

## THURSDAY, DECEMBER 3

### GENERAL SESSION AND KEYNOTE ADDRESS: 8:30 – 10:00 a.m.

#### Thinking Big About Gifted Education

<b>TAGT Core Area:</b>	Nature and Needs; Social and Emotional Needs
<b>National Standard:</b>	Development and Characteristics of Learners
<b>Strand:</b>	Leadership
<b>Audience:</b>	All
<b>Grade Level:</b>	All Levels
<b>Room:</b>	Assembly Hall B/C
<b>Presenter:</b>	Jan Davidson, Davidson Institute for Talent Development

Age-based learning is not working, particularly for the gifted population. In today's world of individualized services, the education system should fit the curriculum to each student, rather than making each student fit into an age-based curriculum. Learn how to think big about gifted education with unique approaches and strategies.

### 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.

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

#### Thinking Big and Moving Forward

<b>TAGT Core Area:</b>	Nature and Needs; Social and Emotional Needs
<b>National Standard:</b>	Individual Learning Differences
<b>Strand:</b>	Coordinators, Guidance, Parenting
<b>Audience:</b>	All
<b>Grade Level:</b>	All Levels
<b>Room:</b>	Ballroom B
<b>Presenter:</b>	Jan Davidson, Davidson Institute for Talent Development

Join us in a discussion about collaborative efforts and approaches educators, parents and students can utilize in meeting the needs of gifted students. This session will include practical examples implemented at The Davidson Academy of Nevada.

#### Your Brain and Music: Fiddle Flair Style!

<b>TAGT Core Area:</b>	Creativity and Instructional Strategies
<b>National Standard:</b>	Instructional Strategies
<b>Strand:</b>	Arts and Creativity
<b>Audience:</b>	All
<b>Grade Level:</b>	All Levels
<b>Room:</b>	310 A/D
<b>Presenter:</b>	Kirk deCordova, Palmer ISD, and Roberta Rast, Fiddle Flair Productions

The brain is the most intriguing mystery in the human body. Join us for a fascinating journey as we explore the connection between music and the brain. Why do we enjoy certain types of music and hate others? Why are teenagers so strongly attached to the music they love? How does music control our emotions? Learn about yourself, music, memory techniques and how to apply these topics to the classroom. During this informative session, you will be entertained by a six-time national fiddling champion and you just might be amazed at the power of your own brain!

## **What's Under Our Feet? Exciting Ways to Teach Earth Science**

<b>TAGT Core Area:</b>	Creativity and Instructional Strategies
<b>National Standard:</b>	Instructional Strategies
<b>Strand:</b>	Science
<b>Audience:</b>	Teachers
<b>Grade Level:</b>	Primary, Elementary
<b>Room:</b>	310 B/E
<b>Presenter:</b>	Sukassa Chapman, Venus ISD

Is Earth Science getting you down? Have you been searching for ways to make Earth Science exciting? This session has your answer, and will help you and your students get the most out of Earth Science. You will receive ideas and participate in a variety of activities to engage and excite your students.

## **Using Sports to Teach Statistics**

<b>TAGT Core Area:</b>	Differentiated Curriculum
<b>National Standard:</b>	Instructional Planning
<b>Strand:</b>	Mathematics
<b>Audience:</b>	Teachers
<b>Grade Level:</b>	Middle School
<b>Room:</b>	310 C/F
<b>Presenter:</b>	Mathew Bartley, Clear Creek ISD

In this presentation, we'll discuss using sports data to teach statistics. Many topics from middle school mathematics and even AP Statistics can be addressed in the middle school classroom. There are many possible sport topics that can be applied, several of which will be discussed. In addition, we'll talk about technology that can be used to analyze and present the data. It's a great way to interest your sports enthusiasts and your math enthusiasts alike!

## **Igniting Independent Inquiry in Primary Minds**

<b>TAGT Core Area:</b>	Differentiated Curriculum; Program Options and Design
<b>National Standard:</b>	Instructional Planning
<b>Strand:</b>	Curriculum Differentiation, Student Research
<b>Audience:</b>	Teachers
<b>Grade Level:</b>	Primary
<b>Room:</b>	320 A/D
<b>Presenter:</b>	Dodie Merritt, Pieces of Learning/Illinois CUSD 424

After grade-level expectations are met, stimulate primary students with ICEbreakers and REPs. ICEbreakers are Individual Challenge Experiences, a variety of critical and creative thinking activities. REPs are independent Resident Expert Projects for students who want to explore a personal passion. Explore the management tools and strategies that make these differentiation options workable.

## **Making Writing an Extravaganza for Life**

<b>TAGT Core Area:</b>	Creativity and Instructional Strategies
<b>National Standard:</b>	Language and Communication
<b>Strand:</b>	Arts and Creativity, English, Student Research
<b>Audience:</b>	Teachers, Parents, Coordinators/Administrators
<b>Grade Level:</b>	Middle School, High School

**Room:** 320 B/E  
**Presenter:** Jessica Acosta and Michelle Campbell, Harlandale ISD

In this lively presentation, educators will learn strategies to engage the “inner voice” of their students with innovative techniques that will evoke the modern writer. From “Emoticon writing”, “Cartoon dialogues”, mural expressions, and multicultural poetry to author involvement with technology enhancement, visitors to this workshop will see the need that writing is a soul-art form that is only enhanced by a “gifted” touch to ensure that all students become “real authors” themselves.

### **In a Chinese Landscape: Understanding Religion and Philosophy through Poetry and Art**

**TAGT Core Area:** Creativity and Instructional Strategies  
**National Standard:** Instructional Strategies  
**Strand:** Arts and Creativity, English, Social Studies  
**Audience:** Teachers, Coordinators/Administrators  
**Grade Level:** Middle School, High School  
**Room:** 320 C/F  
**Presenter:** Mary Ann Clark and Michael Cannon, El Paso ISD

Through Kaplan’s model of depth and complexity, participants will discover the Universality of art and poetry as windows to culture. After a brief trek through history, participants will compare Chinese and Western landscape art, analyze poetic devices, and be transported musically through time as they become Chinese “Scholars.”

### **Identification of Gifted Minority Children Using the Naglieri Nonverbal Ability Test**

**TAGT Core Area:** Nature and Needs; Identification and Assessment  
**National Standard:** Assessment  
**Strand:** Administrators, Coordinators, Dual Language/Multicultural  
**Audience:** Counselors, Coordinators/Administrators, University Educators  
**Grade Level:** All Levels  
**Room:** 322  
**Presenter:** Dr. Jack Naglieri, George Mason University

Minority children are under-represented in educational programs for the gifted. In this talk the role traditional IQ tests play in this under identification will be examined and the use of a nonverbal test of general ability will be discussed. The results of research on the NNAT will be used to illustrate how a nonverbal test can help increase participation of minorities in gifted and how they can be educated.

### **Who Knows What?**

**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:** 330  
**Presenter:** Susan Rakow, Cleveland State University

Differentiation for gifted students begins with determining their starting points for learning. This session focuses on the importance of pre-assessments and their realistic implementation. Participants will learn strategies as well as "do's" and "don'ts" for assessment practices. The basic steps in follow-up curriculum compacting and differentiation will be provided.

### **Engaging Critical Thinking: The Case Method Approach**

**TAGT Core Area:** Creativity and Instructional Strategies  
**National Standard:** Instructional Strategies  
**Strand:** Leadership, Social Studies  
**Audience:** Teachers, Coordinators/Administrators, University Educators  
**Grade Level:** High School, University  
**Room:** 332 A  
**Presenter:** Kirsten Lundberg, Columbia University Graduate School of Journalism, and Rob Garfield  
Columbia Center for New Media Teaching and Learning

Learn how to use our "teaching" case studies to help gifted students acquire lifelong habits of critical thinking, leadership, media literacy, and an appreciation of the role the press plays in a vibrant democracy.

### **Making A Difference: Fostering Global Awareness Through Social Action**

**TAGT Core Area:** Nature and Needs; Social and Emotional Needs  
**National Standard:** Learning Environments and Social Interactions  
**Strand:** Guidance, Leadership  
**Audience:** Teachers, Parents  
**Grade Level:** Elementary, Middle School  
**Room:** 332 B  
**Presenter:** Gayle Barron and Dawn Rogers, Keller ISD

Gifted learners characteristically internalize the world's plights and conflicts on a much deeper level than most. By encouraging open discourse and social action, teachers and parents can empower students to become part of the solution to an identified problem. Beginning with Texas Performance Standards independent research project, students learn about those who have made a positive difference. Students then embrace the personal challenge of Making A Difference, discovering that their individual actions can be meaningful, with far reaching effects. Learn how your gifted child or student can be positively MAD – Making A Difference!

### **Using the Texas State Plan to Improve G/T Programs**

**TAGT Core Area:** Law and Policy; Other  
**National Standard:** Foundations  
**Strand:** Administrators, Coordinators  
**Audience:** Coordinators/Administrators  
**Grade Level:** All Levels  
**Room:** 332 C  
**Presenter:** Judy O'Neal, Region 4 ESC

Review the minimum requirements in the G/T Texas State Plan and learn how to use the plan to evaluate and improve your district's gifted program. Explore state initiatives that have been developed to assist teachers as they strive to meet the state's G/T Goal for Gifted Students.

### **Teach Problem-Solving with Chess**

**TAGT Core Area:** Creativity and Instructional Strategies  
**National Standard:** Instructional Strategies  
**Strand:** Coordinators, Mathematics  
**Audience:** Teachers, Coordinators/Administrators  
**Grade Level:** Primary, Elementary

**Room:** 332 D  
**Presenter:** Stephen Schneider, Championship Chess

Chess is a great way to present students with challenging problem-solving activities. Championship Chess Director Stephen Schneider will demonstrate how chess can provide puzzles and problems that will enhance cognitive outcomes — visualization, thinking ahead, thinking concretely and abstractly, weighing options, focusing and planning. Whether or not you play chess, you can learn successful teaching strategies for the gifted classroom that will motivate and challenge your gifted students.

### **Pulling it All Together: A Synthesis Model of Differentiated Curriculum and Instruction**

**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:** 332 E  
**Presenter:** Dr. Richard Courtright, Duke University Talent Identification Program

Teachers of the gifted/talented – especially those new to the field – can be overwhelmed by the number and variety of systems, models and authors offering guidance in providing differentiated instruction for their students. This session will provide participants with a holistic model that synthesizes several major works and ideas from the fields of gifted and general education. The model will enable the participants to perceive the parallels between and among various authors and seemingly diverse systems of teaching and learning. Works include those by Sternberg, Gallagher, Kaplan, Renzulli, Bloom, Hirsch, and more.

### **Gifted Kids Online, Differentiation and Web 2.0**

**TAGT Core Area:** Differentiated Curriculum; Program Options and Design  
**National Standard:** Instructional Planning  
**Strand:** Curriculum Differentiation, Technology  
**Audience:** Teachers, Coordinators/Administrators  
**Grade Level:** Elementary, Middle School, High School  
**Room:** 332 F  
**Presenter:** Elfi Sanderson, Northwestern University Center for Talent Development

Gifted LearningLinks, the online program offered by the Center for Talent Development, works with academically talented students who come in all shapes and sizes. They have varied academic backgrounds, distinct learning preferences and individual social-emotional needs, making differentiation essential. In this session we will share and discuss current Web 2.0 tools and illustrate how Gifted LearningLinks has used them to differentiate content, process, and product in their online curriculum.

### **Guiding Your Gifted Reader**

**TAGT Core Area:** Creativity and Instructional Strategies  
**National Standard:** Instructional Strategies  
**Strand:** English  
**Audience:** Teachers, Parents  
**Grade Level:** Elementary, Middle School  
**Room:** 340  
**Presenter:** Sheila Mulbry and Revathi Balakrishnan, Round Rock ISD

Children who read above grade level may pose a challenge at home and in the classroom. This session will discuss the developmental stages of gifted readers, potential problems encountered when working with them, and how to identify characteristics of books that provide intellectual stimulation. Session will highlight strategies to keep gifted readers challenged and engaged, helping them to select literature that is both academically challenging but thematically appropriate. Booklists and website resources will be provided.

### **We the People Celebrating the Constitution**

**TAGT Core Area:** Differentiated Curriculum; Program Options and Design  
**National Standard:** Instructional Planning  
**Strand:** Coordinators, Social Studies  
**Audience:** Teachers, Coordinators/Administrators, University Educators  
**Grade Level:** Elementary, Middle School, High School, University  
**Room:** 342 A  
**Presenter:** Jan Miller, State Bar of Texas

Create a mock congressional hearing in your classroom! Teachers will receive activities that will increase students' understanding of principles and protections provided by the Constitution and the Bill of Rights. Participants will utilize strategies that encourage higher level thinking, decision-making skills, and citizenship education. Special focus on the We the People program will be part of the workshop. Unique to this workshop is the culminating activity which is also a performance assessment, a congressional hearing.

### **Honoring the Social and Emotional Needs of Gifted Children and Youth**

**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:** 342 B  
**Presenter:** Dr. Dorothy Sisk, Lamar University

Educators and parents often view the social and emotional needs of gifted youth narrowly, as something that needs fixing. This interactive session will provide an overview of the social and emotional issues facing gifted students. Topics will include peer group acceptance, finding and establishing friendships, underachievement, and dealing with community, family, and teacher expectations. Through discussion, case studies and activities, teachers, counselors, and parents will gain a better understanding of gifted students and ways to facilitate classroom and home strategies to support their social and emotional development.

### **10 Ways to Shoot Yourself in the Foot with Standardized Tests**

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

Standardized tests are the primary method of identifying and evaluating intellectually gifted children in Texas. However, misinterpretations of test scores are widespread. Ten of the most common interpretation mistakes are

presented, along with accessible explanations on why these practices must be avoided. Topics include nonverbal tests, bias in testing, test selection and more. This presentation is primarily aimed at district coordinators and principals, but teachers, parents, and others may also benefit.

