Tidewater A
P E M

The study of mathematics in grades K-8 often leaves students with the impression that mathematics is merely a set of skills, especially arithmetic skills. This session will share ways that teachers can frame mathematics as the study of patterns in number and space while emphasizing the habits of mind of mathematicians.

**Technology Integration Knowledge in Action:
Curriculum Based Learning Activity Types**

Dr. Judi Harris, Dr. Mark Hofer, The College of William and Mary, VA

Tidewater B

“Technology integration” too often emphasizes technology use over effective, learner-centered, content-based instruction. What do educators really need to know to use a broad range of tools and resources to best serve their students’ differentiated, content-related learning needs? How can we develop this complex and specialized knowledge? The presenters will share new understanding of the nature of teachers’ technology integration knowledge and a teacher-tested instructional planning strategy that ensures curriculum-based, appropriate technology use. Learning activity types in six content areas - English, foreign language, language arts, mathematics, science, and social studies - will illustrate this method for developing and applying technology, pedagogy, and content knowledge (TPACK).

Developing Comprehension and Critical Thinking Skills in Reading

Dr. Tamra Stambaugh, Vanderbilt University, TN

James
E M

The Jacob’s Ladder Reading Comprehension Program is a supplemental reading program written for third, fourth, and fifth grade students in Title I schools. The intent of this reading program is to provide scaffolding from lower order to higher order thinking so that students may improve their critical thinking and reading comprehension skills. This session provides an overview of the Jacob’s Ladder curriculum and the research-based processes associated with teaching students to analyze text. Participants will have the opportunity to practice using the curriculum. Recent research suggesting the effectiveness of this intervention will be shared.

Socratic Seminar: A Dynamic Way of Thinking

Dr. Carol Horn, Fairfax County Public Schools, VA

York
E M H

The Socratic seminar engages students in thoughtful discussions that lead to a deeper understanding of issues, themes and ideas. The rules and structure that a seminar requires promote habits of discourse and a shared respect that permeate all aspects of a classroom community. A careful selection of literature, art, and historical documents provides the content for rich dialogue as students consider varying viewpoints and work toward a shared understanding. This lively forum provides multiple opportunities for students to share their thinking and strengthen their communication skills. Participants experience first hand the power of an instructional strategy that expands student thinking in ways that are designed to endure.

Taking it Higher: Challenging Our Youngest Learners In the Primary Classroom

Debra T. Myers, Jane Vanko, Baltimore County Public Schools, MD

Colony
P

As students progress through the primary grades, teachers must address a wide range of abilities and experiences. Teachers often find that some young learners arrive in their classrooms already reading and requiring additional enrichment and challenge. What can be done to challenge and engage these students in the primary classroom while still addressing the unique needs of the young learner? Participants will explore critical and creative thinking strategies and practical ideas for differentiating the present curriculum for these early readers within the classroom setting.

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 12

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

Lunch

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

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

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

Top 10 Myths of Gifted Education

Chesapeake C

Dr. Joyce VanTassel-Baska, The College of William and Mary, VA

Gifted education is elitist. Gifted students will do fine on their own. All children are gifted. Join in a discussion of these and 7 other major myths about gifted education and gifted learners that permeate our society. Share arguments that can be used to refute them and help you serve your gifted students better.

RtI, Response to Intervention and Gifted Education

Tidewater A

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

You hear and read about it everywhere, RtI, Response to Intervention. What is it and what does it have to do with gifted education? Join in this discussion about RtI, share your experiences with it, and help shape GRtRtI (Gifted Response to RtI)!

Think Like A Scientist

Tidewater B

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

This session will provide an overview of Project Clarion, a Javits grant focusing on science concept attainment in the primary grades. The teaching strategies employed in the units and the results from the research study will be shared. Participants will have an opportunity to review 8 units in life science, earth and space science, and physical science for students in kindergarten through third grade.

On-Line Professional Development - What, How, When?

James

Dr. Janice Robbins and Sharron Gatling, The College of William and Mary, VA

We are seeking your assistance in determining what on-line professional development experiences to offer. Please join us to share your thoughts on what you would like to see us offer, what you may have already experienced through other sources and what you liked and didn't like about it. What worked and what didn't? What, realistically, would you be willing to participate in if offered via an on-line medium? This is your chance to tell us what we should be doing.

