



## CONFRATUTE STRANDS AND DESCRIPTIONS

- The schedule of strands might change prior to July 9, 2017
- Participants are encouraged to bring laptop computers or personal devices to all sessions.

<b>STRAND BLOCK A: 10:00 AM – 12:00 PM, Tuesday-Friday</b>
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### 1. SCHOOLWIDE ENRICHMENT MODEL (SEM)

**Presenter(s):** Joseph Renzulli & Sally Reis, University of Connecticut, Storrs, CT.

**Target Audience:** *Classroom teacher, GT Teacher or Coordinator, Administrator, Counselor or School Psychologist, Parent, Principal, Curriculum Coordinator.*

The general session of this strand (Tuesday) will provide an overview of The Schoolwide Enrichment Model (SEM), and the breakout sessions (Wednesday-Friday) will focus on specific strategies for implementing the SEM in a variety of schools with students of different ages and demographic backgrounds. The model, based on over 35 years of research and development, is a comprehensive system for infusing “high-end learning” into total school improvement efforts while simultaneously challenging high achieving students. Specific strategies include the development of Total Talent Portfolios, Curriculum Modification Techniques, and Enrichment Teaching and Learning. Three books are recommended for all participants in this strand and are available at a greatly discounted rate at Confratute.

### Breakout SEM Strands (Wednesday, Thursday, & Friday)

#### 1A1. ELEMENTARY I

**Presenter:** Laurel Brandon, University of Connecticut, Storrs, CT.

**Target Audience:** *Classroom teacher, GT Teacher, Counselor or School Psychologist, Parent.*

This strand is intended for elementary teachers interested in integrating the SEM into their classrooms and/or their entire schools. Specific examples and simulations will build understanding of the Enrichment Triad Model, the use of the Total Talent Portfolio, and how to implement Curriculum Compacting and Enrichment Clusters. Strategies for personalizing the SEM in individual schools will also be discussed.

#### 1A2. ELEMENTARY II

**Presenter:** Katherine Brown, Clarke County School District, Athens, GA.

**Target Audience:** *Classroom Teacher, GT Teacher or Coordinator.*

This hands-on strand will explore the infusion of the SEM into regular education classroom practices and school-wide initiatives. Participants will expand their knowledge of Type Is/IIs/IIIs and Enrichment Clusters as we discuss each component, examine organizational aspects and support documents, and share tips and tricks for implementation. After this session, participants will have the information and tools they need to go back to their settings and begin implementing this meaningful learning with students.

**1A3. ELEMENTARY III**

**Presenter:** Mary B. Sullivan, University of Connecticut, Storrs, CT.

**Target Audience:** *GT Teacher or Coordinator, Counselor or School Psychologist, Parent.*

This strand is an introductory strand designed for SEM specialists at the elementary level who need to understand and implement SEM in their individual school situation(s). This strand will include theory, activities, and first-hand examples to involve teachers in discovering how to effectively stay true to SEM core principles while personalizing the model to meet the reality and needs of their distinctive school circumstances. Participants with little or no experience are welcome.

**1B. MIDDLE/HIGH SCHOOL**

**Presenter:** Carla Brigandi, West Virginia University, Morgantown, WV.

**Target Audience:** *Classroom teacher, GT Teacher or Coordinator, Administrator, Counselor or School Psychologist, Parent, Principal, Curriculum Coordinator.*

This breakout strand is a hands-on session designed to deepen middle and secondary school teachers' understanding of the SEM and to share strategies on how-to implement components of the SEM, including curriculum compacting, Type I, Type II, and Type III Enrichment, and Enrichment Clusters. We will also consider implementation strategies for homogeneously grouped settings and infusion into general education classroom curricula. In keeping with the SEM, this session demonstrates effective pedagogy that both challenges and engages middle and secondary school students who demonstrate gifted behaviors.

**1C. COORDINATORS**

**Presenter:** Michele Femc-Bagwell, University of Connecticut, Storrs, CT.

**Target Audience:** *GT Coordinator, Administrator, Counselor or School Psychologist, Parent, Curriculum Coordinator.*

An assessment of participants' roles and programming needs will guide discussions and the creation of an action plan for your take home implementation. Join us as guest speakers with extensive leadership in schools using the Schoolwide Enrichment Model also share their successful experiences, best practices, and strategies for developing and sustaining successful SEM programs. A professional network will also be established through an asset mapping tool that will allow participants to remain connected in their work throughout the year. Come engage in collaborative conversations to support the coordination of your SEM programming.

**1D. PRINCIPALS**

**Presenter(s):** Gara Field, Moses Brown School, Providence, RI, & Freddie DeJesus, Dr. Joseph S. Renzulli Gifted and Talented Academy, Hartford, CT.

**Target Audience:** *GT Coordinator, Administrator, Counselor or School Psychologist, Parent, Principal, Curriculum Coordinator.*

This strand is for administrators who are in the early implementation stages of the Schoolwide Enrichment Model. SEM is a pathway to excellence for administration, faculty, staff, families, and perhaps most importantly, students. First, learn how to adapt SEM to your school. Next, discover effective approaches to professional development for establishing an SEM culture in your building. Finally, explore various ways for teachers to embrace enrichment teaching skills within the confines of a typical school day in order for students to reach their highest potential regardless of where they are on the achievement spectrum. Successes, pitfalls, and lessons learned regarding the SEM from an administrative perspective will be the focus of this breakout strand. (If you attend this strand, you should not attend strand #19 - Leading an SEM School.)

### **1E. TWICE EXCEPTIONAL**

**Presenter:** Susan Baum, 2e Center for Research and Professional Development, Bridges Academy, Studio City, CA.

**Target Audience:** *Classroom teacher, Counselor or School Psychologist, Curriculum Coordinator.*

This breakout is designed to show how the SEM can be used to meet the needs of twice-exceptional students. These students thrive in an environment designed to nurture their strengths, interests, and talents. Type I experiences offer them ways to engage in curriculum that circumvent problematic weaknesses. Type II experiences allow them to learn the skills of the disciplines aligned to their gifts and talents. Finally, Type III enrichment and enrichment clusters are ways to contextualize executive function skills and allow them to create original products and services.

