

*National Curriculum  
Network Conference  
2010*

*Meeting the  
Needs of Gifted  
Children*

*Wednesday - Friday  
March 10 - 12, 2010  
Sadler Center,  
The College of William and Mary*



Center for Gifted Education  
The College of William and Mary  
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Center for Gifted Education

The College of William and Mary

# *National Curriculum Network Conference 2010*

Join fellow professionals in the field of gifted education in Williamsburg, Virginia, and share in discussions about curriculum, instruction, and assessment for high-ability learners at the Center for Gifted Education's 15th National Curriculum Network Conference. The conference provides a forum in which educators engage in dialogue and discussion of curriculum issues for high-ability and gifted learners. Preconference workshops offer opportunities for participants to focus in depth on particular topics, methods, and materials. The conference features nationally and internationally recognized speakers who will share their perspectives and research regarding curriculum, instruction, and assessment for high-ability learners. The more than 25 breakout sessions will include an array of presentations from teachers, administrators, university personnel, and others who will highlight their own experiences seeking and implementing appropriate educational responses to high-ability and gifted students across various grade levels and settings.

The goals of the conference are:

- ❖ To enable schools and teachers engaged in curriculum, instruction, and assessment for high-ability learners to update their knowledge of best practices and share what works for these students.
- ❖ To spotlight special materials, practices, and curriculum approaches that are responsive to the needs of high-ability learners.
- ❖ To provide training for the implementation of William and Mary units for classroom use through workshops and small group applications.

## **Graduate Programs In Gifted Education**

The School of Education at the College of William and Mary offers both master's and doctoral degree programs with emphases in gifted education. The master's level program strands are designed to provide candidates with advanced preparation that links gifted education to general education methodology and practices. Candidates become equipped with the knowledge and skills required to assume leadership roles in gifted education at the local, state, and national levels.

Doctoral students may pursue an Ed.D. or Ph.D. in Educational Policy, Planning, and Leadership (EPPL) with an emphasis in gifted education. The Ed.D. prepares professionals with the commitment and competence necessary to enhance educational policy and practice in a variety of settings ranging from the individual classroom to administrative offices and government agencies. The Ph.D. prepares scholars for service as college and university professors, educational administrators, government or foundation officers, or independent researchers and practitioners.

An application packet can be obtained by request to the Office of Academic Programs, School of Education, College of William and Mary, PO Box 8795, Williamsburg, Virginia 23187-8795 or by calling 757-221-2320

# National Curriculum Network Conference 2010

## Keynote Speakers

**Susan Johnsen**, Baylor University, Waco, TX

Dr. Susan Johnsen is Professor in the Department of Educational Psychology at Baylor University. She directs the Ph.D. program and programs related to gifted and talented education. She has written more than 150 articles, monographs, technical reports, and books related to gifted education. She is a frequent presenter at international, national, and state conferences. She is the editor of *Gifted Child Today* and serves on the boards of *Gifted Child Quarterly*, *Journal for the Education of the Gifted*, and *Roeper Review*. She is the author of *Identifying Gifted Students: A Practical Guide*, coauthor of the Independent Study Program, and coauthor of three tests used in identifying gifted students: *Test of Mathematical Abilities for Gifted Students (TOMAGS)*, *Test of Nonverbal Intelligence (TONI-3)* and *Screening Assessment for Gifted Students (SAGES-2)*. She is also the coauthor of two books on using the national gifted education standards. She is President of The Association for the Gifted of the Council for Exceptional Children and past president of the Texas Association for the Gifted.

**Carol Tieso**, The College of William and Mary, Williamsburg, VA

Dr. Carol Tieso currently teaches courses in gifted education at The College of William and Mary, including Psychology of Gifted Education, Teaching the Gifted and Talented, Teaching Thinking Skills, and Special Populations in Gifted Education. Prior to joining the faculty at William and Mary, she served as program coordinator in gifted education at the University of Alabama. She completed her doctoral work at the University of Connecticut and completed her Ph.D. in Educational Psychology with an emphasis on Gifted and Talented Education in June, 2000. While a graduate assistant, she worked as a research associate at the National Research Center on the Gifted and Talented, collecting and analyzing data from a national study of professional development practices in gifted education. Before she left for UConn, Dr. Tieso taught for 16 years in a diverse school district in California and served as the coordinator of the district's gifted programs. Carol's current research interests include examining the effects of enhanced and differentiated curriculum on students' achievement and the effects of various grouping practices on students' achievement, self-efficacy, and self-concept. Her teaching interests focus on meeting the socioemotional needs of talented students and increasing the enrollment of culturally, linguistically diverse students in gifted programs. Carol also serves as the Network Member to the NAGC Board of Directors.

