CONFRATUTE STRANDS AND DESCRIPTIONS

*The schedule of strands might change prior to July 10, 2016

STRAND A
Tuesday – Friday, 10:00 AM - 12:00 PM

1. SCHOOLWIDE ENRICHMENT MODEL (SEM) (Gr. K-12)—Joseph Renzulli & Sally Reis, University of Connecticut, Storrs, CT. The general session of this strand (Tuesday) will provide an overview of The Schoolwide Enrichment Model (SEM), and the breakout sessions (Wednesday-Friday) 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 for a much discounted rate at Confratute.

Breakout SEM Strands (Wednesday, Thursday, & Friday)

1A1. ELEMENTARY (Gr. K-5)—Laurel Brandon, University of Connecticut, Storrs, CT. This strand is intended for elementary teachers interested in integrating the SEM into their classroom and/or their entire school. 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. Considerations for personalizing the SEM in individual schools will be discussed. *Personal computers are recommended for this strand.

1A2. ELEMENTARY (Gr. K-5)—Katherine Brown, Clarke County School District, Athens, GA. This hands-on strand will explore the

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

Complexity of Strands:
Novice – little or no knowledge of the topic
infusion of the SEM into regular education classroom practices and school-wide initiatives. Participants will expand their knowledge of Type Is, IIs, IIIIs, 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. *Personal computers are recommended for this strand.

1A3. **ELEMENTARY (Gr. 3-5)**—Mary B. Sullivan, University of Connecticut, Storrs, CT. 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 (Gr. 5-12)**—Carla Brigandi, West Virginia University, Morgantown, WV. 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 homogenously 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 (Gr. K-12)**—Ruth Lyons, RSU 22, Hampden, ME. The g/t enrichment program coordinator is multi-faceted and this breakout strand is differentiated and individualized to meet the needs of all participants. Gifted and Talented Programs look different in every school and district. In this breakout you will learn how to take the elements of SEM and make them work within your district. *Personal computers are recommended for this strand.

1D. **PRINCIPALS (Gr. K-12)**—Michelle Femc-Bagwell, University of Connecticut, Storrs, CT & Gara Field, Pleasant View Elementary School, Providence, RI. 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 #17 - Leading an SEM School.) *Personal computers are recommended for this strand.

1E. **TWICE EXCEPTIONAL (Gr. K-12)**—Susan Baum, 2e Center for Research and Professional Development at Bridges Academy. In this strand you will see how The SEM Model aligns so well to the complex profiles of twice exceptional students. Learn how SEM is applied at Bridges Academy, an independent school for twice exceptional learners. From collecting data about strengths, to using the Enrichment Triad to design curricular units and to planning purposeful talent development activities, SEM provides an excellent platform to help these unique students reach their potential.

1F. **LIBRARY/MEDIA SPECIALISTS (Gr. K-12)**—Melissa Thom, Bristow Middle School, West Hartford, CT. This strand is designed for school librarians 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. *Personal computers are recommended for this strand.

2. **CREATIVITY: PROMOTING NON-STANDARD THINKING IN A STANDARDS-BASED WORLD (Gr. K-12)**—Richard Courtright, Duke University Talent Identification Program, Durham, NC. 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 that enhance creative thinking will be shared, such as brainstorming, pattern recognition, making the familiar strange, etc., in such techniques as SCAMPER, SYNECTICS, and others. Participants will examine ways to incorporate creativity in a manner that makes it an integral part of the learning process.

3. CHALLENGING ELEMENTARY READERS WITH THE SEM-R (Gr. 2-7)—
Rebecca D. Eckert, University of Connecticut, Storrs, CT. When was the last time you attended a professional development session focused on increasing student enjoyment and independence? If you are craving a way to share your own love for literature to inspire your students, this is the strand for you. Join us as we explore the needs of talented readers and practical suggestions for how to use the Schoolwide Enrichment Reading Model (SEM-R) to challenge and engage all readers in your elementary classroom. Based on Renzulli’s enrichment principles, the SEM-R seeks to increase reading achievement and enjoyment for all students while also addressing the pressing needs of talented readers.