### **1F. LIBRARY/MEDIA SPECIALISTS**

**Presenter:** Melissa Thom, Bristow Middle School, West Hartford, CT.

**Target Audience:** *Classroom teacher, GT Teacher or Coordinator, Principal, Curriculum Coordinator, Librarians.*

This strand is designed for school librarians and media specialists who see themselves as playing a pivotal role in talent development of all students. It will include theory, interactive activities, and first-hand examples for the implementation of SEM core principles into a library setting. Specific topics include organizing and scheduling Type I experiences, creating and administering student interest and talent surveys, developing interest centers, and curating a high quality how-to book collection for Type II experiences. Participants will have the opportunity to leverage their expertise as research experts and mentors in the implementation of the Enrichment Triad Model.

## **2. CREATIVITY IN THE CLASSROOM**

**Presenter:** Ron Beghetto, University of Connecticut, Storrs, CT.

**Target Audience:** *Classroom teacher, GT Teacher or Coordinator, Administrator, Counselor or School Psychologist, Parent, Principal, Curriculum Coordinator.*

This strand will focus on supporting student and teacher creativity in K-12 classrooms. It will be a highly interactive and applied session -- focusing on putting theory into practice and highlighting how slight adjustments can result in developing more creative teaching and learning practices across subject areas and grade levels. Ron Beghetto, a faculty member at UConn and an internationally recognized expert on creativity in educational settings, will facilitate this strand. The book *Big Wins, Small Steps: How to Lead For and With Creativity, 1<sup>st</sup> Ed.* is highly recommended for this strand and can be purchased at Confratute.

### **3. CHALLENGING TALENTED READERS WITH THE SEM-R**

**Presenter:** Rebecca Eckert, University of Connecticut, Storrs, CT.

**Target Audience:** *Classroom teacher, GT Teacher or Coordinator, Administrator, Curriculum Coordinator.*

Given the diverse skills with which students enter a classroom, what strategies and materials can teachers employ to increase reading achievement for everyone—including talented readers? This seemingly simple question will serve as the springboard for a research-based strand that seeks to examine the importance of challenge in reading and offer several tested techniques for engaging talented readers. Participants will learn how to implement the Schoolwide Enrichment Model – Reading Framework (SEM-R) which was developed to increase reading challenge and enjoyment for all students, and to provide the tools and techniques needed to promote continuous growth for talented readers in elementary and middle school classrooms.

### **4. MENTORING MATHEMATICAL MINDS (PROJECT M<sup>3</sup>): TEACHING MATH TO TALENTED ELEMENTARY STUDENTS**

**Presenter:** M. Katherine Gavin, University of Connecticut, Storrs, CT.

**Target Audience:** *Classroom teacher, GT Teacher or Coordinator, Administrator, Parent, Principal, Curriculum Coordinator.*

Come explore how to challenge and excite your talented math students! This strand provides an overview of research-proven, innovative curriculum to meet the needs of talented elementary students in grades 3-6. Participants will explore creative hands-on activities from the NAGC award-winning curriculum units, Project M<sup>3</sup>. Each unit involves students as practicing mathematicians in a particular career field from an archeological dig in rural China to a Himalayan expedition. Students learn to think and reason at high levels, carry on sophisticated mathematical discussions, and write about their thinking in student journals just as real mathematicians do. The investigations combine advanced math content that challenge talented students with the best practices in gifted education. Come learn how to provide the rigor your students need and the enjoyment they deserve. You and your students will fall in love with math!

### **5. ADVANCED ENRICHMENT CLUSTERS: A PRACTICAL PLAN FOR REAL-WORLD, STUDENT-DRIVEN LEARNING**

**Presenter:** Marcia Gentry, Purdue University, West Lafayette, IN.

**Target Audience:** *Classroom teacher, GT Teacher or Coordinator, Administrator, Counselor or School Psychologist, Parent, Principal, Curriculum Coordinator.*

This strand is designed for educators who have already implemented Enrichment Clusters or Academies of Inquiry and Talent Development and who seek to take these programs to the next level. In a relaxed, seminar-like format participants will discuss their successes and challenges in developing successful enrichment cluster programs, engage in problem-solving exercises, and participate in simulations directed toward helping them create world-class programs. Emphasis

will be placed on developing student-directed clusters in which students use advanced content and authentic methods to produce meaningful products and services for real-world audiences. Creating buy-in from stakeholders, helping facilitators develop quality clusters, and developing an assessment/evaluation plan will be addressed. Participants will leave with a wealth of ideas that they can use in their programs, and they will leave with connections to others who are doing similar work. *\*Participants should have implemented EC and should bring their EC book to class.*

## **6. THE SCHOOLWIDE ENRICHMENT MODEL IN SCIENCE**

**Presenter:** Nancy Heilbronner, Mercy College, Dobbs Ferry, NY.

**Target Audience:** *Classroom teacher, GT Teacher or Coordinator, Administrator, Principal, Curriculum Coordinator.*

At this informative and (at times) hands-on session, participants will learn step-by-step how to apply best practices of the Schoolwide Enrichment Model to science. Specifically, participants will learn how to identify students' strengths in science through the use of a science-based Total Talent Portfolio. They will learn how to provide enrichment opportunities in science through a variety of methods, including a simple practice called "infusion learning." Participants will learn how to support students as they develop the ability to use science processes along a developmental timeline, and they will learn how to scaffold students through authentic Type III experiences in science. The use of the Next Generation Science Standards to differentiate and assess for high-ability learners will also be discussed.

