

FRIDAY, DECEMBER 3

SPECIAL PROGRAMS AND FEATURED SPEAKERS: 8:30 – 10:00 a.m.

What Does the Research Say? Current Views on Best Practice with High-Ability Learners

TAGT Core Area:	Nature and Needs; Social and Emotional Needs
National Standard:	Foundations
Strand:	Educational Research, Leadership
Audience:	All
Grade Level:	All Levels
Room:	Assembly Hall A
Presenter:	Dr. Dona Matthews, University of Toronto

Gifted education is in the midst of an exciting paradigm shift, as the field integrates current research concerning developmental psychology, neural development, the interplay between cognition and emotion, and exceptional development. New findings will be discussed that have practical implications for parents and teachers of gifted learners, including the importance of educational acceleration, psychological mindsets, expanded perspectives on assessment and identification, mentorships, twice-exceptional learning patterns, creativity, flexible grouping, curriculum compacting, social/emotional development, extracurricular and web-based learning, talent development, individual and developmental diversity, parent advocacy, and teacher development.

Change Your Story, Change Your Life

TAGT Core Area:	Nature and Needs; Social and Emotional Needs
National Standard:	Development and Characteristics of Learners
Strand:	Guidance, Parenting
Audience:	All
Grade Level:	All Levels
Room:	Assembly Hall C
Presenter:	Stephanie Tolan, Institute for Educational Advancement

This address will look at the challenges that gifted kids typically face with both academic and social/emotional issues, and will provide a way for them to deal with those challenges--called Story Principle--using their own innate mental capacities. We can't always change what happens in our lives, but it is always possible to change our stories about it. As our stories change for the better, so do our experiences. Learning to recognize the negative stories they are telling and to focus them in a more positive direction, allows children (and adults, too--though kids tend to find it easier) to become heroes rather than victims, no matter how imperfect their world.

TAGT EXHIBIT HALL OPEN: 10:00 – 10:40 a.m.

No sessions are scheduled during this time. Visit the many outstanding exhibitors in the TAGT Exhibit Hall in Exhibit Hall B3.

TAGT ANNUAL BUSINESS MEETING: 10:00 – 10:40 a.m.

The TAGT Annual Business Meeting will take place in Assembly Hall A, immediately after the conclusion of the featured speaker. TAGT members are invited to attend and witness the members of the 2010 TAGT Executive Board being sworn into office, including the new President, Dr. Laura Mackay. The Annual Report will be made available, stating TAGT's financial position and covering its accomplishments of the past year.

GIFTED STUDENT SHOWCASE: 10:00 a.m. – 12:15 p.m.

TAGT Core Area:	Creativity and Instructional Strategies
National Standard:	Instructional Strategies
Strand:	Student Research
Audience:	All
Grade Level:	All Levels
Room:	Pre-function area outside of Ballroom B

The Gifted Student Showcase give gifted students from many school districts in the Houston area and beyond an opportunity to demonstrate and share their knowledge and expertise. Conference attendees will have a chance to visit with these students, who will be stationed at tables with projects they have created.

CONCURRENT BREAKOUT SESSIONS: 10:40 – 11:40 a.m.

In Praise of Pollyanna

TAGT Core Area:	Nature and Needs; Social and Emotional Needs
National Standard:	Learning Environments and Social Interactions
Strand:	Guidance, Parenting
Audience:	All
Grade Level:	All Levels
Room:	Ballroom B
Presenter:	Stephanie Tolan, Institute for Educational Advancement

The Random House Unabridged Dictionary refers to a Pollyanna as a “blindly,” “illogically” optimistic person. But today positive psychology is finding mounting evidence that the theme that made this children’s book a hit almost 100 years ago—Pollyanna’s ability to find “cause for gladness in the most difficult situations”—can be life-affirming, life-altering, even life-saving. This session focuses on ways to help gifted children and their families change perspective on an educational situation that may feel unjust, inappropriate or even catastrophic, to put the power of appreciation to work for them and change their experience.

Math Foundation and Learning Styles: Connecting and Accelerating

TAGT Core Area:	Differentiated Curriculum; Program Options and Design
National Standard:	Instructional Planning
Strand:	Mathematics
Audience:	Teachers, Parents
Grade Level:	Primary, Elementary, Middle School
Room:	310 A/D
Presenter:	Regina Hooten, Taylor ISD, and Chrys Boyd, Fort Bend ISD

Teach math foundation skills through students' learning styles. We will show strategies on how to build the beginning foundation of math and accelerate math knowledge using the basic skills. We will share differentiated activities by skill readiness, student learning style and process, and project. Activities will build from basic concepts to pre-algebra. We have used these strategies over and over with great success. We are ready to share them with you.

Aptitude, Altitude and Attitude: On the Straight and Level, or Not!

TAGT Core Area: Differentiated Curriculum
National Standard: Instructional Planning
Strand: Curriculum Differentiation, Science
Audience: Teachers
Grade Level: Elementary, Middle School
Room: 310 B/E
Presenter: Janet Aaker Smith, Pieces of Learning

Fasten your seatbelts; we are cleared for takeoff! Time will fly in this workshop that is packed with strategies and activities to differentiate science curriculum that are applicable to ALL disciplines. Learn about Life's Runway, Amazing Aerobatics, and Dead Reckoning Math. Come Fly in style! No jetlag guaranteed.

Deepening an Understanding of Fractions in Middle School Mathematics

TAGT Core Area: Creativity and Instructional Strategies
National Standard: Instructional Strategies
Strand: Mathematics
Audience: Teachers
Grade Level: Middle School
Room: 310 C/F
Presenter: Dina Griffin, Region 4 ESC

Many gifted students perform computations accurately with fractions but do not understand the underlying concepts. Experience activities that will help middle school students deepen their understanding of fractions across the mathematics curriculum.

Flip Flop Foldables

TAGT Core Area: Creativity and Instructional Strategies
National Standard: Instructional Strategies
Strand: Student Research
Audience: Teachers
Grade Level: Elementary, Middle School, High School
Room: 320 A/D
Presenter: Kathryn Estry and Barb Marten, Katy ISD

Students will love creating flip books and other foldables as research products! This is a hands-on session in which you will learn to assemble a variety of intriguing folding and flipping "books". These products can be used with any subject matter at any grade level. They're all about creativity and allow students to show what they've learned in exciting ways.

Journal into History with Mr. Barrington's Mysterious Trunk Series

TAGT Core Area: Creativity and Instructional Strategies
National Standard: Instructional Strategies
Strand: English, Social Studies
Audience: Teachers, Parents, Coordinators/Administrators
Grade Level: Elementary, Middle School
Room: 320 B/E
Presenter: Melodie Cuate, Edinburg CISD

Perspective takes an interesting twist while themes bravely stay the course as literary devices transport you to a dangerous past, the Texas revolution! Join fictional characters Hannah, Nick, and Jackie as they dodge cannonballs and bayonets; meet heroes from the 1830s; and discover journaling techniques to help your students step back in time with concepts that connect reading to history in a fun way.

Making It Work

TAGT Core Area: Differentiated Curriculum; Program Options and Design
National Standard: Instructional Planning
Strand: Curriculum Differentiation
Audience: Teachers
Grade Level: Elementary
Room: 320 C/F
Presenter: Samantha Pulse and Rachel Templin, Clear Creek ISD

Do you want to differentiate but have experienced frustration in actually making it work? In this session, two teachers will share ways in which differentiation was implemented in their classrooms. The session will deal with how to manage having different materials, activities and assessments in one classroom. This workshop will give teachers ideas on how to make their classrooms run smoothly while meeting the needs of all students. We will examine ways in which content, process, and products were differentiated successfully.

High-Level Differentiation for Long-Term Learning

TAGT Core Area: Differentiated Curriculum; Program Options and Design
National Standard: Instructional Planning
Strand: Coordinators, Curriculum Differentiation
Audience: Teachers, Coordinators/Administrators
Grade Level: Elementary, Middle School
Room: 322
Presenter: Dr. Bertie Kingore, Professional Associates Publishing

Gifted students learn and retain information best when they are actively engaged in high-level, complex thinking. Through research-based applications, participants select from learning experiences that promote concept-based instruction, increase content and process complexity, emphasize student responsibility for learning, and promote learning beyond basic standards and skills. The emphasis is on simple-to-implement strategies, visual tools, effective resources, and tiered instruction to minimize teacher preparation.

Popping Your Instruction for K-2: Critical Thinking in Action

TAGT Core Area: Creativity and Instructional Strategies
National Standard: Instructional Strategies
Strand: Curriculum Differentiation
Audience: Teachers
Grade Level: Primary
Room: 330
Presenter: Karen McCollister, McKinney ISD

Would you like to harness the energy and enthusiasm of your gifted and high potential students and use that power to enhance learning? Using interactive games, questioning, drama, and movement, you can increase the academic level of your instruction, while holding the attention of young learners. Come investigate some research-based strategies that increase learning in K-2 environments and have a bit of fun as you learn!

Use Your Brain to Make Books That Last

TAGT Core Area: Creativity and Instructional Strategies
National Standard: Instructional Strategies
Strand: Arts and Creativity, Curriculum Differentiation
Audience: Teachers, Coordinators/Administrators
Grade Level: All Levels
Room: 332 A
Presenter: Susan Tyrrell, Texas A&M University

Project-based learning, authentic assessment--often these needs for G/T students can be difficult or expensive to incorporate well. This session will look at real-life publishing options for classes and individual students, depending on level. Self-publishers have no (or extremely low) cost and industry reputable, options for publishing books, which can be ordered and sold as any book on Amazon or other sites. The possibilities are limitless for use in G/T programs. Session will include demonstration, handouts with instructions and a Q & A time addressing logistics, copyright and other applicable issues.

On the Shoulders of Giants: Men and Women Who Have Made a Difference in Gifted Education

TAGT Core Area: Other
National Standard: Collaboration
Strand: Administrators, Coordinators, Leadership
Audience: Teachers, Coordinators/Administrators
Grade Level: All Levels
Room: 332 B
Presenter: Dr. Kathy Hargrove, Southern Methodist University

This session will remind participants of some of the diverse individuals whose ideas have made a difference in gifted education. Participants will be invited to share personal ideas about those who have influenced their ideas and philosophies. Come and meet some old "friends" and make some new "acquaintances" important to our field.

Our Journey Through Time: Texas Performance Standards

TAGT Core Area: Differentiated Curriculum; Program Options and Design
National Standard: Instructional Planning
Strand: Administrators, Coordinators, Curriculum Differentiation
Audience: Teachers, Coordinators/Administrators
Grade Level: High School
Room: 332 C
Presenter: Deborah George and Karen Zeske, Irving ISD

Join us as we reflect on our five year journey to implement the exit level Texas Performance Standards through the Irving Independent Study Mentorship. Share our voyage as we reveal our bumps, bruises and celebrations encountered from our beginning in 2004-2005 with 19 students to 69 students in 2008-2009. Samples of student work will be shared as well as how we overcame the many roadblocks encountered as well as our future plans of expansion. Lessons learned will be shared to help participants as they map out their own adventure in independent study.