4. ADVANCED ENRICHMENT CLUSTERS: A PRACTICAL PLAN FOR REAL-WORLD, STUDENT-DRIVEN LEARNING (Gr. K-12)—Marcia Gentry, Purdue University, West Lafayette, IN. This strand is designed especially for educators who have 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 all 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 stake-holders, 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.
5. ADVANCED CURRICULUM DEVELOPMENT INCLUDING THE DEPTH AND COMPLEXITY MODEL (Gr. K-12)—Sandra Kaplan, University of Southern California, Los Angeles, CA. The answers to what, how and why to "challenge" the gifted will be presented with emphasis on modifying the basic or core curriculum applying thinking skills, depth and complexity of content, resources and products to formulate units of study and lessons. Thinking like a disciplinarian, designing alternative curricular pathways to individualize differentiated curriculum, and designing and utilizing games to differentiate curriculum will be integrated into the strand. Designs and implementation of differentiated curriculum will focus on the development of intellectualism as an integral feature of challenging curriculum for the gifted.

6. THE MULTIPLE MENU MODEL: DEVELOPING AUTHENTIC WAYS TO EXPLORE A DISCIPLINE (Gr. K-12)—Jann H. Leppien, Whitworth University, Center for Gifted Education, Spokane, WA. The Multiple Menu Model is based 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-like 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 of one of these units using a variety of unit templates to scaffold the thinking behind this unit of study. Please bring a unit idea to enhance or revise during this session. *Personal computers are recommended for this strand.

7. CREATIVE MATHEMATICS WITHIN THE CORE CURRICULUM (Gr. K-12)—Rachel R. McAnallen, Zoid and Company. 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.

8. CREATING CHALLENGE FOR TALENTED READERS & WRITERS (Gr. K-8)—Susannah Richards, Eastern Connecticut State University, Willimantic,
This strand focuses on strategies to meet the needs of talented readers, writers and thinkers. Topics to be addressed include traits of talented readers & writers; differentiation of reading and writing instruction; the role of interest assessment; evaluating curriculum materials and books; and creating engaging reading & writing experiences for talented readers with print and electronic materials. We will discuss examples of recommended practices to provide these students with experiences to help them grow as readers and writers as well as how to organize literacy instruction to escalate reading/language arts/English instruction to facilitate rigorous thinking experiences for literacy development for these high-level language users. In addition to strategies to escalate reader responses to literature, examples of strategies to use web-based resources such as Glogsters, Google Forms, Vokis, and other Web 2.0 online tools will be used to demonstrate varied strategies to both motivate readers and writers as they respond to literature.

9. **HOW TO ORGANIZE AND COACH STUDENTS FOR OUTSTANDING TYPE III (Gr. 3-12)—Nicole Waicunas, University of Connecticut, Storrs, CT.**

Learn how to discover and capitalize on the gifts and talents of your students by diving into the enrichment triad. Type III enrichment allows students to take on the role of the first-hand inquirer: feeling, thinking, and acting like the practicing professional. The concepts of risk-taking, self-efficacy, and self-actualization, which act as catalysts, enable students to develop authentic products that are directed toward bringing about a desired impact upon an authentic audience, will be discussed. Time will be spent on the power of discovering student interest, finding mentors and resources to foster those interests, as well as Type II instructional methods and materials that are purposefully designed to promote the development of thinking and feeling processes. Be prepared to interact, take risks, and discover your own gifts and talents as we brainstorm all that your students CAN do. *Personal computers are recommended for this strand.*

10. **NATIONAL HISTORY DAY NUTS AND BOLTS—WHAT YOU NEED TO SUCCEED (Gr. 6-12)—Brian Zawodniak, JFK Middle School, Enfield, CT.**

National History Day is one of the most well-known academic contests in the United States. Competition at the district, state, and national level is becoming increasingly high as more students put forth a tremendous effort in every aspect of their presentation. This strand will teach you what you and your students need in order to meet requirements, be competitive, and impress the judges. Participants will 'create' a History Day project with what they have learned and present this accelerated project to the class on the last day of the strand. Official NHD presentation platforms include websites, exhibits, performances, documentaries, and research papers. All handouts will be available on the first day. Laptops and your creativity are strongly recommended for this strand. *Personal computers are recommended for this strand.*
11. THE TALENT CENTERED MODEL: UNDERSTANDING AND RESPONDING TO THE NEEDS OF TWICE EXCEPTIONAL LEARNERS (Gr. K-12)—Susan Baum, 2e Center for Research and Professional Development at Bridges Academy. The major issue for bright students with disabilities is the lack of production, especially for writing assignments. Relevance, anxiety, problems with working memory, and handwriting issues all contribute to students’ inability to produce. Be prepared to immerse yourself in activities that stimulate writing. Graphic organizers and developmentally appropriate scope and sequence for writing will be provided.