## **7. ADVANCED CURRICULUM INCLUDING THE DEPTH AND COMPLEXITY MODEL**

**Presenter:** Sandra Kaplan, University of Southern California, Los Angeles, CA.

**Target Audience:** *Classroom teacher, GT Teacher or Coordinator, Administrator, Counselor or School Psychologist, Parent, Principal, Curriculum Coordinator.*

Differentiating Curriculum (What) and Instruction (How) for gifted learners is the focus of this session, with emphasis on many and varied interpretations of providing "depth and complexity" in the teaching/learning process for these students. Demonstrations and designs of lesson plans and units of study derived from the discipline standards and those governing differentiation will be the centerpieces of this session. Emphasis on "self directed" differentiation will be explored and the importance of accommodating differentiation for culturally, linguistically, economically, and academically diverse gifted learners will be central to the What and How of providing for these students.

## **8. RENZULLI LEARNING: PERSONALIZING AND DIFFERENTIATING THE CURRICULUM FOR ALL STUDENTS**

**Presenter:** Toni Kubousek, Renzulli Learning.

**Target Audience:** *Classroom teacher, GT Teacher or Coordinator, Principal, Curriculum Coordinator.*

This Renzulli Learning overview session will provide you with engaging, technology-based tools that can make a powerful impact in your classroom. Learn how you can differentiate learning through a powerful search engine, enrichment activities, recording reflections on assignments, and scheduling and tracking assigned coursework. With the vast resources in Renzulli Learning, you can develop differentiated content lessons and explore available tools within the classroom that allow students to tap into their creativity and explore topics that captivate them.

## **9. THE MULTIPLE MENU MODEL: DEVELOPING AUTHENTIC WAYS TO EXPLORE A DISCIPLINE**

**Presenter:** Jann Leppien, Whitworth University, Spokane, WA.

**Target Audience:** *Classroom teacher, GT Teacher or Coordinator, Administrator, Curriculum Coordinator.*

The Multiple Menu Model is based on the assumption that authentic learning consists of investigative activities and the development of creative products in which students assume roles as firsthand explorers, writers, artists, and other types of practicing professionals. In this session, participants will be introduced to the model and its components that assist in the development of more authentic curricular experiences that create situations in which young people are thinking, feeling, and doing what practicing professionals do when they explore the content and methodology of a discipline. Participants will work on the development or revision of an instructional unit using templates to scaffold the planning process. Please bring a unit idea to enhance or revise during this strand.

#### **10. CREATING CHALLENGE FOR TALENTED READERS AND WRITERS**

**Presenter:** Susannah Richards, Eastern Connecticut State University, Willimantic, CT.

**Target Audience:** *Classroom teacher, GT Teacher or Coordinator, Administrator, Parent, Curriculum Coordinator.*

This strand focuses on strategies to meet the needs of talented readers and writers. Topics addressed include the traits of talented readers & writers; differentiation of reading and writing instruction; the role of interest assessment; evaluating literacy curriculum materials; and creating engaging reading & writing experiences for talented readers with print and electronic materials. Recommended practices will be suggested to give these students the experiences that help them grow as readers and writers, including how to organize literacy instruction to escalate reading/language arts/English instruction with rigorous thinking experiences for literacy development. In addition to strategies to escalate reader responses to literature, examples of web-based resources such as Glogsters, Google Forms, Vokis, SeeSaw, and other Web 2.0 online tools will be demonstrated to motivate readers and writers as they respond to literature and write for authentic audiences.

#### **11. IMPLEMENTING SEM IN YOUR SECOND OR THIRD YEAR: NEXT STEPS**

**Presenter:** Nicole Waicunas, University of Connecticut, Storrs, CT.

**Target Audience:** *Classroom teacher, GT Teacher or Coordinator, Administrator, Principal, Curriculum Coordinator.*

This strand is intended for educators who are in their second or third year of SEM implementation. Listen to teachers (and their students) who are utilizing the infusion of Triad who will showcase their work in this. This strand will help teachers see, discuss, and work with teachers (and their students) the work that they are striving to implement in their schools. By the end of the strand, participants will gain some new ideas for enrichment infusion, and create links to resources with others around the country. Learn how to implement and infuse enrichment using the broad resources of our community.

<b>STRAND BLOCK B: 1:30 – 3:00 PM, Monday - Thursday</b>
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#### **12. TEACHING WITH TECHNOLOGY FOR TECH NOVICES AND TECHNOPHOBES**

**Presenter:** Christina Amspaugh, University of Connecticut, Storrs, CT.

**Target Audience:** *Classroom teacher, GT Teacher or Coordinator.*

Technology can be a powerful tool for education, but it can also be intimidating for teachers learning new tools or trying to use them in the classroom. This strand is specifically designed to support tech novices and technophobes by introducing tools and strategies for implementing technology in the classroom in ways that allow you to “tech smarter, not harder.” We will explore ways to use technology to enhance communication with students and parents; to manage assignments, assessments, grading, and differentiation; to enhance instruction and promote student engagement; and to encourage creative productivity. Another focus will be the use of free and low-cost tools whenever possible, and will discuss strategies for effectively implementing technology in classrooms with limited resources.

### **13. MEETING THE NEEDS OF TWICE EXCEPTIONAL LEARNERS: THE POWER OF A STRENGTH-BASED TALENT-FOCUSED APPROACH**

**Presenter:** Susan Baum, 2e Center for Research and Professional Development, Bridges Academy, Studio City, CA.

**Target Audience:** *Classroom Teacher, GT Teacher or Coordinator, Administrator, Counselor or School Psychologist, Parent.*

Learn how to meet the needs of high ability students through a strength-based, talent-focused approach used for the past decade at Bridges Academy, an independent school for 2e students. The strand will begin by discussing the characteristics of these students, where their learning breaks down, and why a strength-based approach is particularly appropriate. You will learn how to assess their strengths, interests, and talents, and how to use this knowledge to design learning experiences that address their gifts and talents while helping them compensate for problematic weaknesses. Attention will be paid to providing opportunities for these learners where they can develop their interests and talents. While engaged in these personalized experiences, twice-exceptional students will become more self-regulated, socially aware, and productive. Prepare to share your experiences, ask questions, and engage in class activities.