All attendees are asked to complete the questionnaire that is in your registration package and turn it in to the registration desk.

Visit our Exhibitors in Chesapeake A

Bright Ideas

Center for Gifted Education

Kendall/Hunt Publishing

Ricks Center for Gifted Children

Royal Fireworks Publishing

Open at 8 a.m. daily

Thank you to

*Great Potential Press, Prufrock Press and
The World Council for Gifted and Talented Children
for providing literature about their materials and services.*

*We celebrate and honor
over 40 years of service to
the gifted education community on
the occasion of her retirement from
The College of William and Mary*



*Dr. Joyce VanTassel-Baska
Jody and Layton Smith Professor of Education
Executive Director, Center for Gifted Education*

*Leading Change in Gifted Education:
The Festschrift of Dr. Joyce VanTassel-Baska*

Edited by Bronwyn MacFarlane, Ph.D.,
and Tamra Stambaugh, Ph.D.

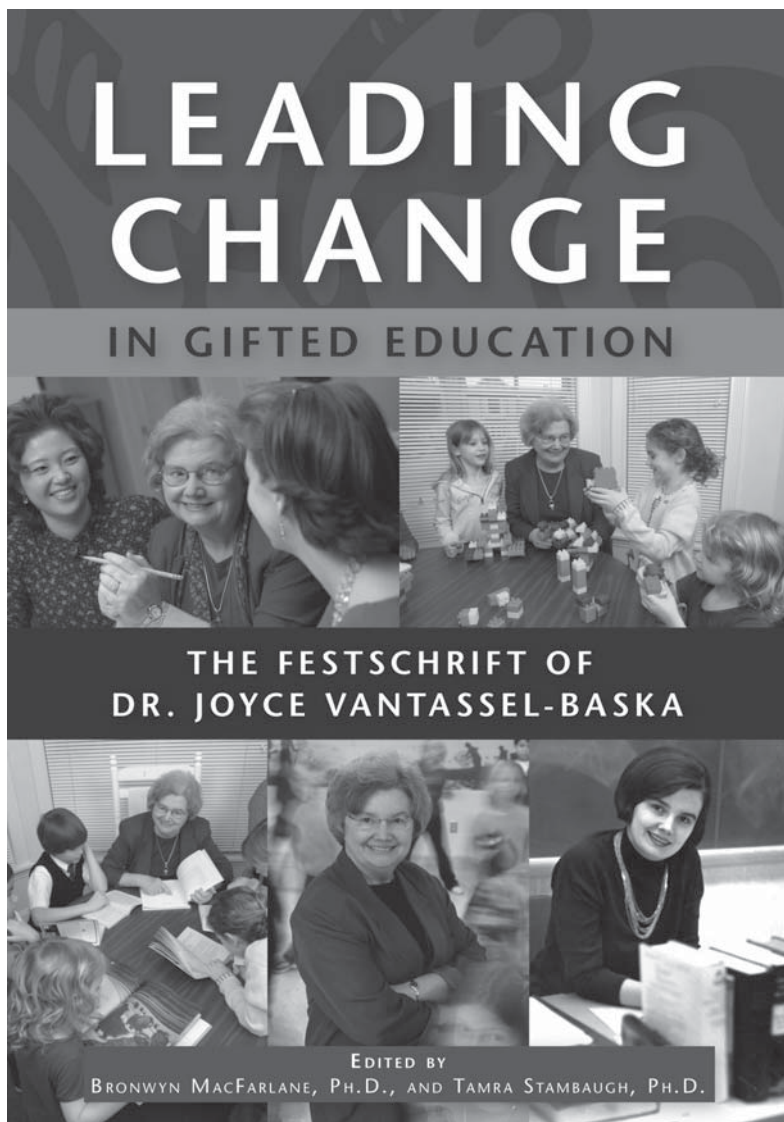
© 2009 Prufrock Press, Waco, TX

Honoring the leadership of Dr. Joyce VanTassel-Baska, this book includes major strands of work central to defining the field of gifted education and discusses relevant trends and issues that have shaped or will shape the field.

This comprehensive resource outlines three major sections: conceptions in gifted education such as intelligence, creativity, and eminence; linkage of theory to practice through curriculum and instruction, professional development, and assessment; and the infrastructure of gifted education that relies on research, policy, and leadership directions within and outside the field.