12. HANDS-ON ENRICHMENT IN SCIENCE (Gr. 3-8)—Richard Bothmer, Lively Science Consulting, NH. 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!

13. STRATEGIES FOR TEACHING CREATIVITY IN THE SECONDARY CLASSROOM (Gr. 6-12)—Carla Brigandi, West Virginia University, Morgantown, WV. Creativity is increasingly recognized as a learning and innovation skill necessary for student success in learning and life. But what exactly is creativity? How do we define it, and more importantly, how do we operationalize it? In this session, we will put creativity into context. Participants will learn techniques that support the development of creative 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!

14. SOCRATIC SEMINARS: CONCEPTS, ESSENTIAL QUESTIONS AND INQUIRY TO ENHANCE UNDERSTANDING (Gr. K-12)—Richard Courtright, Duke University Talent Identification Program, Durham, NC. Teachers’ strategies for organizing learning activities have tremendous significance in drawing from students higher levels of thinking. The most important of these strategies is questioning. There is a direct link between the questions the teacher asks and the level of thinking in which the students engage. This strand will provide participants with a rationale and 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 view portions of videotaped seminars conducted by a leading authority on seminar teaching to evaluate his technique, critique the questions used, and examine the student responses to the issues and themes addressed in the seminar. The session will conclude with an evaluation of the overall effectiveness of the seminar as a strategy to produce higher-level thinking among students.

15. COURAGEOUS CONVERSATIONS FOR GIFTED EDUCATORS: A PROFESSIONAL DEVELOPMENT STRATEGY TO INCREASE RACIAL, ETHNIC MINORITY (REM) STUDENTS PARTICIPATION IN GIFTED PROGRAMS (Gr. K-12)—Ken Dickson, Educational Support & Consulting Network, Upper Marlboro, MD. This strand focuses on a professional development strategy that facilitates open, transparent and genuine conversations to help to increase racial, ethnic minority (REM) students’ participation in gifted services. Participants will learn how to identify and initiate thinking processes to overcome the complex nature of fear that gives rise to prejudice, inequities and discrimination. This strand is designed to help participants re-think the construct that serves as the foundation for gifted identification processes. Participants will also learn strategies and be introduced to online resources for designing effective professional development. Strategies and tools will be shared that include content on how to develop agreements, conditions, scenarios, and activities that directly focus on the race issues that are evident in the larger general society and that influence practices in schools. The target of these strategies will be the gifted education practices that are obstacles to REM learners accessing gifted programs. Participants will exit the strand with initial competencies to overcome underrepresentation. *Personal computers are recommended for this strand.

16. TEACHING STUDENTS TO CONDUCT HISTORICAL RESEARCH: EMPHASIZING THE HIGHER ORDER SKILLS OF COMMON CORE (Gr. K-12)—Sally Dobyns, University of Connecticut, Storrs, CT. Both Common Core State Standards and Framework for 21st Century Learning emphasize higher-order thinking skills, or “cognitive demand.” Without doubt, engaging students with primary sources ensures advanced cognitive demand. Primary sources, raw and rich evidence of the past, beg for interpretation. When students examine primary sources such as public records, personal documents, artifacts, epitaphs, maps, and photographs, the fascination is immediate, the curiosity is powerful, and the natural outcomes are meaning-making questions driven by each student’s personal
interests and points of reference. What one student dismisses, another finds intriguing. High levels of student engagement provide fertile ground for the development and pursuit of essential questions in historical inquiry, leading to authentic student research in the discipline of history. This session will focus on utilizing the natural markers for differentiating instruction to facilitate students’ historical research process. *A $5.00 materials fee is required.