### **14. HANDS-ON ENRICHMENT IN SCIENCE**

**Presenter:** Richard Bothmer, Lively Science Consulting, NH.

**Target Audience:** *Classroom teacher, GT Teacher or Coordinator, Parent, Curriculum Coordinator.*

Are you scientifically challenged? Wonderful! We want you! Together we will dispel any science anxiety and replace it with scientific enthusiasm. The emphasis of this strand will not be on science facts, but on how science works. We'll do lots and lots of labs. Some real...some, well, fabulous, such as when you trap and dissect a snorg. Don't plan on sitting down much. We'll be out and about finding fascinating science everywhere. Bring your traditional five tangible senses and your five intangible senses: Sense of Curiosity, Wonder, Imagination, Adventure, and Respect. Students walk into our classes loving science and it is our responsibility that they walk out the same way. We can do this. Piece of cake!

### **15. STRATEGIES FOR TEACHING CREATIVE AND CRITICAL THINKING IN YOUR CLASSROOM**

**Presenter:** Carla Brigandi, West Virginia University, Morgantown, WV.

**Target Audience:** *Classroom teacher, GT Teacher or Coordinator, Parent, Curriculum Coordinator*

Critical and creative thinking are increasingly being recognized as learning and innovation skills necessary for student success in learning and life. But what is creative thinking? What is critical thinking? How do we define these terms, and more importantly, how do we operationalize them? In this session, participants will learn techniques that support the development of

creative and critical thinking in themselves and in their students, as well as pedagogical approaches for infusing these techniques into regular classroom practice. This is an interactive session, so come ready to engage!

**16. HELPING STUDENTS TO BE THE CHANGE: FACILITATING TYPE III PROJECTS**

**Presenter:** Katherine Brown, Clarke County School District, Athens, GA.

**Target Audience:** *Classroom teacher, GT Teacher or Coordinator.*

Through Type III Enrichment, young learners are given the opportunity to make a positive change in their school, community, or world. But how can we, as teachers, facilitate these projects and demonstrate to administrators that our students are learning the standards? This session will provide teachers with lessons/activities aligned to the common core that facilitate the development of a Type III from the problem finding stage to the creation of a product or service. Along the way, we'll discuss the incorporation of technology, goal setting, research, interviewing skills, and more! (Computer or other device strongly recommended)

**17. TAXONOMY OF AFFECTIVE CURRICULUM FOR GIFTED LEARNERS**

**Presenter:** Derek Cavilla, University of Central Florida, Orlando, FL.

**Target Audience:** *Classroom teacher, GT Teacher or Coordinator, Administrator, Counselor or School Psychologist, Parent, Principal, Curriculum Coordinator.*

The Taxonomy of Affective Curriculum was developed to provide a developmentally appropriate way to infuse social-emotional learning (SEL) into the academic curriculum. The taxonomy supports gifted learners' asynchronous social-emotional development with results ranging from lowered anxiety, and increased academic performance, to fewer cases of gifted underachievement. Teachers will learn how to support students' development of skills such as self-regulation, empathy, grit, divergent thinking, and curiosity in the primary and secondary grades so that they ultimately manifest in four skills critical to heightened emotional intelligence: growth from failure, acceptance of ambiguity, goal attainment, and harmonious passion. Implications surrounding the stimulation of greater levels of internal locus of control, connections to underachievement, and twice-exceptional learners, will be discussed.

**18. SOCRATIC SEMINAR: CONCEPTS, ESSENTIAL QUESTIONS AND INQUIRY TO ENHANCE UNDERSTANDING**

**Presenter:** Richard Courtright, Duke University Talent Identification Program, Durham, NC.

**Target Audience:** *Classroom teacher, GT Teacher or Coordinator, Curriculum Coordinator.*

Teachers' strategies for organizing learning activities enable students to pursue higher levels of thinking. Questioning skills are critical, as there is a direct link between the questions the teacher asks and the level of thinking in which the students engage. Learn the strategies for implementation of Socratic seminars to address differentiation of core standards in classrooms and programs at all grade levels. The characteristics of the Socratic seminar, strategies/rules for participants, procedures for the seminar leader, and the development of questions used to frame the seminar discussion will be addressed. Participants will engage in seminars that model Socratic questioning techniques, and a variety of questioning techniques will be examined. The session will incorporate analyses of recommended resources, including literature, historical documents, and primary source materials. Participants will also view portions of videotaped seminars conducted by a leading authority on seminar teaching and the strand will conclude with an evaluation of the overall effectiveness of the seminar as a strategy to produce higher-level thinking among students.



## 19. CO-TEACHING STRATEGIES TO PROMOTE DIFFERENTIATION

**Presenter:** Rebecca Eckert, University of Connecticut, Storrs, CT.

**Target Audience:** *Classroom Teacher, GT Teacher or Coordinator, Administrator, Curriculum Coordinator, Co-Teaching Pairs, Teams of Teachers.*

Are you searching for innovative ways to increase instructional flexibility and meaningful learning opportunities in your classroom? The co-teaching approach in which two (or more) educators share instructional responsibility and mutually agreed-upon goals for a single group of students allows for more interaction between teachers and students, and attention to individual needs. To be truly effective, co-teachers must be strategic in their planning and collaboration. Therefore, strand participants will learn about the six co-teaching strategies and ways in which their implementation can be used to differentiate instruction and enhance enrichment opportunities for students in a variety of classroom settings. Opportunities for team-building and practical application will be provided, and co-teaching teams (or potential teams) are encouraged to participate together.