## Featured Speakers

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

Dr. Tracy L. Cross is the new Executive Director of the Center for Gifted Education at the College of William and Mary and the Jody and Layton Smith Professor of Psychology and Gifted Education. Previously he was at Ball State University in Indiana where he served since 1993, beginning as a professor of psychology at the school's Teachers College. In 2000, he became the George and Frances Ball Distinguished Professor of Psychology and Gifted Studies. Dr. Cross also created and served as director of the doctoral program in educational psychology, executive director of the Institute for Research on the Psychology of Gifted Students and associate dean for graduate studies, research and assessment. While at Ball State, Dr. Cross served as the executive director of the Indiana Academy for Science, Mathematics, and Humanities - a state-supported, residential school for academically gifted adolescents. In August Dr. Cross received the Mensa Education and Research Foundation's Lifetime Achievement award for his contributions to the field of giftedness.

**Kyung Hee Kim**, The College of William and Mary, Williamsburg, VA

Dr. Kim is an Assistant Professor of Educational Psychology at the College of William and Mary. She obtained a Ph.D. from the University of Georgia in 2004. Her research interests are: (1) Understanding creativity by comparing it with intelligence, achievement, personality, etc.; (2) Understanding and identifying the characteristics of creatively gifted students; (3) Assessing creativity; and (4) Nurturing creativity with respect to environmental and cultural interactions. In 2009, she received the Berlyne Award (in recognition of outstanding research by a junior scholar) from the American Psychology Association. In 2008, she received the Hollingworth Award from NAGC as well as the premier research and teaching awards from Eastern Michigan University (EMU). She received other awards for research from EMU (2007), NAGC (2005), American Creativity Association (2005), and International Council of Psychologists (2004). She is nominated for one of the "2009 New Voices in Intelligence and Creativity," awarded by the University of Kansas.

**Michael Thompson**, Raleigh, NC

Michael Thompson has served on the Board of Directors of the National Association for Gifted Children, is past President of the Indiana Association for the Gifted, was editor of *Our Gifted Children* magazine, created the *Classic Words* vocabulary software, and is the author of articles and language arts books for gifted students. His publications include *The Word Within the Word* vocabulary series, *The Magic Lens*, *Grammar Island*, *Grammar Voyage*, *Grammar Town*, *Building Language*, *Classic Words*, *Classics in the Classroom*, *Thinkers*, *The Heart of the Mind*, and *Caesar's English*, and a set of six books about poetry. Michael has been a classroom teacher of English, Spanish, or history since 1969, and is currently an instructor in Northwestern University's Letterlinks program, offered by the Center for Talent Development.

## *Preconference sessions (March 10, 2010)*

### **Full-day sessions**

#### **A-C Introduction to the Center for Gifted Education Curriculum Frameworks and Teaching Models**

*Each of these full-day workshops will explore the Center for Gifted Education curriculum in a specific area. Attendees will participate as learners in exploration of the various teaching models employed in the curriculum. These sessions are intended to be an **introduction** to the units. They are not intended to provide training on any specific unit, but rather to familiarize participants with the models embedded in the units and the process for teaching them. Participants who have copies of units are encouraged to bring them; units will also be available for review and/or purchase at the conference.*

#### **A The Center for Gifted Education Language Arts Curriculum (Grades 1-11)**

*Sherry Watts, Montgomery County Public Schools, Maryland*

The goals of the Center's language arts curriculum are to develop skills in literary analysis and interpretation, persuasive writing, vocabulary, grammar, and oral communication, while using specific models to support critical reasoning and in-depth exploration of the concept of change. The workshop will explore teaching models and student activities that support these goals, as well as features of specific units and the resources they employ.