### **Teach Them to See: Photojournalism, TAKS, and Higher Level Thinking**

**TAGT Core Area:** Creativity and Instructional Strategies  
**National Standard:** Instructional Strategies  
**Strand:** Arts and Creativity  
**Audience:** Teachers  
**Grade Level:** All Levels  
**Room:** 342 D  
**Presenter:** Linda Michael, Clear Creek ISD

Many students have difficulty visualizing, or “seeing information in their heads.” This is due to allowing the brain to accept all the visual images presented to it without question or thought. We look, but do not really see. Visualization is an important skill for math, reading, problem solving, and writing. Exercising students’ visualization “muscles” helps them dig deeper into topics with more comprehension and understanding. This session is a window into the way gifted people think, an open door into a different way of teaching, a pathway to more personalized learning built within the framework of standardized testing.

### **Create a Program that Fits You and Your Campus: Independent Study that Works for You**

**TAGT Core Area:** Differentiated Curriculum; Program Options and Design  
**National Standard:** Instructional Planning  
**Strand:** Curriculum Differentiation, Student Research  
**Audience:** Teachers, Coordinators/Administrators  
**Grade Level:** High School  
**Room:** 342 F  
**Presenter:** Laura Simpson, Frisco ISD

You’ve heard about independent study and mentorship programs and the Texas Performance Standard Project. You’ve heard about the ultimate learning experiences they can be for G/T students. But, have you heard how you can bring it to your campus, implement it, and make it work? Walk out of this session with the information you need to get started. You will get a To-Do list, supply list, hints for getting started, course curriculum overview, sample rubrics, and even the PEIMS code numbers. Gather ideas so you can create a program that fits you and your campus.

### **Annual Update on Empiric Research in Gifted Education**

**TAGT Core Area:** Nature and Needs; Social and Emotional Needs  
**National Standard:** Foundations  
**Strand:** Coordinators, Educational Research  
**Audience:** Teachers, Coordinators/Administrators, University Educators  
**Grade Level:** All Levels  
**Room:** 342 R  
**Presenter:** Dr. Micheal Saylor, University of North Texas

This annual session reviews the empiric (scientific) research concerning the gifted and talented, their educational programming, friendships, families, curriculum, identification, etc. that was published since the last TAGT

conference. In this session you will get an overview and useful interpretation of the new research for 2008 and 2009 and receive an annotated bibliography of all studies cited.

### **Classroom Connections**

**TAGT Core Area:** Creativity and Instructional Strategies  
**National Standard:** Language and Communication  
**Strand:** Guidance  
**Audience:** Teachers  
**Grade Level:** All Levels  
**Room:** 350 D-F  
**Presenter:** Janet Aaker Smith, Pieces of Learning

Humor, risk taking, trust, respect and cooperation among gifted students- these are a few of the elements of a successful classroom environment. This active session includes strategies and exciting activities to promote a positive learning environment, beginning with the first day of school. Leave with strategies to use the next day.

### **Cache Me If You Can: Integrating Internet, and the GPS into the Classroom**

**TAGT Core Area:** Creativity and Instructional Strategies  
**National Standard:** Instructional Strategies  
**Strand:** Social Studies, Technology  
**Audience:** Teachers, Coordinators/Administrators  
**Grade Level:** Elementary, Middle School  
**Room:** 351 A/D  
**Presenter:** Nancy Morgan and Ginger Arbuckle, Kennard ISD

Students begin the unit by reading a mapping-related book that is age-appropriate. Students learn a brief history of the Global Positioning Satellite System (GPS) and the use of a handheld GPS. They also learn the terminology and vocabulary related to Geocaching, including using the Internet to locate caches, using the GPS to input the coordinate points, placing a Travel Bug and more. Hopefully, with these skills the students will be able to participate in future Geocaching activities outside the classroom.

### **Never Again? Contemporary Genocide**

**TAGT Core Area:** Creativity and Instructional Strategies  
**National Standard:** Instructional Strategies  
**Strand:** English, Social Studies  
**Audience:** Teachers, University Educators  
**Grade Level:** Middle School, High School  
**Room:** 351 B/E  
**Presenter:** Dr. Mary Webeck and Cynthia Capers, Holocaust Museum Houston

This presentation will provide teachers with the necessary background to teach a lesson on genocide, identifying appropriate and effective primary sources to use in genocide education and developing students' editorial cartoon analysis skills. Through thoughtful hands-on activities, teachers will feel better prepared to teach this challenging content to the G/T learner. A secondary goal is to help teachers locate and select resources on this topic.

## **A Fine Arts Trio**

<b>TAGT Core Area:</b>	Differentiated Curriculum; Program Options and Design
<b>National Standard:</b>	Instructional Planning
<b>Strand:</b>	Arts and Creativity, English, Mathematics
<b>Audience:</b>	Teachers, Coordinators/Administrators
<b>Grade Level:</b>	Primary, Elementary, Middle School
<b>Room:</b>	351 C/F
<b>Presenter:</b>	Debra Erhart, Project GRAD Houston, Jessica Jasper and Chandel Bonner-Hancock, Houston ISD

This session focuses on art integration into core areas at the elementary and middle school levels. The session will feature resources and a content outline that includes: (1) characteristics of gifted/talented students, especially in the fine arts areas of music, visual arts and drama; (2) examples of activities that connect the fine arts to concepts in math/science and language arts. Part of a larger six-hour update, participants will leave with a course outline and access to many more lessons on the program website.

## **Collaboration is Key: The Parent-G/T Specialist Partnership**

<b>TAGT Core Area:</b>	Nature and Needs; Social and Emotional Needs
<b>National Standard:</b>	Learning Environments and Social Interactions
<b>Strand:</b>	Guidance, Parenting
<b>Audience:</b>	Teachers, Parents, Counselors
<b>Grade Level:</b>	Primary, Elementary
<b>Room:</b>	352 A
<b>Presenter:</b>	Carol Raymond and Stella Greer, Keller ISD

Carol Raymond, Keller ISD G/T specialist, and Stella Greer, parent, will discuss ways to collaborate to maximize the learning experience for gifted students. For specialists: This session will discuss the importance of pro-active parent education as well as effective ways to bridge the gap between parents and classroom teachers. For parents: Some helpful hints for "getting what you want" within your child's classroom! Your child DOES deserve to learn something new each day! Be empowered to become your child's advocate.

## **Curriculum Development for Bilingual Gifted Students**

<b>TAGT Core Area:</b>	Differentiated Curriculum; Program Options and Design
<b>National Standard:</b>	Instructional Planning
<b>Strand:</b>	Administrators, Coordinators, Curriculum Differentiation, Dual Language/Multicultural
<b>Audience:</b>	Teachers, Coordinators/Administrators
<b>Grade Level:</b>	Primary, Elementary
<b>Room:</b>	352 B
<b>Presenter:</b>	Linda Phemister and Joni Mendez, Garland ISD

How do we differentiate for economically disadvantaged bilingual gifted students when they are in regular bilingual classrooms? Bilingual teachers are often overwhelmed with regular bilingual students, so frequently we hear of the gifted bilingual student becoming the teacher helper! Garland ISD begins to identify bilingual gifted students when they are in Pre-Kindergarten. Come hear how GISD has differentiated instruction for those bilingual gifted kids. Sample lessons will be provided.

## **Night at the Museum**

<b>TAGT Core Area:</b>	Creativity and Instructional Strategies
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**National Standard:** Instructional Strategies  
**Strand:** Curriculum Differentiation, Science, Student Research  
**Audience:** Teachers, Coordinators/Administrators  
**Grade Level:** High School  
**Room:** 352 C  
**Presenter:** Michelle Brinkman and Michael Brinkman, Grand Prairie ISD

Geared specifically toward Pre-AP and G/T Biology students, this project pushes students beyond the scope of the usual project involving the study of cells, tissues, organs, systems, and organisms. The project involves student selected differentiatiaon and offers them the chance to set-up and run a science museum for one night. Participants will leave with information regarding the set-up, follow through, and reflection on this project - complete with handouts and the all important tie in to the TEKS and TAKS. Come see how to take the "boring" out of a project and infuse it with each students' unique, advanced capabilities flair!

### **Using Menus to Differentiate Instruction for Grades K-2**

**TAGT Core Area:** Differentiated Curriculum  
**National Standard:** Instructional Planning  
**Strand:** Coordinators, Curriculum Differentiation  
**Audience:** Teachers, Coordinators/Administrators  
**Grade Level:** Primary  
**Room:** 352 D-F  
**Presenter:** Laurie Westphal, Educational Consultant

This session will share the student friendly types of menus which are most appropriate for grades K - 2 and the best strategies for using them in the primary classroom. Come prepared to brainstorm ideas and leave ready to create your own menus using the templates provided.

### **Demystifying Differentiation in the Elementary and Middle School Math Classroom**

**TAGT Core Area:** Differentiated Curriculum  
**National Standard:** Instructional Planning  
**Strand:** Curriculum Differentiation, Mathematics  
**Audience:** Teachers, Coordinators/Administrators  
**Grade Level:** Elementary, Middle School  
**Room:** 362 A/D  
**Presenter:** Robert Iseminger, Pieces of Learning

It is at times difficult to adapt traditional differentiation strategies to the mathematical curriculum. This session will focus specifically on activities that build differentiated instruction into the elementary and middle school math programs. Activities will be modeled and sample lessons will be shared that teachers can incorporate into their own classrooms with minimal prep time.

### **Gifted 101 (or How to Actually Use Bloom's Taxonomy)**

**TAGT Core Area:** Differentiated Curriculum  
**National Standard:** Instructional Planning  
**Strand:** Curriculum Differentiation  
**Audience:** Teachers, Coordinators/Administrators  
**Grade Level:** All Levels  
**Room:** 362 B/E

**Presenter:** Mary Cole, Engine-Uity, Ltd.

You know all about Bloom's Taxonomy, but are you using it to provide appropriate learning experiences for gifted kids? In this very practical session you will learn how to use the Taxonomy to create a learning experience in any content area and at any grade level. (P.S. Those who are looking for a way to teach the Taxonomy to kids will find this method particularly useful.)

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

**The Secrets to Cracking the Reading Code with the Brain-in-Mind for At-Risk Learners!**

**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 even the most at-risk learners through the brain's "backdoor" for easy and accelerated mastery of early and intermediate-level critical phonemic-skills for reading and writing success. 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 elementary 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.**

**Humanities: From Theory to Practice**

**TAGT Core Area:** Differentiated Curriculum; Program Options and Design  
**National Standard:** Instructional Planning  
**Strand:** Arts and Creativity, English, Social Studies  
**Audience:** Teachers, Coordinators/Administrators  
**Grade Level:** Middle School, High School  
**Room:** 310 A/D  
**Presenter:** Floy Rorie and Jennifer Penny, Plano ISD

This presentation focuses on practical strategies to design and develop an integrated humanities curriculum for grades 6-12. The goals of a humanities classroom or humanities-based unit includes the development of higher level skills in the areas of reading, writing, critical thinking, decision-making, and communication. They can also provide opportunities for self-awareness and self-evaluation, and an understanding of cultural diversity, civic responsibility and development of aesthetic sensibilities.

**Milestones in Science and Technology**

**TAGT Core Area:** Creativity and Instructional Strategies  
**National Standard:** Instructional Strategies  
**Strand:** Science  
**Audience:** Teachers  
**Grade Level:** Elementary, Middle School  
**Room:** 310 B/E  
**Presenter:** Deanna Buckley, ACE Academy

Ever wonder who was responsible for innovations that led to skyscrapers, understanding rainbows, or modeling DNA? Take the historical journey with us as we explore for a semester in how science revolutions have influenced society with examples of hands-on curriculum for each milestone and connections to other disciplines. Free T-shirt for the first 20 participants.

### **Overcoming Numerophobia (aka: Numbers Can Be Fun!)**

**TAGT Core Area:** Creativity and Instructional Strategies  
**National Standard:** Instructional Strategies  
**Strand:** Mathematics  
**Audience:** Teachers, Parents  
**Grade Level:** All Levels  
**Room:** 310 C/F  
**Presenter:** Anita McBroom Bernard, Pharr-SanJuan-Alamo ISD

The presenter will provide a variety of investigations and experiences with numbers that should serve to stimulate interest in and reduce anxiety about numbers for students, teachers, parents, et al. There is nothing to fear but fear itself! Get your pencils ready!

### **Power Up Your Gifted Curriculum with IIM Research**

**TAGT Core Area:** Differentiated Curriculum; Program Options and Design  
**National Standard:** Instructional Planning  
**Strand:** Coordinators, Student Research  
**Audience:** Teachers, Coordinators/Administrators  
**Grade Level:** Elementary, Middle School  
**Room:** 320 A/D  
**Presenter:** Cindy Nottage and Virginia Morse, Active Learning Systems

Do your students find research assignments difficult? Do even your gifted students give you plagiarized, poor quality work? Help is at hand! Learn strategies from a proven research model, the Independent Investigation Method (IIM), that give support where students experience the most difficulty and enable your G/T students to maximize their talents in rigorous independent studies.

### **Writing is Art: The Use of Visual Art to Teach Writing**

**TAGT Core Area:** Creativity and Instructional Strategies  
**National Standard:** Language and Communication  
**Strand:** Arts and Creativity, English  
**Audience:** Teachers  
**Grade Level:** Middle School, High School  
**Room:** 320 B/E  
**Presenter:** Chelsea Kostyniak, Grand Prairie ISD

This session will expose teachers to writing strategies adapted from theater, art, and creative problem solving. Teachers will learn strategies to assist gifted students in developing their own questions and writing topics as well as methods to take the idea through the complete writing process. Examples will emphasize the collaborative and creative aspects of writing and how to make writing socially relevant. Strategies for revision and writing conferences include the use of speed dating and exit tickets. Various techniques to introduce modes of writing will be demonstrated and described.

### **Amplified and Misunderstood: Positive Gifted Identity Development**

**TAGT Core Area:** Nature and Needs; Social and Emotional Development  
**National Standard:** Individual Learning Differences  
**Strand:** Guidance, Parenting  
**Audience:** All  
**Grade Level:** All Levels  
**Room:** 320 C/F  
**Presenter:** Dr. Mark Szymanski and Dr. Paula Wilkes, Pacific University

Gifted children often possess amplified and innate ways of being, including sensitivity, perfectionism, introversion/extroversion, and curiosity. From a very young age, many gifted children hear negative comments about those ways of being, which can inhibit the development of a positive gifted identity. In this workshop, participants will discover ways to help gifted kids modulate their amplified ways of being so that these attributes can enhance their academic growth and social development. Our work with gifted children must first lead to their positive sense of self so that existential depression and other emotional crises can be dealt with in a healthy way.

