CONFERENCE SESSIONS

**Friday, October 20, 2017**

**Session A**

**10:00-10:50 a.m.**

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| **Lay 113** | **Fibonacci, the Golden Ratio, and e. It's all about growth!** |
| **Speaker** | *Dr. James Kratky, professor, Missouri State University* |
| **Topic** | We will explore how to incorporate aspects of these important concepts at different grade levels, from the elementary grades to calculus. A "pick-a-number" instructional strategy will be used as a common technique across concepts. |
| **Description** | Technology, Math |
| **Audience** | Elementary teachers, Middle School teachers, High School teachers, Administrators, Parents |

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| **Lay 206** | **"Making IT Happen! Supporting Student Possibility through Data**  **Universal Screening: Identifying Gifted Learners Using CogAT 7** |
| **Speaker** | *Cindy Gifford, Gifford Educational Consulting, Denver, CO* |
| **Topic** | In order to make knowledgeable decisions about identification and programming for high potential students many schools require multiple criteria. Data is collected from multiple sources to inform us about learners as important criteria for identification, but what does it mean for programming? Underserved populations may not make an identification cut score with gifted and talented screeners, but need and deserve advanced programming. Looking at gifted characteristics in all populations, including those specific to diverse cultures (Castellano & Diaz, 2002) (Ford, 1996) (Frasier & Passow, 1994) (Kingore, 2007) and students of poverty (Slocomb, P. & Payne, R, 2000) (Kingore, 2007) will provide the teacher with multiple pathways to provide advanced programming where unique strengths can be recognized. This data, in combination with knowledge of gifted characteristics, can create a portfolio to support more highly informed instruction and identification. |
| **Description** | Science, Affective, Math, ELA |
| **Audience** | Elementary teachers, Middle School teachers, High School teachers, Counselors, Administrators |
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| **Lay 208** | **New Teacher Seminar** |
| **Speaker** | *Nancy Gerardy, professor, University of Missouri, Dr. Robin Lady* |
| **Topic** | This session is for all first and second year gifted education teachers, whether or not you attended the New Teacher Workshop in June. |
| **Audience** | Elementary teachers, Middle School teachers, High School teachers |
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| **Lay 211** | **Engineering on a dime?? Yes, you can!** |
| **Speaker** | *Lori Peel, teacher of gifted, Marshall Public Schools* |
| **Topic** | Utilizing E-tubs (Engineering Tubs) is a great solution for today's gifted teachers needing more mobility to meet student needs throughout districts. I will be sharing how I utilize E-tubs I have designed, combined with free engineering curriculum to meet the needs of gifted, as well as enrichment students in my district! No purchase necessary with "engineering on a dime"! |
| **Description** | Engineering |
| **Audience** | Elementary teachers, Middle School teachers |
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| **Lay 306** | **Fun, Real-World Independent Projects that Propel Students’ Futures** |
| **Speaker** | *Melanie Bondy, Mind Vine Press* |
| **Topic** | This energizing teacher presentation demonstrates the creation and management of distinctive independent projects for gifted learners. Challenge your gifted students to explore their passions, set future goals and solve problems with research, synthesis and presentation. Learn to motivate even your underachievers with a fun inquiry-based research process that adapts to individual strengths while developing personal ingenuity. By integrating real-world topics with critical thinking and choice, students generate focused, in-depth life plans. Implementing structure, while allowing independence and creativity, allows for differentiation of content, process, product, ability level, interest and learning style. View actual student projects and portfolios, and hear inspirational stories of student growth. Discuss project facilitation, classroom management, assessment and more! Entrust your students with the freedom of exploration that leads to educational awaking and academic fulfillment. Learn to provide powerful opportunities for them to develop into self-confident, well-rounded individuals with unlimited possibilities. |
| **Audience** | Elementary teachers, Middle School teachers, Administrators |
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| **Lay 308** | **TOMORROW will be a Better Day in My CLASSROOM!- Capitalizing on Executive Functioning Skills** |
| **Speaker** | *Katherine Marler, teacher of gifted, Springfield Public Schools*  *Jonna Bird, teacher of gifted, Springfield Public Schools* |
| **Topic** | "Teachers of the Gifted continually strive to bring fresh ideas and techniques into the classroom to build a ""better"" tomorrow for students. Attend this session to collect resources and ideas to use next week in your classroom. Challenge your students to be independent and capable thinkers with a sample schedule and instructional methods that will support EFS! Enjoy how these veteran teachers manage their 3rd grade classroom with exceptional Cognitive and Affective curriculum and activities which include: Student Learning/Data Log, Greek and Latin Root Flashcards, individual habits, team challenges, student feedback, brain breaks, and energy-sparking ways to learn.  Leave this session energized, equipped, and ready to seize the day!" |
| **Description** | Affective, Cognitive Skills; Organizational |
| **Audience** | Elementary teachers |
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| **Lay 310** | **Identification Process Round Table** |
| **Speaker** | *Peggy Pennington, teacher of gifted, Nevada School District* |
| **Topic** | "WISC V results have many districts reexamining their identification process. This session will be a roundtable discussion about what the participants’ districts are using as identification tools. I am hoping to develop lists of positives and negatives for individual tools during this session. Please come ready to share information about what your district is using and what you think about them.” |
| **Description** | Identification |
| **Audience** | Elementary teachers, Middle School teachers, High School teachers, Counselors, Administrators |
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**Session B**