## 20. LEADING AN SEM ELEMENTARY SCHOOL

**Presenter:** Gara Field, Moses Brown School, Providence, RI

**Target Audience:** *Classroom Teacher, Administrator, Principal, Curriculum Coordinator.*

Administrators who are in the early implementation stages of the Schoolwide Enrichment Model (SEM) should benefit from this strand. SEM is a pathway to excellence for administration, faculty, staff, families, and perhaps most importantly, students. First, learn how to adapt SEM to your school. Next, discover effective approaches to professional development for establishing an SEM culture in your building. Finally, explore various ways for teachers to embrace enrichment teaching skills within the confines of a typical school day in order for students to reach their highest potential *regardless* of where they are on the achievement spectrum. Successes, pitfalls, and lessons learned regarding the Schoolwide Enrichment Model from an administrative perspective will be the focus of this strand. (If you attend this strand, you should not attend strand #1D - SEM Principals breakout.)

## 21. PROJECT M<sup>2</sup>: MENTORING YOUNG MATHEMATICIANS

**Presenter:** Janine M. Firmender, Saint Joseph's University, Philadelphia, PA.

**Target Audience:** *Classroom Teacher, GT Teacher or Coordinator, Administrator, Parent, Principal, Curriculum Coordinator.*

Engage your young student mathematicians in high-level mathematical thinking, reasoning, and communication! Come explore how to foster primary students' thinking in the NCTM Content areas of Geometry and Measurement using hands-on activities from Project M<sup>2</sup>: Mentoring Young Mathematicians units. These units are research-based, advanced level instructional units that promote students' in-depth understanding of the attributes, visualization, and transformations of geometric shapes and the exploration of measurement concepts.

## 22. ENRICHMENT CLUSTERS: A PRACTICAL PLAN FOR REAL-WORLD, STUDENT-DRIVEN LEARNING

**Presenter:** Marcia Gentry, Purdue University, West Lafayette, IN.

**Target Audience:** *Classroom Teacher, Administrator, Principal, Curriculum Coordinator.*

In this hands-on, interactive strand, participants will learn how to develop, organize, and implement one very exciting component of the Schoolwide Enrichment Model. Enrichment Clusters afford time to come together to pursue authentic interests, solve problems, and create

products and services for real audiences using advanced content and methods. Information from practitioners in every phase of implementation will be shared and will include a nuts and bolts, how-to-do-it question and answer session. Participants will be ready to return to their schools and put this program into motion. The book, *Enrichment Clusters: A Practical Plan for Real-World, Student-Driven Learning*, is strongly recommended for this strand and can be purchased at Confratute.

### **23. DIFFERENTIATING CURRICULUM AND INSTRUCTION IN A STUDENT-ORIENTED ELEMENTARY CLASSROOM**

**Presenter:** Cindy Gilson, University of North Carolina at Charlotte, Charlotte, NC.

**Target Audience:** *Classroom teacher, GT Teacher or Coordinator, Curriculum Coordinator.*

Are you searching for practical strategies and resources for reaching your most advanced elementary students in the heterogeneous classroom? Would you like to discover hidden potential in all your students? Then join us for an interactive strand as we discuss best practices for developing appropriately challenging differentiated curriculum and instruction that will enhance students' strength areas and passion for learning. Major topics will include (1) transitioning students to a student-oriented elementary classroom, (2) differentiating workstations and choice activities, (3) tiering lessons, (4) compacting the curriculum and enrichment, and (5) evaluating differentiated tasks for rigor. This strand is specifically designed for educators in K through 5th grade who are at beginner or intermediate levels of differentiating for gifted students. The presenter will also differentiate for participants' specific interests and teaching situations. Participants are encouraged to bring an example lesson plan or learning standard that they would like to differentiate.

### **24. IMPLEMENTING CURRICULUM COMPACTING IN THE CLASSROOM**

**Presenter:** Debra Goldbeck, Consultant, Chapel Hill, NC.

**Target Audience:** *Classroom teacher, GT Teacher or Coordinator, Administrator, Principal, Curriculum Coordinator.*

In this strand, participants will learn a powerful differentiation management technique for meeting the needs of high ability students in the regular classroom. Used as a stand-alone strategy or as an essential component of the Schoolwide Enrichment Model, curriculum compacting adapts the regular elementary or middle school curriculum to individual students' abilities and needs. Compacting allows teachers to streamline and eliminate unnecessary curriculum and instruction and provide an optimal match of curricular content and expectations to the learner's knowledge, ability, and styles. The text, *Curriculum Compacting: the Complete Guide to Modifying the Regular Curriculum for High Ability Students* is strongly recommended for all participants taking this strand for credit, and can be purchased at Confratute.

### **25. EFFECTIVE PROGRAM DESIGN AND IMPLEMENTATION PRACTICES IN GIFTED EDUCATION**

**Presenter:** E. Jean Gubbins, University of Connecticut, Storrs, CT.

**Target Audience:** *Classroom teacher, GT Teacher or Coordinator, Administrator, Principal.*

Let's explore several options for designing and implementing effective gifted and talented programs. Is identification the first step in this process? Should you adopt or adapt a curricular model? Or should you determine potential program content or curricular options? Each phase of program design and development requires team decision making from school district representatives to ensure that the gifted and talented program is integral to the district's mission. One approach to designing effective and defensible gifted programs is to use the

National Association for Gifted Children's Pre-K-Grade 12 Programming Standards. The gifted programming standards focus on student outcomes and evidence-based practices in learning and development, assessment, curriculum planning and instruction, learning environments, programming, and professional development. The standards serve as a template for designing new programs and re-designing current programs. Learn how to develop model gifted and talented programs for your students by capitalizing on best practices.