#### **B The Center for Gifted Education Science Curriculum (Grades K-8)**

*Noland Leith, Henrico County Public Schools, Virginia*

The Center's science curriculum units involve students in the exploration of real world, ill-structured problems as well as engaging them in the scientific inquiry process. Each of the units emphasizes development of the process of experimental design, a specific macro concept (e.g. systems or change), and various specific scientific content goals. The workshop will involve participants in understanding the background and processes involved with problem-based learning and experimental design. Participants will also explore the concept of systems and discuss the scientific content topics to be taught in the units.

#### **C The Center for Gifted Education Social Studies Curriculum (Grades 2-10)**

*Molly Sandling, Williamsburg-James City County Schools, Virginia*

The Center's social studies curriculum goals emphasize developing understanding of social studies concepts, the process of reasoning, principles of historical analysis, and various content topics within several social science disciplines. The workshop will engage participants in activities revolving around the teaching models used in the units, including the concept development model, the Paul model of reasoning, and a primary source analysis framework. In addition, the workshop will explore activities related to the content of the various units, including topics in history, geography, and government.

#### **D Launching Middle School Students Into Mathematical Thinking**

*Dana Johnson, The College of William and Mary*

If we did not engage in a mad rush to algebra and beyond in middle school, what *could* students learn? The standard curriculum in middle and high school is not differentiated well for high ability math students. Moving into high school courses early does not necessarily provide experiences and challenges of what real mathematics is. This session will provide some examples of topics and strategies for infusing more rigor and richness into the middle school mathematics curriculum and Algebra I. These include proof, making conjectures, problem solving using variables to model solutions, in-depth explorations of arithmetic operations using variables, recursive and functional thinking, and processes of mathematical reasoning that are unique to mathematics.

### **Half-day sessions** (You must choose both a morning **AND** an afternoon session.)

#### **Morning Sessions**

#### **E Gifted Programs and Services: What Are the Non Negotiables?**

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

The focus of this session will be on the nonnegotiables of gifted programs and services. Participants will learn the critical needs in the field, including maintaining high standards for gifted students while aligning curriculum with content standards. Participants will understand how to use research-based best practices to appropriately differentiate curriculum, instruction, and assessment procedures. Participants will also learn about ideas for creating an optimal match between the learner and the curriculum-delivery system, quality teaching for gifted learners, and encouraging collaboration between home and the school to support talent development.

#### **F Research Skills and Strategies for Elementary and Middle School Students**

*Dr. Kimberley Chandler, The College of William and Mary*

Conducting original research is an important way to increase depth in content and to foster critical thinking skills for gifted students. The Research Model used in the Center for Gifted Education's curriculum will be the focus of this session, in which the presenter will guide participants in developing an appropriate research project for gifted students. Topics covered in the session will include practical strategies for teaching students essential research skills, classroom management ideas, and suggestions for assessment of student work.

***Preconference sessions (March 10, 2010)***  
**Half-day sessions** (You must choose a morning AND an afternoon session)

**Morning Sessions (continued)**

**G How Do You Assess Creativity?**

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

The seminar will begin with a brief discussion relating 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. Finally, we will utilize the worldwide standard for measuring creativity, the Torrance Tests of Creative Thinking, to explore what creativity tests look like, what a creative person's responses look like, and how we can score them.

**H The Social and Emotional Development of Students with Gifts and Talents**

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

The lives of our students with gifts and talents are made much more complicated than their nongifted peers. They must grow up within families, communities and schools that hold differing views of giftedness. They receive mixed messages on a regular basis. Consequently, their development includes both the common issues and stages of their respective referent groups and issues that are unique to them. This workshop will prepare participants to analyze the lives of students with gifts and talents within the school culture by understanding both the typical developmental patterns and those unique to the students with gifts and talents. Examples will be included to illustrate their patterns of social coping.