**11:00-11:50 a.m.**

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| **Lay 113** | | | | **Prove it! Bringing the idea of critiquing arguments and proof into the elementary and middle school grades** | |
| **Speaker** | | | | *Dr. James Kratky, professor, Missouri State University* | |
| **Topic** | | | | We will engage in ways that we can bring (and build upon) the notion of mathematical argumentation and proof into our elementary and middle school classrooms. Examples will include Number Theory (operating with even and odd numbers), the Handshake Problem, and growing patterns tasks. | |
| **Description** | | | | Math | |
| **Audience** | | | | Elementary teachers, Middle School teachers | |
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| **Lay 206** | | | **The Real Thing about the Road to Rigor and Depth of Knowledge** | | |
| **Speaker** | | | *Cindy Gifford, Gifford Educational Consulting, Denver, CO* | | |
| **Topic** | | | "Depth of understanding, quality questioning, and how students apply what they've learned, as well as the depth in the process and product is related to intentional planning and rigorous instruction. How can we create a classroom that promotes a rigorous learning environment that supports the common core standards? The common core standards will place high level cognitive demands on students that require them to reason, justify, synthesize, analyze, and solve problems. In a time when access to costly resources is limited, questioning is a free and powerful strategy we can use to promote higher level thinking and support the rigor required by the common core standards. Join us as we explore how to plan for asking the “right” questions, scaffold questioning so that students can reach higher levels of understanding, and encourage students to be questioners in a student-centered, inquiry-oriented community of learners. We will use our time to learn how to use quality questioning planning tools, strategies for engaging students in dialogue and practice intentional planning." | | |
| **Description** | | | Science, Affective, Arts, Math, ELA | | |
| **Audience** | | | Elementary teachers, Middle School teachers, High School teachers, Counselors, Administrators | | |
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| **Lay 208** | | **Advocacy Starts at Home, and in the Classroom** | | |
| **Speaker** | | *Dr. Robin Lady, Gifted Education Specialist, Gifted Association of Missouri* | | |
| **Topic** | | Advocating for Gifted Children will give you a look in to Missouri's advocacy efforts, update you on Missouri's progress, and give you tips for advocating at all levels. This presentation is appropriate for all levels and all stakeholders and will include communication tips, how to use data to advocate, and ways to advocate continually. This presentation will be led by Dr. Robin Lady, former GAM President and current GAM Advocacy/Public Issues Chair who has advocated for gifted children at the local, state, and national levels. | | |
| **Description** | | Affective, Advocacy / Policy / Programs | | |
| **Audience** | | Elementary teachers, Middle School teachers, High School teachers, Counselors, Administrators, Parents | | |
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| **Lay 211** | **STEM, STEAM, STREAM—FULL SPEED AHEAD! Future City/FIRST Robotics** | | | | | |
| **Speaker** | *Lori Peel, teacher of gifted, Marshall Public Schools* | | | | | |
| **Topic** | Both programs presented offer a cross-curricular, project-based learning format providing students endless opportunities to explore, research, design, and create a better world. Future City involves minimal expense and requires five competition deliverables which document the team’s progress through the engineering design process and showcase the team’s city of the future. FIRST involves a team registration and initial robotic kit purchase (re-usable), three project deliverables which focus on values/leadership, a project that addresses a real-world issue, and robotics. Both programs have proven to be exciting and engaging for students in my classroom as they have worked to solve real world problems, while developing valuable life skills and exploring career possibilities. This session will provide resources to answer program questions from start to finish (setting up a team, program m materials (including handbooks), estimated start-up cost (if any), time required, ideas for fundraising, ideas for mentors, examples of projects (including an EV3 robot with field set up), and much more! | | | | | |