### **Second Edition of the NNAT: Paper/Pencil and Online Administration Formats**

**TAGT Core Area:** Nature and Needs; Identification and Assessment  
**National Standard:** Assessment  
**Strand:** Administrators, Coordinators, Dual Language/Multicultural  
**Audience:** Counselors, Coordinators/Administrators, University Educators  
**Grade Level:** All Levels  
**Room:** 322  
**Presenter:** Dr. Jack Naglieri, George Mason University

The Naglieri Nonverbal Ability Test (NNAT2) has been widely used as part of a process for the gifted and talented identification especially when the population of students varies economically, culturally and linguistically. In this presentation, the new paper/pencil and online administration versions of the NNAT 2 will be described. Changes in items, administration format, scoring and instructional relevance will be summarized. New pictorial directions will be shown as well the NNAT Online demonstrated.

### **Promoting Content Complexity and Depth of Reasoning**

**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:** 330  
**Presenter:** Patti Drapeau, University of Southern Maine

Academic rigor and cognitive complexity can be targeted through a systematic, tiered approach to differentiation. Moving students from facts, details, and rules, to issues, problems and themes may not be differentiated enough

for gifted students. The content can be driven even deeper by using prompts and strategies that target ethical thinking, moral reasoning, and philosophical discussions. Examples of student work will provide evidence as to how teachers utilize this tiered approach to effectively meet the needs of gifted students.

### **Barack Obama's Speeches: A Rich Instructional Opportunity for Engaging Gifted Children**

**TAGT Core Area:** Creativity and Instructional Strategies  
**National Standard:** Language and Communication  
**Strand:** English, Leadership, Social Studies  
**Audience:** Teachers, Coordinators/Administrators  
**Grade Level:** Middle School, High School  
**Room:** 332 B  
**Presenter:** Dr. Thomas Kemnitz, Royal Fireworks Press

Barack Obama holds particular fascination for gifted students. They have seen a man whose gifts of oratory, intellect, and organization brought him rapidly from relative obscurity to the office of President of the United States. His biography and skill set are those with which gifted student can and do identify, and they are fascinated by the output of his mind. This session offers a detailed analysis of the style and content of Obama's important speeches and suggests ways to use those speeches in teaching and inspiring gifted children.

### **G/T Dollars and Sense!**

**TAGT Core Area:** Law and Policy  
**National Standard:** Professional and Ethical Practices  
**Strand:** Administrators, Coordinators  
**Audience:** Coordinators/Administrators  
**Grade Level:** All Levels  
**Room:** 332 C  
**Presenter:** Dr. Lynette Breedlove, Spring Branch ISD

How much money does your district receive in its G/T allotment? How much money does your district code to the G/T program? How does your G/T spending per student compare to the athletic program (a talent development program)? We'll review how to find the answers to these questions. We'll also review the required elements of the Texas State Plan for the Education of Gifted/Talented Students - Cliff's Notes version.

### **Torrance Tests, Science, and Future Problem Solving: A Great Mix**

**TAGT Core Area:** Identification and Assessment  
**National Standard:** Assessment  
**Strand:** Coordinators, Educational Research, Science  
**Audience:** Teachers, Coordinators/Administrators  
**Grade Level:** Middle School  
**Room:** 332 D  
**Presenter:** Dr. John Kauffman, Scholastic Testing Service, Inc.

The Torrance Tests were administered pre and post to three seventh grade science classes to compare creativity differences when the scientific method was adapted into the six components of the Future Problem Solving (FPS) structure. The purpose of the study was to identify how FPS experience affected students' creativity. Comparisons were made between five FPS students and the rest of the students' Torrance Test scores. This session includes a description of components of the school year study.

## Research-Based Teaching Models that Engage Gifted Learners

<b>TAGT Core Area:</b>	Differentiated Curriculum; Program Options and Design
<b>National Standard:</b>	Instructional Planning
<b>Strand:</b>	Coordinators, Curriculum Differentiation
<b>Audience:</b>	Teachers, Coordinators/Administrators, University Educators
<b>Grade Level:</b>	All Levels
<b>Room:</b>	332 E
<b>Presenter:</b>	Dr. Kimberley Chandler, The College of William and Mary/Kendall Hunt Publishing Co.

Research at the Center for Gifted Education at the College of William and Mary has documented the value of repeatedly exposing students to selected teaching and learning models over time. Participants will learn about and practice several specific models that are incorporated in curriculum units across multiple disciplines. These models have been demonstrated to promote high-level thinking and to engage gifted learners, and each model has multiple applications. Models to be explored include Paul's Reasoning Model, problem-based learning, concept mapping, and literature and vocabulary webs.

## Challenge Each of Your Students with the Texas Online Math Competition

<b>TAGT Core Area:</b>	Creativity and Instructional Strategies; Program Options and Design
<b>National Standard:</b>	Instructional Planning
<b>Strand:</b>	Mathematics, Technology
<b>Audience:</b>	All
<b>Grade Level:</b>	All Levels
<b>Room:</b>	332 F
<b>Presenter:</b>	Tony Morrow, First in Math

Explore First in Math, the 24<sup>®</sup> game online competition, where students get so excited about math that they solve thousands of problems beyond grade level. See how students, grades 1-8, including ESL, figure out 3-step problems involving fractions, integers, decimals, and polynomials, in their heads; plus word problems through 8th grade.

## What's New in Young Adult Literature: 2009 Edition

<b>TAGT Core Area:</b>	Differentiated Curriculum
<b>National Standard:</b>	Instructional Planning
<b>Strand:</b>	English
<b>Audience:</b>	Teachers, Parents
<b>Grade Level:</b>	Middle School, High School
<b>Room:</b>	340
<b>Presenter:</b>	Dr. Robert Seney, Mississippi University for Women

Teachers, librarians, students, and curriculum directors have discovered that young adult literature is a highly appropriate and very rich literary resource for gifted learners. What is important is making the right match between reader and novel. This requires a knowledge of the new and latest novels. In this session, we will build a rationale for using ya lit with gifted learners and review current ya novels - the focus of this session. As time allows strategies for using ya lit in the classroom will be shared. This session might be called a TAGT "Tradition."

## What Counselors Can Do to Meet Needs of Hispanic High School Students

<b>TAGT Core Area:</b>	Nature and Needs; Social and Emotional Needs
<b>National Standard:</b>	Learning Environments and Social Interactions

**Strand:** Dual Language/Multicultural, Guidance  
**Audience:** Counselors, Coordinators/Administrators, University Educators  
**Grade Level:** High School, University  
**Room:** 342 B  
**Presenter:** Dr. Jeanie Goertz, Eastern Kentucky University and Dr. Ernesto Bernal, Texas A&M University at San Antonio

One overlooked aspect in planning a comprehensive program for gifted students is the importance of counseling services tailored to their needs, particularly those who are linguistically or culturally diverse. This research study designed, constructed, and field tested an instrument to investigate perceptions of the personality factors of high school counselors and personality factors expected of these counselors by Mexican-American students identified as gifted. Suggestions will be made as to how counselors can present gifted students with preventive and informational consultation, crisis intervention, and self-discovery counseling.

### **Encouraging Young Engineers: Action Research for Your Classroom**

**TAGT Core Area:** Nature and Needs; Social and Emotional Needs  
**National Standard:** Learning Environments and Social Interactions  
**Strand:** Educational Research, Guidance  
**Audience:** Teachers, Counselors, Coordinators/Administrators  
**Grade Level:** All Levels  
**Room:** 342 E  
**Presenter:** Dr. Lemoyne Dunn, University of North Texas, and Dr. Martha Peet, Texas Center for Educational Technology

We need you because your point of view counts! You will not only have a chance to state your opinions, but you will return to your classroom with a set of fun, hands-on activities that will encourage your students to take a good look at themselves, their abilities, and their futures. Come and join in this participatory research activity that is part of a larger pilot study currently in progress at the University of North Texas. We'll have a great time!

### **Motivation and Underachievement**

**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:** 350 D-F  
**Presenter:** Dr. James Webb, Great Potential Press, Inc.

Many gifted children underachieve and have problems with motivation or task commitment. Motivation, more than intellectual ability or creativity, can be influenced, shaped and developed. Learn about common reasons for motivational problems, and about practical "how to" techniques useful for parents and teachers of all children, but particularly appropriate to gifted children. Transfer of motivation, successive successes, anticipatory praise and similar techniques are used to develop internalized motivation, appropriate goal-setting and tolerance of frustration. Torrance's "teachers who make a difference" results are shared.

### **Blogs, Wikis, and Lit Trips! Oh, My! Technology and the Gifted**

**TAGT Core Area:** Creativity and Instructional Strategies  
**National Standard:** Language and Communication

**Strand:** Curriculum Differentiation, Student Research, Technology  
**Audience:** Teachers  
**Grade Level:** Middle School  
**Room:** 351 A/D  
**Presenter:** Gail Stewart, Marie Riley, and Melanie Ringman, Coppell ISD

The integration of technology into the gifted curriculum allows for the process of differentiation within the learning environment. Through the use of technology, gifted students have access to a variety of tools to acquire and analyze content with a high level of sophistication, with the added benefit of addressing students' multiple intelligences. In this workshop, teachers will leave with ideas, rubrics, and lessons that use technology in a "gifted" manner.

### **Igniting Creativity in Gifted Learners: How the Arts Can Unlock the Curriculum**

**TAGT Core Area:** Creativity and Instructional Strategies; Program Options and Design  
**National Standard:** Instructional Planning  
**Strand:** Arts and Creativity  
**Audience:** Teachers, Coordinators/Administrators  
**Grade Level:** Primary, Elementary  
**Room:** 351 C/F  
**Presenter:** Joan Franklin Smutny, National-Louis University

When applied appropriately, the arts can transform learning for gifted students in the regular classroom. This workshop gives teachers the tools they need to use the arts not only as an extension of academic study but as an inherent ingredient in fostering creative thinking throughout the curriculum. Through a close examination of creative applications and resources, participants learn how to integrate art processes into their units to enhance imagination, invention, and higher-level thinking.

### **Is Early College High School Right for Your Gifted Student?**

**TAGT Core Area:** Program Options and Design; Other  
**National Standard:** Instructional Planning  
**Strand:** Guidance, Parenting  
**Audience:** Parents, Counselors  
**Grade Level:** Middle School, High School  
**Room:** 352 A  
**Presenter:** Elizabeth Chapman, Clear Creek ISD; Dr. Mary Gagne and Scott Stevenson, Texas Academy for Leadership in the Humanities

Parents, is your local high school failing to meet your gifted teenager's needs? Early college high school might be the answer. The Texas Academy for Leadership in the Humanities is a prestigious residential, dual-credit high school for the state's most gifted young people. Graduates emerge with up to two years of college credits which may be transferred to most public schools in Texas as well as to many Ivy League universities. But the Academy offers more than acceleration – it provides students with a foundation in the liberal arts, a community of thoughtful, intelligent peers, personal and academic counseling and more.

### **Connecting the Best of Both Worlds: Dual Language and Gifted and Talented**

**TAGT Core Area:** Differentiated Curriculum; Program Options and Design  
**National Standard:** Instructional Planning  
**Strand:** Dual Language/Multicultural

**Audience:** Teachers, Coordinators/Administrators, University Educators  
**Grade Level:** Primary, Elementary  
**Room:** 352 B  
**Presenter:** Laila Ferris, Delia Camacho, and Clara Levy, El Paso ISD

Join us as we share our "two worlds" with you. Connecting Worlds/Mundos Unidos, an innovative Dual Language/Gifted and Talented Magnet Program, integrates second language acquisition for gifted/talented English and Spanish Language Learners through a Gifted/Talented Program with the goals of achieving high academic excellence, bilingualism and bi-literacy in English and Spanish, multicultural appreciation, and the development of advanced level products. This interactive session will provide attendees with sample lesson plans, ideas for advanced level products, and strategies for successful second language acquisition.

### **Sleuthing through Science: Adding Differentiation, One Clue at a Time!**

**TAGT Core Area:** Creativity and Instructional Strategies  
**National Standard:** Instructional Strategies  
**Strand:** Curriculum Differentiation, Science  
**Audience:** Teachers  
**Grade Level:** Primary, Elementary  
**Room:** 352 C  
**Presenter:** Marilyn Mitchell, Kerrville ISD

Vocabulary is an essential piece in the world of teaching science, but not in isolation. Imagine the idea of easily extending your elementary science curriculum while engaging students in a friendly and weekly competition. Meanwhile they are using deductive reasoning, context clues, and inferences all while researching science concepts in Earth Science, Life Science, Physical Science, and Nature of Science. In addition, all of the vocabulary and topics align with the National Standards and Texas TEKS. Imagine no more! Come to this session for an instant injection of some science sleuthing fun!

### **Building a G/T Program K-12**

**TAGT Core Area:** Program Options and Design  
**National Standard:** Instructional Planning  
**Strand:** Administrators, Coordinators  
**Audience:** Coordinators/Administrators  
**Grade Level:** All Levels  
**Room:** 352 D-F  
**Presenter:** Dr. Dolly Adams, Robin Atchison, Kristen Wilkins, Gena Orth, and Troy Mann, Comal ISD

Comal ISD has had success in developing gifted services from kinder through twelfth grades. Services range from kinder portfolio lessons to high school independent study mentorship products; all providing building blocks for gifted students to pursue areas of interest and develop critical thinking and problem solving abilities. Examples of grade level services will be shared as well as ways to implement on a variety of campuses.

### **Project M2 Mentoring Young Mathematicians: New Advanced Curriculum for Primary Students**

**TAGT Core Area:** Differentiated Curriculum; Program Options and Design  
**National Standard:** Instructional Planning  
**Strand:** Curriculum Differentiation, Mathematics  
**Audience:** Teachers, Coordinators/Administrators, University Educators  
**Grade Level:** Primary, Elementary

**Room:** 362 A/D  
**Presenter:** Karen Reed, Kendall Hunt Publishing Co.

Come learn about brand-new research based mathematics curriculum developed for bright primary students who need more than just regular math curriculum. This curriculum challenges and motivates primary students with high-level mathematics that is still developmentally appropriate. Based on NCTM Standards and exemplary practices in gifted education, the units provide engaging investigations that encourage students to think and act like practicing mathematicians. Classroom discussions, student written work, and hands-on activities will be highlighted.