Texas Future Problem Solving Program Scenario Writing

TAGT Core Area: Differentiated Curriculum; Program Options and Design
National Standard: Language and Communication
Strand: English, Leadership
Audience: Teachers, Coordinators/Administrators
Grade Level: All Levels
Room: 332 D
Presenter: Pam Jones, Grapevine-Colleyville ISD

This session describes the scenario writing component of the Texas Future Problem Solving Program. Participants learn about this individual effort in which the student author projects at least 20 years into the future to examine what effects solutions developed now would have on our future society. These projections are developed into a creative, futuristic short story.

Working with Universal Concepts

TAGT Core Area: Differentiated Curriculum; Program Options and Design
National Standard: Instructional Planning
Strand: Coordinators, Curriculum Differentiation
Audience: Teachers, Coordinators/Administrators, University Educators
Grade Level: All Levels
Room: 332 E
Presenter: Patry Lerwick, El Saber Enterprises

Patters, Change, Structures, Systems... What do these words have in common? You have heard of the universal concepts! You have come to realize that this is a framework typically used when working with gifted students. Now, the question is: How does a teacher layer the core curriculum with the universal concepts? This session offers practical ideas for integrating universal concepts with the core curriculum. Teachers will learn how to develop "big ideas" and how to use retrieval charts to help students make deeper connections to the unit of study.

Get Your Blog On! Incorporating Blogs Into Daily Classroom Experiences

TAGT Core Area: Creativity and Instructional Strategies
National Standard: Instructional Strategies
Strand: Student Research, Technology
Audience: Teachers
Grade Level: Elementary
Room: 332 F
Presenter: Jennifer Harter, Fort Bend ISD

Learn how blogs can enrich your classroom! Discover how easy it is to set up a personalized class blog for activities such as novel studies and independent research. Sample blogs include a novel study for Chasing Vermeer and a travel documentary to Greece. See how engaged gifted students become when given the freedom to learn and respond in an online format. Other topics include privacy, online safety, and ethics. Step-by-step instructions for creation and implementation will be provided.

Making Big Books Smaller: Literacy Strategies for the Gifted Reader

TAGT Core Area: Creativity and Instructional Strategies
National Standard: Instructional Strategies
Strand: English
Audience: Teachers

Grade Level: Middle School, High School
Room: 340
Presenter: Chelsea Kostyniak, Grand Prairie ISD

When I hand out copies of *A Tale of Two Cities*, my students look like they are going to throw-up or throw the book out the window. We often forget that G/T students are still learning how to read. While we need to engage students through discovery-based learning, we also must help them develop the literacy skills needed to understand and synthesize big literature. This session will focus on strategies used to make big books smaller, and techniques teachers can use to compact a dense text into manageable pieces by helping students break down a text using close readings, mind maps, visual imagery, and creative problem solving.

Engaging G/T Students with the 5E Model

TAGT Core Area: Creativity and Instructional Strategies
National Standard: Instructional Strategies
Strand: Curriculum Differentiation, Social Studies
Audience: Teachers
Grade Level: High School
Room: 342 A
Presenter: Tom Wurst and Janis Macomber, Region 4 ESC

Explore the 5E instructional model to meet the needs of gifted students in secondary Social Studies. Experience learning opportunities that encourage the use of abstract thinking skills, such as participating in open-ended tasks, that lead to deeper understanding of complex issues.

Just What the Doctor Ordered: Using Dr. Seuss Books in the Secondary Classroom

TAGT Core Area: Nature and Needs; Social and Emotional Needs
National Standard: Development and Characteristics of Learners
Strand: Guidance, Parenting
Audience: Teachers, Parents, Counselors
Grade Level: Middle School, High School
Room: 342 B
Presenter: MJ Hamilton, The Honor Roll School

Dr. Seuss knew that "kids can see a moral coming a mile off." This can create challenges when teaching character development and life skills to secondary students. It can often feel that you're chasing your students with a spoonful of life-saving medicine they refuse to take; there is a remedy for recalcitrance! This session will prescribe a treatment regimen students will enjoy and adhere to for a lifetime of compliance!

Beating the Ceiling Effect: Testing Above Grade Level

TAGT Core Area: Identification and Assessment
National Standard: Assessment
Strand: Coordinators
Audience: Counselors, Coordinators/Administrators
Grade Level: All Levels
Room: 342 C
Presenter: Russell Warne, Texas A&M University

Typically, gifted children score highly on standardized tests. When tests like TAKS aim to assess basic knowledge, gifted children often obtain scores at or near the highest score possible. Yet despite these scores, the true abilities

of gifted children cannot be assessed due to the low ceiling of the test. Researchers, theorists, and practitioners in gifted education have long been aware of this "ceiling effect." One possible remedy is to administer a test intended for an older sample. This presentation will examine the soundness of this solution as it relates to ceiling effects, measurement errors, regression towards the mean, and growth models.

Irlen Syndrome and the Gifted Student

TAGT Core Area: Nature and Needs; Identification and Assessment
National Standard: Assessment
Strand: Coordinators, English
Audience: All
Grade Level: All Levels
Room: 342 D
Presenter: Dr. Patricia Johnson, Texas Irlen Association

Irlen Syndrome is a visual perceptual difficulty that can effect reading, writing and spelling. It can also mask as an attention deficit disorder and effects all ages and abilities. Learn about Irlen Syndrome, how to spot it and what to do for it.

Planning Effective Interventions for At-Risk Gifted Students

TAGT Core Area: Identification and Assessment
National Standard: Assessment
Strand: Educational Research, Guidance
Audience: Teachers, Counselors, Coordinators/Administrators
Grade Level: Primary, Elementary
Room: 342 E
Presenter: Dr. Susan Johnsen and Dr. Krys Goree, Baylor University

Have you ever wondered how to motivate some gifted learners? How you might encourage their involvement in areas that would develop their talents? This session will describe a problem-solving model that includes the collection of baseline information, a method for analyzing the information, the development of long and short-term goals, and the implementation of the plan. Interventions that have been successful with at-risk gifted students will be presented.

Show Them How and Turn Them Loose: G/T Independent Study

TAGT Core Area: Differentiated Curriculum; Program Options and Design
National Standard: Instructional Planning
Strand: Curriculum Differentiation, Student Research
Audience: Teachers, Coordinators/Administrators
Grade Level: All Levels
Room: 342 F
Presenter: Michael Cannon and Mary Ann Clark, El Paso ISD

Developing advanced-level projects and presentations across grades and content areas involves careful planning and a coherent curriculum for gifted and talented students, especially those from underserved populations. This session covers a continuum from elementary and middle school to high school classes that focus on the development of skills and strategies necessary to create products and presentations that are at a highly advanced level. Procedures for evaluation and judging by outside professionals will be addressed, as well as the utilizations of judges' feedback to improving student work.

How to Teach Creatively Whether You Are Creative or Not

TAGT Core Area:	Creativity and Instructional Strategies
National Standard:	Instructional Strategies
Strand:	Arts and Creativity, Curriculum Differentiation
Audience:	Teachers, Coordinators/Administrators
Grade Level:	All Levels
Room:	350 D-F
Presenter:	Patti Drapeau, University of Southern Maine

In this session, the presenter will share strategies and tools used specifically to differentiate for gifted students who are also creative students, unmotivated students, and English Language Learners. These techniques focus on alternate ways to make meaning and require less verbal ability and language usage than traditional lessons. Participants will see examples of student responses using specific techniques with sound, color, and imagery. These powerful techniques can be applied effectively while still being anchored in content and standards.

Inquiry Trips

TAGT Core Area:	Creativity and Instructional Strategies
National Standard:	Instructional Strategies
Strand:	English, Technology
Audience:	Teachers, Coordinators/Administrators
Grade Level:	Elementary, Middle School
Room:	351 A/D
Presenter:	Suzanne Mammen and Lori Mammen, ECS Learning Systems/Novel Units

This session will discuss practical ways to create dynamic, authentic 21st-century learning environments. Participants will examine how to meaningfully integrate technology into the inquiry-based learning process. The session will focus on inquiry studies in the reading/literature classroom.

Historical Reasoning and Analysis in Social Studies for High Ability Learners

TAGT Core Area:	Differentiated Curriculum
National Standard:	Instructional Planning
Strand:	Curriculum Differentiation, Social Studies
Audience:	Teachers, Coordinators/Administrators
Grade Level:	All Levels
Room:	351 B/E
Presenter:	Dr. Kimberley Chandler, The College of William and Mary

Explore social studies teaching models that have been incorporated in curriculum units by the Center for Gifted Education at the College of William and Mary. The teaching models, which have research-based evidence of effectiveness in improving student achievement, focus on skills of historical analysis and reasoning. This session engages participants in activities utilizing the teaching models, which may be used as part of any social studies curricula to ensure depth and complexity in social studies instruction.

Focus on the Performing Arts

TAGT Core Area:	Program Options and Design
National Standard:	Instructional Planning

Strand: Administrators, Arts and Creativity, Student Research
Audience: All
Grade Level: High School
Room: 351 C/F
Presenter: Linda Phemister, Garland ISD

Garland ISD offers G/T students the opportunity to complete a Performing Arts Endorsement, a coherent sequence of courses designed for the artistically gifted/talented student. Beginning during the Freshman or Sophomore years, it guides the student through a specific path of academic study, performance criteria, and exposure to professional performance. This plan offers the opportunity to concentrate on the Performing Arts and gain proficiency in chosen areas of concentration during the high school years, much as a Music or Theatre Major does in college. Come learn more about this innovative program.

The Gifted Child: Fact or Fiction? Monster or Madonna? Sage or Slug?

TAGT Core Area: Nature and Needs; Social and Emotional Needs
National Standard: Individual Learning Differences
Strand: Guidance, Parenting
Audience: All
Grade Level: All Levels
Room: 352 A
Presenter: Dodie Merritt, Pieces of Learning/Illinois CUSD 424

What is “gifted” anyhow? Isn’t every child gifted in some way? How are those gifted students identified? Why do gifted kids act the way they do sometimes? What is meant by “overexcitabilities”? Is there a difference between teacher pleasers and gifted learners? Explore the myths, the realities, and the confusions that plague the gifted child and those who love them.

Finding and Serving Gifted Bilingual Learners

TAGT Core Area: Identification and Assessment; Program Options and Design
National Standard: Assessment
Strand: Coordinators, Dual Language/Multicultural
Audience: Teachers, Coordinators/Administrators
Grade Level: Primary, Elementary
Room: 352 B
Presenter: Audra Rowell and Anita de la Isla, Irving ISD

Irving has met the challenges of its changing demographics with the collaboration of the Bilingual/ESL and Gifted Services Departments. Over the past few years the two groups have worked to find a variety of assessments and services to better meet the needs of English Language Learners. This session will look at assessments, program options, and differentiation strategies that are an integral part of both programs.

Science in the Movies

TAGT Core Area: Creativity and Instructional Strategies
National Standard: Instructional Strategies
Strand: Science
Audience: Teachers, Coordinators/Administrators
Grade Level: All Levels
Room: 352 C

Presenter: Steve Wolf and Tommy Betts, Science in the Movies, Inc.

Experience how movie stunts and special effects are the ultimate science lesson, with Steve Wolf, an award winning stunt and FX coordinator. Learn how movie stunts are the most exciting demonstrations of physical science. See how smoke, fire, explosions, car crashes and movie mahem can be turned into powerful science lessons that vividly illustrate important science principals. Years of classroom science can be learned in about an hour, when excitement, humor and and mastery are your teaching tools.