| **Description** | Science, technology, math, engineering | | | | | |
| **Audience** | Elementary teachers, Middle School teachers | | | | | |
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| **Lay 306** | **Not Your Mama's Science-Making Science Relevant the Quirkles and Fuddlebrook Way!** | | | | | |
| **Speaker** | *Terri Johnson, Owner/Developer of Creative 3 Publishing Company, Quirkles*  *Sherry Cook, Owner/Developer, Quirkles* | | | | | |
| **Topic** | "Science needs a re-brand. It needs to look fresh, be relevant, and be interactive. It needs to get “real.” How can we relate it to our everyday lives? It also needs to be simplified for educators to teach. Let’s face it, rocket science doesn’t have to be rocket science! Fun, effective, science instruction doesn’t have to be difficult, time consuming, or stressful to teach! A simple, fun, and effective way to bring science to the elementary student is to combine story telling (that illustrates a relatable science concept) reinforced by hands-on activities. You need both!  Come along for some fun science and see if you can finish our time together without laughing and learning!  (This presentation will involve a brief multimedia presentation, storytelling and related activities the group can participate in. Attendees will go away with useful strategies and activities whether they ever use the Quirkles or Fuddlebrook materials or not.) | | | | | |
| **Description** | Science | | | | | |
| **Audience** | Elementary teachers | | | | | |
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| **Lay 308** | **Body, Mind and Math: How to Create an Interactive Public Work of Art** |
| **Speaker** | *Catia Gilpin, teacher of gifted, Springfield Public Schools,*  *Dr. Kurt Killion, Adam Harbaugh, MSU professors* |
| **Topic** | A “How-To” session on creating a work of public art which is also a math (could be any subject) learning tool and an opportunity for artists and teachers to work together with children to create something unique from a shared vision. Join Resident mosaic artist Christine Schilling, MSU Math professors Kurt Killion and Adam Harbaugh and project instigator and Gifted teacher, Catherine Gilpin, as they show and tell about Body, Mind and Math, the 12’ x 17’ math mosaic created by kids under the direction of Christine and informed by the math know-how of our MSU profs. We will talk about the idea and its evolution; how all of the community components made it better; the process of making the mosaic; what activities are being done with it; and ideas on getting funding – what we did and what you could do. |
| **Description** | Science, Arts, Math |
| **Audience** | Elementary teachers, Middle School teachers, High School teachers, Administrators, Parents |
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|  | |  |  | | --- | --- | | **Lay 310** | **Differentiation of Learning Preferences: A practical approach!** | | **Speaker** | *Dr. Richard Courtright, Gifted Education Research Specialist, Duke University Talent Identification Program (TIP)* | | **Topic** | Carol Ann Tomlinson’s recommendations for differentiation are predicated upon recognizing student readiness, interests and learning preferences, including learning styles. This session will present a description of learning styles and the impact that individual differences can have on the instructional process. Participants will receive a brief overview of learning styles in general. Three major models will be considered – Dunn & Dunn, Myers-Briggs, and Gregorc – with the Gregorc conceptualization taking the dominant role in the presentation. The rationale for using the Gregorc approach to style can guide teachers in a practical approach to differentiate for their students. Understanding of style differences may also explain why your in-laws drive you crazy! | | **Description** | Affective, Curriculum Differentiation | | **Audience** | Elementary teachers, Middle School teachers, High School teachers, Counselors, Administrators, Parents | |  |  | |
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**Session C**

