Excellence in Educating the Gifted: 
Materials that Promote Gifted Student Achievement 

March 10 and 11, 2016 
Vanderbilt University • Peabody College 

Schedule 
Thursday, March 10 

8:30 – 9:00 AM: Registration 

9:00 – 10:15 AM: Keynote 1 

*The “How-To” of Mathematics: Helping Our Students Think and Act Like Mathematicians* – Kathy Gavin, Ph.D. 
Fostering mathematical habits of mind in our talented students helps them solve challenging problems, create new problems to solve and develop a deep understanding of mathematics. Thinking and acting like mathematicians can also take students beyond curious to excited and in love with math. Discover new directions for instructional strategies to develop one of our most precious societal resources, the mathematical talent of our promising young students. 

10:30 – 11:45 AM: Breakout Sessions (select one) 

**Option A: Exploring Shapes with Primary Students** – Kathy Gavin, Ph.D. 
Young students naturally view their world spatially, but they often are not sufficiently challenged during instruction. This is especially true for students with talent and talent potential. Come investigate research-based activities from NAGC award-winning Project M² units in which students think deeply about complex geometric concepts, write about their new findings and come to love mathematics. Participants will have an opportunity to explore shape games that focus on critical and creative thinking. Differentiation for varying levels of talent among students will be demonstrated. 
*Intended Audience: Grades K-2*

**Option B: Developing Literary Analysis Skills Through Novels and Picture Books** – Tamra Stambaugh, Ph.D. 
How do you help students make inferences, analyze textual elements and structure, determine key themes, and support their ideas using evidence within a text? Novel Study Navigators! Learn how to create your own novel or picture book study guide using an evidence-supported framework that includes structured questions, interdisciplinary activities, and thinking models to guide students’ higher level thinking in literature. We will also examine some existing language arts units that have been shown to be effective with gifted learners, exploring central characteristics of these strong units. 
*Intended Audience: Adaptable for All Grade Levels*

**Option C: Look Again: There's More than Meets the Eye** – Pairing Art with English Language Arts – Emily Mofield, Ed.D,
Through an in-depth analysis of visual art paired with selected readings, teachers can guide students to an aesthetic appreciation of both literature and art. Specific examples of art, differentiated teaching strategies, and ideas for interactive activities will be shared. Participants will leave the session with practical tools to guide students through an analysis of art and suggestions for making connections to literature, philosophy, and creative writing through the thread of conceptual themes.

**Intended Audience:** Grades 5 and above

**11:45 – 12:45 PM:** Lunch in the Vanderbilt Commons (included in registration fee)

**1:00 – 3:15 PM:** Breakout Sessions (select one)

**Option A:** Moving Beyond Arithmetic: Developing Advanced Mathematical Thinking in Number Concepts and Algebraic Reasoning across the Elementary Grades – Kathy Gavin, Ph.D.

Come explore NAGC Award-winning Project M³ units that challenge and motivate students with rigorous learning. Participants will be involved in number investigations that include using large numbers to play the Amazing Race to 100,000, deciphering new numeration systems, and applying percent knowledge to help protect our environment. In addition, we will explore how to develop algebraic reasoning in talented young students. In Awesome Algebra students create a game as they look for patterns and generalizations. In At the Mall with Algebra, they create displays to advertise discounts for their stores at the mall using sets of equations. Older students examine wacky world records in Record Makers and Breakers as they analyze rate of change in linear relationships. In all activities students think and act like mathematicians to develop a deep understanding of concepts.

**Intended Audience:** Grades 3-5

**Option B:** Scaffolding Questions to Meet Students’ Needs and Abilities Through Jacob’s Ladder – Sarah DeLisle, M.Ed. and Tamra Stambaugh, Ph.D.

Jacob’s Ladder is a language arts curriculum supplement that was piloted and proven successful with low-income, high-ability students. In this session you will learn how to use the scaffolded questioning approach of Jacob’s Ladder to create tasks and higher-order thinking questions that engage students in critical analysis of both literary and informational texts. This session provides you with the knowledge to design and effectively implement your own “scaffolded” questions and tasks using resources you already have in your classroom. This process can be utilized in all content areas and at all grade levels—all it takes is the “know how” to design your own ladders to bring rigor into your everyday instructional practice.

**Intended Audience:** Adaptable for All Grade Levels

**Option C:** Hidden Structures: Creative Writing for the Gifted Learner – Rosie Forrest, M.F.A. and Jan Harris, Ph.D.

How do we transfer a student’s love of reading to the process of writing a story? How can we utilize parameters and scaffolding to enhance a creative discipline? Boundaries and limits might have negative connotations, but in truth, constraints more often inspire creativity and allow students to better sculpt engaging stories. Through a series of writing activities and prompts, you will move beyond the individual components of dynamic storytelling (description, characterization, plot and dialogue), using concrete structures as the blueprints for meaningful prose. Participants will analyze published works of flash fiction—very short stories of 200-500 words—to identify the structural pillars necessary to support complete, multi-layered stories that lift off the page.