17. LEADING AN SEM SCHOOL (Gr. K-6)—Gara Field, Pleasant View Elementary School, Providence, RI. This strand is for administrators who are in the early implementation stages of the Schoolwide Enrichment Model (SEM). 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.) *Personal computers are recommended for this strand.

18. PROJECT M2: MENTORING YOUNG MATHEMATICIANS (Gr. K-2)—Janine M. Firmender, Saint Joseph's University, Philadelphia, PA. 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 M2: Mentoring Young Mathematicians. Project M2: Mentoring Young Mathematicians 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.

19. MENTORING MATHEMATICAL MINDS (M3): TEACHING MATH TO TALENTED ELEMENTARY STUDENTS (Gr. 3-6)—M. Katherine Gavin, University of Connecticut, Storrs, CT. 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. Participants will explore hands-on activities from the NAGC award-winning curriculum units, Project M3, including three new units. Each unit involves students as practicing mathematicians in a particular career field from an archeological dig 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.

20. ENRICHMENT CLUSTERS: A PRACTICAL PLAN FOR REAL-WORLD, STUDENT-DRIVEN LEARNING (Gr. K-12)—Marcia Gentry, Purdue University, West Lafayette, IN. 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.

21. DIFFERENTIATING CURRICULUM AND INSTRUCTION IN A STUDENT-ORIENTED ELEMENTARY CLASSROOM (Gr. K-5)—Cindy Gilson, University of North Carolina at Charlotte, Charlotte, NC. Are you searching for practical research-based strategies and resources for reaching and teaching your most advanced elementary students? Would you like to discover hidden potential in all your students, including those you suspect are underachieving? Then join us for an experiential and interactive strand as we discuss best practices for developing appropriately challenging differentiated curriculum and instruction that will enhance your 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 and compacting the curriculum, (4) independent problem seeking and solving, and (5) evaluating differentiated learning activities and assessments for rigor. This strand is specifically designed for educators in K through 5th grade and will be differentiated for participants’ specific interests and teaching situations.

22. IMPLEMENTING CURRICULUM COMPACTING IN THE CLASSROOM (Gr. K-6)—Deb Goldbeck, Consultant, Chapel Hill, NC. 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.

23. EFFECTIVE PROGRAM DESIGN AND IMPLEMENTATION STRATEGIES AND PRACTICES IN GIFTED EDUCATION (Gr. K-8)—E. Jean Gubbins, University of Connecticut, Storrs, CT. 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 redesigning current programs. Learn how to develop model gifted and talented programs for your students by capitalizing on best practices.

24. SOCIAL AND EMOTIONAL DEVELOPMENT OF TALENTED STUDENTS (Gr. K-12)—Tom Hébert, University of South Carolina, Columbia, SC. Robby gets bullied. Lakia is often stressed over her grades in AP classes and Sara worries about world hunger. Marco struggles with friendships and Zach slacks off in school to protect his image. Talented students have distinctive social and emotional needs that influence their development. This strand offers an overview of the social and emotional issues facing high-ability students and how teachers can address their needs in classrooms. Through discussions, analyzing case studies, investigating online resources and exploring contemporary media, teachers gain a better understanding of their students and learn strategies to support their emotional well-being. *Personal computers are recommended for this strand.

25. STORYTELLING, MIME, AND MOVEMENT: MAKING LEARNING CREATIVE AND KINESTHETIC (Gr. K-7)—Gail N. Herman, Organic Storytelling, Easthampton, MA. 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 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
26. USING THE SCHOOLWIDE ENRICHMENT MODEL WITH TECHNOLOGY (Gr. 3-12)—Angela M. Housand, University of North Carolina, Wilmington, NC & Brian Housand, East Carolina University, Greenville, NC. This strand presents an extension of the Schoolwide Enrichment Model approach to promoting higher-level thinking skills and creative productivity using technology (SEM:tech). Digital technologies are changing and evolving at lightning speeds, yet effective skills for learning transcend time. With students’ interests at the heart of the SEM:tech, 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. *Personal computers are recommended for this strand.