**2:30-3:50 p.m.**

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| **Lay 113** | **Zombies, Heroes, and Revolution: Who Cares?** |
| **Speaker** | *Dr. Kristofor Wiley, professor, Drury University* |
| **Topic** | Care to freshen up your material? In our business, we can go a long way with our students by choosing sexy topics. What sane individual wouldn't want to spend a day (week, semester) learning about the zombie apocalypse? Yet it is not uncommon to find our students finishing the unit with less complex understanding than we had hoped, or wading through the middle of the semester with sudden lack of purpose. Study the Civil War and have their attention for the day. Study loyalty, dissent, and oppression, and you can deliver learning that sticks and transfers to other disciplines. Come join a discussion about concepts, principles, student empowerment, and doing right by the deep learner. We will take the opportunity to workshop your own units, so bring along one or two! |
| **Description** | Curriculum Design |
| **Audience** | Elementary teachers, Middle School teachers, High School teachers, Administrators |
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| **Lay 206** | | **WINNING at Creative Problem Solving: Using Competition to Fuel the Design Process** | |
| **Speaker** | | *Heather Hinze, teacher of gifted, Orchard Farm School District* | |
| **Topic** | | Competition motivates- especially with exercises in creativity. Learn about the wide array of skills students can develop through participating in long term problems that require months of teamwork and communication, designing and planning, construction, troubleshooting, and presentation. Hear firsthand from gifted students (via video) about their experiences in participating in the Odyssey of the Mind Competition, and the positive influence this program has had on their leadership abilities, confidence, and skills. By the end of this session, you’ll be ready to incorporate long-term, open-ended problems into your curriculum. You will be given a long term problem to take back to your classroom- enough to keep your students learning for months to come! | |
| **Description** | | Science, Technology, Engineering, Affective, Arts, ELA | |
| **Audience** | | Elementary teachers, Middle School teachers, High School teachers, Parents | |
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| **Lay 208** | **Teaching your Sheldon Cooper** | |
| **Speaker** | *Dr. John Bruno, Administrator/Effective Practice Specialist, Special School District,*  *Jennifer Pontello, M.Ed* | |
| **Topic** | Instructional strategies for math and science teachers of students with high functioning autism. Interactive presentation covers characteristics of autism, communication tools, classroom management, and practical learning strategies to use right away in your classroom. Students on the high end of the autism spectrum are extremely bright and their instructors need the proper tools to teach them to reach their full potential. | |
| **Description** | Science, Technology, Engineering, Math | |
| **Audience** | Middle School teachers, High School teachers, Counselors, Administrators, Parents | |
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| **Lay 211** | **I'm Right, You're Right, We're All Right** |
| **Speaker** | *Adam Harbaugh, professor, Missouri State University* |
| **Topic** | Many gifted students are perfectionists and yearn to be “right”, but, in math class, this often relies on evaluation from a teacher or an answer key. This desire can stifle some students’ willingness to engage for fear of being wrong. When students know that the correctness of their answers is based on justification rather than an outside authority, they are more likely to develop independence. Putting authority in the hands of students is of utmost importance to developing self-regulating learners. Providing students with opportunities to explore multiple answers and perspective and justify these positions involves giving students rich tasks that have both multiple entry points and multiple exit points. Discussion and argumentation are valuable ways students learn mathematics, particularly when everyone can be right. Participants will engage in geometry activities geared toward meaningful experiences with shapes and their relationships to help develop spatial sense and dispositions for reasoning and proof. |
| **Description** | Math |
| **Audience** | Elementary teachers, Middle School teachers, High School teachers |
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| **Lay 306** | **The Process of Game Design: Engineering Thinking and Problem Solving** | | | |
| **Speaker** | *Kathleen Mercury, teacher of gifted, Ladue School District* | | | |
| **Topic** | Gifted students love playing and changing the rules of games, so shift them from consumers to creators! Game design enables students to embark upon an intense engineering process of designing and refining board game prototypes. Player decision-making, not luck, drive these games, so student designers must envision ways to give players choices in fun ways. The Stanford d.school model of prototype development is incorporated as designers develop empathy and understanding of the user by giving and receiving feedback and making informed improvements on their games based on that information. Creative, analytical, and productive intelligence are developed as students have full autonomy over their designs, as well as pride for creating a real-world game. Game Design is inexpensive and all materials will be provided so teachers can start teaching game design right away. This session will be taught by Kathleen Mercury, a gifted teacher and a published game designer. | | | |
| **Description** | Science, Technology, Engineering, Affective, Arts, Math, ELA | | | |
| **Audience** | Elementary teachers, Middle School teachers, High School teachers | | | |
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| **Lay 308** | | **Interesting and Challenging Problems in Geometry** |
| **Speaker** | | *Dr. Kurt Killion, professor, Missouri State University* |
| **Topic** | | This presentation will engage the participants in solving our favorite Geometry problems that will help address the Missouri Learning Standards and challenge the Geometric Reasoning of middle school students. |
| **Description** | | Math |
| **Audience** | | Middle School teachers |
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| **Lay 310** | | | **The Synthesis Model: A “Unified Field Theory” of Differentiation for the Gifted & Talented** | | |
| **Speaker** | | | *Dr. Richard Courtright, Gifted Education Research Specialist, Duke University Talent Identification Program (TIP)* | | |
| **Topic** | | | This session will present a model (in the form of a graphic organizer) that illustrates the interrelationships among a variety of systems and models in gifted and general education. Understanding the model can enable teachers and other educators to function as active designers of appropriately differentiated curriculum for gifted learners. Drawing together the work of such notable leaders as Gallagher, Bloom, Anderson, Hirsch, Adler, Renzulli, Kaplan, Sternberg, Dabrowski and others, the end result offers a graphic representation of the correlation of the individual’s endogenous characteristics, the design of the core curriculum and strategies for differentiating it, and the implementation of instruction. Highlighting the interrelated factors of these concepts fosters the disposition that differentiation can be – as well as must be -- provided. | | |
| **Description** | | | Curriculum Differentiation | | |
| **Audience** | | | Elementary teachers, Middle School teachers, High School teachers | | |
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**Session D**