**Intended Audience:** Grades 5 and above

**3:15 – 3:30 PM:** Reflection and Closure

Session times, topics, and presenters subject to change.
Excellence in Educating the Gifted: Materials that Promote Gifted Student Achievement
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Schedule
Friday, March 11

8:30 – 9:00 AM: Registration

9:00 – 9:15 AM: Opening Remarks

9:15 – 11:30 AM: Breakout Sessions (select one)

Option A: Modeling in the Science Classroom – Heather Johnson, Ph.D.
In this session, participants will engage in the scientific practice of modeling by exploring one specific scientific phenomenon. Participants will reflect on how modeling helped engage them in thinking about the science ideas at play and consider implications for designing scientific learning environments for gifted learners that include modeling as a central practice.
Intended Audience: Adaptable for All Grade Levels

Option B: Paul’s Reasoning Model for Enhancing Thinking – Tamra Stambaugh, Ph.D.
When teachers say to a student “think about it”, what do they really mean? How is thinking defined and how can thinking be taught? This session introduces individuals to Paul’s Reasoning Model as a model for enhancing critical thinking in the classroom. We will explore ways the model can be used to ask complex questions, craft issue-based research questions, analyze writing and justify ideas, and differentiate thinking processes for general education and advanced learners.
Intended Audience: Adaptable for All Grade Levels

Option C: Instructionally appropriate IEPs: Implications for students identified as Intellectually Gifted – Office of Special Populations, TN Department of Education
Gifted students have advanced abilities that they bring to the classroom. However, not all gifted students are alike; each has different academic needs, strengths, and abilities. In this session, leaders from the Tennessee Department of Education’s Office of Special Populations will provide information on writing gifted students’ Individual Education Plans (IEPs) including how to design strong descriptive narratives, document a student's present level of educational performance, develop measurable goals, align interventions with student data, and design appropriate accommodations for gifted students. In this collaborative and hands-on session, you will learn more about the importance and feasibility of matching identification to instruction as you practice writing your own IEP for a gifted learner.
Intended Audience: Adaptable for All Grade Levels

11:30 – 12:30 AM: Lunch
12:45 PM – 2:00 PM: Breakout Sessions (select one)

**Option A: Creativity** – Tamra Stambaugh, Ph.D.
Creativity is an elusive construct that is commonly misunderstood. Creativity can be developed in every content discipline and involves more than just asking students to design or create a product or integrate the visual and performing arts. In this session we will examine the research on what it means to be creative, the connectivity of creativity to giftedness, and we will explore a variety of models that teachers can use to enhance creative problem solving and creative thinking in the core content areas.

*Intended Audience: Adaptable for All Grade Levels*

**Option B: Differentiating STEM Instruction through Problem-Based Learning and Inquiry** – Jennifer A. Ufnar, Ph.D.
In this session, teachers will gain insight into utilizing Inquiry and Problem-based Learning (PBL) to differentiate the learning of STEM concepts to meet the needs of all students in the elementary and middle school classroom. Example lessons and PBL units will be provided during the session, and teachers will learn how to create PBL units that both address and extend the learning beyond the required standards in order to support the needs of high-ability students.

*Intended Audience: Adaptable for All Grade Levels*

**Option C: Challenging Gifted Learners in Social Studies** – Emily Mofield, Ed.D.
Social studies instruction should guide students to examine how history is a system of interconnected ideas; multiple factors interact to cause change. Presenters will share various models to promote in-depth inquiry for social studies instruction, including ways to differentiate tasks, primary source analyses, and products. In this interactive session, participants will learn how to infuse critical thinking within social studies instruction and related literacy standards using field-tested models from a curriculum designed for gifted learners.

*Intended Audience: Grades 5 and above*

2:00 – 2:15 PM: Snacks Available in Wyatt Rotunda

2:15 – 3:15 PM: Keynote 2

**Curriculum and Instruction for Gifted Learners that Gets Results** – Tamra Stambaugh, Ph.D. and Emily Mofield, Ed.D.
In this current educational climate, there is an increased emphasis on critical and creative thinking skills for all learners and an expectation that instruction is differentiated for all, based on individual needs. If all students are receiving advanced instruction, shouldn't this approach also meet the needs of gifted learners? If so, why are gifted students still not making appropriate gains? What does the current education movement imply for gifted learners and gifted education? Is gifted education needed anymore? In this final keynote of the conference, authors of multiple award-winning curricula will provide a rationale as well as evidence-supported ideas for why a gifted curriculum is needed and what educators and administrators need to consider as they work to support gifted learner needs in their districts. Presenters will also share practical ideas and criteria for selecting and even creating appropriate curriculum and instructional delivery methods that get results.

3:15 – 3:45 PM: Reflection and Closure

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