**26. STORYTELLING, MIME, AND MOVEMENT: MAKING LEARNING CREATIVE AND KINESTHETIC**

**Presenter:** Gail Herman, Organic Storytelling, Easthampton, MA.

**Target Audience:** *Classroom teacher, GT Teacher or Coordinator, Counselor or School Psychologist, Parent, Principal, Curriculum Coordinator, Arts Specialist Teachers.*

Do you wonder how to engage your kinesthetic and creative learners? Participate actively to learn storytelling, mime, and movement strategies integrated in language arts, social studies, and science. We will use our bodies to speak in sculpted silence and "body-storm" with mime. We will use our imaginations as we listen to, create, and tell stories. By transforming core concepts from one medium to another, students -- including ELL and twice-exceptional students -- show what they know and add depth to their learning. Learn nonverbal communication skills to develop perspective taking in oral reading. We will use folk and percussion instruments to augment the ambiance and meaning of our stories, biographies, and poems by "hearing between the lines." Methods for creating story theater (with mime & movement) will be shared. Resources help participants create storytelling & mime enrichment clusters.

**27. USING THE SCHOOLWIDE ENRICHMENT MODEL WITH TECHNOLOGY**

**Presenters:** Angela M. Housand, University of North Carolina, Wilmington, NC, & Brian Housand, East Carolina University, Greenville, NC.

**Target Audience:** *Classroom teacher, GT Teacher or Coordinator, Curriculum Coordinator.*

This strand presents an extension of the Schoolwide Enrichment Model approach to promoting higher-level thinking skills and creative productivity using technology. Digital technologies are changing and evolving at lightning speeds, yet effective skills for learning transcend time. With students' interests as the guide, we demonstrate strategies for leveraging technology to focus instruction on the processes and skills that support critical thinking and problem solving, decision-making, and communication. Join us for a solution-oriented strand that seamlessly merges technology with the processes that launch gifted students toward independent productivity.

**28. RENZULLI LEARNING: PERSONALIZING AND DIFFERENTIATING THE CURRICULUM FOR ALL STUDENTS**

**Presenter:** Toni Kubousek, Renzulli Learning.

**Target Audience:** *Classroom teacher, GT Teacher or Coordinator, Principal, Curriculum Coordinator.*

This Renzulli Learning overview session will provide you with engaging, technology-based tools that can make a powerful impact in your classroom. Learn how you can differentiate learning through a powerful search engine, enrichment activities, recording reflections on assignments, and scheduling and tracking assigned coursework. With the vast resources in Renzulli Learning, you can develop differentiated content lessons and explore available tools within the classroom that allow students to tap into their creativity and explore topics that captivate them.

## 29. INTEGRATING ARTS AND CREATIVITY ACROSS THE CURRICULUM TO DEVELOP TALENTS IN YOUNG ARTISTS

**Presenter:** Benjamin Lacina, Creative Arts Secondary School, Saint Paul, MN.

**Target Audience:** *Classroom Teacher, GT Teacher or Coordinator, Parent, Curriculum Coordinator.*

Young people are, by their very nature, creatively talented. Creating curricular connections with those talents can be sometimes challenging. With the rush to meet standards in core academic areas, attending to these creative talents can become less of a priority. Too often interdisciplinary talent development can feel like one more "extra" in the classroom, especially for those with less of a vocabulary in the arts. Research shows that integrating the arts into the regular curriculum has a positive effect on both student achievement and engagement. This strand will provide examples of time-tested, arts-integrated strategies, activities, and lessons that connect many of the habits of mind of creative engagement with process skills embedded in core academic standards. Hands-on, brains-on activities will allow participants to experience personal, authentic, and relevant connections across content to share with their own learners beyond their time at Confratute.

## 30. A TEACHER'S THINKING TOOLKIT: ENHANCING THE TEACHING OF THINKING IN STUDENTS

**Presenter:** Jann Leppien, Whitworth University, Spokane, WA.

**Target Audience:** *Classroom Teacher, GT Teacher or Coordinator, Administrator, Curriculum Coordinator.*

How do we create and develop intellectual thinking in our students and engage them in inquiry-based instruction while still addressing the standards? This strand explores strategies for infusing critical and creative thinking skills into standard content instruction in ways that both improve student thinking and also enhance deep content learning. Teachers will be introduced to a framework for designing lessons for this kind of instruction. Sample lessons, design materials, and a variety of instructional strategies for effectively teaching thinking will be explored, including the use of special question strategies for thinking carefully about a discipline's ideas, graphic organizers to guide skillful thinking, structuring effective collaborative investigations, and metacognitive prompting.

## 31. CREATIVE MATHEMATICS CURRICULUM

**Presenter:** Rachel R. McAnallen, Zoid and Company.

**Target Audience:** *Classroom teacher, GT Teacher or Coordinator, Parent, Curriculum Coordinator.*

Place value is an essential tool to understanding the four basic operations which eventually leads to algebraic thinking. Using a monetary approach and respecting the decimal point, the teachers and students will find creative and engaging ways to understand basic math concepts which align with the Common Core State Standards for Mathematics. Inherent in all the lessons will be conceptual understanding of mathematical concepts, computational fluency, mathematical communication, problem-solving, and a "Stay in the Struggle" attitude. Developmental theory, multiple intelligences, and different learning styles will be emphasized, which should enable teachers to help all students – including those who are dyslexic and math anxious – to understand mathematical concepts from the concrete stages to the abstract. The final outcome is to understand the arithmetic is answering the question whereas mathematics is questioning the answer.

### **32. BOOKS AS HOOKS FOR CREATING LIFELONG READERS**

**Presenter:** Susannah Richards, Eastern Connecticut State University, Willimantic, CT.

**Target Audience:** *Classroom Teacher, GT Teacher or Coordinator, Parent, Curriculum Coordinator.*

This strand includes an overview of books that invite readers to explore and cultivate interests and ideas. In addition to the hundreds of books and booklists that will be highlighted, emphasis will be on how to use books to meet the needs of highly able students. Featured books will include recently published fiction and non-fiction books that can prompt critical and creative thinking experiences. Discussion and activities will focus on resources for locating and evaluating books for youth, information on children's and young adult publishing, strategies for sharing books with gifted students, and a variety of ways for students to respond to literature. A Part of the session will focus on locating, evaluating, and incorporating non-fiction books into the curriculum. A medley of books from a variety of genres and formats (biographies, poetry, concept books, collections, graphic novels, technically-engineered, etc.) will be used to illustrate how to create learning experiences for students with different interests, learning styles and abilities. Strategies to use Web 2.0, book trailers, Seesaw, e-books and audiobooks to motivate readers will be integrated into the session.