Showcasing 45 chapter contributions from leading senior scholars in gifted education, this book is sure to be an invaluable resource for policy makers, scholars, researchers, and practitioners who are interested in research-based practices to better serve gifted students.

ISBN: 978-1-59363-376-9



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

Please Visit Our Exhibit Hall In Chesapeake A

Conference Program

Thursday, March 12

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

Featured Sessions

From Video Conferencing to Wikis: Increasing Student Interest in Learning With Free Technology Products on the Web

Dr. Del Siegle, The University of Connecticut, CT

Did you know that Google offers a variety of free products that can enhance student learning? Discover the Google world of free online word processors and spreadsheets, 3-D drawing programs, and blogs and wiki. Learn how to set up a simple video conference in less than one minute. Discover a variety of free technologies that can be easily incorporated in your classroom.

Auditorium

Five Essential Books For Gifted Children

Michael Clay Thompson, Educational Consultant, NC

This session will feature an unusual examination of five essential classics for gifted children. The focus will be not on the typical review of plot and characters, but on the inner characteristics of language that constitute the rigor gifted children need. The five books recommended are Frankenstein, by Mary Shelley; Pride and Prejudice, by Jane Austen; The Call of the Wild, by Jack London; The War of the Worlds, by H.G. Wells; and The Wind in the Willows, by Kenneth Grahame.

Chesapeake C

Strategies for Twice-Exceptional Learners: Developing Self Regulation Skills

Shannon King, Fairfax County Public Schools, VA

Research shows that students who self-regulate succeed in school. The results of implementing self-regulation strategies are even more dramatic with twice exceptional learners. Learn about the cycle of self-regulation and how it translates into success for gifted learners. It has been proven that twice exceptional learners benefit from this process, and in this session you will learn how to implement these strategies in the classroom. You will actually get to play with ideas and resources that will help your gifted students become more motivated and more reflective as they take ownership of the learning process—and that ownership is the key to students' lifelong academic success.

Study Lounge

P E M

Spatial Reasoning for Grades 3-8

Dana Johnson, The College of William and Mary, VA

Well-developed spatial reasoning skills are essential for successful study in careers such as engineering, the sciences, medicine, mathematics, and computer science. These skills need to be developed early to prepare students for the advanced coursework required to gain access to these fields. Participants in this session will engage in activities and strategies that are appropriate for developing spatial reasoning in their students.

Tidewater A

E M

Build It!

Steve Coxon, The College of William and Mary, VA

Building toys and games challenge students to think like architects and be creative problem solvers while enhancing spatial and logical reasoning abilities. But building toys can be expensive. There are many inexpensive materials already available at schools for creative builders. Several hands-on building ideas to challenge high-ability learners will be presented using binder clips, construction paper, craft sticks, note cards, toothpicks, straws, and other easy to find materials for quick games as well as long-term projects like a toothpick bridge contest. Be ready to participate in several hands-on building activities including note card bridges, straw geometry, and craft stick towers. An overview of toothpick bridge building will also be provided.

Tidewater B

P E M

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 12*

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

Why “Why” Isn’t Enough

James

Dr. Susan McGowan, Longwood University, VA

Teachers erroneously believe that questioning students using “why?” and “how?” automatically lend themselves to answers generated by creative thought. However, accepting answers that haven’t been systematically thought through and held to a standard of reasoning often leads to fallacious thinking. This session will introduce Paul’s Standards of Critical Thinking as a baseline for approaching text as well as for examining students’ responses to a variety of literature. Assignments created and tested in K-6 classrooms will be used to demonstrate how teachers can deepen the level of student responses to text.

Tiered Assignments: A Strategy for Differentiating Instruction for Gifted Learners

York

Katie Dolph, Newport News Public Schools, VA

PE

Tiered instruction is a research-based strategy that can be easily implemented in the classroom for gifted learners. Tiered assignments are created by the teacher based on the student’s intellectual ability, readiness level, and interests. This presentation will begin by establishing a foundation for tiered assignments in the research as well as the highlighting the benefits for gifted learners. Additionally, the presentation will provide a real world application by walking through the process of creating tiered assignments using the curriculum in grades K-5.