Changing Our Mindsets: How Educators' Attitudes Can Support—or Undermine—Students' Achievement

TAGT Core Area: Nature and Needs; Social and Emotional Needs
National Standard: Learning Environments and Social Interactions
Strand: Administrators, Educational Research, Guidance
Audience: All
Grade Level: All Levels
Room: 352 D-F
Presenter: Dr. Dona Matthews, University of Toronto

Recent findings in developmental psychology indicate that the wrong kind of praise can undermine academic achievement. The implications of Carol Dweck's research on mindsets, and how it applies to supporting and fostering giftedness, will be discussed. It can help underachievers become achievers by helping them learn how to approach things from a growth perspective, where they perceive failures as learning opportunities. This mindset encourages risk-taking and is associated with higher academic and career achievement levels. This is important for all students, especially those with special learning needs, including giftedness.

Curious George Discovers an Ancient Technique to Help Teach Today's G/T Students

TAGT Core Area: Creativity and Instructional Strategies
National Standard: Instructional Strategies
Strand: Curriculum Differentiation, English, Mathematics
Audience: Teachers
Grade Level: Primary, Elementary
Room: 362 B/E
Presenter: Judy Brown, Cheryl Kaul, and Beth Flynn, Prairie Lea ISD

Curious George has found a very unique ancient technique for math, language, writing and reading with unlimited possibilities through creative, hands-on, minds-on, body kinestheticactivities. You will recieve a hand made cloth bag, a creating mat and river stones inside the bag. All the secrets are in the hand out to make this a very unique G/T adventure for your students. You won't want to miss this!

Special Double Session! Runs until 1:00 p.m.

1st and 2nd Grade G/T Students Discover Emily the First's and Emily the Second's Probability Spaces

TAGT Core Area: Creativity and Instructional Strategies
National Standard: Instructional Strategies
Strand: Mathematics
Audience: Teachers, University Educators
Grade Level: All Levels
Room: 362 A/D

Presenter: Dr. John Edgell, Texas State University; Polly Haynes, Kyle ISD; Amanda Toro and Kiara Davis, Texas State University

Emily the Second has at least four secrets on her abdomen that students recognize and use in discovering a fair discrete probability space based upon powers of four. Upon this discovery, students construct an alternate generator model which seems to have the same probability properties. The students then conduct an experiment to determine if the two probability spaces are the same, or not. Come and discover with Emily these probabilities.

Special Double Session! Runs until 1:00 p.m.

The Secrets to Cracking the Reading Code with the Brain-in-Mind!

TAGT Core Area: Creativity and Instructional Strategies
National Standard: Language and Communication
Strand: Educational Research, English
Audience: Teachers, Parents, University Educators
Grade Level: Primary, Elementary
Room: 362C/F
Presenter: Katie Garner, Harvard Learning and the Brain Consortium Faculty/The Juilliard School

Sneak learners through the brain's "backdoor" for accelerated mastery of critical phonemic-skills for early reading and writing success, beginning with letter/sound mastery in just two months or less! This brain-based "bag-of-tricks" will provide insight into how our brains actually learn best, and ensure all learners "easy" access to the 'hardest' skills! Discover this virtual "backdoor" into the brain, as practical classroom applications and strategies are demonstrated. Take away invaluable reading and writing instructional techniques that are sure to become a supporting staple to any primary teacher's instructional repertoire!

LUNCH: The TAGT Food Court will be open between 11:30 a.m. and 2:00 p.m. at the back of Exhibit Hall B3. Be sure to take time to eat!

CONCURRENT BREAKOUT SESSIONS: 12:00 – 1:00 p.m.

Learning How? Producing What?

TAGT Core Area: Nature and Needs
National Standard: Development and Characteristics of Learners
Strand: Curriculum Differentiation
Audience: Teachers, Counselors, Coordinators/Administrators
Grade Level: Primary, Elementary
Room: 310 A/D
Presenter: Amy Beverly, Gwen Toups, and Karen Allen, Pearland ISD

Too often G/T students are expected to fit a preconceived idea of whom and how they are. We will present information about learning styles, surveys for determining learning styles, product choices, surveys for product preferences, and how these things tie together with meeting the needs of this special population.

UbD and DI Your Inquiry Science with Soda Straws

TAGT Core Area: Differentiated Curriculum
National Standard: Instructional Planning

Strand: Curriculum Differentiation, Science
Audience: Teachers, Coordinators/Administrators
Grade Level: Primary, Elementary
Room: 310 B/E
Presenter: Dr. Sandy McLemore, Educational Consultant

Understanding by Design (UbD) and Differentiated Instruction (DI) merge creatively in this inquiry science presentation. Experimental design, hypothesizing, supporting predictions/observations, peer review, and student led real world research and assessment can be designed to differentiate instruction for diverse learners. Come enjoy using soda straw labs as the construct to UbD and DI.

Mathematics and Economics 6-8

TAGT Core Area: Differentiated Curriculum; Program Options and Design
National Standard: Instructional Planning
Strand: Mathematics
Audience: Teachers, Coordinators/Administrators
Grade Level: Middle School
Room: 310 C/F
Presenter: David Pruitt, University of North Texas

In today's era of interdisciplinary studies, this new title created specifically for math teachers shows how mathematics concepts and knowledge can be used to develop economic and personal financial understandings. Mathematics teachers need not have a background in economics in order to implement the curriculum. The 12 featured lessons can be applied to almost any math course. Each lesson plan includes student activities, overhead transparencies, and background information on the economic content and how it relates to mathematics.

TPSP and Enigmas!

TAGT Core Area: Creativity and Instructional Strategies; Program Options and Design
National Standard: Instructional Planning
Strand: Science, Student Research
Audience: Teachers, Coordinators/Administrators
Grade Level: Elementary
Room: 320 A/D
Presenter: Vowery Carlile, Sundown ISD

Find out how to use the Texas Performance Standards Project Task, Enigmas, with fourth grade students. Teachers will learn how explore enigmas through the use of research skills and experiments. Handouts will be available with strategies to use with the students.

Concrete Images with Complicated Texts

TAGT Core Area: Creativity and Instructional Strategies
National Standard: Instructional Strategies
Strand: Arts and Creativity, English
Audience: Teachers
Grade Level: Middle School, High School, University
Room: 320 B/E
Presenter: Shawna Lynch, Keller ISD

Students create images with a shape, form, or subject that reflects and represents complicated texts such as poetry, nonfiction, and essays. Students utilize visual elements in correlation with descriptive words, sentences, phrases, and rhetorical devices to write expressive, informative, and persuasive literary texts.

Teaching the Gifted Child in a Regular Classroom

TAGT Core Area: Differentiated Curriculum
National Standard: Instructional Planning
Strand: Curriculum Differentiation
Audience: Teachers, Coordinators/Administrators
Grade Level: Primary
Room: 320 C/F
Presenter: Candy Fain, Corsicana ISD

Every classroom teacher faces the challenge of developing engaging and challenging strategies to reach G/T kids when you teach 18 others at the same time! This workshop will show you how to develop a curriculum built around the themes you want that will take your G/T learners to a new level and develop their potential every day, not just when they attend a G/T class 45 minutes a week! Learn how to provide Instructional Packages that provide an excellent way for students to work individually or in small groups and be in charge of their learning. Geared for K-3, but open to all levels.

Identifying Children from Poverty and Diversity Through Classroom Learning Experiences: Why and How

TAGT Core Area: Nature and Needs; Identification and Assessment
National Standard: Development and Characteristics of Learners
Strand: Coordinators, Dual Language/Multicultural
Audience: Teachers, Coordinators/Administrators, University Educators
Grade Level: Primary, Elementary
Room: 322
Presenter: Dr. Bertie Kingore, Professional Associates Publishing

Why? A brief analysis of current research documents that teachers' identifying gifted potential enable continuous learning, raise achievement, and promote self-esteem, particularly for under-represented populations. So how can teachers identify gifted potential? Share a potpourri of classroom learning experiences and strategies from the KOI and planned experiences that elicit more complex and advanced responses. Research documents that this enriched nurturing enables hidden talents to bubble-up as all children experience continuous learning.

Standards-Based Activities and Assessments for the Differentiated Classroom

TAGT Core Area: Differentiated Curriculum; Program Options and Design
National Standard: Instructional Planning
Strand: Coordinators, Curriculum Differentiation
Audience: Teachers, Coordinators/Administrators
Grade Level: All Levels
Room: 330
Presenter: Carolyn Coil, Pieces of Learning

How can teachers differentiate for all students while following the standards and still meet the needs of gifted learners in their classrooms? In this session, Carolyn will share three practical approaches to providing challenging differentiated activities and corresponding assessments for gifted students. Included are tiered lessons, individual

lesson plans and tic-tac-toe menus. See how these can be linked to the standards while including challenging extensions for gifted students.

Thinking Power...Project Citizen!

TAGT Core Area: Differentiated Curriculum; Program Options and Design
National Standard: Instructional Planning
Strand: Leadership, Student Research
Audience: All
Grade Level: Elementary, Middle School, High School, University
Room: 332 B
Presenter: Jan Miller and Janie Worst, State Bar of Texas

The objective of this session is to introduce participants to the Center for Civic Education's Project Citizen program. The goal of this program is to help students become an involved and responsible citizens. It begins with steps in identifying the problems of their school, community, state, or nation. Then students progress through the formulation of effective public policy to address the problem they chose to tackle. Finally, they are given the procedure for presenting their ideas to the appropriate audience. Interested participants will receive a free set of materials.

G/T Pull-out on a Shoestring

TAGT Core Area: Differentiated Curriculum; Program Options and Design
National Standard: Instructional Planning
Strand: Coordinators, Curriculum Differentiation, Leadership
Audience: Teachers, Coordinators/Administrators
Grade Level: Primary, Elementary
Room: 332 C
Presenter: Lisa Sparkman, Dorothy Davis, and Mickey Kohler, Pflugerville ISD

Pull-out on a budget: Enrich and expand your gifted program in today's economy. Using real-life, classroom-tested solutions, this session will show you how to begin a pull-out program on even the tightest budget. Discover what to look for in a pull-out teacher and understand what to expect in your first year. See a sample curriculum and get tips on designing your own interdisciplinary, high-level program. Administrators and teachers will learn to build a dynamic, student-driven class from the ground up.

The Case for Passion

TAGT Core Area: Nature and Needs; Social and Emotional Needs
National Standard: Development and Characteristics of Learners
Strand: English, Guidance, Parenting
Audience: Teachers, Parents, Counselors
Grade Level: Primary, Elementary
Room: 332 D
Presenter: Julie Hartle, Hurst-Euless-Bedford ISD

What empowers us as teachers, frees us to be happy as we deal with challenging situations, keeps us enthusiastic, and allows us to make a lasting impression on the minds and hearts of the children we care so much about? The one trait that truly separates the best educators is employing passion in education. Research supports it, leaders exemplify it, gifted children need it to connect to who they are, what matters, and how they can make their lives

meaningful. My goal is to make a clear case for utilizing passion in gifted education using a conceptual framework that is supported both by evidence and by a variety of ideas for implementation.