**4:00-4:50 p.m.**

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| **Lay 113** | **Science and Discoveries of Harry Potter** |
| **Speaker** | *Jeannie McLaughlin, teacher of gifted, Springfield Public Schools,*  *Jonna Bird, teacher of gifted, Springfield Public Schools* |
| **Topic** | Imagine a curriculum built in the world of Harry Potter. Take students on a quest to explore the creatures and characters found in this magical world as they explore the Hogwart classes of potions, herbology, muggle studies, care of magical creatures, charms, and of course Quidditch. This multidisciplinary unit examines many scientific concepts including chemistry, biology, botany, and genetics, and various affective lessons, linguistics, self- reflection, and debate skills. The unit gives students the opportunity to weave together these lessons with the complex and insightful story of J.K. Rowlings. In this session, participants will receive a sampling of lessons and activities. |
| **Description** | Science, Engineering, Affective, Arts, ELA |
| **Audience** | Elementary teachers, Middle School teachers |
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| **Lay 206** | **Building a Model House** |
| **Speaker** | *Diana Casebolt, teacher of gifted, Independence School District* |
| **Topic** | "Expand your knowledge of architecture and the design process, as you experience the creativity and challenge of being an architect. At the same time, you will gain practice in skills related to math. TASK(S)Design an original floor plan-Produce a scale drawing of your floor plan-Produce side elevations for your house to scale-Build a three dimensional model of your house using foam board. ACTIVITY/PROCESS produce a rough sketch of the house you live in. Compare and contrast numerous floor plans Compare and contrast room sizes. Practice converting actual measurements to scale and scale measurements to actual. Practice using graph paper to produce scale drawingDesign an original floor plan for a house which includes all required rooms and is 1200 sq. feet -Produce scale drawing and side elevations for your house-Build a scale model of your house using foam board. EVALUATION Quality of pre-design assignments-Original floor plan and side elevations: Inclusion of required elementsFunctionalityAccuracyNeatnessCreativity" |
| **Audience** | Elementary teachers, Middle School teachers |
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| **Lay 208** | | **Teaching Mr. Spock in a Captain Kirk World** |
| **Speaker** | | *Dr. John Bruno, administrator/Effective Practice Specialist, Special School District,*  *Jennifer Pontello, M.Ed* |
| **Topic** | | Strategies for instruction to meet the unique needs and learning styles of students on the high end of the autism spectrum. Characteristics of autism, functions of behavior, and effective communication tools are covered. This is a dynamic presentation with many take-away ideas to use immediately in your classroom and frequent opportunities for active participation. |
| **Description** | | Science, Arts, Math, ELA, All subjects |
| **Audience** | | Middle School teachers, High School teachers, Counselors, Administrators, Parents |
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| **Lay 211** | **Writing Interactive Stories at Any level** | |
| **Speaker** | *Vicky Bennett, teacher of gifted, Hallsville School District* | |
| **Topic** | Ever wish you could change the outcome of a story. Tired of just following along with the character and upset with some of their decisions? Now you can. In this session you will experience an interactive book along with learning how to write your own interactive story and send it electronically to another person to read. | |
| **Description** | Technology, ELA | |
| **Audience** | Elementary teachers, Middle School teachers, High School teachers | |
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| **Lay 306** | **Internships: Transforming High School Students to Skilled Professionals** |
| **Speaker** | *Gwen Struchtemeyer, teacher of gifted, Columbia Public Schools* |
| **Topic** | Internship is the new 4.0 GPA; maybe it’s even the 35 ACT! Every year I write a great many emails and make numerous phone calls and visits to inquire whether professors and professionals will host our bright students. I am always humbled by their acceptance. Whether in a laboratory, clinic, agency, or business, the breadth and scope of student experiences offers a window into truly enriching, extending education. These opportunities have allowed our students to branch out and explore their interests, their “what ifs.” Great lives are built from great decisions, and the opportunities our community provides these students will inform significant life decisions. The reflections you will see are diverse, scholarly, and insightful, as are their authors. Topics include: setting up internships, resumes, expectations and check-ins, email correspondence with hosts, evaluations, how to ask a host for a reference, internship reflections, internship showcase, and the art of the thank you note. |
| **Description** | Science, Technology, Engineering, Affective, Arts, Math, ELA, Career Preparation, College Guidance |
| **Audience** | High School teachers, Counselors, Administrators, Parents |

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| **Lay 308** | **Breakout EDU Digital** |
| **Speaker** | *Jocelyn Kreuger, teacher of gifted, Elsberry School District* |
| **Topic** | Do you want to do a Breakout EDU but you don't have the materials? Do you have the boxes but don't have the time to prep the locks and materials? There is a digital option available that is ready to go. Want to learn more? |
| **Description** | Technology, Affective, Arts, Math, ELA, teamwork |
| **Audience** | Elementary teachers, Middle School teachers, High School teachers, Parents |
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| **Lay 310** | **Automaton Engineering Challenge** | |
| **Speaker** | *Melissa Barkley, teacher of gifted, Independence School District* | |
| **Topic** | This session will provide a project that will engage your students from start to finish! They will utilize their critical thinking and creativity skills as they are challenged to build a mechanical toy that is designed to be sold in a grocery store's checkout lane! They will use the engineering design process to create an automaton that moves with the use of cams, cam followers and hand cranks. Each design will be unique and is made from recyclables and inexpensive materials, although 3D printers can be used as a valuable resource throughout this project as well. Students will produce commercials at the completion of their projects, to advertise their fabulous automaton prototypes! Educators will find this session worth attending! | |
| **Description** | Science, Technology, Engineering, Affective, Arts, Math, ELA | |
| **Audience** | Elementary teachers, Middle School teachers | |
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**Saturday, October 21**