### **Celebrating and Developing Depth of Thought: A Snapshot of a G/T Enrichment Class**

**TAGT Core Area:** Creativity and Instructional Strategies  
**National Standard:** Instructional Strategies  
**Strand:** Arts and Creativity  
**Audience:** Teachers  
**Grade Level:** Primary, Elementary, Middle School  
**Room:** 362 B/E  
**Presenter:** Angela Schreiber, Hillary Waggoner, and Lisa Sparkman, Pflugerville ISD

G/T Enrichment varies from classroom to classroom and from district to district. Three G/T Enrichment teachers share the "best of the best" of lessons, strategies, and experiences. Shareware applications, movie making, enriching games, simulations, and other unique instructional strategies that stretch the brain will be shared. Educators will leave with a variety of enrichment lessons to apply directly into curriculum.

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

#### **Mini Make-n-Takes that Make a Huge Difference for All Gifted Students**

**TAGT Core Area:** Creativity and Instructional Strategies  
**National Standard:** Instructional Strategies  
**Strand:** Arts and Creativity  
**Audience:** Teachers  
**Grade Level:** Primary, Elementary, Middle School  
**Room:** Ballroom B  
**Presenter:** Karen Simmons and Cindy Guinn, Palm Beach Co. School District/The Bag Ladies Inc.

From primary to middle and beyond, these "hands-on" activities take Bloom to new levels of understanding! Fill a portfolio of activities that take the standards in all subjects and apply them in a creative, non-pencil and paper way. Help students "grow" into organization, comprehension, math facts and formulas, as they learn to apply skills, hands-on.

#### **Think for Yourself...It's Critical!**

**TAGT Core Area:** Creativity and Instructional Strategies  
**National Standard:** Instructional Strategies  
**Strand:** Curriculum Differentiation  
**Audience:** Teachers  
**Grade Level:** Elementary  
**Room:** 310 A/D  
**Presenter:** Dr. Sandra Love, Mentoring Minds

Instructional strategies that stimulate higher-level and imaginative thinking are critical. This session will share some strategies that, while appropriate for all students, encourage gifted students especially to extend their talents in a variety of ways. Focused questions that engage students to apply Edward de Bono's Six Thinking Hats will be included.

### **Reach G/T Students Through Interdisciplinary Units for Middle School Science**

**TAGT Core Area:** Creativity and Instructional Strategies  
**National Standard:** Instructional Strategies  
**Strand:** Curriculum Differentiation, Science  
**Audience:** Teachers  
**Grade Level:** Middle School  
**Room:** 310 B/E  
**Presenter:** Lisa Pfeifer, Clear Creek ISD

Lesson plans and activities to tie poetry and literature to science concepts in order to "hook" G/T students into remembering the concepts and enriching the experience. Social Studies, technology and science can be taught in concert to reinforce one another. Using topographic maps, Landsat images, Google Earth, science topics such as watersheds, erosion, deposition, and subsidence can come alive. CD's with all lessons, resources and Teacher Notes included with the session.

### **Presenting a Math Curriculum for TAG Students**

**TAGT Core Area:** Differentiated Curriculum; Program Options and Design  
**National Standard:** Instructional Planning  
**Strand:** Curriculum Differentiation, Mathematics  
**Audience:** Teachers, Coordinators/Administrators  
**Grade Level:** Elementary, Middle School  
**Room:** 310 C/F  
**Presenter:** Daniel Brillhart and Brian Wolfe, Round Rock ISD

Participants will learn how Round Rock Independent School District provides a accelerated mathematics curriculum starting in 3rd grade. The presenters will cover how students are identified, how the curriculum is accelerated, how students who are identified after 3rd grade are integrated into the accelerated mathematics system, and the eventual goals of having students in TAG take Algebra I in 7th grade.

### **Put Rigor in Your Secondary Curriculum with Authentic Research Studies Using IIM**

**TAGT Core Area:** Differentiated Curriculum; Program Options and Design  
**National Standard:** Instructional Planning  
**Strand:** Coordinators, Student Research  
**Audience:** Teachers, Coordinators/Administrators  
**Grade Level:** Middle School, High School  
**Room:** 320 A/D  
**Presenter:** Virginia Morse and Cindy Nottage, Active Learning Systems

Gifted secondary students are expected to use advanced techniques to conduct research; however, many take the easy way out by "cutting and pasting" from the Internet. Learn key strategies from the Independent Investigation Method (IIM) research model to give your secondary students the skills and structure that enable them to conduct rigorous, authentic research. Standards based, IIM provides the skills for professional quality exit projects.

### **Sentence Patterns: Blow Dart or Elephant Gun?**

<b>TAGT Core Area:</b>	Creativity and Instructional Strategies
<b>National Standard:</b>	Language and Communication
<b>Strand:</b>	English
<b>Audience:</b>	Teachers
<b>Grade Level:</b>	Middle School, High School
<b>Room:</b>	320 B/E
<b>Presenter:</b>	Sandra Gifford, Glencoe/McGraw-Hill Publishing Company

This workshop explores methods for expanding students' syntactic repertoire and style by examining effective sentences, then writing their own versions, and discussing the results. Students experiment with sentence imitation, expanding, and combining to improve sentence structure and to develop style.

### **Going Above and Beyond with Gifted: Expanding Your Program with a Summer Camp**

<b>TAGT Core Area:</b>	Program Options and Design
<b>National Standard:</b>	Instructional Planning
<b>Strand:</b>	Coordinators, Arts and Creativity
<b>Audience:</b>	Teachers, Coordinators/Administrators
<b>Grade Level:</b>	Elementary
<b>Room:</b>	320 C/F
<b>Presenter:</b>	Krista Porter and Janene Austin, Burleson ISD

Come learn about extending your curriculum to a summer camp for your identified TAG students! See examples, get ideas, information and help to get started!

### **RTI and Differentiation: How They Work Together for Gifted Students**

<b>TAGT Core Area:</b>	Nature and Needs; Identification and Assessment
<b>National Standard:</b>	Assessment
<b>Strand:</b>	Coordinators, Curriculum Differentiation
<b>Audience:</b>	Teachers, Coordinators/Administrators
<b>Grade Level:</b>	All Levels
<b>Room:</b>	322
<b>Presenter:</b>	Carolyn Coil, Pieces of Learning

Response to Intervention (RTI) is an initiative that originated in Special Education to meet the needs of struggling students. It recommends beginning interventions in the general education classroom and modifying them as individual progress is assessed. This same approach is appropriate for gifted students. Strategies inherent in differentiated instruction, such as curriculum compacting, flexible grouping, tiered lessons and students' learning styles are the interventions we should be using with gifted students. Learn more about these interventions and how to monitor the responses of students to these intervention strategies.

### **Differentiation with Inspirational Real-World Independent Projects: Interdisciplinary and Fun!**

<b>TAGT Core Area:</b>	Differentiated Curriculum
<b>National Standard:</b>	Instructional Planning
<b>Strand:</b>	Coordinators, Curriculum Differentiation
<b>Audience:</b>	Teachers, Coordinators/Administrators
<b>Grade Level:</b>	Elementary, Middle School
<b>Room:</b>	330

**Presenter:** Melanie Bondy, Mind Vine Press

This session will present practical real-world projects that differentiate by content, process, interest, ability level, and product. Specifically designed for G/T students, these in-depth projects implement independent choice-based learning. Each student's work results in a professional-looking portfolio, a display board, a classroom presentation, and an exhibit. Participants will learn how to implement the projects within any type of classroom structure, as well as simple management aspects such as the project rubrics, parent letters, teacher checkpoints, teacher assessments, student self-assessments, and showing student growth.

### **Everything That You Wanted to Know About DI and Were Afraid to Ask**

**TAGT Core Area:** Differentiated Curriculum; Program Options and Design  
**National Standard:** Instructional Planning  
**Strand:** Arts and Creativity, Leadership, Student Research  
**Audience:** All  
**Grade Level:** All Levels  
**Room:** 332 A  
**Presenter:** Sue Shanks, Texas Destination ImagiNation, and Johnny Wells , Sulphur Springs ISD

This session is designed as a conversation with Johnny Wells and Sue Shanks dealing with questions that Destination ImagiNation (DI). A short presentation about DI will be given and then participants will be given an opportunity to ask questions about DI.

### **Identifying, Initiating, and Implementing Leadership for Gifted Students**

**TAGT Core Area:** Identification and Assessment; Program Options and Design  
**National Standard:** Instructional Planning  
**Strand:** Leadership  
**Audience:** All  
**Grade Level:** All Levels  
**Room:** 332 B  
**Presenter:** John Lester, Lester & Associates Educational Consulting/Ohio Leadership Institute

In accordance with the federal definition of gifted children, leadership is one of the key identification areas, however, most states do not fully embrace leadership development, especially among gifted children. This session explores the means and methods of identifying leadership characteristics and implementing leadership education initiatives that compliment existing gifted programming. Highlights from 28 years of leadership research and experiences from Ohio Leadership Institute are discussed. Participants receive identification instruments, leadership activities, and leadership lessons.

### **The Care and Feeding of New G/T Coordinators**

**TAGT Core Area:** Law and Policy; Other  
**National Standard:** Professional and Ethical Practices  
**Strand:** Coordinators  
**Audience:** Coordinators/Administrators  
**Grade Level:** All Levels  
**Room:** 332 C  
**Presenter:** Jan DeLisle, Lovejoy ISD; Pam Cooper, Keller ISD; Patti Cryer, Marble Falls ISD; and Bettye Edgington, Hurst-Euleless-Bedford ISD

If you are a new G/T Coordinator you may be feeling a little overwhelmed. You may not know what you do not know. This session, presented by the leaders of the TAGT G/T Coordinator's Division, shares the basic knowledge every newbie needs: the "must know", the where to find, and the whom to ask. Come for comfort and with questions. If we do not have answers, we will help you find them.

### **Reaching the Gifted Student**

**TAGT Core Area:** Creativity and Instructional Strategies  
**National Standard:** Instructional Strategies  
**Strand:** Technology  
**Audience:** Teachers  
**Grade Level:** Middle School  
**Room:** 332 D  
**Presenter:** Pamela Simmons-Brooks, Lovejoy ISD

How can you reach your gifted and talented students in non-traditional ways? Come and learn different methods to spark life-long learning and passion for your students. Methods discussed will include Pre-Assessments of Learning, Socratic Forums, Multiple Product Choices, Video Shorts, Blogging, and Wikis.

### **Standards-Based vs. Standards-Embedded Curriculum: Beyond Semantics**

**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:** Susan Rakow, Cleveland State University

Too many teachers today lament the loss of their "favorite" units--those that are most engaging. Why? "Standards" and "Testing" are too often the answers. This session describes how to embed standards in challenging units so students are both prepared for state assessments AND involved in excellent in-depth curriculum.

### **A Tree Octopus, Microwave Deflector Beanies, and Teaching Kids to Think Critically About the Internet**

**TAGT Core Area:** Creativity and Instructional Strategies  
**National Standard:** Language and Communication  
**Strand:** Student Research, Technology  
**Audience:** Teachers  
**Grade Level:** Elementary, Middle School  
**Room:** 332 F  
**Presenter:** Joel McIntosh, Prufrock Press Inc., and Laurie Westphal, Educational Consultant

Social networking, blogs, wikis, and standard Web sites offer a rich source of information to students using the Internet. But, when can this information be trusted? How do students evaluate the authenticity, bias, accuracy, and applicability of the information they find online? This session features practical ways to teach skills for evaluating Internet content. The presenters will offer fun activities and simulations that help students apply critical thinking skills to Internet content.

### **Giggles And Chuckles: Humor in the Thinking Classroom**

**TAGT Core Area:** Creativity and Instructional Strategies  
**National Standard:** Language and Communication  
**Strand:** English  
**Audience:** Teachers  
**Grade Level:** All Levels  
**Room:** 340  
**Presenter:** Janet Aaker Smith, Pieces of Learning

Learning and laughter go hand-in-hand. Humor engages attention, relieves boredom and stress, and promotes learning that is dramatic and long-lasting. Janet anchors this session in critical and creative thinking strategies to teach how to use fun grouping strategies, logic puzzles, content related jokes and riddles, kinesthetic reinforcement, and much more. These strategies will motivate and challenge your gifted students as well as promote cooperation and self-confidence. Humor . . . Free; Silliness . . . Optional; Hot Results . . . Priceless.

### **Theater on the Creek**

**TAGT Core Area:** Creativity and Instructional Strategies  
**National Standard:** Instructional Strategies  
**Strand:** Arts and Creativity, English, Social Studies  
**Audience:** Teachers  
**Grade Level:** High School  
**Room:** 342 A  
**Presenter:** Penny Rosas, Katy ISD

Participants will view the process of students writing and performing original plays based upon Supreme Court decisions from the Gilded Age. Student work will be available for viewing.

### **Student Performance Does Not Stand Alone**

**TAGT Core Area:** Nature and Needs; Social and Emotional Needs  
**National Standard:** Foundations  
**Strand:** Guidance, Parenting  
**Audience:** All  
**Grade Level:** All Levels  
**Room:** 342 B  
**Presenter:** Donda Slaydon, New Caney ISD, and Susan Jackson, Urban Talent Research Institute-University of Houston

Student performance does not stand alone. In this era of high stakes testing is an important overlooked commodity, affective development. Gifted students need emotional support more than ever! This session will promote activities, discussions, lessons, and communication ideas concerning all gifted students, including English Language Learners, non-white racial groups, and twice exceptional.

### **G/T Specialist as Instructional Coach: A Pilot Project in Process**

**TAGT Core Area:** Differentiated Curriculum; Program Options and Design  
**National Standard:** Instructional Planning  
**Strand:** Coordinators, Leadership  
**Audience:** Teachers, Coordinators/Administrators  
**Grade Level:** Primary, Elementary

**Room:** 342 C  
**Presenter:** Rachel Powell and Debi Taylor, Clear Creek ISD

To pull-out or push-in, that is the question. Come visit with a Clear Creek ISD campus G/T specialist who is piloting the role of a GT Instructional Coach on her campus. This role involves pushing-in to classes along with continued pull-out time. The goal of the role is to help strengthen the time G/T students spend in the regular classroom through actively coaching their classroom teachers while supporting the G/T learners with some pull-out time.