Wondering and Pondering: Cultivating the Speculative Student

TAGT Core Area: Creativity and Instructional Strategies
National Standard: Language and Communication
Strand: Curriculum Differentiation, Student Research
Audience: Teachers
Grade Level: Primary, Elementary, Middle School
Room: 332 E
Presenter: Kathy Bailey, Clear Creek ISD

"The answer is only as good as the question." Teach your students to be master inquirers, inquisitive scholars, and successful problem-solvers. Use strategies and tools to build a learning community of students who wonder and ponder the world around them.

"Making the Connection...It's Easier Than You Think"

TAGT Core Area: Creativity and Instructional Strategies; Program Options and Design
National Standard: Instructional Planning
Strand: Dual Language/Multicultural, Technology
Audience: Teachers, Coordinators/Administrators
Grade Level: Primary, Elementary
Room: 332 F
Presenter: Laila Ferris, Lorena Barbosa, and Blanca Zamora, El Paso ISD

Make the connection with us as we share successful strategies and activities through which students learn how to use and implement various technological tools effectively in the classrooms. These tools, such as internet use, SMART Boards, power-point, and so on, allows students to excel in developing thinking/problem-solving skills and advanced level products in a 50/50 Two-Way Dual Language Gifted/Talented Magnet Program.

Survivor!!!

TAGT Core Area: Creativity and Instructional Strategies
National Standard: Instructional Strategies
Strand: English
Audience: Teachers
Grade Level: Middle School, High School
Room: 340
Presenter: Dr. Linda Runyon, Katy ISD

This creative writing game focuses on critical thinking and cooperative learning. Students are challenged to "survive" using skill and imagination. The game: students are stranded with three other students in a remote area. They can rely only on the supplies they are able to "rescue" from their plane and must work together to "solve" problems ranging from a food shortage, weather conditions, and "road blocks" that may cause them to rethinking their strategy for survival and rescue. Complete lesson plans and handouts will be provided for participants.

Perils and Pearls of Perfectionism

TAGT Core Area: Nature and Needs; Social and Emotional Needs
National Standard: Development and Characteristics of Learners
Strand: Guidance, Parenting
Audience: All
Grade Level: All Levels
Room: 342 B
Presenter: Dr. Debra Troxclair, Lamar University

In this session participants will learn about the characteristics and behaviors of perfectionism and its connection with giftedness. The different kinds of perfectionism will be discussed as well as the beliefs upon which perfectionism is based. Tips for reducing perfectionism and a bibliography about the topic will also be shared.

One District's Middle School Journey into the Texas Performance Standards Project

TAGT Core Area: Differentiated Curriculum; Program Options and Design
National Standard: Instructional Planning
Strand: Coordinators, Curriculum Differentiation
Audience: Teachers, Coordinators/Administrators
Grade Level: Middle School
Room: 342 C
Presenter: Christina Dearman and Christina Baker, Denton ISD

The Texas Performance Standards Project (TPSP) provides challenging opportunities to the gifted learner. Merging those standards to meet the needs of a local district program may seem like a daunting task. Over the course of the past few years, one district has successfully worked at reorganizing its curriculum to meet this challenge. Join us in an overview of how one district adapted and continues to revise its local middle school gifted curriculum by incorporating the TPSP and Kaplan's model for depth and complexity.

Success and Happiness for Gifted After K-16 Education

TAGT Core Area: Nature and Needs; Social and Emotional Needs
National Standard: Individual Learning Differences
Strand: Educational Research, Guidance, Parenting
Audience: All
Grade Level: All Levels
Room: 342 E
Presenter: Dr. Micheal Saylor, University of North Texas

This session presents a life-span model happiness and flourishing for gifted individuals from early childhood through late adulthood. Data from studies of gifted college students, some who enter college at the standard time and some who enter two or more years early are compared to data from college honors students and other young adults. The session will explore the issues of personal dispositions, psychological adjustment, and religiosity affect academic and career success and personal happiness.

Q3 Cards: Quick, Quality, Question Cards for Differentiating Curriculum with Dimensions of Depth and Complexity

TAGT Core Area: Differentiated Curriculum
National Standard: Instructional Planning
Strand: Curriculum Differentiation
Audience: Teachers, Coordinators/Administrators

Grade Level: All Levels
Room: 342 F
Presenter: Marcy Voss, Boerne ISD

Q3 cards containing question stems categorized according to Sandra Kaplan's elements of depth and complexity are an easy tool for teachers to use to differentiate curriculum for gifted students. Participants will learn multiple ways that both teachers and their students can use the cards in classroom instruction. Ideas will also be shared for parents to use the cards to engage their children in higher level thinking activities in the home.

Clamor for Grammar! Activities to Develop Writer's Craft

TAGT Core Area: Creativity and Instructional Strategies
National Standard: Language and Communication
Strand: English
Audience: Teachers
Grade Level: Elementary, Middle School
Room: 350 D-F
Presenter: Dr. Keith Polette, University of Texas at El Paso

Take the mystery out of grammar! Teach students to understand and use the 17 essential elements of grammar in their writing. When students consciously use these 17 elements of grammar, they will develop the essential skills that will enable them to write purposefully, powerfully, effectively, creatively, and confidently.

50 Ways to Integrate Technology for Student Projects

TAGT Core Area: Creativity and Instructional Strategies
National Standard: Instructional Strategies
Strand: Student Research, Technology
Audience: Teachers, Coordinators/Administrators
Grade Level: All Levels
Room: 351 A/D
Presenter: Kelli Erwin, Pasadena ISD

Link technology to your project-based learning environment to provide enhanced learning opportunities for all students across the curriculum. Educators will be presented with 50 ways/ideas with lesson specific details for technology integration to be used in a project-based format. Projects may be used for group or individual assignments. Educators will be presented with free sourceware applications, websites for ideas and sample projects. Educators will leave with ideas, samples and templates on CD for immediate integration into your classroom.

Geography Comes Alive: Building a Global Awareness in Gifted Learners

TAGT Core Area: Creativity and Instructional Strategies
National Standard: Instructional Strategies
Strand: Social Studies
Audience: Teachers
Grade Level: Middle School, High School
Room: 351 B/E
Presenter: Dr. Mary Christopher, Hardin-Simmons University, and Natalie Abrameit, Houston ISD

Do you want to bring geography alive in your classroom? Do your students need to expand their world view? This session highlights problem-solving and interactive learning experiences that lead students to an increased understanding of various countries, cultures, and current events. Come explore the world with us!

Fulfilling the Future of Fine Arts by Communicating with your Community Affiliates

TAGT Core Area: Social and Emotional Needs
National Standard: Learning Environments and Social Interactions
Strand: Arts and Creativity, Leadership
Audience: All
Grade Level: All Levels
Room: 351 C/F
Presenter: Lucretia Alvarez, The Dance Studio

A look at past, present, and future affiliations with Fine Arts education in and out of schools. Find the missing links how you can go above and beyond to enhance your fine arts programs by sharing teachers, workshops, and projects with other educators, professionals, and community affiliates. Explore your resources for the best interest of the fine arts focused child. Mentoring their social and emotional needs can inspire their leadership skills and confidence, and produce future educators as well as dedicated artists and performers in the professional world.

College Applications: Hands On or Hands Off?

TAGT Core Area: Other
National Standard: Collaboration
Strand: Guidance, Parenting
Audience: Parents, Counselors
Grade Level: Middle School, High School
Room: 352 A
Presenter: Sharon Vann, Texas Academy of Mathematics and Science

We will discuss the roles, rights, and responsibilities of parents and student in the college application process and discuss how parents can best assist and support thier students. We will also discuss the role of the high school counselor in college admissions and how students and parents can work most effectively with thier counselor. We will look at a basic timeline for college applications beginning with 7th grade.

ACT-SO: Afro-Academic, Cultural, Technological, Scientific Olympics

TAGT Core Area: Identification and Assessment; Program Options and Design
National Standard: Instructional Planning
Strand: Administrators, Coordinators, Dual Language/Multicultural
Audience: Teachers, Coordinators/Administrators
Grade Level: High School
Room: 352 B
Presenter: Dr. Joyce Miller, Texas A&M University-Commerce, and Andrea Arceneaux , The Law Office of Andrea D. Arceneaux

ACT-SO, a gifted education program developed in 1979 by Vernon Jarrett for high school students, will be described. There are approximately seven active ACT-SO programs in Texas and nationally approximately 1000 ACT-SO Gold Medal winners gather annually to showcase their talents in 26 different categories and compete for scholarships and laptop computers. Information regarding initiating and how to become involved in ACT-SO

programs in your communities will be shared. ACT-SO Gold Medal winners from the Houston ISD and surrounding communities will share their talents.

TEA: State of the State

TAGT Core Area: Law and Policy
National Standard: Foundations
Strand: Administrators, Coordinators
Audience: Teachers, Coordinators/Administrators
Grade Level: All Levels
Room: 352 D-F
Presenter: Kelly Callaway and Debbie Gonzales, Texas Education Agency

TEA provides an annual update for participants on what's new in state services and requirements regarding gifted/talented education and advanced academics.

CONCURRENT BREAKOUT SESSIONS: 1:20 – 2:20 p.m.

Valuing Imagination

TAGT Core Area: Nature and Needs; Social and Emotional Needs
National Standard: Individual Learning Differences
Strand: Arts and Creativity, Parenting
Audience: All
Grade Level: All Levels
Room: Ballroom B
Presenter: Stephanie Tolan, Institute for Educational Advancement

Einstein once said, "Imagination is more important than knowledge." What did he mean? And what does this suggest for schools, for gifted programs and for parents, in a culture where knowledge is king and kids are urged to grow up and "get real"?

Shades of Gray: Utilizing Moral Dilemmas in G/T and AP Classrooms

TAGT Core Area: Creativity and Instructional Strategies
National Standard: Instructional Strategies
Strand: Curriculum Differentiation, Leadership
Audience: Teachers, Coordinators/Administrators
Grade Level: Middle School, High School
Room: 310 A/D
Presenter: Lee Sterling, Galena Park ISD/University of Houston

This exploratory session delves into how to utilize Kohlberg's moral dilemmas in G/T classrooms. Participants will engage in several moral dilemmas with the presenter serving as a model. Session attendees will then be walked through the process of developing their own moral dilemmas for their particular domain, grade level, or program. The only requirement of this session is that you come with your mind open to the "shades of gray" of moral reasoning.

Making the Math/Science Connection--It Really Does Add Up

TAGT Core Area: Differentiated Curriculum

National Standard: Instructional Planning
Strand: Mathematics, Science
Audience: Teachers
Grade Level: Middle School
Room: 310 B/E
Presenter: Harriet Belzer and Martha Moody, Lovejoy ISD

This session will show how math and science really do connect across the curriculum. We will demonstrate how you can take diverse topics, provide choices, engage students, and meld this all together to create fun, interesting, time-relevant projects. A hand-out will be provided.