**Session E**

**11:00-11:50 a.m.**

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| **Lay 113** | | **"MINDSET: Why Should I Stop Telling My Kids They’re Gifted When They Are?"** |
| **Speaker** | | *Dr. Richard Courtright, Gifted Education Research Specialist, Duke University Talent Identification Program (TIP)* |
| **Topic** | | While one might assume that academically gifted students would be excited to accept any challenge and take risks in their learning processes, too often they are reluctant to engage in any rigorous learning experience in which a successful outcome is uncertain. They actually avoid those opportunities that may put their self-perception in jeopardy. Research by psychologist Dr. Carol Dweck offers an explanation for this phenomenon. This session will present an overview of “Mindset,” the term that distinguishes between contrasting perspectives on intelligence and has significant ramifications for student performance. The research findings offer guidance in ways to interact with our children, demonstrating ways that performance can be enhanced, as well as ways that performance can be suppressed. Come and learn why it is highly appropriate to identify students as gifted, and to never refer to that terminology again in the course of their education. |
| **Audience** | | Elementary teachers, Middle School teachers, High School teachers, Counselors, Administrators, Parents |
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| **Lay 206** | **Your Students are the Face of Future Space Exploration** | |
| **Speaker** | *Christine Nobbe, Gifted Education Specialist and Adjunct Professor,STE(A)M Educator and Space Cadet* | |
| **Topic** | NASA has always been the face of Space Exploration for Americans, but other government space programs and commercial companies are leading future projects including: a Moon Village (ESA), Asteroid sampling (NASA), 1000 people living in orbit around the Moon (ULA), tourism into Space via large balloons (World View), small rockets launching CubeSats into Space (Stofiel Aerospace, EXOS), and more. In this talk Christine will share some of the most interesting "up and coming" projects and discuss how today's students can be the face of future Space Exploration with projects they can work on now, training for the future. | |
| **Audience** | Elementary teachers, Middle School teachers, High School teachers | |
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| **Lay 208** | **Independent Study Projects for Elementary** |
| **Speaker** | *Sheila Bonner, teacher of gifted, Independence School District* |
| **Topic** | This session offers a step by step process for an Independent Study Unit. All handouts are teacher created for the specific needs of research projects. With structured planning, this unit will not only be student driven, but the teacher will become the guide instead of the lecturer. No matter what you call it - Passion Project or Genius Hour, students love learning about their own topic. |
| **Description** | Science, Technology, Affective, Arts, ELA |
| **Audience** | Elementary teachers, Middle School teachers |
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| **Lay 211** | | **Mindful Movement in Math** |
| **Speaker** | | *Gina Wyckoff, teacher of gifted, Springfield Public Schools* |
| **Topic** | | Focusing one’s awareness while being in the moment in concentrated physical play helps gifted students understand and apply math concepts. Practicing mindfulness helps students engage their bodies, imaginations, voices, concentration and their cooperation with others, Join us in playing with Pythagoras, doing art with Rene’ Descartes, visiting Wonderland with Lewis Carroll, being in a variety of pens with Venn, traveling with tangrams, and exploring numbers with Napier. Discover some practical ways to have your students strengthen mindfulness and their understanding and application of math problem solving with Mindful Movement in Math. |
| **Description** | | Affective, Arts, Math, ELA |
| **Audience** | | Elementary teachers, Middle School teachers, High School teachers, Counselors, Administrators, Parents |
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| **Lay 306** | | | **Exceptionally Average: A Model for Intellectual Resilience** |
| **Speaker** | | | *Seth Jaeger, teacher of gifted, Ozark School District* |
| **Topic** | | | How do we maintain cognitive balance with constant distractions all around us? This presentation is focused on a model of intellectual resilience and how to develop equanimity in the face of information overload. We will discuss strategies for improving dispositions and habits of critical thinking for high-ability students in the classroom and beyond. |
| **Description** | | | Affective |
| **Audience** | | | Middle School teachers, High School teachers, Counselors, Administrators |
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| **Lay 308** | | | **Connected with Parents** |
| **Speaker** | | | *Stephanie McKoy, teacher of gifted, Ozark School District* |
| **Topic** | | | Connecting with parents of the students in the gifted classroom can be a challenge due to schedules. This presentations provides a few tips and tricks to make communication easy with digital portfolios and family excursions designed to increase parent involvement and create lasting relationships. |
| **Description** | | | Technology, Affective, parent relationships |
| **Audience** | | | Elementary teachers, Counselors, Administrators |
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| **Lay 310** | | | **Improving Executive Functioning** | |
| **Speaker** | | | *Dr. Brandi Klepper, Psychologist, A Place to Grow, LLC, Springfield* | |
| **Topic** | | | Even parents and teachers of gifted have kids who struggle with executive functioning skills. Maybe there is a child who has trouble making good decisions and acts impulsively, maybe one who struggles with where to start amongst so many thoughts and can’t keep track of what the directions are, and maybe another who has no real sense of time and winds up spending way too long on a minor part of a task. There are ways to help these kids develop better executive functioning skills. Those who attend this session will learn about executive functioning in general as well as techniques to improve these skills in gifted individuals. | |
| **Description** | | | Affective | |
| **Audience** | | | Elementary teachers, Middle School teachers, High School teachers, Counselors, Administrators, Parents | |
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**Session F**