### **33. CSI: FORENSIC SCIENCE IN THE CLASSROOM**

**Presenter:** Kevin Simms, Salem City Schools, Salem, VA, & David McGann, Enfield Police Department, Enfield, CT.

**Target Audience:** *Classroom teacher, GT Teacher or Coordinator, Administrator, Curriculum Coordinator.*

Participants will learn the basics of crime scene investigation (CSI) through hands-on activities. Everything is easily reproducible in the classroom and can be integrated into curriculum standards. Observation skills, finger printing, and DNA analysis are a few of the activities we will explore. \*There is an \$8 materials fee to cover the cost of supplies for this strand.

### **34. THE SCHOLAR IDENTITY MODEL™: A FRAMEWORK FOR ENSURING SUCCESS AMONG TALENTED, UNDERSERVED POPULATIONS**

**Presenter:** Gilman Whiting, Vanderbilt University, Nashville, TN.

**Target Audience:** *Classroom teacher, GT Teacher or Coordinator, Administrator, Counselor or School Psychologist, Parent, Principal, Curriculum Coordinator.*

Originally developed for and successfully used with gifted, Black male students, this model has applications for other underserved populations of gifted, creative, and talented youth. It is grounded in a psycho-social model and institute designed to create entire systems that researcher and author Gilman Whiting calls a Scholar Identity. A scholar identity is defined as one in which culturally diverse students view themselves as academicians, as studious, as competent and capable, and intelligent or talented in academic settings. Through role modeling and expert facilitation, young, diverse youth develop self-efficacy, future orientation, willingness to make sacrifices, internal locus of control, self-awareness, achievement, affiliation, academic self-confidence, race consciousness, and the critical tools to understand and question discordant ideas about masculinity. Participants will explore the model's components and consider context-relevant, site-specific applications and pedagogical curricular implementation for the classroom.

**35. SILK SCREEN PRINTING**

**Presenter:** Vidabeth Bensen, House of Life Prints Studio, Pittsboro, NC, & Barbara Forshag, Amite, LA.

**Target Audience:** *Classroom teacher, GT Teacher or Coordinator, Administrator, Parent.*

Screen Printing is a medium that CAN be taught in all classrooms, even to 3rd and 4th graders, using the simple methods you will learn in this strand. It can enhance all aspects of the curriculum and students find it most enjoyable. It is suitable for printing designs on T-shirts, cards, banners, and paper, many of which can be used for fund raising. Attendance at the first session is essential, as an overview of the process will be taught. The studio will then be open all day Tuesday to Thursday so participants can work individually or in small groups with the instructors. A \$5 materials fee will cover the cost of supplies during the strand. Some screens and squeegees may be available for purchase so you can return to your school ready to print.

**36. HANDS-ON ENRICHMENT IN SCIENCE**

**Presenter:** Richard Bothmer, Lively Science Consulting, NH.

**Target Audience:** *Classroom teacher, GT Teacher or Coordinator, Parent, Curriculum Coordinator.*

Are you scientifically challenged? Wonderful! We want you! Together we will dispel any science anxiety and replace it with scientific enthusiasm. The emphasis of this strand will not be on science facts, but on how science works. We'll do lots and lots of labs. Some real...some, well, fabulous, such as when you trap and dissect a snorg. Don't plan on sitting down much. We'll be out and about finding fascinating science everywhere. Bring your traditional five tangible senses and your five intangible senses: Sense of Curiosity, Wonder, Imagination, Adventure, and Respect. Students walk into our classes loving science and it is our responsibility that they walk out the same way. We can do this. Piece of cake!

**37. INFUSING VISUAL ART ACROSS THE CURRICULUM**

**Presenter:** Derek Cavilla, University of Central Florida, Orlando, FL.

**Target Audience:** *Classroom Teacher, GT Teacher or Coordinator, Administrator, Principal, Curriculum Coordinator.*

This strand will explore how visual art creation and critique skills from the art classroom can be used to engage students with primary source documents in all subject areas. Access to rich imagery allows gifted learners to synthesize ideas from the texts they examine, as well as their own experience, and use verbal and written techniques to evaluate the meaning behind classic pieces of visual art. Based on methods from the National Gallery of Art's Summer Teacher Institute, this strand uses visual art from nineteenth century America, the French Impressionist era, and the Italian Renaissance as a resource for teaching reading strategies and creating poetry to creating abstract drawings as the basis for teaching technical writing. Hands-on demonstrations; practical methods to promote divergent thinking, empathy, and curiosity among gifted learners; and ready to use lesson ideas, can be adapted to any grade level with ease.

**38. CREATIVITY: PROMOTING NON-STANDARD THINKING IN A STANDARDS-BASED WORLD**

**Presenter:** Richard Courtright, Duke University Talent Identification Program, Durham, NC.

**Target Audience:** *Classroom teacher, GT Teacher or Coordinator, Administrator, Counselor or School Psychologist, Parent, Principal, Curriculum Coordinator.*

Some have argued that our educational system is doing a great job of preparing students for the 20th century. While “standardization” and “interchangeable” were the gold standard of that era, our students will be operating in a world that requires creativity and entrepreneurship in crafting solutions to the world’s problems. Inviting students to be creative solvers of real-world problems implies that the students are given the tools for creative thinking and problem-solving. The works of Parnes, Osborne, Torrance, and Treffinger offer the means to instill in students a passion for solving problems and to extinguish the negative aspects of the “creativity killers” lurking in many educational programs. In this strand, participants will examine definitions and manifestations of creativity and its crucial role in eliciting gifted behaviors. Through individual and small group tasks, strategies and techniques that enhance creative thinking will be shared, including brainstorming, pattern recognition, making the familiar strange, SCAMPER, SYNECTICS, and others. Participants will examine ways to incorporate creativity in a manner that makes it an integral part of the learning process.