Incorporating Technology in Math

TAGT Core Area: Creativity and Instructional Strategies
National Standard: Instructional Strategies
Strand: Mathematics, Technology
Audience: Teachers
Grade Level: Elementary
Room: 310 C/F
Presenter: Julie Scully and Elisa Denkler, Round Rock ISD

Participants will get fresh ideas for many different ways technology can be used to enhance the math curriculum. We'll show you where to go, how to get there, and what to do with it in your classroom. Demonstrations will include podcasts, web cam use, wiki, Google Earth lesson applications among others. You will walk away with loads of ideas to engage your students in the exciting world of technology in math.

Internet Research for the Elementary Classroom

TAGT Core Area: Creativity and Instructional Strategies
National Standard: Language and Communication
Strand: Student Research, Technology
Audience: Teachers
Grade Level: Elementary
Room: 320 A/D
Presenter: Joel McIntosh, Prufrock Press Inc., and Bonnie Casmer, Midway ISD

The Internet offers exciting tools for students to conduct research. From drawing conclusions about animal migration patterns, exploring oral histories online, e-mailing experts from across the globe, investigating real-life math mysteries, to virtually dissecting owl pellets ... the possibilities for "hands-on" research are endless. This session features practical ways to help students conduct research using the Internet. The presenters will offer practical activities and Web-based resources.

William Shakespeare and Modern Culture: Not for an Age, But for All Time

TAGT Core Area: Creativity and Instructional Strategies
National Standard: Instructional Strategies
Strand: English, Social Studies
Audience: Teachers
Grade Level: Middle School, High School
Room: 320 B/E
Presenter: Robert Clover-Brown, Shakespeare Man

Jane Austen wrote, "One gets acquainted with Shakespeare without knowing how..his celebrated passages are quoted by everybody..and we all talk Shakespeare." Robert Clover-Brown will supplement his Shakespeare Man presentation, Shakespeare's Women!, with a lively analysis and group discussion of the multiple, reciprocal ways in which Shakespeare permeated modern culture, in 1814 and 2009. Is Shakespeare "timeless" or "timely"? Can we answer this question in ways which engage our students and facilitate their studies?

Raising the Bar: Pre-Writing Strategies to Keep them Writing with G/T Differentiations

TAGT Core Area: Differentiated Curriculum
National Standard: Language and Communication
Strand: Curriculum Differentiation, English
Audience: Teachers
Grade Level: All Levels
Room: 320 C/F
Presenter: Mary Lea Pfenninger and Andrea Wise, Region 3 ESC

TEA and the SBOE have been "raising the bar" for state assessments for decades. This session offers authentic means for G/T students to reach that "raised bar", for keeping all students writing, and for providing brain-friendly novelty to help meet the challenges of TAKS Writing test preparation. This session includes hands on differentiation strategies for each pre-writing activity. Come have fun as we create tools that will improve student fluency, motivation and positively impact scores as well as show you how a writing lesson can easily be differentiated for your G/T students.

Developmental Transitions in Giftedness And Talent: Childhood to Adolescence

TAGT Core Area: Nature and Needs; Social and Emotional Needs
National Standard: Development and Characteristics of Learners
Strand: Educational Research, Guidance, Parenting
Audience: All
Grade Level: Middle School, High School
Room: 322
Presenter: Dr. Dona Matthews, University of Toronto

Early adolescence is characterized by rapid change in nearly every dimension of a person's being. Relationships with family and friends shift dramatically; parents' and teachers' expectations and demands increase; issues of identity are paramount; yearnings for autonomy are matched by the conflicting need to be taken care of. Thus it's not surprising that academic achievement is not as important to many early adolescents as their parents and teachers might wish. We will look at some of the challenges experienced by high-ability learners at this age, and evolving perspectives on giftedness that can minimize some of the added complications.

Differentiated Activities for Gifted Children in the 3-5 Classroom

TAGT Core Area: Creativity and Instructional Strategies
National Standard: Instructional Strategies
Strand: Curriculum Differentiation, English
Audience: Teachers, Coordinators/Administrators
Grade Level: Elementary
Room: 330
Presenter: Mary Peterson, Bureau of Education and Research

This lively session will focus on specific, cutting-edge strategies to meet the needs of gifted readers, writers and thinkers. Presenter will share techniques, ideas, activities and projects to appropriately challenge and engage all types of gifted students in the intermediate classroom. Leave with a wealth of classroom-proven activities your gifted students will love!

Civic Creativity: Using Research to Cultivate Community Service

TAGT Core Area: Differentiated Curriculum; Program Options and Design
National Standard: Instructional Planning
Strand: Coordinators, Leadership, Student Research
Audience: Teachers, Coordinators/Administrators
Grade Level: Elementary, Middle School
Room: 332 B
Presenter: Michelle Neely and Jacquelyn Gerst, Dallas ISD

The session will explore the disparity between what G/T students learn in class and how they apply their knowledge in the community. G/T students are often able to identify problems within the world through research. However, they are rarely challenged to use their research and gifts to creatively impact the community in which they live. Building on the work of Edward de Bono and Howard Gardner, this session will identify how students can use research and talents to impact their community.

Piercing the Fog: Making Data-Informed Cases for G/T Participation Based on Potential

TAGT Core Area: Nature and Needs; Identification and Assessment
National Standard: Assessment
Strand: Administrators, Coordinators, Leadership
Audience: Teachers, Coordinators/Administrators
Grade Level: All Levels
Room: 332 C
Presenter: Mark Wellborn and Donna Hartman, Plano ISD

One of the paradoxes of education is that educators frequently trust their intuition and experience about a child's learning needs over standardized test scores until it's time for G/T decisions, when too often test scores become cut-off scores or roadblocks for participation. Explore ways that test data can be interpreted to support data-informed arguments in favor of participation for students who demonstrate potential but whose achievement scores are not yet at a preferred level. Pierce the fog surrounding potential by interpreting data through a different lens.

So You Want to Be Published...

TAGT Core Area: Other
National Standard: Collaboration
Strand: Coordinators, Educational Research
Audience: All
Grade Level: All Levels
Room: 332 D
Presenter: Laurie Westphal, Educational Consultant; Dr. Cindy Little; Editor, TEMPO Magazine/Baylor University; Jennifer Robins, Prufrock Press; and Vowery Carlisle, Sundown ISD

Have great educational idea(s) or activities you would like to get published but not sure how to go about it? This session helps answer this question by sharing the basic steps for getting your ideas published as educational

articles, published activities and books. It will be part informational and part Q&A where you can get your general publishing questions answered by two editors and two published authors in the area of gifted education.

Demystifying Differentiation in Elementary and Middle School

TAGT Core Area: Differentiated Curriculum
National Standard: Instructional Planning
Strand: Curriculum Differentiation
Audience: Teachers, Coordinators/Administrators
Grade Level: Elementary, Middle School
Room: 332 E
Presenter: Robert Iseminger, Pieces of Learning

Participants will be guided through the steps of designing learning experiences for elementary and middle school students. They will become familiar with and will analyze sample lessons and activities that serve as models for differentiation strategies. Content will focus on RAFTS, tiered assignments, complex instruction and Think-Tac-Toes. Presentation format will be whole group discussions and small group analysis of strategies.

Beyond Anne Frank: The Holocaust as a Springboard for Activism

TAGT Core Area: Differentiated Curriculum
National Standard: Instructional Planning
Strand: English, Social Studies
Audience: Teachers
Grade Level: Middle School, High School
Room: 332 F
Presenter: Alexondria Zeigler, Duncanville ISD

This session is designed for teachers who teach the Holocaust with their gifted students to engage them beyond the Diary of Anne Frank and to look at the legacy of the Holocaust through a modern framework of Genocide. This session will show teachers how students can be engaged in activism to prevent such atrocities from happening "on their watch."

Focusing on Young Adult Literature

TAGT Core Area: Social and Emotional Needs
National Standard: Learning Environments and Social Interactions
Strand: English
Audience: Teachers, Parents
Grade Level: Elementary, Middle School
Room: 340
Presenter: Carol Romary, Mansfield ISD (retired), and Suzonne Evans and Deborah Stevenson, Mansfield ISD

Looking at the newest and best books through the eyes of a gifted student takes time, criteria, know how, and experience. We have taken our ninety plus years of experience from a librarian, a fifth/sixth, and a seventh/eighth grade teacher of gifted students to help you select new young adult literature. We want this literature to have the strongest, possible impact on our gifted middle year students. With today's busy students, time spent reading should be maximized and tailored to our gifted students needs.

Saving Adds Up

TAGT Core Area:	Creativity and Instructional Strategies
National Standard:	Instructional Strategies
Strand:	Mathematics
Audience:	Teachers
Grade Level:	Primary
Room:	342 A
Presenter:	Tim Shaunty, Texas Council on Economic Education

Learn to infuse personal finance into primary math classrooms; in this lesson, students make choices between saving and spending. They are given a hypothetical five dollars they can spend immediately or save for a purchase that they might like more. Since they don't have enough money to purchase all the items offered, they experience opportunity costs. After discussing the advantages and disadvantages of places where they might put the money they save, students play a savings deposit and withdrawal card game using pictures of various coins and coin combinations. Students identify the value of the coins and maintain a register of the balance in a saving account.

The Highly Gifted Through the Years

TAGT Core Area:	Nature and Needs; Social and Emotional Needs
National Standard:	Individual Learning Differences
Strand:	Guidance, Parenting
Audience:	All
Grade Level:	All Levels
Room:	342 B
Presenter:	Dr. Barbara Hoggan and Karen McCollister, McKinney ISD

Join us to explore the life of the highly gifted from birth to adulthood. Considering the perspectives of parents, teachers, and children, this session will focus on the lived experiences of gifted individuals and their families in their journey through largely uncharted territory: the phenomenon of being highly gifted. We will link these experiences, characteristics, and behaviors to the latest research findings from leaders in the field of gifted studies.

Fort Bend ISD Academy for the Gifted and Talented

TAGT Core Area:	Program Options and Design
National Standard:	Instructional Planning
Strand:	Administrators, Coordinators, Leadership
Audience:	All
Grade Level:	Middle School
Room:	342 C
Presenter:	Harleigh Jones and Lee Crews, Fort Bend ISD

Find out how Fort Bend ISD created a G/T Academy to expand the services offered to G/T middle school students. Participants will learn how students are selected to participate in this program option, as well as, how the staff has developed a concept-based curriculum to provide challenging learning opportunities to enhance critical and creative thinking skills.

Lesson Planning: Using the Integrative Education Model

TAGT Core Area:	Differentiated Curriculum; Program Options and Design
National Standard:	Instructional Planning

Strand: Administrators, Coordinators
Audience: Teachers, Coordinators/Administrators, University Educators
Grade Level: All Levels
Room: 342 D
Presenter: Deborah G. Mallett, Mallett & Company, Educational Consultant Services

This session teaches educators how to connect the Integrative Education Model with lesson planning, in order to meet the requirements for evaluating the educator competencies with teaching strategies that will meet PDAS acceptance.

Developing Critical Thinking Skills

TAGT Core Area: Differentiated Curriculum; Program Options and Design
National Standard: Instructional Planning
Strand: Educational Research
Audience: Teachers, Coordinators/Administrators
Grade Level: All Levels
Room: 342 E
Presenter: Todd Kettler, Coppell ISD

Should how students think be at least as important as what they know? In a world now overpopulated by knowledge and information the cognitive skills of critical thinking may be the true mark of genius. Developing students' abilities to think critically ought to be a goal of the gifted education program. We will discuss current research and recommended practices for developing critical thinking skills across the curriculum. The presentation will include ideas to develop a scope and sequence of critical thinking skills, teaching strategies to focus on thinking in the classroom, and ways to assess critical thinking.