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

Complexity of Strand: Intermediate – previous knowledge of the area required

27. INTEGRATING ARTS AND CREATIVITY ACROSS THE CORE TO DEVELOP TALENTS IN YOUNG ARTISTS (Gr. 6-12)—Benjamin Lacina, Creative Arts Secondary School, Saint Paul, MN. Young people are by their very nature talented, and 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 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, real and relevant connections across content to share with their own learners beyond their time at Confratute. *Personal computers are recommended for this strand.

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

Complexity of Strand: Novice – little or no knowledge of the topic

28. A TEACHER'S THINKING TOOLKIT: ENHANCING THE TEACHING OF THINKING IN STUDENTS (Gr. K-12)—Jann H. Leppien, Whitworth University, Center for Gifted Education, Spokane, WA. How do we create and develop intellectual thinking in our students and engage them in inquiry-based instruction while still addressing the Common Core standards? This strand will explore 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

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

Complexity of Strand: Novice – little or no knowledge of the topic
introduced to a framework for designing lessons for this kind of instruction. Sample lessons and lesson design materials will be provided, and all of the key instructional strategies for effectively teaching thinking will be illustrated, 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. *Personal computers are recommended for this strand.

29. PERSONALIZING GT PROGRAMMING FOR PURPOSE! (Gr. K-12)—Ruth Lyons, RSU 22, Hampden, ME. Learn the tools and techniques needed to personalize the Schoolwide Enrichment Model (SEM) to meet the needs of your population. Participants will learn how to implement the basics of SEM to support their student population through the Enrichment Triad Model, Enrichment Clusters, Independent Studies, SEM-R, Talent Pool, Depth and Complexity, identification, and more! This strand will focus on how to personalize each of these components to create PURPOSE in your GT Programming! *Personal computers are recommended for this strand.

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

Complexity of Strand: 
Novice - little or no knowledge of the topic; Intermediate - previous knowledge of the area required; Advanced - possessing good background knowledge

30. DIFFERENTIATING THE CURRICULUM THROUGH THE PERFORMING ARTS (Gr. K-12)—Barry Oreck, Long Island University, Brooklyn, NY. Drama, music, and movement activities can be woven into the curriculum to deepen understanding, build learning and problem solving skills, and improve both verbal and non-verbal communication. This strand will help participants use the arts to build a creative, cooperative classroom environment and to maintain an artistic attitude amidst the pressures of the school day. Participants will learn and practice the skills needed to facilitate authentic arts experiences in the classroom and to effectively adapt arts activities to enhance other areas of the curriculum. Over the course of the week participants will learn and practice a variety of activities that can be adapted for use in literacy, social studies, science and math. We will also discuss how to identify artistic talent in students and how to assess artistic products and processes.

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

Complexity of Strand: 
Novice - little or no knowledge of the topic

31. BOOKS AS HOOKS FOR CREATING LIFELONG READERS (Gr. K-8)—Susannah Richards, Eastern Connecticut State University, Willimantic, CT. This strand includes an overview of books that invite the reader to explore and cultivate interests and ideas. In addition to the dozens of books and book lists that will be highlighted, emphasis will be on how to use books to meet the needs of gifted students. Featured books will include recently published fiction and non-fiction books that lead to critical and creative thinking experiences. Discussion and activities will focus on resources for locating and evaluating children’s books, information on children’s book

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

Complexity of Strand: 
Novice - little or no knowledge of the topic
publishing, strategies for sharing books with gifted students, and a variety of ways for students to respond to literature. Given that many gifted students are fascinated by the world of non-fiction, a portion 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, e-books and audiobooks to motivate readers will be integrated into the session.

32. ADDRESSING UNDERACHIEVEMENT AND MOTIVATION IN YOUR STUDENTS (Gr. K-12)—Del Siegle, University of Connecticut, Storrs, CT. Underachievement is among the most frustrating education issues facing parents and educators. Underachievement can limit students’ opportunities for long-term success and fulfillment, and impact society as a whole by reducing the pool of motivated individuals contributing their creative productivity to societal growth and development. In this session we will discuss reasons students underachieve and specific strategies to improve student achievement that increase students’ confidence and make learning more meaningful.