**Afternoon Sessions**

**I Patterns and Profiles of Promising Learners from Poverty**

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

This session will provide an overview of the issues facing gifted children from poverty. Participants will learn about research-based best practices in curriculum and teaching strategies and professional development. Participants will also learn about cultural influences of children with varied demographic profiles and the psychosocial stressors encountered by these children. Finally, policy implications for improving these students' education will be discussed. This session will draw from the new NAGC book *Patterns and Profiles of Promising Learners from Poverty*.

**J Using Problem-Based Learning and Higher Level Questioning Strategies with Gifted Learners**

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

Inquiry-based instruction, open-ended challenges, flexible grouping practices are some educational buzzwords. How can you pull these teaching strategies together in an effective and meaningful way for gifted learners to go beyond the regular curriculum? Problem-based learning and higher level questioning techniques are key ways to ensure that gifted students are challenged. During this session, teachers will encounter a real-world problem to solve. At the end of this workshop, teachers will understand the purpose for and benefits of using problem-based learning and higher level questioning with gifted students; learn core teaching models that they can use to teach their children how to solve real world problems; and how to fuse inquiry-based instruction, higher level questioning techniques, open-ended challenges, and flexible grouping to promote advanced learning.

**K 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*

Why do some gifted students hide their giftedness, underachieve, or lie? Are these issues the same for females and males? This workshop emphasizes the research on the lived experience of being a gifted student in American culture. Social cognition, social learning theory, and the Stigma of Giftedness Paradigm are presented as means to understand the gifted students' lives. Examples of how adults can help these students develop will be provided along with materials describing resources available.

**L Literary Analysis for Gifted Children: Using Novel Study Guides To Promote Critical Thinking**

*Dr. Kimberley Chandler, The College of William and Mary*

In this session, the presenter will share a template for developing picture book and novel study guides for use with gifted children. Participants will review examples of these guides, which utilize a research-based model for literary analysis, in preparation for developing their own. Emphases of the session will be learning to use the teaching models incorporated in the novel study guide (literature web, vocabulary web, concept development model, and Paul's reasoning model), designing structured questions and activities that are appropriately differentiated for gifted students, and developing research activities that are interdisciplinary in nature. Participants should read a children's book prior to attending the session in preparation for the application portion of the workshop.

# *National Curriculum Network Conference 2010*

## **Dates and Schedules**

Preconference workshops will take place Wednesday, March 10, from 8:30 a.m. to 3:30 p.m., with registration beginning at 7:45 a.m. The conference will be held from 8:30 a.m. to 3:45 p.m. on Thursday, March 11, with registration beginning at 7:45 a.m., and from 8:30 a.m. to 12:05 p. m. on Friday, March 12. Thursday sessions will include a keynote presentation, and four separate breakout sessions. Friday offers a keynote and two breakout sessions. Participants will receive the conference program at conference check-in. All sessions meet at the Sadler (formerly University) Center of The College of William and Mary. Directions and a campus map are available at <http://www.cfge.wm.edu/directions.htm>.

## **Parking**

Very limited parking for conference attendees is available near the Sadler (University) Center. Additional parking is available at the William and Mary Hall parking lot, a 7 - 10 minute walk to the Sadler Center. Parking passes that permit parking in **student spaces only** will be included with registration confirmation, along with a map indicating available parking sites.

## **Hotel Information**

Reservations for hotel accommodations may be made by contacting the **Williamsburg Hospitality House** at 1-800-932-9192 (\$79/night, within walking distance). Rooms must be reserved by **February 10, 2010**. Participants **MUST** mention the Center for Gifted Education's NCN conference to get these rates. To search for other hotels in the area, contact the Williamsburg Hotel and Motel Association at [www.williamsburghotel.com](http://www.williamsburghotel.com) or 1-800-999-4485. Visit <http://www.williamsburgcc.com/website/> for more hotel information and a Williamsburg vacation planner.

## **Cost**

\$100 Preconference Workshop ONLY (Wednesday, March 10)

\$200\* Conference ONLY (Thursday, March 11 and Friday, March 12)

\$250\* Preconference AND Conference (March 10 - 12) \*NOTE: Conference costs include a box lunch on March 12th.

