CONFRATUTE STRANDS AND DESCRIPTIONS

- Participants are encouraged to bring laptop computers or personal devices to all sessions.

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

1. SCHOOLWIDE ENRICHMENT MODEL (SEM)—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) 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—Laurel Brandon, University of Connecticut, Storrs, CT.

This strand is intended for elementary gifted/enrichment specialists who will be working primarily with high potential and gifted and talented (talent pool) students in an SEM context. We will discuss the specialist’s role in an SEM school, including organizing Type I and II experiences and enrichment clusters for all students and working with individuals and small groups on Type III experiences. Suggestions for working with classroom teachers on Curriculum Compacting will also be shared.

1A2. ELEMENTARY II—Melissa Thom, Bristow Middle School, West Hartford, CT.

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.
1B. MIDDLE/HIGH SCHOOL—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 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.

1C. PRINCIPALS & COORDINATORS - Building the Culture for Successful Schoolwide Enrichment Implementation—Blane McCann, Bright Future Consulting, Omaha, NE.
This strand is for administrators or gifted coordinators who are at any stage of the process for implementation of the Schoolwide Enrichment Model. Beginners will learn how to start and access key ideas, and veterans will provide experience and develop strategies for improvement. SEM is a pathway to increase student achievement and engagement while fostering a growth mindset in all students. In this strand, you will learn how SEM improves the culture and entire system of teaching and learning in your school, identify effective approaches to professional development for establishing an SEM culture, and understand how SEM encourages a personalized approach through the use of gifted strategies for all students.

2. Brains Wired Differently: Meeting the Needs of 2e Students—Susan Baum, Bridges Academy, Studio City, CA.
Many bright learners have brains that are wired differently resulting in extraordinary gifts and talents and perplexing challenges at the same time. These students are known as twice exceptional and have needs unlike others who don’t share this profile. Their unique brain wiring requires strategies that are not only dually-differentiated but strength-based and talent-focused as well. In this strand you will learn how to meet the needs of bright students with ADHD, ASD, or Dyslexic brain wiring. Learning will take place through simulations, case studies, and lively discussion.

3. Meeting the Needs of Your Student Mathematicians (Grades K-8)—Janine Firmender, Saint Joseph’s University, Philadelphia, PA.
Engaging students in the practices of professionals in a discipline – in this case mathematics – has long been a recommended practice in the field of gifted education. Both the National Council for Teachers of Mathematics and the Common Core Standards specify that mathematical practices are essential elements of mathematics education for all students. With these recommendations in mind, this session will encourage participants to consider how to integrate the processes and practices in instruction to promote the development of mathematical talent. Through the analysis of engaging student tasks, participants will explore the integration of the practices such as problem solving, reasoning, communicating, and constructing arguments in mathematics, and using mathematical representations.

4. Understanding and Mitigating Underrepresentation in Gifted Education: A Plan for Action—Marcia Gentry, Purdue University, West Lafayette, IN.
Our recent analyses of the Office of Civil Rights census data concerning youth identified with gifts and talents provide evidence of persistent and even worsening underrepresentation of
students from Black, Latino, Native, ELL, and low-income backgrounds. Results are presented in State Report Cards with access, equity, and missingness of students by race and income highlighted. Identification procedures continue to rely on 1) instruments that purport to measure ability 2) multi-step, and/or 3) multi-measure/matrix processes, all yielding disparate results; thus, perpetuating underrepresentation and segregation in programs for youth with gifts and talents. In this interactive strand, participants will examine their own practices and data, then consider actions and policies that can be implemented to more equitably recognize, identify, recruit, and retain diverse students in gifted education programs. Social justice, equity, inclusiveness, and culturally responsive practices can lead to the discovery and development of gifts, creativity, and talent among diverse youth.

5. **Differentiating Curriculum AND Instruction—Sandra Kaplan, University of Southern California, Los Angeles, CA.**

Approaches to differentiating curriculum using a variety of models such as depth and complexity and the continuum of differentiation will include a series of games that can be used by teachers and/or students to appropriately modify the core curriculum. A focus on differentiating instruction with a variety of newly field tested instructional strategies will be introduced to support differentiated curriculum.