Differentiation Strategies Using Deep and Complex Look Books

TAGT Core Area: Differentiated Curriculum; Program Options and Design
National Standard: Instructional Planning
Strand: Curriculum Differentiation
Audience: Teachers
Grade Level: All Levels
Room: 342 F
Presenter: Dr. Mark Szymanski and Dr. Paula Wilkes, Pacific University

During this session participants will learn to us Deep and Complex Look Books developed from the Icons of Depth and Complexity to support differentiated instruction for Gifted Learners in and outside of the regular classroom. These books can be used by teachers and students in a wide variety of ways to integrate depth and complexity into any curriculum. Participants will leave with classroom ready strategies and materials designed to: support teacher planning, use with English Language Learners, and support student-directed independent projects.

Accurate Assessment? Misdiagnosis and Dual Diagnoses of Gifted Children

TAGT Core Area: Identification and Assessment
National Standard: Assessment
Strand: Guidance, Parenting
Audience: All
Grade Level: All Levels
Room: 350 D-F

Presenter: Dr. James Webb, Great Potential Press, Inc.

Many gifted children are incorrectly diagnosed as having emotional disorders, given stigmatizing labels, and receive unnecessary treatment, as some behaviors of gifted children can resemble diagnosable disorders. Because few psychologists, pediatricians, or other health care professionals receive training about the characteristics of gifted children, educators and parents must become informed. This workshop describes ways to distinguish whether a child suffers from disorders such as ADHD or Asperger's Disorder, or whether the child is showing gifted behaviors. Additional focus is given to dual diagnoses of gifted children, such as learning disabilities, Asperger's Disorder, and reactive hypoglycemia.

Differentiating with Web Quest

TAGT Core Area: Differentiated Curriculum
National Standard: Instructional Planning
Strand: Technology
Audience: Teachers
Grade Level: All Levels
Room: 351 A/D
Presenter: Piper German and Tonia Reed, Friendswood ISD

A web quest may be used as an extension activity to allow students to make connections to real world issues, solve problems, and pose questions that they might want to pursue with additional research. Students learn to access the internet in a safe environment, while exploring new ideas to create products. During this session, teachers will learn the technical side of how to create a web quest, as well as how to access many web quests that are already created on the internet. The participants will learn how to expand and enrich curriculum topics and design a web quest to differentiate for advanced and G/T learners.

Picture Books Are Not Just for Kids!

TAGT Core Area: Differentiated Curriculum
National Standard: Instructional Planning
Strand: English, Mathematics, Science, Social Studies
Audience: Teachers, Parents
Grade Level: Elementary, Middle School
Room: 351 B/E
Presenter: Sheila Mulbry, Round Rock ISD

Picture books can be used to engage learners of all ages. Not just for language arts, picture books can be used to promote critical and creative thinking in math, science, and social studies. Well-loved favorites as well as some new and less-known titles will be presented with activities in the form of foldables and other small books to accompany them. Participants will walk away with lots of ideas to implement right away in the classroom, as well as some make-and-take samples of foldable books.

Live From Houston! It's G/T-TV!

TAGT Core Area: Differentiated Curriculum
National Standard: Instructional Planning
Strand: Arts and Creativity, Leadership
Audience: Teachers, Coordinators/Administrators
Grade Level: Elementary
Room: 351 C/F

Presenter: Dawn Rogers and Gayle Barron, Keller ISD

With the spotlight on leadership and creativity, we present the script for creating and implementing a weekly television broadcast for your school. As executive producer, the gifted teacher facilitates creative set design and script writing in preparation for a gifted professional product: your weekly television newscast. Both on-air and behind-the-scenes positions utilize gifted learning styles. Don't forget the ratings. Students evaluate their product and learning experience through our Ratings Rubric. We'll share our television broadcast experience to help you build leaders while promoting artistic creativity in your gifted students!

Effective Advocacy 101: Parent to Parent

TAGT Core Area: Law and Policy
National Standard: Collaboration
Strand: Parenting
Audience: Parents
Grade Level: All Levels
Room: 352 A
Presenter: Susan Sweeney, Katy Parents of Gifted and Talented Students. Inc., and Tracy Fisher, Coppell Gifted Association

Parents of gifted students are more effective advocates for their child when they understand the vocabulary of education, best practices in gifted education, state law and strategies for working constructively with educators. This session will provide information, suggest resources and provide an opportunity to share successful approaches with one another. We will also briefly address how to stay current on federal and state legislative efforts.

Academically Gifted Latino Students in Science, Technology, Engineering, and Mathematics (STEM)

TAGT Core Area: Nature and Needs; Program Options and Design
National Standard: Development and Characteristics of Learners
Strand: Dual Language/Multicultural, Mathematics, Science
Audience: Counselors, Coordinators/Administrators, University Educators
Grade Level: High School, University
Room: 352 B
Presenter: Dr. Fred Bonner, Texas A&M University

The purpose of this presentation is to foster a greater understanding of how collegiate experiences for Latinos in STEM programs may be structured to enhance opportunities for success. A unique aspect of this investigation is its primary focus on students identified as academically gifted. Research questions that frame the discussion: What factors most significantly influence the success of academically gifted Latino students? What institutional efforts should be developed or enhanced to address the needs of these students in the engineering disciplines? Does institutional climate, culture, and environment make a difference?

Gettin' Groovy with Great Science!

TAGT Core Area: Creativity and Instructional Strategies
National Standard: Instructional Strategies
Strand: Science
Audience: Teachers
Grade Level: Elementary, Middle School
Room: 352 C
Presenter: Brie Smith and Lisa Dwinal, Garland ISD

Show students that science is totally gnarly! Join this action-packed session and walk away with hands-on activities and ideas that you can use in your classroom tomorrow. "Wow" your students with scavenger hunts, vivid vocabulary, hands-on gradable work, and songs that are sure to stick. Door prizes, handouts, CDs... and more!

Our District G/T Program Is in Compliance, Now What?

TAGT Core Area: Law and Policy
National Standard: Foundations
Strand: Administrators, Coordinators
Audience: Coordinators/Administrators
Grade Level: All Levels
Room: 352 D-F
Presenter: Judy O'Neal, Region 4 ESC

Investigate the evaluation process and explore the right questions to improve your gifted programming. Using the five sections of the Texas State Plan for the Education of Gifted/Talented Students, decision makers can make programming decisions to improve the gifted program. Participants will receive a set of questions to help them plan their program evaluation.

Teaching Algebraic Concepts to Gifted Students

TAGT Core Area: Creativity and Instructional Strategies
National Standard: Instructional Strategies
Strand: Mathematics
Audience: Teachers, Coordinators/Administrators
Grade Level: Elementary
Room: 362 A/D
Presenter: Monica Moore, Borenson and Associates, Inc.

The value of introducing algebraic concepts to gifted students in grades 2-5 will be highlighted by using the visual and kinesthetic mode of Hands-On Equations®. The basic methods and approaches used in teaching young children algebraic concepts using this discovery-based approach will be demonstrated.

IIM To The Rescue!...Anatomy of a Research Project

TAGT Core Area: Differentiated Curriculum; Program Options and Design
National Standard: Instructional Planning
Strand: Curriculum Differentiation, Student Research
Audience: Teachers, Coordinators/Administrators
Grade Level: Primary, Elementary
Room: 362 B/E
Presenter: Sue Rolf and Jean Ann Keen, Lufkin ISD

The session will present a highly effective seven-step research model for teaching students how to do authentic research in a real world, project approach environment. In addition to developing research skills, other learning objectives include: optimizing intelligences in the G/T classroom, evaluation strategies (including rubrics), communication strategies and skills, application of knowledge, and the ethics of research. The lively presentation includes a skit, a hands-on overview of the seven IIM steps, a multi-media presentation of our favorite research projects, and a mini-exhibit of child-crafted products.

Empowering Strategies for Teaching Narrative Writing

TAGT Core Area:	Creativity and Instructional Strategies
National Standard:	Language and Communication
Strand:	Arts and Creativity, English
Audience:	Teachers, Coordinators/Administrators
Grade Level:	Elementary, Middle School
Room:	362C/F
Presenter:	Martha Hammett, Empowering Writers

Writing empowers authors to see the details of life and share their inner selves. Good writing accesses the unconscious and touches the hearts of others. Solid narrative writing skills become the vehicle for this powerful expression. These data-driven, research-based strategies become a vehicle for empowering students and teachers.

CONCURRENT BREAKOUT SESSIONS: 2:40 – 3:40 p.m.

Culturally Responsive Teaching in Gifted Classrooms

TAGT Core Area:	Nature and Needs; Social and Emotional Needs
National Standard:	Development and Characteristics of Learners
Strand:	Dual Language/Multicultural
Audience:	Teachers, Counselors, Coordinators/Administrators
Grade Level:	All Levels
Room:	310 A/D
Presenter:	Quinita Ogletree, Texas A & M University

Culturally, linguistically, and ethnically diverse students are underrepresented in gifted programs across the United States but they are growing part of the population, yet the majority of teachers are Caucasian. By creating culturally responsive classroom teachers can assist in retaining the diverse students in their gifted classrooms. This presentation will discuss how to create culturally responsive classrooms that welcome diverse students.

Moving from Content to Concepts with Inquiry-Based Science

TAGT Core Area:	Differentiated Curriculum; Program Options and Design
National Standard:	Instructional Planning
Strand:	Curriculum Differentiation, Science
Audience:	Teachers, Coordinators/Administrators
Grade Level:	All Levels
Room:	310 B/E
Presenter:	Dr. Dorothy Sisk, Lamar University; Sharon Oliver, Beaumont ISD; Susan Harsh and Jennifer Knapp, Little Cypress Mauriceville ISD

Gifted students are getting lost in the minutia of facts in science content, at the expense of in-depth understanding of the concepts. This session will present teacher-tested strategies and activities for delivering concept-based instruction. Creativity and innovation are often listed with problem solving, critical thinking, communication, and cooperation as skills for gifted students. Science is the natural venue for developing these skills, especially now when high-stakes assessment works against rich, in-depth thinking. Come work with engaging activities and leave with implementation strategies to use in your own classes.

Curriculum Compacting in Junior High Math

TAGT Core Area:	Differentiated Curriculum; Program Options and Design
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National Standard: Instructional Planning
Strand: Administrators, Coordinators, Curriculum Differentiation, Mathematics
Audience: Teachers, Coordinators/Administrators
Grade Level: Middle School
Room: 310 C/F
Presenter: Cathy Wappler, Kathryn Langford, and Mary Tawney, Katy ISD

How do you meet the needs of math students who already know what you are about to teach? Learn how to simply and effectively meet the needs of middle school math students who already know the curriculum, or who are able to master it very quickly. Katy ISD teachers will share tips for pre-assessing and providing replacement tasks for these students.