### **39. BUDDING PROFESSIONALS: DEVELOPING STEM TALENT WITH YOUNG STUDENTS**

**Presenter:** Janine M. Firmender, Saint Joseph's University, Philadelphia, PA.

**Target Audience:** *Classroom Teacher, GT Teacher or Coordinator, Administrator, Principal, Curriculum Coordinator.*

Our talented young students are tomorrow’s scientists, technological innovators, engineers, and mathematicians. By embracing a culture of inquiry and investigation in our teaching practices for primary students, we can engage them as the practicing professionals in STEM fields, facilitate students’ conceptual understandings, encourage interest and positive attitudes towards STEM, and nurture the development of STEM habits of mind. Participants in this strand will examine their own strategies for inquiry and investigations, explore developmentally appropriate strategies for engaging talented primary students in STEM education, and design interdisciplinary STEM learning experiences.

### **40. HELPING STUDENTS PREPARE FOR THE FUTURE USING THE ENRICHMENT TRIAD MODEL**

**Presenter:** Angela M. Housand, University of North Carolina, Wilmington, NC.

**Target Audience:** *Classroom Teacher, GT Teacher or Coordinator, Curriculum Coordinator.*

Gifted students in our classrooms today are the visionary writers, scientists, engineers, politicians, artists, and innovators of tomorrow who will make a better future possible. Using the Enrichment Triad Model and the student interest topic “Mars”, this session takes participants on a journey through the Enrichment Triad experience to demonstrate how to apply the model in a classroom setting. Technology tools and resources, debriefing activities, sample process lessons, and opportunities to plan your own activities for students are part of this strand. Join us as we prepare students to engage in joyful learning so that they may embark on humanity’s next great adventure—the future!

### **41. FROM CURIOSITY TO CREATIVITY: TECHNOLOGY AND TODAY’S GIFTED STUDENTS**

**Presenter:** Brian Housand, East Carolina University, Greenville, NC.

**Target Audience:** *Classroom Teacher, GT Teacher or Coordinator, Curriculum Coordinator.*

A common characteristic of gifted students is a seemingly insatiable curiosity, and thanks to the power of the Internet, the answer to almost any question is only a few clicks away. Today’s students also have unprecedented access to powerful tools designed for creative production and

worldwide distribution. As educators how can we tap into students' interests and purposefully guide them towards meaningful products? Together, we will explore viable options for transforming you and your students from consumers of information to producers of new knowledge.

#### **42. PROJECT SPARK**

**Presenter:** Catherine Little, University of Connecticut, Storrs, CT.

**Target Audience:** *Classroom teacher, GT Teacher or Coordinator, Administrator.*

Project SPARK focuses on recognizing and supporting the development of high academic potential in the early grades, especially in students from traditionally underserved populations. The project is built on the Young Scholars Model and includes (a) helping teachers to recognize and elicit advanced behaviors through lessons that promote critical and creative thinking, (b) providing students with advanced learning opportunities in the summer and during the school year, and (c) building a school's capacity to promote advanced learning. In this strand, we will talk about classroom-, building-, and district-level components of Project SPARK and the Young Scholars Model, with examples from several of the school districts that are partners with us on the project.

#### **43. GEOMETRY BEYOND THE TEXTBOOK**

**Presenter:** Rachel R. McAnallen, Zoid and Company.

**Target Audience:** *Classroom teacher, GT Teacher or Coordinator, Parent, Curriculum Coordinator.*

To understand solid geometry (3-D world) one must put their hands in motion. Understanding something intellectually and knowing the same thing tactilely are very different experiences. In this workshop, participants will build math models through the use of unit/modular origami, circular paper plate folding, and pattern block folding. Inherent in all the building is the wonderful world of transformational geometry. The participants will learn about the Platonic and Archimedean solids, along with their duals and stellations, and will leave the session with several models in hand. For those who have origami experience, not to worry, differentiation is alive and well. Bring patience, perseverance, and a sense of humor to this workshop.

#### **44. CSI: FORENSIC SCIENCE IN THE CLASSROOM**

**Presenter:** Kevin Simms, Salem City Schools, Salem VA, & David McGann, Enfield Police Department, Enfield CT.

**Target Audience:** *Classroom teacher, GT Teacher or Coordinator, Administrator, Curriculum Coordinator.*

Participants will learn the basics of crime scene investigation (CSI) through hands-on activities. Everything is easily reproducible in the classroom and can be integrated into curriculum standards. Observation skills, finger printing, and DNA analysis are a few of the activities we will explore. \*There is an \$8 materials fee to cover the cost of supplies for this strand.

#### **45. TALENT DEVELOPMENT OPPORTUNITIES IN THE LIBRARY MEDIA CENTER: MAKERSPACE AND BEYOND**

**Presenter:** Melissa Thom, Bristow Middle School, West Hartford, CT.

**Target Audience:** *Classroom teacher, GT Teacher or Coordinator, Principal, Curriculum Coordinator, Librarians.*



Have you heard the buzz about The Maker Movement? Would you like to explore tools and strategies that will help nurture the development of creative problem solvers using a Maker Mindset? This strand will include explicit connections to SEM and first-hand examples for developing a Maker program that fits the unique needs of your school. Makerspaces are dynamic places where STEAM/STEM, Mindset, and Design Thinking converge. They may take many different shapes and forms, but all Makerspaces allow for a hands-on approach in which students explore, design, experiment, create, build, and invent. Specific topics introduced in this strand include fostering and nurturing the Maker Mindset and culture throughout your school, identifying tools and resources, and leveraging the strengths and knowledge of students and community members. By the end of this strand, participants will have started a Makerspace implementation plan for their setting.