Vertical Alignment: Preparing Students for the Advanced Coursework Pipeline in Mathematics and Foreign Languages

Colony

Valija C. Rose, The College of William and Mary, Dr. Bronwyn MacFarlane, University of Arkansas - Little Rock AR

“Mathematics and foreign language” you say? Absolutely! So frequently we hear that students need better preparation for advanced course offerings, but how can we prepare students for that which we do not know? Both mathematics and foreign languages are very sequential in nature, creating the need for powerful and explicit vertical alignment. This session will explore mathematics and foreign language national standards with an eye on how those standards relate from one grade to the next. Participants will gain an understanding of the need for vertical alignment, as well as strategies for achieving alignment across the content areas.

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

2:30 p.m. - 3:45 p.m.

Featured Session

Panel: Current Trends and Issues in Gifted Education

Auditorium

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

Panelists: Dr. Laurence Coleman, University of Toledo, OH

Dr. James Gallagher, University of North Carolina, Chapel-Hill, NC

Dr. Karen B. Rogers, University of St. Thomas, MN

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 United States 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 United States Department of Education. Center-developed curriculum is used in all 50 states and in at least 15 other countries.

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 abroad, but also provides a learning laboratory for curriculum projects, research, and student teaching.

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

What will your support do?

Graduate Programs: It will provide the flexibility of offering graduate students additional scholarship funding, ensuring that the best students attend the College of William and Mary. It will allow us to increase the graduate assistantship stipends we offer and allow those students who attend the opportunity to engage in research in the field, to attend and present at conferences, and to graduate with less debt.

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

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.

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

Conference Program

Friday, March 13

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

Keynote Address

Dr. Camilla Benbow, Vanderbilt University, TN

Auditorium

Educating Mathematically Gifted Students:

Recommendations from the National Mathematics Advisory Panel

President Bush created the National Mathematics Advisory Panel in April 2006, with the responsibility of relying upon the “best available scientific evidence” in order to recommend ways “to foster greater knowledge of and improved performance in mathematics among American students.” One section of the final report pertains to strategies for educating mathematically gifted students. The findings and recommendations of that section will be summarized in the context of the overall work. They provide the background for the main conclusion of that report, which was that: “Mathematically gifted students with sufficient motivation appear to be able to learn mathematics much faster than students proceeding through the curriculum at normal pace, with no harm to their learning and should be allowed to do so.” Work of the National Science Board on STEM innovators also will be discussed.

9:45 a.m. - 9:55 a.m. Break

9:55 a.m. - 10:55 a.m.

Featured Session

The MLA Paper

Michael Clay Thompson, Educational Consultant, NC

Auditorium
M H

This session will focus on the elements of the Modern Language Association’s format for research papers. The MLA paper is the most widely-used format in high schools, colleges, and universities, and is known for its simplicity, clarity, and common sense. Teachers of gifted students can use the MLA method to inculcate the standards, values, and details of advanced academic writing.

The Flip Side of History

Lynda Davis, Rob Ponton, Williamsburg-James City County Public Schools, VA

Study Lounge
M H

The Mac vs. PC ads have been spoofed, parodied, and even adopted by PC advocates who produced their own creative commercial series, but this time the PC is coming out the winner! If PC can use the Mac ad campaign; why not educators? Every story has two sides, especially history. Using flip cameras, gifted World History students will create their own version of these award winning commercials but with a historical flair! With this presentation, we will demonstrate to teachers how to plan for creative instruction incorporating technology tools into a project they can use or adapt into their classrooms. In addition, we will also demonstrate how students used online animated characters to create and propose an amendment to the US Constitution that reflected their beliefs and concerns for improving the American landscape.

Science Assessment

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

Chesapeake C

This session will focus on how participants can use assessments developed by the Center for Gifted Education to measure students understanding and skills in science. A variety of assessments will be presented and range in use from primary age students through high school students. Assessments will be shared with participants.

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 13

9:55 a.m. - 10:55 a.m. (Continued)

Teaching Creative Writing to Middle Schoolers

Dr. Suzanna Henshon, Florida Gulf State University, FL

How do you teach middle school students to think creatively while developing writing skills that will enhance their lives and career opportunities? How do you help very talented students progress toward developing professional products? In this age of standardized testing, creative writing is often short-changed in schools. The presenter will provide creative writing ideas, a list of helpful titles, and ideas for engaging writers in a classroom situation. Attendees will come away with writing prompts and ideas that will spark creativity in the most reluctant writers.