Animated Short Documentaries

TAGT Core Area: Creativity and Instructional Strategies
National Standard: Instructional Strategies
Strand: Student Research, Technology
Audience: Teachers, Parents
Grade Level: All Levels
Room: 320 A/D
Presenter: Rachel Bossier, Fairfield ISD

By tweaking PowerPoint, students can create short animated movies. G/T students researched events in Texas History and made an Animated Texas History Short Film Documentaries, with quiz questions attached to the end of each film. The documentaries were compiled and given to other history classes for use. They were also sent to our local history museum and the Texas Ranger Museum in Waco, for visitors to test their "Texas Knowledge." Next year we will make Animated Science Short Film Documentaries to help our science teachers boost their science grades. Software used in these movies are Paint and PowerPoint.

IDS: An Adventure Through Middle School Social Studies and Language Arts

TAGT Core Area: Differentiated Curriculum; Program Options and Design
National Standard: Instructional Planning
Strand: English, Social Studies
Audience: Teachers, Coordinators/Administrators
Grade Level: Middle School
Room: 320 B/E
Presenter: Ryan Davis, Temple ISD

This session addresses language arts and social studies subjects through the use of folklore and mythology. The presentation includes a practical "how-to" on incorporating them into your curriculum, and ways to inspire and invigorate student learning. With this cross-curricular approach, students have journeyed from a global perspective to a local focus, ending with a unique historical perspective on the first half of the American experience. This is a positive and synergistic means of getting students to think critically about cultures and the environments they inhabit and getting them to write in an insightful and creative way.

C^3: Constructing a Creative Thinking Classroom

TAGT Core Area: Creativity and Instructional Strategies
National Standard: Instructional Strategies
Strand: Coordinators, Arts and Creativity

Audience: Teachers, Coordinators/Administrators
Grade Level: All Levels
Room: 320 C/F
Presenter: Deborah George, Irving ISD, and Dr. Mary Christopher, Hardin Simmons University

Creativity is marked by the ability or power to create, to bring into existence, something new. One of the challenges teachers face in designing classroom instruction that challenges learners and moves student's thinking to a higher level. Do you have the ability to link creative thinking strategies to meaningful content to promote high level thinking within your classroom? Which creative strategies are best to begin with? Let's explore some of the easiest to implement creative thinking strategies and how you can use them immediately to construct a creative thinking classroom.

Student Shortcuts

TAGT Core Area: Creativity and Instructional Strategies
National Standard: Instructional Strategies
Strand: Curriculum Differentiation
Audience: Teachers
Grade Level: Primary, Elementary
Room: 330
Presenter: Julia Bodenhamer, Clear Creek ISD

Use Cognition, Creativity, and Comics to create advanced level products. Learn about shortcut comics, lesson plans, and unique products that challenge students to think outside the "shadow box." Students research, record, and reflect as they gather information to present in two forms. The written product is a "Student Shortcut" prepared using research and drawing or developed on line using technology links/kidspiration. A second product created from recyclables will also be discussed. Grading rubrics, TEKS connections, and Spanish translations will also be included.

Noggin Nuggets: Enhancing Memory Using Fun Mnemonics

TAGT Core Area: Creativity and Instructional Strategies
National Standard: Instructional Strategies
Strand: English, Mathematics
Audience: Teachers, Parents
Grade Level: Primary, Elementary, Middle School
Room: 332 A
Presenter: Jeanine McGregor (Ms. Mac), Mac Math, Inc.

All learning is dependent on the strength and accuracy of memory skills. Because humans use only 10% of brain capacity, all students have the potential to become gifted thinkers when the other 90% is developed. Teaching students how to "rewire" the brain for mental efficiency is empowering and produces a positive learning attitude. Examples are given for math, science, social studies and vocabulary. This creative approach implements higher-thinking skills while addressing all learning styles.

National Elementary Honor Society: A New Opportunity for Leadership!

TAGT Core Area: Social and Emotional Needs; Program Options and Design
National Standard: Collaboration
Strand: Administrators, Coordinators, Leadership
Audience: Teachers, Counselors, Coordinators/Administrators

Grade Level: Elementary
Room: 332 B
Presenter: Ann Trull and Patti Staples, Paris ISD

There is a National Honor Society for elementary students! National Elementary Honor Society chapters are part of a national network of like-minded educators who believe in the importance of authentic student recognition. More than just an honor roll, NEHS engages members in responsibility enhancement, leadership development, and service activities for school and community. Discover how Paris ISD has implemented the new NEHS program for grade 5 students on two elementary campuses.

A Holistic Portrait: One District's Approach to Identification

TAGT Core Area: Nature and Needs; Identification and Assessment
National Standard: Assessment
Strand: Administrators, Coordinators
Audience: Coordinators/Administrators
Grade Level: All Levels
Room: 332 C
Presenter: Stephanie McKee and Sheila Mulbry, Round Rock ISD

As a fast growth district experiencing demographic changes, Round Rock ISD has redefined its approach to identifying students for gifted services. Using a variety of quantitative and qualitative data, the process is more of a case study approach allowing for individual differences and local campus norms. In this session we will examine the measures and process that were in place and why it wasn't working for our under-represented populations; share our current measures and procedures along with the rationale for their use; and discuss the results of the changes to our program demographics and services.

G/T Summer Camps

TAGT Core Area: Creativity and Instructional Strategies
National Standard: Instructional Strategies
Strand: Coordinators, Arts and Creativity
Audience: Teachers, Coordinators/Administrators
Grade Level: Elementary, Middle School
Room: 332 D
Presenter: Maria Chrzanowski and Cindy Singleton, Amarillo ISD

Amarillo ISD offers camps every summer for G/T students completing Kindergarten through 8th grades. These enrichment camps are multi-disciplinary, hands-on, creative, and tons of fun! Participants will take away ideas for each grade level and student products will be shared.

It's Differ-EASY-ation!

TAGT Core Area: Differentiated Curriculum
National Standard: Instructional Planning
Strand: Curriculum Differentiation
Audience: Teachers, Coordinators/Administrators
Grade Level: All Levels
Room: 332 E
Presenter: Robert Fitzgerald, McKinney ISD

Are you tired of doing all the work in order to differentiate in your classroom? Do you spend long hours thinking of ways to differentiate and producing the needed materials? This workshop will show you how you can put the production into the students' hands, where it rightfully belongs. We will discuss implementing activities framed around student choice, using student-generated questions to bring your discussions and assessments to depths you never imagined possible, and applying Kaplan's Depth and Complexity to any lesson in a simple way that will captivate your students.

3(Content7) + Creative Expression2 = Interactive Science Notebooks for G/T Learners

TAGT Core Area: Differentiated Curriculum
National Standard: Instructional Planning
Strand: Science, Technology
Audience: Teachers, Coordinators/Administrators
Grade Level: All Levels
Room: 332 F
Presenter: Thurman Nassoiiy, Region 4 ESC

Use Interactive Student Notebooks (ISNS) with gifted students for academic and emotional expression. Implementing this strategy will motivate students to take real ownership of content while providing a creative outlet to develop questions, hypotheses, and demonstrate higher level thinking. This process will be modeled with science content, but application to other content areas will be discussed.

Editorial Cartoons: The Ultimate Teaching Tool

TAGT Core Area: Creativity and Instructional Strategies
National Standard: Instructional Strategies
Strand: Arts and Creativity, Social Studies
Audience: Teachers
Grade Level: All Levels
Room: 342 A
Presenter: Clyde Peterson, Houston Chronicle (retired)

The session acquaints the group with the history and mechanics of editorial cartoons, and demonstrates how editorial cartoons throughout U.S. history have interpreted, reflected and affected the politics, culture of the times. The presenter will demonstrate the building and dissecting of editorial cartoons, and attendees will participate in the creation and construction of an editorial cartoon. The session will end with open discussion and questions.

Making Memories: How to Impact Students Forever

TAGT Core Area: Nature and Needs; Social and Emotional Needs
National Standard: Learning Environments and Social Interactions
Strand: Guidance, Leadership
Audience: Teachers, Parents, Coordinators/Administrators
Grade Level: All Levels
Room: 342 B
Presenter: Erin Barre, Danielle Knust, and Rachel Kohler, Crowley ISD

Co-presented by two gifted students and their former teacher, come take a look at how positive teacher student interactions create lasting relationships and a climate for learning both content and personal responsibility. Characteristics of an effective G/T teacher will be evaluated from a student perspective.

Teaming: All For One and One For All

TAGT Core Area: Program Options and Design
National Standard: Instructional Planning
Strand: Coordinators, Curriculum Differentiation, Leadership
Audience: Teachers, Coordinators/Administrators
Grade Level: Middle School
Room: 342 C
Presenter: Abigail Priest, Kari Johnson, Larry Romero. Kathy Jeffers, and Connie Carrillo, Fort Bend ISD

Teachers from Fort Bend ISD's Academy for the Gifted and Talented share their experiences working together to create a concept-based interdisciplinary curriculum to challenge their students. The process for team planning and examples of cross-curricular learning experiences developed for their students will be shared.

Principles of Differentiating Curriculum Using Higher Order Questioning Strategies

TAGT Core Area: Differentiated Curriculum
National Standard: Instructional Planning
Strand: Curriculum Differentiation
Audience: Teachers, Coordinators/Administrators
Grade Level: All Levels
Room: 342 D
Presenter: Deborah G. Mallett, Mallett & Company, Educational Consultant Services

Gifted learners must experience a variety of higher-order thinking skills and questioning strategies in the classroom to remain engaged in the learning process. This session assists educators with facilitating these teaching strategies for the gifted.

Qualitative Research: Developing and Teaching Online Classes in Gifted Education

TAGT Core Area: Other
National Standard: Collaboration
Strand: Administrators, Coordinators, Educational Research
Audience: Coordinators/Administrators, University Educators
Grade Level: All Levels
Room: 342 E
Presenter: Dr. Joyce Miller, Texas A&M University-Commerce

Graduate gifted education classes are often characterized by student-student interaction and demonstration teaching. As students continue to request online classes, and as universities move toward the implementation of online/web-based classes, will the strengths of face to face classes be lost? What are the strengths of online instruction? Will the quality of instruction decline as students choose the convenience of online classes over the traditional classes? This session will share strategies for retaining in online gifted education classes the pluses of face to face instruction.

Junk Jams: Creating Centers, Lessons and Costumes from Recyclables

TAGT Core Area: Creativity and Instructional Strategies
National Standard: Instructional Strategies

Strand: Arts and Creativity
Audience: Teachers
Grade Level: Primary, Elementary
Room: 342 F
Presenter: Dorothy Davis, Pflugerville ISD

Rethink your trash as you build materials to enhance your classroom and engage the students. Using classroom-tested, simple to make samples, you will learn to create hands-on lessons, costumes for roll-playing and kid-friendly manipulatives for your centers. Step-by-step instructions with pictures will allow you to easily recreate what you see. Stretch your budget and follow the state curriculum all by going to the trash can.

Game On!

TAGT Core Area: Creativity and Instructional Strategies
National Standard: Instructional Strategies
Strand: Mathematics
Audience: Teachers, Parents
Grade Level: Elementary
Room: 350 D-F
Presenter: Rhonda Rash and Staci Kirchner, Round Rock ISD

This session will offer ideas and strategies for using both teacher created and commercially available games and learning activities to support Math TEKS for grades 3-5. Participants will have hands-on experience with different types of games and walk away with access to resources to implement these games in their classroom.