33. CSI: FORENSIC SCIENCE IN THE CLASSROOM (Gr. K-12)—Kevin Simms, Salem City Schools, Salem, VA; Dave McGann, Enfield Police Department, Enfield, CT; & Jana Burch, Tarleton State University, Stephenville, TX. 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, fingerprinting, 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. TALENT DEVELOPMENT OPPORTUNITIES IN THE LIBRARY MEDIA CENTER: MAKERS’ SPACE AND BEYOND (Gr. K-12)—Melissa Thom, Bristow Middle School, West Hartford, CT. Have you heard the buzz about Makerspace? Would you like to explore concrete tools and strategies that will help nurture the development of innovators and creative problem solvers? This strand will include theory, interactive activities, explicit connections to SEM, and first-hand examples for developing a Maker program in your school. Makerspaces are a hands-on approach in which students explore, design, experiment, create, build, and invent. Maker activities can range from low-tech, such as duct tape creations, to high tech programs that involve robots or 3-D printing technology. Specific topics covered in this strand include learning how to plan and implement Maker Mondays, leveraging the strengths and knowledge of students and community members, and building a Maker collection booklist. By the end of this strand, participants will have started a Makerspace implementation

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

Complexity of Strand: Novice - little or no knowledge of the topic
plan for their setting. Come find out what all the buzz is about! *Personal computers are recommended for this strand.

35. USING THE MULTIPLE MENU MODEL TO REKINDLE PASSION FOR CONTENT AND INSPIRE STUDENT INQUIRY (Gr. K-12)—Brian Zawodniak, JFK Middle School, Enfield, CT. We have all had that student who was particularly knowledgeable and passionate about an aspect of our content area. But perhaps due to class size, time, possible lack of resources, and standardized testing taking priority, that opportunity for student inquiry went unfulfilled. Well, fear not! This strand will help you and your student go beyond the daily lessons to create a project that can be shown to an authentic audience. You will become an enrichment teacher no matter what you are currently teaching! *Personal computers are recommended for this strand.

STRAND C
Monday – Thursday, 3:30 PM - 5:00 PM

36. SILK SCREEN PRINTING (Gr. 3-12)—Vidabeth Bensen, House of Life Studio, Pittsboro, NC & Barbara Forshag, Amite, LA. Silk Screening is a medium that is not generally taught in the lower grades. It can enhance all aspects of the curriculum at any level. All teachers will find it suitable for creating designs to print on T shirts, cards, banners and paper, many of which can be used for fundraising. The first session will include an overview of the process so attendance is essential. 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.

37. HANDS-ON ENRICHMENT IN SCIENCE (Gr. 3-8)—Richard Bothmer, Lively Science Consulting, NH. 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!
38. HELPING STUDENTS TO BE THE CHANGE: FACILITATING TYPE III PROJECTS (Gr. K-5)—Katherine Brown, Clarke County School District, Athens, GA. Through Type IIIIs, young learners are given the opportunity to make a positive change in their school, community, or world. But how, as teachers, can we facilitate these projects and demonstrate to administrators that our students are learning the common core 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! *Personal computers are recommended for this strand.

39. CHALLENGING MIDDLE SCHOOL READERS WITH THE SEM-R (Gr. 6-9)—Rebecca D. Eckert, University of Connecticut, Storrs, CT. Novels hidden under the desk, questions that seem off-topic, and actively engaged students – these three behaviors are not necessarily mutually exclusive, but the first two may be indicators of hidden potential in your language arts classroom. Join us as we explore the needs of talented readers and practical suggestions for how to use the Schoolwide Enrichment Reading Model (SEM-R) to challenge and engage all readers in your middle school classroom. Based on Renzulli’s enrichment principles, the SEM-R materials and techniques have been adapted for the middle level with the goal of increasing reading achievement and enjoyment for all students while also addressing the pressing needs of talented readers and the literacy skills and concepts found in the Common Core State Standards.

40. BUDDING PROFESSIONALS: DEVELOPING STEM TALENT WITH YOUNG STUDENTS (Gr. K-5)—Janine M. Firmender, Saint Joseph’s University, Philadelphia, PA. 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. *Personal computers are recommended for this strand.