Tidewater A

E M

Combining Math and Literature for Pre-School to Elementary

Shannon Jones, Ricks Center for Gifted Children, CO

High quality picture books are an exceptional tool for introducing and exploring a variety of high level mathematical concepts. Picture books enable teachers to introduce sophisticated topics to young mathematicians, igniting curiosity while supporting the development of specific concepts and skills. This session will focus on engaging both the mathematically precocious and mathematically reticent student. Presenters will share specific books and activities designed to engage learners from preschool through elementary grades. High level mathematical content, beautiful prose and poetry, creativity and curiosity come together when teachers and students utilize picture books in the classroom.

Tidewater B

P E

Curriculum Compacting: A Practical Tool to Accelerate and Enrich Curriculum

Angela Lycan, Newport News City Public Schools, VA

Curriculum compacting is a useful differentiation strategy for gifted and talented learners. This presentation will explore the practical steps in curriculum compacting, using real-world examples from the classroom. This presentation will be geared towards teachers in grades K-8, due to the specific curricular examples presented, though teachers in high school could easily utilize the information and adapt it to their needs.

James

E M

Bibliotherapy: Using Literature to Help Gifted Students Understand Their Social/Emotional Issues

Katie Dolph, Newport News City Public Schools, VA

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

York

E M

Policy Puzzle: Putting the Pieces Together

Dr. E. Wayne Lord, Augusta State University, GA

Gifted education policy varies significantly from state to state, and districts often develop local policy in response to the absence of state rules. What components should frame gifted policy and what are the essential pieces of the gifted policy puzzle? When teachers are unaware of the answers to these questions, they become victims of policy rather than active advocates in shaping and informing policy decisions. In this session learn the frame and pieces of the gifted policy puzzle and decide if your district has all the pieces.

Colony

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Please Visit Our Exhibit Hall In Chesapeake A

*Conference Program
Friday, March 13*

10:55 a.m. - 11:05 a.m. **Break**

11:05 a.m. - 12:05 p.m.

Featured Sessions

Introduction to Four Level Analysis (REPEAT)
Michael C. Thompson, Educational Consultant, NC

Auditorium
E, M, H

This session will focus on the four-level analysis method for teaching grammar. The method gives teachers and students a way to think about language. It provides a visual representation of grammar that reveals the inner simplicity and beauty of grammar, making grammar learnable and usable.

Differentiating the Curriculum Through Creative Lives: Biography in the Classroom
Dr. Ann Robinson, University of Arkansas - Little Rock, AR

Tidewater B
P E M

Engage your gifted learners with fascinating books, high-level instruction, and rich primary sources. Each year, children's authors write award-winning biographies you can use to extend your curriculum. Artists, explorers, musicians, scientists, writers and a host of other remarkable people are the subjects of compelling life stories that help gifted children understand their own talents. The Center for Gifted Education at the University of Arkansas at Little Rock has developed teacher guides or Blueprints that incorporate discussion questions, writing activities, primary sources, and portrait study. In this session, we will engage in a hands-on investigation of the Center's collection of biographies for gifted learners and participate in creative learning activities from its Blueprints for Biography guides. Participants will leave the session with a template to create a Blueprint for a biography of their own choosing, a bibliography of children's biographies recommended for talented learners in primary, elementary and middle school, a parent-child partner reading list, and a chart of biography match-ups for popular unit topics in language arts, social studies, science and the arts.

Poetry Possibilities

Jill Adams, Julie Dill, Jenny Zawacki, Wicomico County Public Schools, MD

Study Lounge
P E

This session will demonstrate how poetry can be utilized in social studies and the arts. The presenters will share strategies in which poetry can be incorporated into these subjects in a stimulating and challenging way. Participants will hear and see poetry come alive. We will also demonstrate ways to integrate the arts into social studies content. Presenters will demonstrate how students can strengthen their creative abilities using Bloom's Taxonomy of higher order thinking skills. Come prepared to use your drama skills and creativity to explore the wonderful world of poetry.

Getting Beyond the Novel: Inquiry Based Projects

Danielle Sullivan, Union County Public Schools, NC

Chesapeake C
M H

How are you challenging your students? Have you considered how to allow your students an opportunity to show off what they have learned from a novel without giving them a formal test? Are you ready to get beyond summative assessments? Inquiry-based learning projects are an opportunity to create an authentic learning experience for students by allowing them to be responsible for their own learning. As the teacher, you are asking them the simple question of: What are you going to do with your knowledge. This type of assignment allows students to be adaptively creative by working with others, choosing their own topics, researching, generating solutions, evaluating, and creating a plan of action to solve their underlying problem.