Webtools to Build Better Communication

TAGT Core Area: Differentiated Curriculum
National Standard: Language and Communication
Strand: Technology
Audience: Teachers, Coordinators/Administrators
Grade Level: All Levels
Room: 351 A/D
Presenter: Dan Greenberg and Heather Tate, Houston ISD

Harness the power of web based tools to effectively communicate with your students, community and fellow educational professionals. Utilize your virtual toolbox by means of blogs, wikis, image hosting, podcasting, and social bookmarking to develop and coordinate instruction for G/T students. Explore the way these tools are currently being used to connect and collaborate.

No GPS Receiver? No Problem!

TAGT Core Area: Creativity and Instructional Strategies
National Standard: Instructional Strategies
Strand: Social Studies
Audience: Teachers
Grade Level: Primary, Elementary
Room: 351 B/E
Presenter: Donna Bruton, Mansfield ISD

This session will present activities that can be done using geocaching without a GPS receiver, and the geocaching.com website will be explored. Teachers will learn how to create a free account needed to utilize many

of the features. Topics include understanding and learning how to make use of Travel Bugs, Cache Logs, Earthcaches, Cache Containers, as well as geocaching basics.

Teaching Strategies for Your Visual-Spatial Gifted and Talented Learner

TAGT Core Area: Creativity and Instructional Strategies
National Standard: Instructional Strategies
Strand: Arts and Creativity
Audience: All
Grade Level: All Levels
Room: 351 C/F
Presenter: Timothy Gangwer, Visual Teaching Alliance

The generation of students now moving through our educational system is by far the most visually stimulated generation that system has ever had to teach. Notwithstanding individual differences in intelligence and learning style, this generation of students needs to be taught the way they best learn—with visual stimulation accompanied by active learning strategies that emphasize cognitive, affect and physiological learning styles. Participants of this research-based workshop will learn creative instructional strategies in the following areas: Brain Compatible Strategies, The Six Methods of Visual Learning, and Visual Teaching Strategies.

Understanding the Impact of Overprotection

TAGT Core Area: Social and Emotional Needs
National Standard: Learning Environments and Social Interactions
Strand: Guidance, Parenting
Audience: Parents, Counselors
Grade Level: All Levels
Room: 352 A
Presenter: Dr. Debra Troxclair, Lamar University

Gifted children are characteristically intense and sensitive who soar high and have the potential to develop to the summit of their abilities. These factors when coupled with an overprotective parenting style can prevent gifted children which can keep these children from reaching the mountain-top. In this session information about characteristics of gifted children will be shared. Sensitivity and intensity will be discussed and parental overprotection will be outlined. A bibliography of readings will be provided.

Gifted African American Males in College: Navigating Historically Black College and University

TAGT Core Area: Nature and Needs; Social and Emotional Needs
National Standard: Individual Learning Differences
Strand: Administrators, Dual Language/Multicultural, Educational Research
Audience: Counselors, Coordinators/Administrators, University Educators
Grade Level: High School, University
Room: 352 B
Presenter: Dr. Fred Bonner, Texas A&M University

The purpose of this session is to look at the issues that continue to threaten the achievement of African American males in general and academically gifted African American males in particular who seek to be successful in higher education enclaves. Are there identifiable factors influencing their success, and if so, are these factors specific to the type of institution attended? The session offers a wealth of information to faculty, staff and administrators

within higher education settings, also to parents and students themselves who are concerned about the necessary conditions to promote success for these students.

Inquiry into Science and Social Studies

TAGT Core Area: Differentiated Curriculum
National Standard: Instructional Planning
Strand: Curriculum Differentiation, Science, Social Studies
Audience: Teachers
Grade Level: Elementary, Middle School
Room: 352 C
Presenter: Carrie Sledge, Cindy Capes, and Jessica Gitzinger, Allen ISD

Making science connect to the children through experiences is our goal. There are three main lessons we will walk you through many more routes of inquiry based learning. We want the gifted students to be engaged, explore new topics, be able to explain and elaborate their findings and then evaluate their reasonings. How do we do this? Through our three different lessons you will have ideas that you can springboard to fit your curriculum. They include Rice Is Our Life, A Spark of Genius, and The Mystery of the Mummy's Curse.

Thinking Maps: Working Smarter Not Harder

TAGT Core Area: Creativity and Instructional Strategies
National Standard: Instructional Strategies
Strand: Curriculum Differentiation, Mathematics
Audience: Teachers, Coordinators/Administrators
Grade Level: Primary, Elementary
Room: 362 A/D
Presenter: Robbie Walker, City View ISD/Thinking Maps Consultant

Discover new ways to add rigor to your Math lessons and enhance achievement for your Gifted Students. Utilizing the eight meta cognitive Thinking Maps as visual Tools for learning, participants will be provided the opportunity to differentiate and re-energize the classroom, as students apply "Math Maps" and begin to "think like a mathematician". Come and learn today and use it in your classroom tomorrow!

Socratic Inquiry: Acquiring 21st Century Skills by a Fourth Century BCE Technique

TAGT Core Area: Differentiated Curriculum; Program Options and Design
National Standard: Instructional Planning
Strand: Curriculum Differentiation
Audience: Teachers, Coordinators/Administrators
Grade Level: All Levels
Room: 362 B/E
Presenter: Dr. Richard Courtright, Duke University Talent Identification Program

Educational and policy organizations have described the need to educate students in the knowledge, skills and understandings they will need in the emerging digital age: the so-called "21st century skills." This session will provide participants with a concrete strategy to develop those skills in the classroom -- a strategy that is more than two thousand years old: Socratic Inquiry. Socrates used this strategy, which now bears his name, to accomplish the goals of higher-order thinking, problem-solving and rational-logical reasoning that are the core of 21st century skills.

Creatively Structured Inquiry: You're a Good Man, Encyclopedia Brown!

TAGT Core Area: Creativity and Instructional Strategies
National Standard: Instructional Strategies
Strand: English, Student Research
Audience: Teachers
Grade Level: Middle School, High School
Room: 362C/F
Presenter: Candy Core, Region 4 ESC

Invoke your students' inner super sleuth, joining forces against the sneaky syndicates of plagiarism and poorly produced research projects. Gain insight into Socratic methodology, arming your gifted detectives with "Inspecting Gadgets" to investigate topics of intrigue with a depth of "Law and Order" beyond their years. Join us, as we interactively seek truth in the mysterious chasms where expository texts lay unclaimed.

CONCURRENT BREAKOUT SESSIONS: 4:00 – 5:00 p.m.

Rtl and G/T: Busting the Myths for the Regular Classroom

TAGT Core Area: Creativity and Instructional Strategies
National Standard: Instructional Strategies
Strand: Curriculum Differentiation
Audience: Teachers
Grade Level: All Levels
Room: 310 A/D
Presenter: Missy Mayfield, Region 9 ESC

Response to Intervention (Rtl) is a school-wide system for meeting the needs of ALL students through differentiated instruction and tiered interventions. That means your G/T students don't have to be left out of the mix. Come and participate in instructional strategies which can be used to differentiate for all abilities – from the low to the high and everything in between. You'll leave with ideas to use in your classroom on Monday!

On the Road Again: Field Trips Around the Great State of Texas

TAGT Core Area: Creativity and Instructional Strategies
National Standard: Instructional Strategies
Strand: Social Studies
Audience: Teachers, Parents
Grade Level: All Levels
Room: 310 B/E
Presenter: Elizabeth Chapman and Jackie Graham, Clear Creek ISD

Fasten your seatbelt and get ready to explore ancient Indian burial grounds, Spanish forts and missions, living history festivals, the Texas State Capitol and more! Hear from students as they explain why these trips were some of their most memorable learning experiences, and learn the ins and outs of planning a successful trip. Attendees will receive a list of over 50 great field trip sites around the state.

Make Your Classroom an Exciting Place for Gifted Brains

TAGT Core Area: Creativity and Instructional Strategies
National Standard: Instructional Strategies
Strand: Curriculum Differentiation

Audience: Teachers, Coordinators/Administrators
Grade Level: Elementary, Middle School
Room: 310 C/F
Presenter: Dr. Mary Seay, Educational Consultant

In a workshop format this session will provide stimulating activities that allow real learning experiences based on brain based research and will give your gifted students new ways of thinking about old ideas.

TPSP, IIM, D & C, and EIEIO

TAGT Core Area: Differentiated Curriculum; Program Options and Design
National Standard: Instructional Planning
Strand: Administrators, Coordinators
Audience: Teachers, Coordinators/Administrators
Grade Level: Elementary, Middle School
Room: 320 A/D
Presenter: Mary Chancellor, Denton ISD

In our district, we chose a Texas Performance Standatd Project (TPSP) Task for each grade 3 - 8 and embedded depth and complexity and the Independent Investigation Model into each one to add more rigor to the TPSP tasks. Learn from our trials and errors as a way to get the TPSP implemented in your district.

The Box No Longer Exists: Creating Metaphoric G/T and AP Projects

TAGT Core Area: Differentiated Curriculum
National Standard: Instructional Planning
Strand: Arts and Creativity, Curriculum Differentiation
Audience: Teachers, Coordinators/Administrators
Grade Level: All Levels
Room: 320 C/F
Presenter: Lee Sterling, Galena Park ISD/University of Houston, and Julie Bollich, Galena Park ISD

Come experience multi-disciplinary metaphoric projects and see how you can devise your own creative projects for your classroom. This session will illustrate how to interject creativity into your G/T curriculum. By utilizing interactive activities with tactile elements, the presenters will generate an experiential environment followed by an open-ended discussion. Participants will receive handouts and "hands on" experience during the session. So, if you are not afraid of "learning by doing," then this is the program for you!

The Intensity of Giftedness

TAGT Core Area: Nature and Needs; Social and Emotional Needs
National Standard: Foundations
Strand: Parenting
Audience: Parents
Grade Level: All Levels
Room: 330
Presenter: Dr. Lynette Breedlove, Spring Branch ISD

If you're the parent of a gifted child, you've probably noticed their intensity. It usually follows a pattern. Dabrowski's Overexcitabilities explain and categorize this intensity. Find out more about the OEs and how to help kids cope with their intensity.

Taking Menus to the Next Level!

TAGT Core Area: Differentiated Curriculum; Program Options and Design
National Standard: Instructional Planning
Strand: Coordinators, Curriculum Differentiation
Audience: Teachers, Coordinators/Administrators
Grade Level: All Levels
Room: 340
Presenter: Laurie Westphal, Educational Consultant

In addition to addressing the questions and concerns of participants who have used menus in the past; two advanced menu formats will be introduced and product guidelines will be discussed.

Reading Between the Lines: Inference Made Easy!

TAGT Core Area: Creativity and Instructional Strategies
National Standard: Language and Communication
Strand: English
Audience: Teachers
Grade Level: Elementary, Middle School
Room: 350 D-F
Presenter: Dr. Keith Polette, University of Texas at El Paso

What to do when students fail to read “between the lines,” when they can’t seem to make inferences necessary for the creation of deep meaning? Use new, explicit techniques that help struggling readers develop the inferential skills they need to become independent readers. This workshop will demonstrate powerful, effective, and ready-to-use “best practices” to help all students develop essential skills to read both inferentially and connotatively.