6. **Learning to Think, Thinking to Learn: Strategies to Empower Students—Jann Leppien, Whitworth University, Spokane, WA.**

A focus on developing thinking skills allows students to take charge of their own learning, deepen their understandings, and become more engaged. To cultivate student thinking and alertness to cognition requires tools and strategies for educators to use in their classrooms. This session will focus on the varied practices/strategies/and routines that can be used to deepen understanding and foster the desire for students to make their thinking visible as they interact with peers. Participants will work on developing learning prompts that escalate the level of critical thinking and enhance student discourse as they interact with meaningful content.

7. **Creating Challenge for Talented Readers, Writers, and Thinkers—Susannah Richards, Eastern Connecticut State University, Willimantic, CT.**

This session 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 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 escalated thinking experiences for literacy development for these high-level language users. The strand will include many examples of teaching practices and strategies for students to increase and demonstrate comprehension using technology and creativity.

8. **Infusing the SEM: Head, Heart, Gut—Nicole Waicunas, University of Connecticut, Storrs, CT.**

What does it mean to use head, heart and gut in a classroom? This strand is intended for educators who want to learn about using the gifts and talents of their students, themselves as educators, parents, and community members in the classroom to best serve the needs of their
students. The SEM is the vehicle to provide the tools and resources to every student, teacher, parent, school, and community. The courage to find these talents and gifts in children requires nurturing and creative classrooms. Differentiating so that self-efficacy can be established and meeting the social and emotional needs of students are the baselines that allow students to take risks and step into the components of the SEM with curiosity, interest, and self-regulation. Come and share in the journeys of teachers and students who make the head, heart, and gut connection. Then, share with your colleagues and one another, how you, too, can nurture this growth for yourself and your students.

STRAND BLOCK B: 1:30 – 3:00 PM, Monday - Thursday

9. Brains Wired Differently: Meeting the Needs of 2e Students—Susan Baum, Bridges Academy, Studio City, CA.
Many bright learners have brains that are wired differently resulting in extraordinary gifts and talents and perplexing challenges at the same time. These students are known as twice exceptional or 2e and have needs unlike others who don't share this profile. Their unique brain wiring requires strategies that are not only dually-differentiated but strength-based and talent-focused as well. In this strand you will learn how to meet the needs of bright students with ADHD, ASD, or Dyslexic brain wiring. Learning will take place through simulations, case studies, and lively discussion.

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!

11. Strategies for Teaching Creative and Critical Thinking in Your Classroom—Carla Brigandi, West Virginia University, Morgantown, WV.
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 techniques into regular classroom practice. This is an interactive session, so come ready to engage!

12. From Inspiration to Exhibition: Facilitating Type III Projects—Janine Firmender, Saint Joseph’s University, Philadelphia, PA.
Through Type III Enrichment students have the opportunity to make a positive change in their school, community, or the world. But how can we inspire our students to tackle real-world
problems and persevere throughout the process? In this strand, we will explore how teachers can facilitate students’ work on Type III projects from “bright idea” to creation. Along the way, we will discuss the incorporation of technology, goal setting, research, interviewing skills, and more that are essential to facilitation successful Type III projects! (Computer or other device strongly recommended.)

13. **Mentoring Mathematical Minds (Project M³): Teaching Math to Talented Elementary Students**—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 creative hands-on activities from the NAGC award-winning curriculum units, Project M³. 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. The investigations combine advanced math content with the best practices in gifted education. And, as such, they also provide excellent math enrichment to use as SEM Type II and III experiences. Come learn how to provide the rigor your students need and the three E’s (enjoyment, engagement and enthusiasm) they deserve. You and your students will fall in love with math!

14. **Enrichment Clusters: A Practical Plan for Real-World, Student-Driven Learning**—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.