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Please Visit Our Exhibit Hall In Chesapeake A

Conference Program

Friday, March 13

11:05 a.m. - 12:05 p.m. (Continued)

Another Worksheet Is NOT the Answer: Meaningful Curriculum Enrichment

Janet Hawvermale, A.C.E. Educational Services, MD

Tidewater A
E M

Currently, most textbook curricula include worksheets for enrichment. Many of these worksheets lack what is truly necessary to meaningfully enrich curriculum for gifted students. Many classroom teachers find themselves at a loss as to what to do for students who learn quickly and need true enrichment so that their desire to learn is not stifled. This session will set forth the parameters for meaningful enrichment. It will further develop an individualized approach to each subject area based on active learning principles. Participants will brainstorm and dialogue on what will work in their individual situations.

The Box No Longer Exists: Creating Metaphoric GT Projects

Lee Sterling, University of Houston, Galena Park ISD, TX

James
M H

Come experience multi-disciplinary metaphoric projects and see how you can devise your own creative projects for your classroom. This session will illustrate how to interject creativity into your GT curriculum. By utilizing interactive activities with tactile elements, the presenters will generate an experiential environment followed by an open-ended discussion. Participants will receive handouts and “hands-on” experience during the session. So, if you are not afraid of “learning by doing,” then this is the program for you!

Past and Present: The Power of Voice Though Non-Fiction Study

Kristen Jacksa, Charleston County School District, SC

York
M

This session will address how a nonfiction unit helps middle schoolers understand elements of voice, while challenging them to consider self-discovery and what variables influence identity. It presents various cultural and historical experiences through interviews, diary entries, autobiographies, memoirs, and documentaries. Students engage in critical thinking and discuss complex national and world problems. They employ the following William and Mary tools: Concept of Change; Wheel of Reasoning; Literature Web; and Reasoning about a Situation or Event. Because choice is critical for gifted learners, they self-select their groups and texts based on my book talks; they develop their own schedule for reading, etc. Classroom discussions occur daily and through a threaded discussion group on a secure online collaborative wiki. Finally, students prepare book talks for next year’s students on pod casts. An extensive nonfiction bibliography includes music selections, texts, and brief documentaries that will enrich your teaching.