### **Opening Door to the Future**

**TAGT Core Area:** Differentiated Curriculum; Program Options and Design  
**National Standard:** Instructional Planning  
**Strand:** Coordinators, Student Research  
**Audience:** Teachers, Coordinators/Administrators  
**Grade Level:** All Levels  
**Room:** 342 D  
**Presenter:** Pam Jones, Grapevine-Colleyville ISD

Our students will live most of their lives in the 21st century. The Texas Future Problem Solving Program is designed to provide students in grades 4-12 with the unique opportunity to explore exciting topics from the vantage point of their impact on the future. Students learn creative and critical thinking skills and problem solving strategies.

### **Brain Research: What's Learning Got to Do With It!**

**TAGT Core Area:** Nature and Needs; Social and Emotional Needs  
**National Standard:** Development and Characteristics of Learners  
**Strand:** Educational Research  
**Audience:** All  
**Grade Level:** All Levels  
**Room:** 342 E  
**Presenter:** Laura McDuffie and Denise Kattan, Houston ISD

If we knew more about the brain, it would change our daily lives! Join us for stimulating conversations about how the brain thrives to survive. This session will include video clips, vignettes and interactive activities. This hot topic will create dynamic networks of conversation and catalyze parents, educators, and administrators' collective intelligence around the most interesting topic of the 21st century--the brain! This session is based on the work of Dr. John Medina; resources include his best selling book, *Brain Rules, Start Smart* by Dr. Pam Schiller and *Worksheets Don't Grow Dendrites* by Dr. Marcia Tate.

### **Take Learning Deeper with Investigation Centers**

**TAGT Core Area:** Differentiated Curriculum  
**National Standard:** Instructional Planning  
**Strand:** Curriculum Differentiation, Student Research  
**Audience:** Teachers, Coordinators/Administrators  
**Grade Level:** Elementary, Middle School  
**Room:** 342 F  
**Presenter:** Julie Sanders, Mandy Fulkerson, and Cindy DeLeon, Alief ISD

Provide your gifted students with challenge and choice through Investigation Centers. By putting a spin on traditional extension menus you will learn how to set up math, reading, or research investigation centers to extend

the thinking and learning of gifted students. Participants will have a chance to see examples of investigation centers, examples of student work, and various resources used to create investigation centers.

### **The Verbal-Nonverbal Intelligence Gap: A Key Element in Understanding Gifted Children from Poverty**

**TAGT Core Area:** Nature and Needs; Identification and Assessment  
**National Standard:** Development and Characteristics of Learners  
**Strand:** Coordinators, Educational Research  
**Audience:** Teachers, Coordinators/Administrators, University Educators  
**Grade Level:** Primary, Elementary  
**Room:** 350 D-F  
**Presenter:** Dr. Joyce Juntune, Texas A&M University; Jacqueline Newberry, Bryan ISD; and Fatih Kaya, Texas A&M University

Second language acquisition, impoverished environment, and isolation can all lead to gaps between a child's verbal and non-verbal intelligence levels. Gifted students with a gap between their verbal and non-verbal intelligence scores will struggle in a regular G/T program. This session will look at this problem and discuss how it affects identification, learning and achievement. Ideas will be shared that teachers can use to build verbal intelligence in their classroom as a part of the teaching/learning process.

### **Be a WebCam Can**

**TAGT Core Area:** Creativity and Instructional Strategies  
**National Standard:** Instructional Strategies  
**Strand:** English, Technology  
**Audience:** All  
**Grade Level:** Elementary, Middle School  
**Room:** 351 A/D  
**Presenter:** Lindsay Jones, Deborah Havens, and Julie Salley, Round Rock ISD

This presentation is intended to demonstrate several easy ways in which a WebCam can be used with students in the classroom. We'll show you how to use the WebCam to manipulate your image with accessories, take pictures, capture video, record narration, enable video conferencing, and make an inexpensive document camera.

### **Making Social Studies Different for G/T and Advanced Learners**

**TAGT Core Area:** Differentiated Curriculum  
**National Standard:** Instructional Planning  
**Strand:** Curriculum Differentiation, Social Studies  
**Audience:** Teachers, Coordinators/Administrators  
**Grade Level:** Elementary, Middle School  
**Room:** 351 B/E  
**Presenter:** Debbie Behling, Region 4 ESC

Experience how to differentiate the content, process, and products for a gifted/advanced student in a social studies classroom. Presenter will share content-specific activities that demonstrate how to increase the depth and complexity with social studies content.

### **Getting Started with Arts Integration**

**TAGT Core Area:** Creativity and Instructional Strategies; Program Options and Design  
**National Standard:** Instructional Planning  
**Strand:** Administrators, Arts and Creativity  
**Audience:** Teachers, Coordinators/Administrators  
**Grade Level:** Primary, Elementary  
**Room:** 351 C/F  
**Presenter:** Dr. Hope Wilson, Stephen F. Austin State University, and Dr. Jill Adelson, University of Louisville

In this introductory lesson, we will use our combined experience as an art teacher and a classroom teacher to explain how to integrate the arts into the elementary classroom curriculum. For teachers and coordinators who are anxious to expand their students' experiences, but need a place to start, this presentation will present steps to a successful arts integration lesson or unit and a rationale for using arts in the curriculum. Providing examples of successful collaborations as well as easy to implement strategies, this presentation will help you be on your way to successful arts integration!

### **The Squeaky Wheel and the Grease: How Local G/T Parent Groups Can Connect Parents and Serve Students**

**TAGT Core Area:** Social and Emotional Needs; Other  
**National Standard:** Collaboration  
**Strand:** Coordinators, Parenting  
**Audience:** Parents, Coordinators/Administrators  
**Grade Level:** All Levels  
**Room:** 352 A  
**Presenter:** Susan Sweeney, Katy Parents of Gifted and Talented Students. Inc.

Local G/T parent groups can break through the isolation that G/T parents often feel, serve the needs of gifted students and work constructively with educators. A Houston-area G/T parent group leader will share the strategies that have helped the group flourish for more than 23 years. From simple to complex, there will something for everyone to take home and adapt to their community. The simple ideas will allow you to connect and serve even if you do not have the energy to start a formal organization.

### **Identifying and Growing Gifted Students from Ethnic Minority Groups**

**TAGT Core Area:** Nature and Needs; Identification and Assessment  
**National Standard:** Development and Characteristics of Learners  
**Strand:** Dual Language/Multicultural, English  
**Audience:** Teachers, Coordinators/Administrators  
**Grade Level:** High School  
**Room:** 352 B  
**Presenter:** John Mitchell, Alison Hillis, Kate Jackson, and Andy Stewart, Lufkin ISD

Presenters from the gifted program at Lufkin High School will share research that has prompted the creation of G/T classes for Hispanic male students and African American female students. In addition, presenters will provide attendees with methods to identify students best served from these classes and with curriculum ideas that inspire both learning and the growth of skills among students in these groups.

### **Assessing Creative Mini-Products in the Science Classroom.**

**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:** Dr. Sandra Olson, Region 4 ESC

Examine a model of creativity applied to the science curriculum, recognize personal qualities of creative science students, and develop a rubric using the Creative Product Analysis Matrix to assess creative products.

### **The Joys of Non Fiction**

**TAGT Core Area:** Creativity and Instructional Strategies  
**National Standard:** Instructional Strategies  
**Strand:** English  
**Audience:** Teachers  
**Grade Level:** Elementary, Middle School  
**Room:** 352 D-F  
**Presenter:** Dr. Keith Polette, University of Texas at El Paso

Students often get bogged down when they tackle nonfictional texts. This workshop will demonstrate ways to enable all language arts students to develop the essential skills they need to read and write nonfiction. "Best practices" will also be shared in these areas: techniques for setting purposes before reading, strategies for developing comprehension, ways to write nonfiction, and methods to stop the copying when students write research reports.

### **Making Algebra Child's Play® with Hands-On Equations®**

**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:** Jean James, Borenson and Associates, Inc.

Participants will experience this teaching methodology for providing young gifted students with an intuitive basis for working with algebraic linear equations and verbal problems. By making the concepts of algebra visual & kinesthetic, the gifted student can quickly abstract the concepts and advance in his/her learning algebraic concepts.

### **Taking it Up: Effective Strategies for Developing Expertise in Advanced Learners**

**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:** 362 B/E  
**Presenter:** Angela Schreiber, Hillary Waggoner, Lisa Sparkman, Pflugerville ISD

Just what is expertise anyway? Why should I implement instructional strategies that develop expertise in my gifted students? Implementation strategies for applying best G/T instructional practices will be shared, from the parallel curriculum model to creative problem solving. Methods for establishing mentorships with local professionals as well as a variety of resources will be shared. Educators will leave with a variety instructional tools for their teaching arsenal.

### **Empowering Strategies for K-2 Writing**

**TAGT Core Area:** Creativity and Instructional Strategies  
**National Standard:** Language and Communication  
**Strand:** English  
**Audience:** Teachers  
**Grade Level:** Primary  
**Room:** 362C/F  
**Presenter:** Martha Hammett, Empowering Writers

Participants will explore the reading-writing connection, examine the developmental stages of writing, practice age-appropriate summarization skills, recognize story critical elements, share the power of vivid elaboration and learn games for vocabulary development and techniques for building suspense.

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

#### **Brain-Based Instruction for the Very Young Child**

**TAGT Core Area:** Differentiated Curriculum  
**National Standard:** Instructional Planning  
**Strand:** Educational Research, Mathematics, Science  
**Audience:** Teachers, Parents  
**Grade Level:** Primary  
**Room:** 310 A/D  
**Presenter:** Susan Paul, Houston ISD

Discover how the very young child's brain learns math and science. The latest research will be shared as well as fun interactive activities. Find out the research behind why we teach the way we do. Come learn and laugh with us!

#### **Exploratory Labs for Middle School Science**

**TAGT Core Area:** Creativity and Instructional Strategies  
**National Standard:** Instructional Strategies  
**Strand:** Curriculum Differentiation, Science  
**Audience:** Teachers  
**Grade Level:** Middle School  
**Room:** 310 B/E  
**Presenter:** Libby Rhoden and Beverly Corey, Pasadena ISD

Exploratory labs are excellent for making observations, drawing conclusions, and designing your own investigations. Materials are provided, boundaries are set, questions presented, exploring begins. These labs are created using TEKS objectives and higher level thinking strategies. Teachers will have the opportunity to see actual labs set up and will be encouraged to explore the materials. All four science TEKS objectives will be addressed.

## **Algebra and Geometry, for Real? Of Course!**

<b>TAGT Core Area:</b>	Differentiated Curriculum; Program Options and Design
<b>National Standard:</b>	Instructional Planning
<b>Strand:</b>	Arts and Creativity, Mathematics, Student Research
<b>Audience:</b>	Teachers, Coordinators/Administrators
<b>Grade Level:</b>	Middle School, High School
<b>Room:</b>	310 C/F
<b>Presenter:</b>	Patrick Green and Trudy Pzynski, Trinity Episcopal School

Presenters will detail a year-long middle school interdisciplinary project that brings Algebra, Geometry, and Business Math to life while engaging a full spectrum of academic skills. Teams plan and develop a golf course as a business venture. Students plan budgets, develop marketing, design course layout, create scaled blueprints and physical models, calculate general and overall slope for each hole using linear equations, and more. In addition to math skills, students apply skills in technology and research, speech and presentation, design, written composition, business planning, teamwork, goal-setting and time management.

## **TPSP x 3: What We've Learned**

<b>TAGT Core Area:</b>	Differentiated Curriculum; Program Options and Design
<b>National Standard:</b>	Instructional Planning
<b>Strand:</b>	Curriculum Differentiation, Student Research
<b>Audience:</b>	Teachers, Coordinators/Administrators
<b>Grade Level:</b>	All Levels
<b>Room:</b>	320 A/D
<b>Presenter:</b>	Amy Kiszka and Ruth Baxter, Clear Creek ISD

According to TEA, "The TPSP is a statewide standards and assessment system you can use to capture the high levels of achievement of gifted and talented students." How to fit the TPSP into an already-packed curriculum is a challenge. In one G/T magnet, a full-scale implementation, offering all product choices to more than 150 eighth graders per year, has been available for three years. Teachers will share strategies and innovations including scheduling student work sessions, presentation planning and advisory groups.

## **Shakespeare's Women!**

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

Shakespeare man brings lively insights into the life and work of William Shakespeare and English history. This in-costume presentation will illustrate his innovative method of reinforcing, and adding value to, class work, grades 5-12+. The presentation will focus on significant women in Shakespeare's life and work, bringing the man behind the words to vivid life, and is rooted in the cultural and social context within which Shakespeare lived.

## **Beyond Anne Frank: Other Holocaust-era Diaries**

**TAGT Core Area:** Creativity and Instructional Strategies  
**National Standard:** Instructional Strategies  
**Strand:** English, Social Studies  
**Audience:** Teachers, University Educators  
**Grade Level:** Middle School, High School  
**Room:** 320 C/F  
**Presenter:** Dr. Mary Webeck and Cynthia Capers, Holocaust Museum Houston

This presentation will expand teacher awareness of primary source materials that relate to the Holocaust, preparing teachers to work with different geographic representations and gender experiences of the Holocaust and to develop a better understanding of the use of diaries and memoirs as writing models for the G/T level student.

### **Using the RTI Approach with Gifted Underachievers**

**TAGT Core Area:** Identification and Assessment; Social and Emotional Needs  
**National Standard:** Learning Environments and Social Interactions  
**Strand:** Coordinators, Guidance  
**Audience:** Teachers, Counselors, Coordinators/Administrators  
**Grade Level:** All Levels  
**Room:** 322  
**Presenter:** Carolyn Coil, Pieces of Learning

Gifted underachievers are students who have the potential for high achievement but are unsuccessful in school. Learn how the RTI (Response to Intervention) approach can be used to develop specific academic and behavioral interventions that meet the needs of gifted underachievers and how to monitor student progress. See examples of how individual student progress can be monitored through an easy-to-use Progress Monitoring Form. This form targets problem areas for underachievers, the interventions tried, and shows ways to measure progress with formative assessments throughout the intervention process.