15. **Curriculum Compacting and Differentiation in the Mixed-Ability Classroom (Gr. K-6)—Cindy Gilson, University of North Carolina, Charlotte, NC.**
Are you searching for practical strategies and resources for reaching your most advanced K-6 learners? Then join us for an interactive strand focused on curriculum compacting and differentiation strategies for the mixed-ability classroom. Compacting is an effective tool for managing and organizing differentiation in any classroom or as a part of the Schoolwide Enrichment Model. Teachers will learn how to identify unnecessary curriculum content that can be eliminated and how to replace it with differentiated curriculum, assessments, and enrichment to enhance students’ strength areas and excitement for learning! Major topics include (1) techniques and materials for curriculum compacting, (2) enrichment activities matched to students’ ability and interests, (3) differentiating with technology, and (4) acceleration. The facilitator will differentiate for participants’ specific interests. The text, *Curriculum Compacting: A Guide to Differentiating Curriculum and Instruction Through Enrichment and Acceleration*, is recommended and can be purchased at Confratute.

Learn how to develop a model gifted and talented program for your students by capitalizing on best practices. Is identification the first step? How about adopting a curricular model? Is selecting a service delivery model the most important step? Each phase of program design and development requires team decision-making. One approach to designing effective and defensible gifted programs is to use the National Association for Gifted Children’s (NAGC) programming standards. These 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. In addition, the NAGC advanced standards for teacher preparation (i.e., assessment; curricular content knowledge; program, services, and outcomes; research & inquiry; leadership and policy; and professional and ethical practices; collaboration) serve as templates for designing new programs and re-designing current programs.

17. **Helping Bright Kids Face Life with Grace and Grit—Thomas Hébert, University of South Carolina, SC.**

Bright students need to develop self-understanding and learn how to face the challenges of adolescence with self-assurance and determination. Teachers can help them reach that understanding and develop confidence and grit through effective classroom strategies. This strand offers an overview of the social and emotional issues facing talented students and how teachers can address their needs. Through discussions, case studies, online resources and exploration of contemporary media, teachers will gain a better understanding and learn methods to support their students' emotional well-being and determination to succeed.

18. **Storytelling, Mime, and Movement: Making Learning Creative and Kinesthetic—Gail Herman, Storytelling and Movement Arts, Easthampton, MA.**

Wonder how to engage your kinesthetic and creative learners? Wonder how to help students read more expressively? Participate actively to integrate storytelling and nonverbal mime & movement strategies in language arts, social studies, and science. We use Laban’s energy categories to speak in sculpted silence as we "body-storm" for understanding ideas in poetry and math. We encourage imaginative, creative “hearing” between the lines as we use folk instruments to augment the meaning and ambiance of our stories. Participants will receive methods and resources for integrating movement, storytelling, and story theater in enrichment clusters; return with a story to tell, how to run a ‘slam,’ and new ways to read & speak expressively; and learn how to transform core concepts from one medium to another so all students, including twice exceptional and ELL, can add depth to their learning and show what they know!

19. **Using the Schoolwide Enrichment Model with Technology—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. 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.

20. Early Childhood Education for High Potential and Gifted Students—Sandra Kaplan, University of Southern California, Los Angeles, CA.
In this strand you will learn how to investigate and field test non-traditional methods to recognize and respond to diverse K-2 grade students who demonstrated advanced needs, abilities and interests. Several innovative methods will be introduced, demonstrated, and discussed.

21. Integrating Arts and Creativity to Develop Talents in Young Artists—Benjamin Lacina, St. Paul Public Schools, Saint Paul, MN.
Attending to the creative and artistic talents and needs of young people can feel like less of a priority with the demands to meet standards in core academic areas, yet research shows that integrating the arts into the regular curriculum has a positive impact on schools, improving student affect, achievement, and engagement. This strand provides hands-on examples of arts-integrated strategies, lessons, and activities that connect the habits of mind of creative engagement with process skills embedded in core academic standards. In addition, participants will learn how the arts build personal, relevant, and authentic connections (in students and even colleagues) that can help foster a more positive and creative schoolwide culture.

22. Quality Curriculum and Instruction for Advanced Learners: A Look at Essential Elements—Jann Leppien, Whitworth University, Spokane, WA.
A general principle of education is that curriculum should address and thus respect individual learner characteristics. Curriculum designed to be a catalyst for developing advanced capacity in young people must be flexible enough to provide appropriate challenge and support. This strand will share examples of curricular planning tools, instructional pedagogies, and practices that can be used to design curricular options for advanced level students. Participants will be introduced to several models that help in the development of more authentic curricular experiences 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 and a computer as we will work to revise an existing unit of study.