**1:30-2:20 p.m.**

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| **Lay 113** | | **Optimizing Overexcitabilities** |
| **Speaker** | | *Dr. Brandi Klepper, Psychologist, A Place to Grow, LLC, Springfield* |
| **Topic** | | When someone discusses gifted students and overexcitabilities, are there children who come to mind for you? If you know about overexcitabilities and have gifted kids, you’ve probably seen at least one of the five overexcitabilities expressed. Knowing how to respond to these, especially in ways that don’t shame the child but instead help build upon natural inclinations, can be a challenge. In this session, attendees will learn strategies regarding what to do with each of the five overexcitabilities. These strategies include samples of what to say when a gifted child shows an overexcitability and ideas about activities suited for each. |
| **Description** | | Affective |
| **Audience** | | Elementary teachers, Middle School teachers, High School teachers, Counselors, Administrators, Parents |
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| **Lay 206** | | **Model United Nations: Bringing the World to your Classroom** | | | |
| **Speaker** | | *Stephanie Gavin, Program Coordinator for Civitas (retired teacher of gifted), St. Louis* | | | |
| **Topic** | | Learn how to facilitate a Model UN in your classroom or school and/or how to prepare students to participate in a Model UN with students from many schools. We'll take you through a crisis simulation involving input from many countries of the world, as well as give an overview of how to help students write comprehensive resolutions addressing world issues in preparation for a UN General Assembly. Civitas is a non-profit organization that works to inspire students to become active citizens of the world. We host 7 or 8 Model UN sessions for middle schools every school year in St. Louis and two for high school students. Preparing students for one of our sessions, or doing a simulation of your own, is an excellent way to encourage problem-solving, critical and creative thinking, and global awareness. | | | |
| **Description** | | Current Events, politics, history, social sciences | | | |
| **Audience** | | Middle School teachers, High School teachers | | | |
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| **Lay 208** | | **Leadership - Skills and Strategies Students Can Use** | | |
| **Speaker** | | *Sheila Bonner, teacher of gifted, Independence School District* | | |
| **Topic** | | Gifted students often have the potential to become leaders, but may lack the specific skills and strategies to be effective. This session will give you explicit lessons/activities on how to improve teamwork and leadership skills. | | |
| **Description** | | Engineering, Affective | | |
| **Audience** | | Elementary teachers, Middle School teachers | | |
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| **Lay 211** | | **Differentiating for Gifted Visual Artists in the Classroom** | | | |
| **Speaker** | | *Dr. Jennifer Fisher, professor, University of Missouri, St. Louis* | | | |
| **Topic** | | Haven't taken an art class since elementary school? No clue what the difference is between Manet and Monet? Differentiating for students in your classroom who are gifted visual artists can be difficult if you think you're a teacher who "can't even draw a stick person". In this session, come learn about high ability visual artists, myths that hold them back, and ways that you can help them grow. This presentation will include discussion, provide research-based resources, and give examples of actual art activities that were conducted at Missouri Scholars Academy and many art classrooms around the state. | | | |
| **Description** | | Affective, Arts | | | |
| **Audience** | | Elementary teachers, Middle School teachers, High School teachers, Counselors, Administrators, Parents | | | |
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| **Lay 306** | | **Gone Gourdy** | |
| **Speaker** | | *Jennifer Green, teacher of gifted, Springfield Public Schools* | |
| **Topic** | | "Do your students crave artistic expression and hands on learning? Give them what they want with a unit designed around imagination and power tools. In this session we will layout the framework for an art unit with gourds as the medium. You will leave with gourd fever and the knowledge to teach a unit that will inspire passion and creativity in your entire school community." | |
| **Description** | | Arts | |
| **Audience** | | Elementary teachers, Middle School teachers, High School teachers | |
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| **Lay 308** | | **Utilizing Literature to Familiarize Primary Gifted Students with Affective Competencies** |
| **Speaker** | | *Connie Petrich, teacher of gifted, Springfield Public Schools* |
| **Topic** | | Phelps Center for Gifted Education has participated in the Missouri Post-Secondary Success cohort with KU for the past two years. This framework was originally intended for high school students. At Phelps we have chosen to adapt two of the three College and Career Competency Wheel domains to anchor our affective curriculum for grades 1-8. Purposeful matching of picture books with intrapersonal and interpersonal competencies has helped young gifted students better understand the competency vocabulary and recognize the interrelationships of competencies that focus on understanding and valuing self (intrapersonal competencies) with competencies that focus on strategies to respect and work effectively with others (interpersonal competencies). Students are drawn into picture books and can connect with characters to recognize and apply specific competencies. Consistency and integration of competency vocabulary throughout the day has enabled students to utilize affective lessons as they engage in all areas of learning. |
| **Description** | | Affective, ELA |
| **Audience** | | Elementary teachers, Parents |
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| **Lay 310** | **A Breakout Breakthrough: Enhancing curriculum through Breakout Boxes** | |
| **Speaker** | *Jennifer Blank, teacher of gifted, Raytown School District* | |
| **Topic** | You’ve heard the buzz about Breakout Boxes (based on Breakout Rooms), but you are befuddled on how to begin. Maybe you already use them, but want to help students create their own solvable Breakout Box. Maybe you want to foster metacognition of the affective skills students are strengthening through the game, but aren’t sure how.  In this session, you will be introduced to Breakout EDU, assembling your own Breakout Boxes, or even using digital Breakout Boxes. Tips will be shared on how to structure the game and manage behavior. Students can use self-reflection and rating scales and, as a summative assessment, create a Breakout Box of their own. By the end of the session, teachers will have a better idea of how to adapt the boxes to be used as formative assessment. The insight and experience shared will be applicable to all grade levels. | |
| **Description** | Science, Technology, Affective, Arts, Math, ELA, Can be applicable to any subject the teacher chooses | |
| **Audience** | Elementary teachers, Middle School teachers, High School teachers | |
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**Session G**