### **Differentiated Activities for Gifted Children in the K-2 Classroom**

**TAGT Core Area:** Creativity and Instructional Strategies  
**National Standard:** Instructional Strategies  
**Strand:** Curriculum Differentiation, English  
**Audience:** Teachers, Coordinators/Administrators  
**Grade Level:** Primary  
**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 primary classroom. Leave with a wealth of classroom-proven activities your gifted students will love!

### **Duke University Talent Identification Program**

**TAGT Core Area:** Other  
**National Standard:** Collaboration  
**Strand:** Coordinators  
**Audience:** All  
**Grade Level:** Elementary, Middle School, High School

**Room:** 332 A  
**Presenter:** Traci Guidry, Duke University Talent Identification Program

Come learn how Duke TIP can help supplement your school or district's educational offerings for the academically gifted. With its many educational programs, opportunities, partnerships, and resources, you can easily provide your school with the tools it needs to assist youth, their parents, and G/T educators. From talent searches to summer studies to AP manuals and research, there is something for everyone!

### **Civic Education: Developing Leaders for Today's World**

**TAGT Core Area:** Creativity and Instructional Strategies; Program Options and Design  
**National Standard:** Instructional Strategies  
**Strand:** Administrators, Leadership  
**Audience:** All  
**Grade Level:** Middle School  
**Room:** 332 B  
**Presenter:** Katrina Weimholt and Jill Manske, Northwestern University Center for Talent Development

Media and popular culture surround us with stories of poverty and urban decay. Politicians tout education, health care and welfare reform. What's the root of these issues and what can we do? Service-learning programs like the Civic Education Project give gifted students tools for community development and social change. Presenters discuss program models; explore how service-learning embraces diversity, supports students holistically and helps them grow academically and as citizens; and review salient research. Attendees will come away with best practices for identifying, designing, and facilitating high-quality service-learning experiences in their own schools and communities.

### **Identifying Underrepresented: Leveling the Playing Field**

**TAGT Core Area:** Nature and Needs; Identification and Assessment  
**National Standard:** Development and Characteristics of Learners  
**Strand:** Administrators, Coordinators  
**Audience:** Teachers, Coordinators/Administrators  
**Grade Level:** Primary, Elementary  
**Room:** 332 C  
**Presenter:** Barbara Myer, Allen ISD

Leveling the Playing Field is an approach to advance students by exposing them to thinking and learning strategies they may not have experienced otherwise. By building students' capacity for higher level learning, they will "hit the ball out of the park" when afforded the opportunity of identification into a gifted program. Allen ISD has initiated an "Enrichment Program" at three of our diverse population campuses in hopes to increase the number of students for possible identification into our gifted program. Each participant will be provided with a list of best practices resources and strategies to take back to your school!

### **Checkmating Advisory Boredom**

**TAGT Core Area:** Differentiated Curriculum; Program Options and Design  
**National Standard:** Instructional Planning  
**Strand:** Administrators, Coordinators  
**Audience:** Teachers, Coordinators/Administrators  
**Grade Level:** All Levels

**Room:** 332 D  
**Presenter:** Dr. Alexey Root, The University of Texas at Dallas

Advisory may bore gifted students if it is only announcements or study hall. Research supporting enrichment advisory, implementation at a North Texas middle school, and how to run an enrichment chess advisory are covered in this presentation by former U.S. Women's Chess Champion, Dr. Alexey Root.

### **A Quest for Power: Pudd'nhead Wilson and "For the Jim Crow Mexican Restaurant in Cambridge"**

**TAGT Core Area:** Differentiated Curriculum; Program Options and Design  
**National Standard:** Instructional Planning  
**Strand:** Curriculum Differentiation, English, Social Studies  
**Audience:** Teachers, Coordinators/Administrators  
**Grade Level:** Middle School  
**Room:** 332 E  
**Presenter:** Michael Cannon and Mary Ann Clark, El Paso ISD

How to host a murder mystery party; crafting an American notebook; T.H. White and the use of Arthurian legend as an allegory on government; Gone with the Wind; A Modest Proposal; The Road Not Taken; elegiac laments; Portrait of Jennie; American Humor— How can these be delivered through a rigorous, standards-based G/T curriculum? Crafting curriculum through thematic instruction and the Parallel Curriculum Model enables students to embark on a quest for "Power." This session will not only cover this thematic curriculum but will also discuss the framework for developing this type of differentiated curriculum.

### **Digital Storytelling Projects**

**TAGT Core Area:** Creativity and Instructional Strategies  
**National Standard:** Language and Communication  
**Strand:** Arts and Creativity, Technology  
**Audience:** Teachers, Parents  
**Grade Level:** All Levels  
**Room:** 332 F  
**Presenter:** Kelli Erwin, Pasadena ISD

Learn to use PhotoStory3 (free sourceware program) to create meaningful projects in video format. Take your digital pictures and bring them to life with voice overs, music and text to create a final project. Students can use this program easily to create videos based on museum visits or field trips, digital portfolios from still shots of their artwork, narrated video timeline of a historical event and many other projects. Attendees will leave with instructions for downloading the program, instructions for how to use it, and ideas for student projects and free, copyright-friendly websites for student use.

### **Beyond Basals**

**TAGT Core Area:** Differentiated Curriculum  
**National Standard:** Instructional Planning  
**Strand:** Curriculum Differentiation, English  
**Audience:** Teachers, Coordinators/Administrators  
**Grade Level:** Primary, Elementary  
**Room:** 340  
**Presenter:** Mary Cole, Engine-Uity, Ltd.

How do you provide truly differentiated literature experiences for one or two students who are reading well above grade level when you have a classroom full of other kids who need what the basal offers? Come learn how to create easy-to-implement centers (based upon trade books that YOU choose) that feature hands-on, long term activities that stress the understanding and enjoyment of good literature and introduce students to a wide variety of ways to share books. Based on Bloom's Taxonomy, these centers can be the foundation of an appropriate, literature-based reading program your gifted students can pursue independently.

### **People and the Planet: Interdisciplinary Lessons for a World of Seven Billion**

**TAGT Core Area:** Differentiated Curriculum  
**National Standard:** Instructional Planning  
**Strand:** Curriculum Differentiation, Social Studies  
**Audience:** Teachers, Coordinators/Administrators  
**Grade Level:** Middle School, High School  
**Room:** 342 A  
**Presenter:** Diedre Cook, Katy ISD

As the world population grows, so does competition for natural resources and the challenges to protect the environment. Engage in lively, interdisciplinary curricula that explore impacts of human activities on land use, ecosystems and health. Demonstrated techniques include problem-solving exercises, role-playing simulations and concept-mapping. Take home a free CD-ROM of lesson plans, all matched to the TEKS for social studies, science and math!

### **College Roulette: Looking at Admissions at Highly Selective Universities**

**TAGT Core Area:** Other  
**National Standard:** Collaboration  
**Strand:** Guidance, Parenting  
**Audience:** Parents, Counselors  
**Grade Level:** Middle School, High School  
**Room:** 342 B  
**Presenter:** Sharon Vann, Texas Academy of Mathematics and Science

Admission to highly selective universities is much like playing roulette, and the odds are about the same, even for a gifted child. We will discuss the realities of admissions at these schools and what parents and students can do to improve the odds. Topics include the testing scores that colleges look for, as well as extracurricular activities, work experience, community service, and honors and awards received. The short answer questions and the entrance essay will also be discussed. Time will be provided for general questions and answers regarding the college application process and timeline of major events for college-bound students.

### **INQUIRE Academy: Bryan ISD's Gifted Middle School Magnet**

**TAGT Core Area:** Differentiated Curriculum; Program Options and Design  
**National Standard:** Instructional Planning  
**Strand:** Administrators, Coordinators, Curriculum Differentiation  
**Audience:** Teachers, Coordinators/Administrators  
**Grade Level:** Middle School  
**Room:** 342 C  
**Presenter:** Beth Barnes and Diana Hood, Bryan ISD

This session takes an in-depth look at Bryan ISD's INQUIRE Academy, a school-within-a-school middle school magnet, serving identified gifted and high-achieving students, grades 6-8. INQUIRE combines clustering of gifted students into classes, use of a compacted math and science curriculum, opportunity for acceleration in areas of student strength, the experience of multiage classrooms, earning of high school credit while in middle school, and use of the International Baccalaureate Middle Years Programme to create a challenging learning environment for gifted students. Come and see gifted research in practice!

### **Texas Future Problem Solving Program Community Problem Solving**

**TAGT Core Area:** Differentiated Curriculum; Program Options and Design  
**National Standard:** Instructional Strategies  
**Strand:** Curriculum Differentiation, Leadership, Student Research  
**Audience:** Teachers, Coordinators/Administrators  
**Grade Level:** All Levels  
**Room:** 342 D  
**Presenter:** Cyd Rogers, Texas Future Problem Solving Program

This session is an introduction to the Community Problem Solving Division of the Texas Future Problem Solving Program. The presenter is the Texas FPSP State Director that conducts the component for the state program. She will present the problem solving process used by the students to develop a Community Problem Solving project and give strategies for integrating Community Problem Solving into the curriculum.

### **Is Giftedness Indicative of Academic Achievement?**

**TAGT Core Area:** Identification and Assessment  
**National Standard:** Assessment  
**Strand:** Coordinators, Educational Research  
**Audience:** Teachers, Coordinators/Administrators  
**Grade Level:** Primary, Elementary  
**Room:** 342 E  
**Presenter:** Charissa Govan, Texas A&M University-Commerce

This presentation analyzes the research conducted to determine the Texas Assessment of Knowledge and Skills (TAKS) Reading achievement of Gifted and Talented (G/T) 5th grade students who were identified in their 1st or 2nd grade year as G/T based on their Reading scores on the Iowa Test of Basic Skills (ITBS) compared to the ITBS and TAKS scores of their non-gifted peers. It is anticipated that the findings would expose the reality that using academic achievement, as defined by performance on standardized assessments (TAKS and ITBS), during the identification process is not an accurate measure of academic giftedness.

### **Assessment Rubrics for Student Success**

**TAGT Core Area:** Identification and Assessment  
**National Standard:** Assessment  
**Strand:** Curriculum Differentiation  
**Audience:** Teachers, Coordinators/Administrators  
**Grade Level:** All Levels  
**Room:** 342 F  
**Presenter:** Dodie Merritt, Pieces of Learning/Illinois CUSD 424

Assess what students know, determine what they still need to learn, and support uniform standards through instructional rubrics. See how criteria cards effectively set product assessment expectations for students and

streamline the assessment process. Compare simple/complex, holistic/analytic, formative/ summative, and task-specific/unit rubrics for assessing a variety of student products.

### **Stress, Perfectionism, and Depression in Gifted Children**

**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:** 350 D-F  
**Presenter:** Dr. James Webb, Great Potential Press, Inc.

Stress, perfectionism and depression are frequent in gifted children. Although gifted children need challenges, undue stress, perfectionism, and depression seldom come from specific situations or tasks. Instead they are more likely to come from what we say to ourselves about the events and about ourselves. This workshop focuses on such concepts as self-talk, irrational beliefs, and self-management of stress. Specific techniques are described to help prevent and overcome perfectionism and depression, along with ways to build habits of resiliency.

### **Promoting Academic Investigations: From First Hand Inquiry to Practicing Professional**

**TAGT Core Area:** Differentiated Curriculum; Program Options and Design  
**National Standard:** Instructional Planning  
**Strand:** Curriculum Differentiation, Student Research, Technology  
**Audience:** Teachers, Coordinators/Administrators  
**Grade Level:** Elementary, Middle School  
**Room:** 351 A/D  
**Presenter:** Deborah Crawford, Renzulli Learning Systems

Provide opportunities for students to become actual investigators of real problems through suitable means of inquiry and transfer their findings to bear on relevant audiences bringing learning to life. Students require support in the development of intellectually creative products, from the collection of data integrated with advanced problem solving techniques, to the application of research strategies combined with artistic procedures typically implemented by investigators within various fields of study achieving an outcome comparable to that of a practicing professional.

### **Celebrating America's Identity**

**TAGT Core Area:** Creativity and Instructional Strategies  
**National Standard:** Instructional Strategies  
**Strand:** Social Studies  
**Audience:** Teachers, Coordinators/Administrators  
**Grade Level:** Primary, Elementary  
**Room:** 351 B/E  
**Presenter:** Kathy Aldridge and Jeanne Wray, State Bar of Texas

Maximize the "teachable moments" provided by the celebrations of Presidents' Day, Constitution Day, and other holidays by using the interactive lessons that you will receive in this session. The LRE activities develop critical and creative thinking while simultaneously promoting an understanding of the American beliefs and principles that contribute to our national identity.

## **Cloudy with a Chance of...Creativity: Valuing and Assessing Creativity in G/T Identification and Curriculum**

**TAGT Core Area:** Creativity and Instructional Strategies  
**National Standard:** Instructional Strategies  
**Strand:** Coordinators, Arts and Creativity  
**Audience:** Teachers, Coordinators/Administrators  
**Grade Level:** Primary, Elementary  
**Room:** 351 C/F  
**Presenter:** Dr. Mary Christopher, Hardin-Simmons University, and Dianne Fowler, Bangs ISD

Do you recognize creative thinkers in the classroom but need criteria and assessment "tools" to document your observations? This session returns to the cloudy issue of creativity and offers resources to precipitate the consideration and "chances of creativity" in the forecast of G/T identification. Come splash in the rainfall!

## **Feed the Need: Parenting a Highly Creative Gifted Child**

**TAGT Core Area:** Nature and Needs; Social and Emotional Needs  
**National Standard:** Individual Learning Differences  
**Strand:** Arts and Creativity, Parenting  
**Audience:** Parents, Counselors  
**Grade Level:** All Levels  
**Room:** 352 A  
**Presenter:** Angela Standridge, Parent/Region 4 ESC, and Rodger Standridge, Houston ISD

Keeping up with our 11-year old, very creative gifted son is more than a 24/7/365 job. This session will explore some of the challenges we have encountered as well as tips and tricks we have learned along the way. One must have a relaxed attitude, a balanced perspective and a sense of humor. We have learned there is much more involved than just finding the right school or enrichment activities and that accomplishments can be measured in a myriad of ways, the least of which is academic achievement.