23. Questions and Answers and What Happens in Between—Catherine Little, University of Connecticut, Storrs, CT.
Questioning interactions form a centerpiece of classroom practice and much of the substance of the learning process in action. But what do we really mean when we talk about higher-level questioning? What types of questions and patterns of interaction will encourage students to think critically and creatively? This session explores some of what we know about classroom questioning as an approach to promoting higher-level thinking and supporting differentiated learning. We will explore questioning models and some guidelines for reflecting on and
strengthening questioning practices, and we will analyze some classroom-based cases to consider what works and doesn't work with questioning approaches.

24. **Creative Mathematics Is Not An Oxymoron—Rachel R. McAnallen, McAnallen Consulting.**

“This isn’t how I did math when I went to school.” Adults often remember the know how (procedures) not the know why from their early math experience. In this strand, the presenter will share creative ways that the teacher can help not just their talented learners but all learners understand the “know why” or conceptual knowledge of mathematics. Participants should come prepared to laugh and have fun with the hands-on math activities.

25. **Books as Hooks for Creating Lifelong Learners—Susannah Richards, Eastern Connecticut State University, Willimantic, CT.**

This strand includes an overview of books that invite readers 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 identifying, evaluating, and incorporating children’s and young adult books as vehicles for learning in ELA and the content areas. Given that many gifted students are fascinated by the world of non-fiction, a portion of the session will focus on how to incorporate 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 highlighted.

26. **CSI: Forensic Science in the Classroom—Kevin Simms, Consultant, Salem, VA & David McGann, Enfield Police Department, Enfield, CT.**

Close observation, comparison, critical thinking, problem solving, and deductive reasoning are all required to find out “who dunnit.” In this strand, participants will take on the role of Crime Scene Investigator (CSI) through hands-on activities. Learn to fingerprint, analyze handwriting, collect DNA, and even examine blood spatter! CSI is a highly engaging simulation that supports curricular standards.

27. **The Scholar Identity Model™: Ensuring Success Among Talented, Underserved Populations—Gilman Whiting, Vanderbilt University, Nashville, TN.**

Originally developed for and successfully used with gifted, Black male students, this flexible model has applications for all gifted, creative, and talented youth. A scholar identity is defined as one in which culturally, linguistically, and racially diverse students view themselves as academicians, as studious, as competent and capable, and intelligent or talented in academic settings. Workshop participants will engage in an action-packed strand using role modeling and expert facilitation to understand how students can develop the model’s nine constructs: 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 consider context-relevant, site-specific applications and pedagogical curricular implementation for the classroom.
28. **Silk Screen Printing—Vidabeth Bensen, House of Life Prints Studio, Pittsboro, NC & Barbara Forshag, Amite, LA.**

Screen Printing is a medium that CAN be taught in all classrooms using the simple methods you will learn in this strand. It can enhance all aspects of the curriculum and students find it very enjoyable. Their own designs can be printed on t-shirts, cards, banners, and paper, many of which can be fundraisers. 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 used during the strand.** The strand is based on “A Simple Guide to Screen Printing,” written by the instructors.

29. **Challenging Talented Readers with the SEM-R—Rebecca Eckert, University of Connecticut, Storrs, CT.**

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.

30. **Curriculum Compacting and Differentiation in the Mixed-Ability Classroom (Gr. K-6)—Cindy Gilson, University of North Carolina, Charlotte, NC.**

Are you searching for practical strategies and resources for reaching your most advanced K-6 learners? Then join us for an interactive strand focused on curriculum compacting and differentiation strategies for the mixed-ability classroom. Compacting is an effective tool for managing and organizing differentiation in any classroom or as a part of the Schoolwide Enrichment Model. Teachers will learn how to identify unnecessary curriculum content that can be eliminated and how to replace it with differentiated curriculum, assessments, and enrichment to enhance students’ strength areas and excitement for learning! Major topics include (1) techniques and materials for curriculum compacting, (2) enrichment activities matched to students’ ability and interests, (3) differentiating with technology, and (4) acceleration. The facilitator will differentiate for participants’ specific interests. The text, *Curriculum Compacting: A Guide to Differentiating Curriculum and Instruction Through Enrichment and Acceleration*, is recommended and can be purchased at Confratute.