Interactive Notebooks for Advanced Learners

Cheryl McCullough, Fairfax County Public Schools, VA

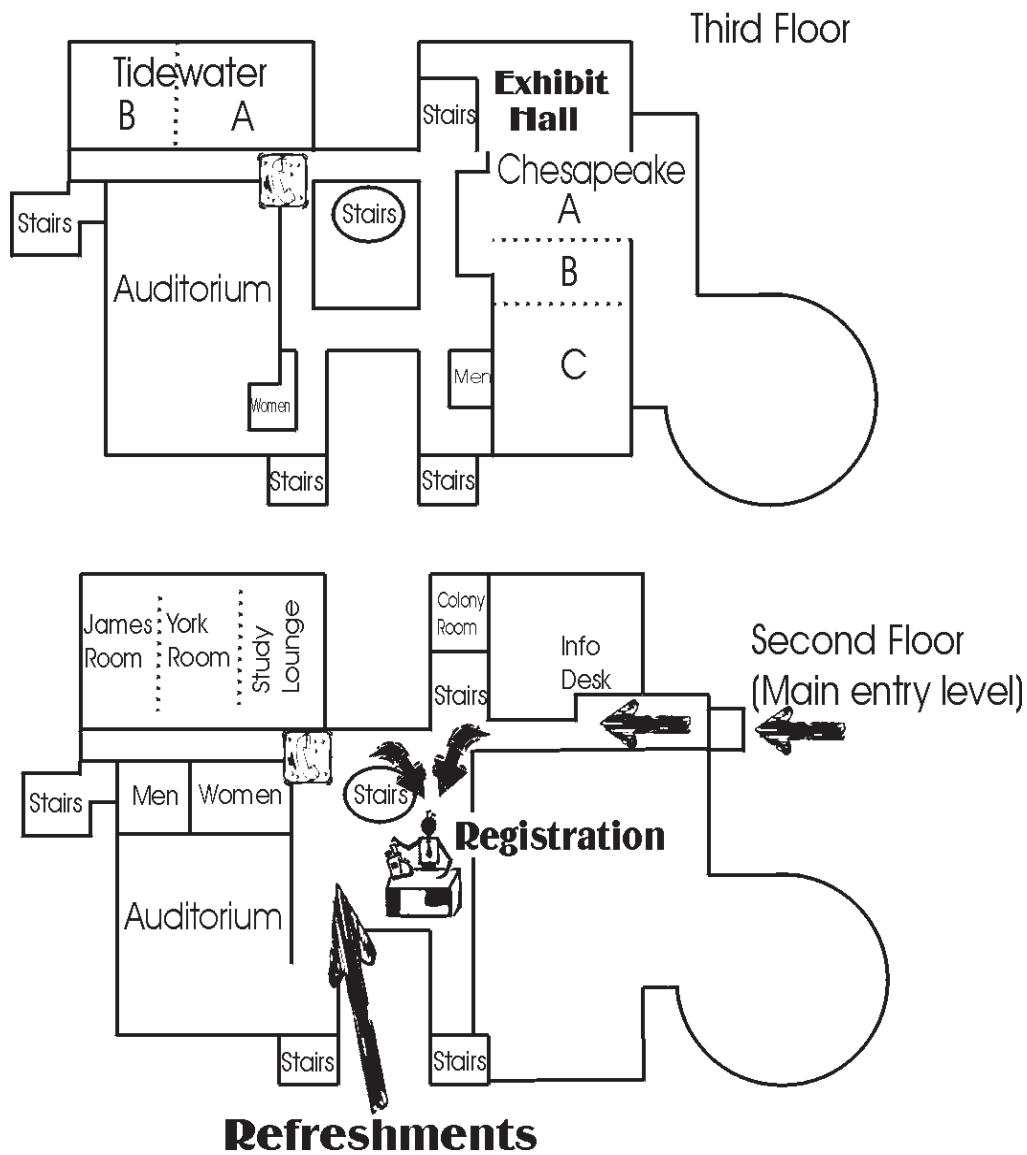
Colony
P E M

The interactive notebook uses both right and left brain hemispheres to help students sort, categorize, remember and creatively interact with the new knowledge they are learning. In this session, we will discuss different ways to set up an interactive notebook, view student samples, and discover techniques that allow students to process information to show depth of understanding.

Thank you for attending our conference.
Please return your completed evaluation forms to the registration desk.

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

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 goes to Dr. Joyce VanTassel-Baska, whose leadership, vision, and energy have inspired a standard of excellence for this conference.

**Professional Summer Institute:
Curriculum and Instruction for High-
Ability Learners in Diverse Settings
June 22-24, 2009
Williamsburg, Virginia**

The purpose of this Institute is to provide teachers and administrators with the knowledge and skills to utilize high quality curriculum, strategies, and materials, within effective programs for advanced learners. Institute participants choose one strand.

Institute offerings:

Literacy Development & Writing:

**The Center for Gifted Education Language Arts Curriculum
Learning Through Scientific Inquiry:**

The Center for Gifted Education Science Curriculum

Engaging in Document Analysis:

**The Center for Gifted Education Social Studies Curriculum
Geometry for the Gifted from Hands-On Manipulatives to Proof
Research-Based Teaching Models in Gifted Education**

Curriculum and Instruction for Special Needs Gifted Learners:

**Using Case Data to Develop Appropriate Accommodations
Classroom Assessment for Gifted Learners
Advanced Curriculum Writing Workshop**

Institute faculty include

Dr. Lori Bland, Center for Gifted Education, Virginia

Dr. Kim Chandler, Center for Gifted Education, Virginia

Steve Coxon, Center for Gifted Education, Virginia

Dr. Margie Mason, The College of William and Mary, Virginia

Dr. Janice Robbins, Center for Gifted Education, Virginia

Molly Sandling, Williamsburg-James City County Schools, Virginia

Dr. Joyce VanTassel-Baska, Center for Gifted Education, Virginia

Sherry Watts, Montgomery County Schools, Maryland

For further information contact the Center for Gifted Education at cfge@wm.edu or 757-221-2166, or visit our website www.cfge.wm.edu/professional_psi.htm