## **Registering**

The registration deadline is **Friday, February 5, 2010**. There is no on-site registration. Payment is due in full with the registration. Forms may be mailed to: Center for Gifted Education, Attn: NCNC, PO Box 8795, Williamsburg, VA 23187-8795, or faxed to 757-221-2184. Checks and purchase orders should be made payable to The College of William and Mary. Call 757-221-2166 or email [cfge@wm.edu](mailto:cfge@wm.edu) with any questions.

## **Registration Confirmation**

Upon receipt of the registration form an email notification will be sent to the email address provided. A registration confirmation packet including parking pass, preconference sessions registered for (if any), balance due, and other details will be sent mid February.

## **Cancellations/Refunds**

Refunds will be issued for cancellations received in writing by February 18, 2010 **minus a \$50 non-refundable processing fee**. Absolutely **NO** refunds will be issued for any reason after February 18. Schools or individuals will be billed the full amount if a registered participant does not show.

## **Additional Information**

Updates about the conference will be posted on our web site, [www.cfge.wm.edu/professional\\_ncnc.htm](http://www.cfge.wm.edu/professional_ncnc.htm). Contact the Center at 757-221-2166 or [cfge@wm.edu](mailto:cfge@wm.edu) with any questions.

# National Curriculum Network Conference 2010

## Registration (Please print or type) Deadline Thursday, February 5, 2010

\_\_\_\_\_  
Last Name First Name

\_\_\_\_\_  
Position (e.g., teacher, gr 3; teacher, H.S. math; gifted prog. coordinator) Preferred Name (for Name Tag)

\_\_\_\_\_  
School District/Organization indicate home  or work  address

\_\_\_\_\_  
Mailing Address (School name if work address, Number, Street)

\_\_\_\_\_  
City State ZIP

( )

\_\_\_\_\_  
Daytime Phone email (required to receive registration confirmation)

Would you like to receive updates about the Center by e-mail? (please circle one) Yes No

Please indicate if vegetarian lunch required:  (Lunch included March 11 only)

### Attendance (SELECT ONE)

- Preconference ONLY, March 10 (\$100) [indicate preferred preconference workshop(s) below]  
 Conference ONLY, March 11 - 12 (\$200)  
 Preconference AND conference, March 10 - 12 (\$250) [indicate preferred preconference workshop(s) below]

### Preconference Workshops - (Please indicate 1st, 2nd, and 3rd choices. While every attempt will be made to register you for your first choice, sessions do close out.)

You may attend **either** 1 full day **or** 2 half day sessions

Full-Day	<b>OR</b>	Morning	and	Afternoon
<input type="checkbox"/> Option A		<input type="checkbox"/> Option E		<input type="checkbox"/> Option I
<input type="checkbox"/> Option B		<input type="checkbox"/> Option F		<input type="checkbox"/> Option J
<input type="checkbox"/> Option C		<input type="checkbox"/> Option G		<input type="checkbox"/> Option K
<input type="checkbox"/> Option D		<input type="checkbox"/> Option H		<input type="checkbox"/> Option L

### Payment (SELECT ONE) Payment in full or purchase order must accompany the registration.

- Check enclosed (payable to College of William and Mary)  
 Credit card (Mastercard or Visa only) Card # \_\_\_\_\_ exp \_\_\_\_\_  
Signature \_\_\_\_\_  
 Purchase Order enclosed. Please give the mailing address of paying organization.

Send to: Center for Gifted Education, Attn: NCNC, PO Box 8795, Williamsburg, VA 23187-8795

Phone: 757-221-2166 Fax: 757-221-2184 email cfge@wm.edu

Registrations will only be processed if accompanied by the registration fee or a purchase order number on school or school district letterhead.

### Cancellations/Refunds

Refunds will be issued for cancellations received in writing by February 18, 2010 **minus a \$50 non-refundable processing fee**. Absolutely NO refunds will be issued after February 18. Schools or individuals will be billed the full amount if a registered participant does not show.

I understand that unless I specifically request otherwise, any photograph(s) taken of me at the conference may be used in print and electronic publications produced by the Center. (Absence of a signature will be deemed to be acceptance of the preceding statement.)

Signature: \_\_\_\_\_ Date: \_\_\_\_\_