41. SOCIAL AND EMOTIONAL DEVELOPMENT OF TALENTED STUDENTS (Gr. K-12)—Tom Hébert, University of South Carolina, Columbia, SC. Robby gets bullied. Lakia is often stressed over her grades in AP classes and Sara worries about world hunger. Marco struggles with friendships and Zach slacks off in school to protect his image. Talented students have distinctive social and emotional needs that influence their development. This strand
offers an overview of the social and emotional issues facing high-ability students and how teachers can address their needs in classrooms. Through discussions, analyzing case studies, investigating online resources and exploring contemporary media, teachers gain a better understanding of their students and learn strategies to support their emotional well-being.*Personal computers are recommended for this strand.

42. MISSION POSSIBLE: HELPING STUDENTS PREPARE FOR THE FUTURE USING THE ENRICHMENT TRIAD MODEL (Gr. 3-12)—Angela M. Housand, University of North Carolina, Wilmington, NC. By the year 2040, NASA intends to send humans to Mars! Gifted students in our classrooms today are the scientists, engineers, pioneers, and innovators who will make that plan a reality. To embark on the next great adventure of the human race, students will need to learn to take initiative, work autonomously, and persevere in the face of obstacles to become the creative and independent producers that the future needs. Using the Enrichment Triad Model, this session explores activities and processes that will help students lead us into the future and deeper into space then we have ever been before. Join us as we review free internet resources, work through hands-on activities, and glimpse the possibilities for helping students develop the skills for awesomeness. *Personal laptops are recommended for this strand.

43. USING TECHNOLOGY TO PERSONALIZE LEARNING FOR GIFTED STUDENTS (Gr. K-12)—Brian Housand, East Carolina University, Greenville, NC. Since the dawn of the computer revolution, the promise of PERSONAL Computing has been ever present. Yet, when we simply leave gifted kids to their own devices, technology can serve to depersonalize their experiences. However, this need not be the case. Together, we will explore the possibilities and potential afforded by today’s technology and empower you to utilize technology resources to make learning personal and meaningful for today’s connected gifted students. *Personal computers are recommended for this strand.

44. GEOMETRY BEYOND THE TEXTBOOK (Gr. K-12)—Rachel R. McAnallen, Zoid and Company. To understand solid geometry (3-D world) one must put their hands in motion. Understanding something intellectually and knowing the same thing tactiley 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. *A $7.00 fee is needed for a packet of origami paper.
45. DIFFERENTIATING THE CURRICULUM THROUGH THE PERFORMING ARTS (Gr. K-12)—Barry Oreck, Long Island University, Brooklyn, NY. Drama, music, and movement activities can be woven into the curriculum to deepen understanding, build learning and problem solving skills, and improve both verbal and non-verbal communication. This strand will help participants use the arts to build a creative, cooperative classroom environment and to maintain an artistic attitude amidst the pressures of the school day. Participants will learn and practice the skills needed to facilitate authentic arts experiences in the classroom and to effectively adapt arts activities to enhance other areas of the curriculum. Over the course of the week participants will learn and practice a variety of activities that can be adapted for use in literacy, social studies, science and math. We will also discuss how to identify artistic talent in students and how to assess artistic products and processes.

46. IPADS: INTUITIVE TECHNOLOGY FOR 21ST-CENTURY STUDENTS (Gr. K-12)—Del Siegle & Christina Amspaugh, University of Connecticut, Storrs, CT. Educators can improve student motivation, increase student learning, promote creative productivity, and differentiate learning for gifted students with the intuitive technology of the iPad. In this strand, you will discover a number of free or inexpensive apps that promote authentic learning. These apps can be used to enhance the traditional curriculum or to provide students with opportunities to explore creative productivity similar to practicing professionals. Topics to be covered during the week include: making quiz games, developing stop-motion and drawing animations, creating e-books, making and editing movies, creating original music, and more. *Personal iPads are recommended for this strand.

47. CSI: FORENSIC SCIENCE IN THE CLASSROOM (Gr. K-12)—Kevin Simms, Salem City Schools, Salem, VA; Dave McGann, Enfield Police Department, Enfield, CT; & Jana Burch, Tarleton State University, Stephenville, TX. 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, fingerprinting, 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.