31. **Creating Positive Social Emotional Environments for Smart Kids—Thomas Hébert, University of South Carolina, SC.**

Join us as we delve into learning four guidance strategies to create positive social and emotional environments for smart kids. Day one will involve training in the use of literature to guide students to self-understanding. Day two offers instruction on the use of film and online media
to facilitate affective discussions. Day three features the use of biographical materials to inspire and guide students. We wrap up the strand on the final day with instruction on how to use photography to support identity development in smart kids. We’ll have a great time in the four days we’re together as we engage in work that is fun and fulfilling.

32. Building Resiliency for Success in School and in Life—Angela M. Housand, University of North Carolina, Wilmington, NC.
No one emerges at the top. In reality, the most successful individuals have a long list of failures that led to their accomplishments. Yet many gifted children expect to “get the right answer” on their first attempt and once faced with truly challenging situations, give up before trying. This session provides instructional approaches for Type II skill development to support students as they engage in Type III investigations of real problems. Join us as we help students build resiliency for success in school and in life!

33. Utilizing Technology to Promote Creative Productive Giftedness—Brian Housand, University of North Carolina, Wilmington, NC.
Today’s technology offers incredible potential to demonstrate creative-productive giftedness, but as a society we have fallen victim to an unhealthy digital diet consuming massive amounts of screen time that often leaves us feeling bloated and unsatisfied. In this brand new Confratute strand, we will confront a new technological challenge each day and work to transform it into an opportunity for creative productivity. Along the way we will examine ways to meaningfully integrate a curated collection of tools designed to specifically reduce distractions, track progress toward goals, increase productivity, be more creative, and basically get stuff done.

The circular protractor and straightedge are powerful mathematical tools for any teacher who teaches geometry. Basic design techniques, measurement and geometry vocabulary can easily be integrated into the standard curriculum using these tools. It is also a way to integrate art into the mathematics curriculum and simultaneously turn those students on to math who are bored with the arithmetic part of mathematics. A circular protractor and straightedge will be provided for the participants to use along with pencils and colored pens/markers. If time allows, some mathematical origami will be tossed in the session. Last but not least the participants should bring their sense of humor to this strand.

35. Scaling Personalized Learning Through SEM and Gifted Instruction Strategies—Blane McCann, Bright Future Consulting, Omaha, NE.
This strand is for educators who are thinking about personalizing learning for all students and would like to use SEM and other gifted strategies to begin the process of customization. Participants will define the term "personalization" in their local context and reframe their own thinking about teaching and learning. They will discover how to use SEM and other gifted strategies to promote and introduce personalization in the regular education classroom. Participants will also learn how to use the five proven gifted strategies integrated with the five elements of personalized learning to develop classroom lessons that give voice and choice to all learners as they become independent learners.
36. **Infusing Creativity in Schools and Classrooms—Del Siegle, University of Connecticut, Storrs, CT.**

Creativity should play an important role in every teachers’ and students’ day. Not only can we teach more creatively, we can also teach our students to appreciate creativity and be more creative. During this strand you will learn the ABCs of having a creative classroom. We’ll also discuss how to infuse creativity schoolwide. A number of creativity enhancing activities will be covered that educators can easily modify to fit a variety of grade levels and subjects.

37. **CSI: Forensic Science in the Classroom—Kevin Simms, Consultant, Salem, VA & David McGann, Enfield Police Department, Enfield, CT.**

Close observation, comparison, critical thinking, problem solving, and deductive reasoning are all required to find out “who dunnit.” In this strand, participants will take on the role of Crime Scene Investigator (CSI) through hands-on activities. Learn to fingerprint, analyze handwriting, collect DNA, and even examine blood spatter! CSI is a highly engaging simulation that supports curricular standards.