## **Supporting the Needs of the Gifted English Language Learner and the Culturally Diverse Learner**

**TAGT Core Area:** Social and Emotional Needs; Program Options and Design  
**National Standard:** Learning Environments and Social Interactions  
**Strand:** Administrators, Coordinators, Dual Language/Multicultural, Guidance  
**Audience:** All  
**Grade Level:** All Levels  
**Room:** 352 B  
**Presenter:** Patry Lerwick, El Saber Enterprises, and Dr. Joyce Miller Texas A&M University-Commerce

A panel discussion with representatives from different regions of the state will meet and discuss practical ways that they have found in supporting the needs of underrepresented populations in their districts or region. Members from the audience will have the opportunity to join in the discussion and get answer to their questions. This is an excellent networking opportunity.

## **Top Hits: Infusing Creativity and Critical Thinking into Science Instruction**

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

**Strand:** Science  
**Audience:** Teachers  
**Grade Level:** Elementary  
**Room:** 352 C  
**Presenter:** Karen McCollister, McKinney ISD

Critical thinking and creativity techniques integrated with brain-based strategies increase students' memory, involvement, and ability to learn. Explore a science topic from various angles and perspectives with visuals, music, song, movement, storytelling, and technology. Leave with research-based strategies that are simple to implement, fun to share, increase academic rigor, better support English Language Learners, work across the disciplines, and allow your students to make connections that stick.

### **Differentiating Instruction Using Menus**

**TAGT Core Area:** Differentiated Curriculum  
**National Standard:** Instructional Planning  
**Strand:** Curriculum Differentiation  
**Audience:** Teachers, Coordinators/Administrators  
**Grade Level:** Elementary, Middle School  
**Room:** 352 D-F  
**Presenter:** Laurie Westphal, Educational Consultant

This session will show participants how to differentiate and build a passion for learning in their classroom through the use of instructional choice menus. Come prepared to brainstorm ideas and leave ready to create your own menus using the templates provided.

### **Developing Mathematical Promise with Project M3: Mentoring Mathematical Minds**

**TAGT Core Area:** Differentiated Curriculum  
**National Standard:** Instructional Planning  
**Strand:** Curriculum Differentiation, Mathematics  
**Audience:** Teachers, Coordinators/Administrators, University Educators  
**Grade Level:** Primary, Elementary  
**Room:** 362 A/D  
**Presenter:** Karen Reed, Kendall Hunt Publishing Co.

Help your students assume the role of mathematicians as they develop critical and creative thinking skills in solving real problems. Project M3, a national Javits-supported curriculum, is designed to nurture and excite mathematical talent in elementary students. In this session you will experience hands-on lessons used to challenge and invigorate budding mathematicians. You will also learn teaching strategies and questioning techniques that help solidify student understanding.

### **Reaching the Kinesthetic Learner in Today's Elementary Classroom**

**TAGT Core Area:** Creativity and Instructional Strategies  
**National Standard:** Instructional Strategies  
**Strand:** Arts and Creativity, Curriculum Differentiation  
**Audience:** Teachers  
**Grade Level:** Primary  
**Room:** 362 B/E  
**Presenter:** Alicia Press, Ector County ISD

This session will take an in-depth look at current research demonstrating the strong connection between a student's mind and body. Participants will learn to identify kinesthetic learners, and how to keep them actively engaged in their learning. Course participants will be amazed at how easy it is to create learning opportunities where students can touch, feel, and experience their learning in every core academic area. Participants will leave with a "toolbox" of lesson ideas sure to have any classroom actively engaged in hands-on learning!

### **Big Problems for Little People!**

**TAGT Core Area:** Creativity and Instructional Strategies  
**National Standard:** Instructional Strategies  
**Strand:** Arts and Creativity  
**Audience:** Teachers, Parents  
**Grade Level:** Primary, Elementary  
**Room:** 362C/F  
**Presenter:** Deanna McSwain, Ysleta ISD

Early childhood gifted students can be challenged! Use H.O.T.S. through the use of logic problems, tangrams, and other mind-building activities. You will not be bored and you will take things to do in your classroom when you return from this conference. Some of you will go home with a door prize, too!

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

#### **Trippin' on a Shoestring Budget**

**TAGT Core Area:** Differentiated Curriculum  
**National Standard:** Instructional Planning  
**Strand:** Arts and Creativity  
**Audience:** Teachers, Parents, Coordinators/Administrators  
**Grade Level:** Primary, Elementary  
**Room:** 310 A/D  
**Presenter:** Donna Alexander, Lahri Gentry, Chasity Mixon, Becky Sharp, and Sue Stevens, Wills Point ISD

How can a rural, Title I school meet the needs of and reward their gifted students? Receive information on fundraisers, scope and sequences, and day trips covering a 3-year rotation of thematic units. Topics include "Texas Treasures," "The Great Outdoors," and "Communication/Transportation." More itineraries to share than last year. Let's turn this session into a round table discussion and share ideas.

#### **Out of This World With Space Junk**

**TAGT Core Area:** Creativity and Instructional Strategies  
**National Standard:** Instructional Strategies  
**Strand:** Science, Student Research  
**Audience:** Teachers  
**Grade Level:** Primary, Elementary  
**Room:** 310 B/E  
**Presenter:** Margaret Needler and Dana Berry, Pearland ISD

Introduce your students to Rooster Brewster, Space Junk Hunk and the challenges of space junk. Explore ways to entice your gifted learners to research the universal problems of space jnk and to create solutions. Participate in research based activities that include mind maps and Space Junk Pictionary. Learn how to encourage students to

express their solutions through a variety of learning styles including writing songs, poems, or raps, drawing advertisements, building space junk collectors or acting out skits. These activities can be modified to use in grade levels 1-4. Your final products will be out of this world!

### **The Basics of Mental Math**

**TAGT Core Area:** Creativity and Instructional Strategies  
**National Standard:** Instructional Strategies  
**Strand:** Mathematics  
**Audience:** Teachers, Parents  
**Grade Level:** Elementary, Middle School  
**Room:** 310 C/F  
**Presenter:** Eduardo Reyna, McAllen ISD

This session is for teachers, students, and parents interested in learning about the basics of mental mathematics. It is a must for those exploring UIL Number Sense. Participants will be able to mentally calculate problems such as  $25 \times 84168$ ,  $75 \times 1244$ , and  $125 \times 8488$ . An extensive user-friendly handout will be distributed to all participants. Teachers, motivate your students and enrich their learning through "The Basics of Mental Math."

### **Advanced Level Products**

**TAGT Core Area:** Differentiated Curriculum  
**National Standard:** Instructional Planning  
**Strand:** Coordinators, Arts and Creativity, Curriculum Differentiation, Student Research  
**Audience:** Teachers, Parents, Coordinators/Administrators  
**Grade Level:** Primary, Elementary  
**Room:** 320 A/D  
**Presenter:** LeeAnn Harkins, Erika O'Connor, Karen Maples, and Linda Angelosante, Marble Falls ISD

Marble Falls ISD Elementary Challenge Lab teachers will present a variety of advanced level product ideas for K-5 that enhance learning for the gifted and advanced student population. Products will reflect depth and complexity of their learning. Attendees will have a glimpse of products generated from research, book studies, independent studies, and extension activities.

### **Teach Shakespeare in the Elementary and Middle School Classrooms**

**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:** 320 B/E  
**Presenter:** Revathi Balakrishnan, Round Rock ISD

Shakespeare as early as 4th grade? Yes! Teach higher-level thinking skills and differentiate while students enjoy the bard's plays. Learn how to implement Shakespeare in the classroom, while covering many reading, writing, listening and speaking TEKS in the process. No more searching for multiple texts to teach irony, symbolism, character, plot, and universal truths. It is all here in Shakespeare's plays. Presenter will help you get started, identify resources, and suggest opportunities for students to perform.

## **Introduction to Differentiation**

<b>TAGT Core Area:</b>	Differentiated Curriculum
<b>National Standard:</b>	Instructional Planning
<b>Strand:</b>	Curriculum Differentiation
<b>Audience:</b>	Teachers
<b>Grade Level:</b>	All Levels
<b>Room:</b>	320 C/F
<b>Presenter:</b>	Erin Barre, Crowley ISD

Come and explore the principles and practices that allow for successful differentiation. This entry level workshop will reduce a daunting task into manageable ideas that you can implement in your classroom immediately. Teachers of all classes and levels are welcome.

## **Creating and Implementing Layered Lessons**

<b>TAGT Core Area:</b>	Differentiated Curriculum; Program Options and Design
<b>National Standard:</b>	Instructional Planning
<b>Strand:</b>	Curriculum Differentiation
<b>Audience:</b>	Teachers, Coordinators/Administrators
<b>Grade Level:</b>	All Levels
<b>Room:</b>	322
<b>Presenter:</b>	John Lester, Lester & Associates Educational Consulting/Ohio Leadership Institute

Layered Lessons are designed to meet the differentiated needs of diverse learners in the age of standards. Lessons are designed from TEKS to reach students working below grade level, at grade level and gifted students working above grade level. Mastery of the TEKS included in the lesson is the ultimate goal of the lesson and is reached with the same assessment for all students. Creating the lesson and lesson examples from pre-assessment through assessment is highlighted along with classroom and resource room implementation.

## **Differentiating with Graphic Organizers: Tools to Foster Critical and Creative Thinking**

<b>TAGT Core Area:</b>	Differentiated Curriculum
<b>National Standard:</b>	Instructional Planning
<b>Strand:</b>	Curriculum Differentiation
<b>Audience:</b>	Teachers, Coordinators/Administrators
<b>Grade Level:</b>	All Levels
<b>Room:</b>	330
<b>Presenter:</b>	Patti Drapeau, University of Southern Maine

The focus of this workshop is to foster critical and creative thinking using cognitive graphic organizers in the differentiated classroom. Participants gain insights into six different ways to differentiate using graphic organizers. Through interactive activities, they will use two and three dimensional graphic organizers to compare the difference between open ended and directed prompts, determine which organizer to use with critical and creative thinkers, and discuss thinking skill rubrics as assessment tools.

## **T.A.C.K.L.E.--Thinking Across the Curriculum, Kicking Up Leveled Education**

<b>TAGT Core Area:</b>	Creativity and Instructional Strategies; Program Options and Design
<b>National Standard:</b>	Instructional Planning
<b>Strand:</b>	Student Research
<b>Audience:</b>	Teachers, Coordinators/Administrators

**Grade Level:** Elementary, Middle School  
**Room:** 332 A  
**Presenter:** Shannon Moyano, San Marcos CISD, and Heather Plaisance, Killeen ISD

T.A.C.K.L.E. was designed to encourage student enthusiasm towards challenging work. It has tiered instruction, independent study, student choice, and variety of activities for all students as well as gifted learners. It incorporates in-depth studies to take the students to new heights of learning. They like being able to make choices, present to their peers and community, and feel accomplished for the work they have done. Students look forward to T.A.C.K.L.E. activities with increased levels of intrinsic motivation and even take it upon themselves to further their knowledge at home.

### **When Is it My Turn? Implications and Practices for Teachers to Become Advocates for the Gifted Poor**

**TAGT Core Area:** Nature and Needs; Social and Emotional Needs  
**National Standard:** Foundations  
**Strand:** Administrators, Dual Language/Multicultural, Leadership  
**Audience:** All  
**Grade Level:** All Levels  
**Room:** 332 B  
**Presenter:** Alonzo Flowers, Rosie Banda, and Nick Zuniga, Texas A&M University

The myth that all children start at the same place, are encouraged in the same way, and are welcomed wherever they go to school, is just that—a myth. The reality is that students of color represent a significant portion of the educationally and socially disenfranchised, which has led to their underrepresentation in gifted programs. This presentation will provide a conceptual framework that will prompt educators to remain cognizant of the giftedness that is found among populations of economically disadvantaged students. It is vital for educators to embrace a new conceptualization of what giftedness truly entails.

### **The Magic of High School Mentorship**

**TAGT Core Area:** Differentiated Curriculum; Program Options and Design  
**National Standard:** Instructional Planning  
**Strand:** Coordinators, Student Research  
**Audience:** All  
**Grade Level:** High School  
**Room:** 332 C  
**Presenter:** Naomi Brown, Fort Bend ISD

Mentorship with a professional in the community provides authentic, hands-on opportunities for a select group of highly focused Gifted and Talented school juniors and seniors. Learn the benefits and challenges this program provides for your unique population of gifted high school students.

### **Organizing TPSP Product Expositions with Renzulli Learning Support**

**TAGT Core Area:** Creativity and Instructional Strategies; Program Options and Design  
**National Standard:** Instructional Planning  
**Strand:** Administrators, Coordinators, Curriculum Differentiation  
**Audience:** Teachers, Coordinators/Administrators  
**Grade Level:** Primary, Elementary  
**Room:** 332 D  
**Presenter:** Bill Wooton, Houston ISD

This presentation will show how the Houston ISD West Region and many of its elementary schools implemented TPSP with the support of Renzulli Learning System culminating with campus and a region-wide exposition. The presenter will give pointers and tips, show video and pictures of expos, and discuss other successes.

### **Differentiating for Gifted Primary Learners in the Mixed-Ability Classroom**

**TAGT Core Area:** Differentiated Curriculum; Program Options and Design  
**National Standard:** Instructional Planning  
**Strand:** Curriculum Differentiation  
**Audience:** Teachers, Coordinators/Administrators  
**Grade Level:** Primary, Elementary  
**Room:** 332 E  
**Presenter:** Joan Franklin Smutny, National-Louis University

This session enables primary teachers to differentiate the curriculum for gifted students in a simple and precise way without losing focus on essential learning goals and curriculum standards. The presenter will review such strategies as, compacting, tiered instruction, and project-centered learning. Considerable attention will also be given to the visual and performing arts as a creative resource for differentiating the language arts, social studies, and science curriculum.

### **Technology Roads Less Traveled: Evaluating and Shaping Deployment Strategies for Middle Grade Spans**

**TAGT Core Area:** Other  
**National Standard:** Collaboration  
**Strand:** Administrators, Technology  
**Audience:** All  
**Grade Level:** Middle School  
**Room:** 332 F  
**Presenter:** Leonard AVECILLA, Parents Advocating for Gifted Education, Keller ISD, and Steve Carlin, Katy Parents of Gifted and Talented

To achieve curriculum integration, sustainability, scalability, and synergy with legacy technology is a challenge. Funding and professional development solutions producing real gains for G/T programs are not “givens.” Starting with outcomes known to increase learning effectiveness, and then applying process improvement methods for program development, the probability for success can be increased. Quality management concepts from Baldrige to Lean Sigma to Microsoft corporate tools potentially improve technology ROI and learner benefits. This session offers an overview of such an approach.