**2:30-3:20 p.m.**

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| **Lay 113** | | | **Parent Q & A-Book signing** | | |
| **Speaker** | | | *Dr. James Webb* | | |
| **Audience** | | | Parents, Elementary teachers, Middle School teachers, High School teachers, Counselors, Administrators | | |
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| **Lay 206** | | | **2017-Creativity in 5 to 50 Minutes** | | |
| **Speaker** | | | *Peggy Pennington, teacher of gifted, Nevada School District* | | |
| **Topic** | | | "NEW ACTIVITIES FOR 2017! Employers in all fields from the sciences and technology to the business and arts are looking for individuals that can successfully think outside the box and problem solve. This session will explore the justification for doing creativity activities in the gifted classroom as well as share new student activities. The activities will use cheap and easy to find resources to make the activities easy to implement in your classroom." | | |
| **Description** | | | Science, Technology, Engineering, Arts, ELA | | |
| **Audience** | | | Elementary teachers, Middle School teachers, High School teachers | | |
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| **Lay 208** | | | **Affective Education: Measuring the Unmeasurable** | | |
| **Speaker** | | | *Dr. Lenae Lazzelle, Director of Gifted Education, Springfield Public Schools* | | |
| **Topic** | | | "How do gifted educators measure student growth within Affective Education? This presentation will detail the purpose, process, and progress in our mission to answer this question. Providing social and emotional curriculum to meet the affective needs of gifted learners has always been our goal, however, it has been a struggle to effectively measure this growth. In 2013, our program began a process that would enable us to answer this question. Working with a university research department, we have been able to pilot an effective way for students and teachers to measure personal growth. This is not a curriculum adoption or a product to purchased, but rather a research-based framework of common vocabulary, user-friendly resources, and comprehensive surveys that enable each of us to learn, share, grow and measure our interpersonal and intrapersonal skills. Transformation doesn’t happen over-night, our progress has taken time and deliberate effort. We have struggled and stumbled; experienced great successes and monumental failures - all in the quest for an effective, sustainable system to measure the unmeasurable. Group participation is highly encouraged. | | |
| **Description** | | | Affective | | |
| **Audience** | | | Elementary teachers, Middle School teachers, High School teachers, Counselors, Administrators, Parents | | |
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| **Lay 211** | | **Thoughtful Games for Global Awareness** | | | |
| **Speaker** | | *Deborah Wilson, classroom teacher, Springfield Public Schools* | | | |
| **Topic** | | In this workshop, the presenter will engage participants in hands-on activities that promote global citizenship while also enhancing skills in core subject areas – science, social studies, literacy and mathematics. The presenter will begin with an overview of concepts and learning strategies in global education. She will then facilitate 3-4 hands-on activities that address the following topics: interdependence in nature, understanding needs vs. wants around the world and environmental stewardship. Activity formats include role-playing simulations, interactive stories and games that can be differentiated for diverse classrooms. The presented activities build communication skills, scientific inquiry, social interaction and cooperation, listening, role-playing and more. All of the presented activities emphasize building learning skills for life including problem solving, critical thinking, and working together to accomplish goals. Participants will receive CDs of lesson plans. | | | |
| **Description** | | Science, Math, Social Studies | | | |
| **Audience** | | Elementary teachers | | | |
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| **Lay 306** | | **Ready! Set! Animate!** | | | |
| **Speaker** | | *Jennifer Green, teacher of gifted, Springfield Public Schools* | | | |
| **Topic** | | Your students crave creativity and your parents love a product. Your administrator expects community involvement and technology integration. Satisfy them all with a unit of stop motion animation. This session will get you rolling into production and have your students engaging in collaboration and creative problem solving as they become filmmakers with a story to tell. | | | |
| **Description** | | Technology, Arts | | | |
| **Audience** | | Elementary teachers, Middle School teachers, High School teachers | | | |
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| **Lay 308** | | **Affective Activities for the High School Gifted Classroom** | | | |
| **Speaker** | | *Tina Sudkamp, teacher of gifted, Nevada R5 School District* | | | |
| **Topic** | | Looking for activities to help meet the social and emotional needs of your teenage students? This session will include a variety of ideas, activities and resources that are currently used with secondary students. Most activities can be used or slightly modified for middle school students also. From activities that can be done in a few minutes to month long projects, books and websites, there will be a wide range of lesson ideas to meet the needs of a variety of gifted students. Materials will be shared so that you can incorporate them immediately into your classes, and we will do some activities together. | | | |
| **Description** | | Affective | | | |
| **Audience** | | Middle School teachers, High School teachers | | | |
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| **Lay 310** | | | **Exploring Boredom in the Gifted** | | |
| **Speaker** | | | *Dr. Brandi Klepper, Psychologist, A Place to Grow, LLC, Springfield* | | |
| **Topic** | | | Boredom is a common complaint among gifted students, often inspiring a frenzy of activity on the part of an educator or parent to remedy the situation. However, boredom is not always about being bored, and the claim can represent multiple conditions: anxiety, overstimulation, tedium, or disinterest. Furthermore, multiple researchers have shown that boredom may actually be productive for creative output. In this session we will be discussing an empirical exploration of the experience of boredom among gifted students. Student focus groups were conducted on causes of boredom, multiple interpretations of the complaint, and strategies for coping. The data collected will form the basis of an affective curriculum. | | |
| **Description** | | | Affective | | |
| **Audience** | | | Elementary teachers, Middle School teachers, High School teachers, Counselors, Administrators, Parents | | |
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