### **Behind the Wizard’s Curtain: Questioning Strategies That Transport the Gifted from Kansas to Oz**

**TAGT Core Area:** Creativity and Instructional Strategies  
**National Standard:** Instructional Strategies  
**Strand:** Curriculum Differentiation  
**Audience:** Teachers  
**Grade Level:** Primary, Elementary  
**Room:** 340  
**Presenter:** Lisa Wellborn and Mark Wellborn, Plano ISD

What if the Scarecrow actually had a brain all along, but he was never asked the right question to let it show? Raise gifted students’ cognition and deepen their understanding through a series of higher level questioning

techniques for use in a heterogeneous classroom. Differentiate for the gifted utilizing higher level questioning techniques that make students producers of their learning rather than consumers. Leave with multiple ideas for immediate implementation in your classroom.

### **My Country Tisn't Thee...Yet! A Creative Walk Through Immigration**

**TAGT Core Area:** Differentiated Curriculum  
**National Standard:** Instructional Planning  
**Strand:** Leadership, Social Studies, Student Research  
**Audience:** Teachers, Coordinators/Administrators  
**Grade Level:** Elementary, Middle School  
**Room:** 342 A  
**Presenter:** Gayle Barron and Dawn Rogers, Keller ISD

Diverse describes our nation's citizens, many whose families entered the US through Ellis Island. Unless studying history is a passion, gifted students with different learning styles and interests need to "experience" history. Step One: Create a new culture. Step Two: Leave your native land for US soil. Step Three: Hands-on simulation traveling through Kellis Island (Keller, Texas version of Ellis Island) to become US Citizens. As we identify and serve a more unique gifted population, from twice exceptional to English as a second language, we can prepare each child to be creative and compassionate leaders.

### **Nurturing the Development of Female Gifted Adolescents**

**TAGT Core Area:** Nature and Needs; Social and Emotional Needs  
**National Standard:** Development and Characteristics of Learners  
**Strand:** Coordinators, Guidance, Parenting  
**Audience:** All  
**Grade Level:** Middle School, High School  
**Room:** 342 B  
**Presenter:** Dr. Linda Lucksinger, Angelo State University, and Bernadine Riojas, San Angelo ISD

This session focuses on the challenges faced by female gifted adolescents and the potential supports and interventions to help them meet these challenges. Areas covered are career choices, personal choices, and goal setting and goal achievement. Discussion related to Hispanic females is included.

### **Identifying Gifted Kindergarteners in a Diverse District**

**TAGT Core Area:** Identification and Assessment; Program Options and Design  
**National Standard:** Assessment  
**Strand:** Administrators, Coordinators  
**Audience:** Teachers, Coordinators/Administrators  
**Grade Level:** Primary  
**Room:** 342 C  
**Presenter:** Audra Rowell, Irving ISD

According to the Texas State Plan for Gifted Education, districts are encouraged to use a variety of instruments and procedures to assess students for gifted education, taking into account the diverse needs and intelligences of their population. Learn how Irving ISD screens all of its kindergarten students for gifted services, providing them the opportunity to be exposed to high-level, open-ended thinking throughout the screening process by embedding planned experiences into the curriculum, as well as using other instruments. By screening kindergarten students, we are able to begin providing services and meeting needs as soon as possible.

### **Best Advanced Reading Strategies**

**TAGT Core Area:** Creativity and Instructional Strategies  
**National Standard:** Instructional Planning  
**Strand:** English  
**Audience:** Teachers  
**Grade Level:** Primary, Elementary  
**Room:** 342 D  
**Presenter:** Pamela Haack, Bureau of Education and Research

Advance your reading program, while keeping it practical! In this jam-packed session, Pamela Haack will share innovative ways to enhance your gifted students' reading experiences with insightful discussion techniques, creative book projects and engaging reading strategies that go beyond the basics. You'll leave with sensible teaching techniques and reading strategies you can implement immediately with your gifted students.

### **Whose Lunch Was in the Pouch? Teaching and Learning with the CONNIE Model**

**TAGT Core Area:** Differentiated Curriculum; Program Options and Design  
**National Standard:** Instructional Planning  
**Strand:** Administrators, Educational Research  
**Audience:** Coordinators/Administrators, University Educators  
**Grade Level:** Primary  
**Room:** 342 E  
**Presenter:** Connie Reza and Dr. Martha Diaz, CM Education Consultants Charities

Connecting Objectives with Neurons through Novelty and Innovation in Education is a professional development model designed to train teachers how to implement a brain-based science and math curriculum in early childhood settings.

### **The Adventure Continues**

**TAGT Core Area:** Creativity and Instructional Strategies  
**National Standard:** Instructional Strategies  
**Strand:** English  
**Audience:** Teachers  
**Grade Level:** Middle School, High School  
**Room:** 342 F  
**Presenter:** Dr. Linda Runyon, Katy ISD

Too often, creative writing assignments in G/T courses are neglected, yet creativity is a vital part of gifted students desire to demonstrate their understanding of written communication. In this creative writing assignment, participants will receive complete lesson details on writing "read-your-own-adventure" stories. Participants will practice creating cliff hangers, and developing story lines.

### **Research Symposium of TAGT Research Division**

**TAGT Core Area:** Other  
**National Standard:** Collaboration  
**Strand:** Coordinators, Educational Research  
**Audience:** All

**Grade Level:** All Levels  
**Room:** 350 D-F  
**Presenter:** Todd Kettler, Coppell ISD, and others

The Research Symposium will feature presentations by graduate students and recent graduates working on research projects in the area of gifted education. Presentations will include a combination of poster sessions and round table discussions. Come join the discussion with some of the most current research in the state by our emerging research scholars.

### **Alice in Cyberspace: Using Computer Programming to Help Students Create a Virtual Wonderland**

**TAGT Core Area:** Differentiated Curriculum  
**National Standard:** Instructional Planning  
**Strand:** Science, Technology  
**Audience:** All  
**Grade Level:** Elementary, Middle School  
**Room:** 351 A/D  
**Presenter:** Dorothy Davis, Pflugerville ISD

Engage and inspire future animators and video game creators with the free 3D modeling software, Alice. Even the most "tech-shy" instructor will learn how to integrate computer programming into the core content areas. Alice's friendly drag-and-drop interface will encourage students of all computing levels while bringing writing and math to life. Giving concrete examples and clear lesson plans, this presentation will enable you to spice up any classroom and stretch your technology budget.

### **"Why Are We Reading This Book?" Using Social Studies to Help Students Connect with Literature.**

**TAGT Core Area:** Creativity and Instructional Strategies  
**National Standard:** Instructional Strategies  
**Strand:** English, Social Studies  
**Audience:** Teachers  
**Grade Level:** Elementary, Middle School  
**Room:** 351 B/E  
**Presenter:** Robyn Burriss, Round Rock ISD

Get ideas, lessons and projects that use social studies to take the literature we teach to a new level by providing the readers with the historical background of the novel and when it was written. By helping students make historical, personal and geographical connections with literature, we help them increase comprehension and create cross curricular connections. Goodies provided for downloading and tweaking to make your own.

### **Reaching the Gifted Kinesthetic Learner**

**TAGT Core Area:** Creativity and Instructional Strategies  
**National Standard:** Instructional Strategies  
**Strand:** Arts and Creativity  
**Audience:** Teachers  
**Grade Level:** All Levels  
**Room:** 351 C/F  
**Presenter:** Lee Sterling, Galena Park ISD/University of Houston

Looking for some ways to incorporate kinesthetic activities into any G/T curriculum? Here are some kinesthetic exercises used in Theater Arts that can be transposed to gifted classrooms with great effect. By utilizing the humor

in these quick movement-based songs, teachers can extend their quality teaching time. In addition, many subjects have trouble adapting to the kinesthetic learners. These exercises provide a quick and fun way to pull the learner into your subject. Handouts and activities will be available in the session.

### **Helping Your Child Let Go of Perfect: Using Perfectionism in Healthy Ways**

**TAGT Core Area:** Nature and Needs; Social and Emotional Needs  
**National Standard:** Development and Characteristics of Learners  
**Strand:** Guidance, Parenting  
**Audience:** All  
**Grade Level:** Primary, Elementary  
**Room:** 352 A  
**Presenter:** Dr. Hope Wilson, Stephen F. Austin State University, and Dr. Jill Adelson, University of Louisville

Does your child spend hours on homework making sure it is completely free of mistakes? Does he or she procrastinate on school projects until the very last minute for fear of failure? Does he or she lack joy in the process of creating or demonstrate overly developed self-criticism? This workshop will provide practical strategies for parents of young perfectionists to help their children turn unhealthy habits into healthy goals. We will discuss homework troubles, family game nights, school-home communication, and goal setting. We will also outline various forms of perfectionism and the unique challenges and strategies with each type.

### **How Do You Say "CogAT" in Vietnamese?**

**TAGT Core Area:** Identification and Assessment  
**National Standard:** Assessment  
**Strand:** Administrators, Coordinators, Dual Language/Multicultural  
**Audience:** Teachers, Coordinators/Administrators  
**Grade Level:** All Levels  
**Room:** 352 B  
**Presenter:** Priscilla Lurz and Teddi Beam-Conroy, Northside ISD

"Why am I dumb? In my country I was smart." How do we screen gifted and talented students whose primary language is not English? They do exist and the State Plan for the Education of Gifted/Talented Students requires districts to identify students "in languages they understand or with nonverbal based tests." Northside ISD, the 4th largest school district in the state, has a linguistically diverse student population, with approximately 150 different languages spoken. Participants will learn creative ways to spot and assess giftedness in English learners as well as ways to adapt various testing instruments for these students.

### **Using Brain-Based Teaching Strategies in Life Science Classes**

**TAGT Core Area:** Creativity and Instructional Strategies  
**National Standard:** Instructional Strategies  
**Strand:** Science  
**Audience:** Teachers, Parents  
**Grade Level:** Elementary, Middle School  
**Room:** 352 C  
**Presenter:** Dr. Michelle Morris, Northwestern State University, and Quentin Morris, Louisiana Fur Council and Louisiana Alligator Council

Take a tour of a Louisiana swamp and learn how to incorporate brain-based teaching strategies into your G/T science classroom. This unique presentation partners cutting-edge teaching strategies with life science content for G/T students. We will use animal furs, skulls, teeth, and other visual aids to teach you how to incorporate the latest research about brain-based learning into your classroom. The teaching/learning strategies are designed to help you challenge, engage, and motivate your students to learn about various types of wildlife, with a focus on furbearing animals and alligators that live in the Gulf Coast region.

### **Dynamic Vocabulary Activities**

**TAGT Core Area:** Creativity and Instructional Strategies  
**National Standard:** Language and Communication  
**Strand:** English  
**Audience:** Teachers  
**Grade Level:** Elementary, Middle School  
**Room:** 352 D-F  
**Presenter:** Dr. Keith Polette, University of Texas at El Paso

This session will present a barrel-full of effective, dynamic, and divergent activities to help students build strong working vocabularies. Because the basis for reading and writing success rest on a strong foundation of words, students must have energetic and innovative ways to acquire and internalize new words. This session will provide examples of activities that will help student develop the strong linguistic foundations they need to become successful readers and writers of texts.

### **What?! I'm Suppose to Differentiate Math?**

**TAGT Core Area:** Differentiated Curriculum  
**National Standard:** Instructional Planning  
**Strand:** Curriculum Differentiation, Mathematics  
**Audience:** Teachers  
**Grade Level:** Primary, Elementary  
**Room:** 362 A/D  
**Presenter:** Valerie Monnat and Daniel Brillhart, Round Rock ISD

Participants will focus on activities to help teachers differentiate instruction for the mathematics strand, Numbers, Operations, and Quantitative Reasoning. Hands on activities and resources available to help teachers differentiate will be explored. Teachers will leave with activities they can immediately put into action in their own classrooms.

### **Make and Take: Books and Foldables to Increase Student Engagement**

**TAGT Core Area:** Creativity and Instructional Strategies  
**National Standard:** Instructional Strategies  
**Strand:** Arts and Creativity  
**Audience:** Teachers, Parents  
**Grade Level:** Primary, Elementary  
**Room:** 362 B/E  
**Presenter:** Julie Georgas and Diane Moore, Allen ISD

In this session we will provide many examples and teach everyone the steps how to makes different types of books and foldables that can be used as alternatives to worksheets and standard reports. Each teacher will have the opportunity to make samples that they can take back to the classroom with them. We will also show several easy ways to use basic household materials such as shaving cream to create unique and beautiful covers for these

books. These ideas can be used with students of all ages. Be prepared to come away with some great ideas, and have a lot of FUN!! It may be a tiny bit messy!!

### **Challenging Gifted Readers to Critical and Creative Responses to Literature**

**TAGT Core Area:** Creativity and Instructional Strategies  
**National Standard:** Instructional Strategies  
**Strand:** Curriculum Differentiation, English  
**Audience:** Teachers  
**Grade Level:** Middle School, High School  
**Room:** 362C/F  
**Presenter:** Laila Sanguras, Coppell ISD

A constant struggle for language arts teachers of gifted students is to offer opportunities for students to connect deeply to literature without resisting or getting bored. This session will offer many ideas for teachers to use to push their students to be insightful and creative when responding to all types of literature, focusing on Sandra Kaplan's "discipline frame" concept. Participants will discover new ways to challenge their students in all areas of language arts.

### **SPECIAL SESSION: 5:30 – 7:00 p.m.**

#### **Curriculum Potpourri**

**TAGT Core Area:** Creativity and Instructional Strategies  
**National Standard:** Instructional Strategies  
**Audience:** Teachers  
**Grade Level:** Primary, Elementary, Middle School  
**Room:** Ballroom B

This popular event is always full of fun and excitement! Participants will attend four 20-minute mini-sessions, which will encourage you to explore a variety of curricular techniques and teaching strategies for gifted learners. Each of the sessions you attend will provide a creative curriculum activity that you can use immediately!