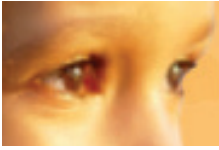


SPEAKER DESCRIPTIONS BY STRAND



“Growing the Minds of All”

ARTS & GIFTED

Location: Aspen

SESSION I: Jonathan Plucker

Creativity is considered to be a highly valued 21st century skill, but what do we know about how to foster it in children? How can we even define it? We will explore these and other questions through a series of hands-on activities that illustrate and model key creativity-producing instructional strategies.

SESSION II: Kim Weitkamp

Learn HOW story works on the human psyche and what a powerful tool it can be when working with and supervising other people.

SESSION III: Kim Weitkamp

The attitude is axis on which each student's life rotates. Learn how to use story to alter attitudes and shift lives.

CULTURE OF G/T

Location: Elm

SESSION I: Carolyn Bona

Participants will learn ways to provide school wide and classroom support for students who have mastered the intended curriculum and need enriching concepts to keep them on the path to growth and learning.

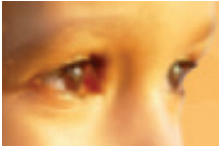
SESSION II: Barbara Langford

During this session we will review the RTI (Response to Intervention) Model as it applies to the Advanced Learner in the regular classroom. The RTI Model was originally developed for the Challenged Learners in the classroom, but the Model can also be applied to the Faster Learners and should be to provide all students challenges and successes at their level. We will discuss why it is important for Teachers to be aware of possibilities of effectively reaching those Advanced Learners that get it the first time, that don't need a review, that want something delivered faster and harder. We will also review Carol Dweck's studies of Mindsets briefly and how they apply to the RTI Model to bring about success for students and educators as they work together to promote new learning for everyone in the classroom.

SESSION III: Jennifer Fisher, Rebecca Smith

Will our schools and our students really be okay if they are left to fend for themselves while we focus on our low-achieving population? Join us in this session for a discussion on the importance of addressing the needs of our gifted students and how doing so will help our schools achieve at higher levels.

SPEAKER DESCRIPTIONS BY STRAND



“Growing the Minds of All”

INTRIGUING CONCEPTS IN GIFTED

Location: Juniper

SESSION I: Keith Rittel

With all of the ideas about how we should teach and how students might learn, what strategies work best? With so little time with students each year, how should we best use our time with them to maximize achievement? This presentation introduces the work of John Hattie, evidence-based research that provides insight into the best answers to the two aforementioned questions.

SESSION II: Peggy Crandall

“In a class that has a range of abilities (and which class doesn’t?), it is the most able, rather than the least able, who will learn less new material than any other group.” (Susan Winebrenner, *Teaching Gifted Kids in the Regular Classroom*, 2001.) When gifted students realize that they already know a lot of the subject matter the teacher will be teaching, they have little choice but to dutifully go through the assigned curriculum, waiting and hoping for the rare times when there will be something new or challenging for them to learn. If we define learning as “forward progress from what students know to what students don’t yet know,” we will recognize and accept the need to address individual differences in student learning behaviors and needs. In this session we will address the “scope-and-sequence monster” and discuss the importance of helping all students rise to a challenge. Ideas will be given to help make forward progress happen more frequently for the gifted students in your school, and in the process all students will benefit!

SESSION III: Jonathan Plucker

Research on strategies for improving the identification and education of gifted and talented students of all races, ethnicities, and economic circumstances has rapidly advanced over the past decade. In this session, we will review the most promising strategies that are being in used in schools across the country to tackle this important problem.

MODELS OF ENGAGEMENT

Location: Cedar

SESSION I: Geoff Wright

Discuss the rationale and what was done (including curriculum development and implementation) to build a STEM Partnership between BYU’s Technology and Engineering program and Mapleton Elementary.

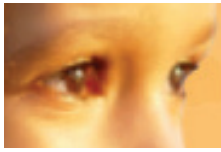
SESSION II: Kathy Larsen, Denise Lund, Rachel Thompson

Project-based learning is a powerful, research-based instructional practice, and one that not only deepens learning but prepares our students to be future ready. It teaches multiple content standards and creates personalized, authentic, and relevant learning experiences for our students. But what is PBL, and what should it look like in the classrooms you observe? What are specific ways you can support teachers who are integrating this into their own practice? This session will provide an overview of PBL and suggestions about how you can guide your teachers as they help students invest in their own learning, get real-world practice, and become self-directed learners.

SESSION III: Joe Backman, Angela Colton, Zach Eager, Helena Mueller

Learn about different ways that schools, teams, and teachers are engaging and enriching students across the academic spectrum. This presentation will focus on the work of an elementary principal, an elementary teacher and an elementary after-school coordinator.

SPEAKER DESCRIPTIONS BY STRAND



"Growing the Minds of All"

SOCIAL & EMOTIONAL NEEDS OF GIFTED

Location: Amphitheater

SESSION I: Melissa Genaux

In this presentation, Ms. Genaux will provide information on handling the most common behavior issues associated with working with kids with High-Functioning Autism/Asperger Syndrome. She will cover strategies for dealing with behaviors that can be disruptive to classroom instruction, such as arguing, meltdowns over changes in routine, topic-perseveration, and work-refusal. In addition, she will discuss methods for improving a wide range of self-regulatory and social skills.

SESSION II: Julie Peery

A look at the various types and characteristics of underachievement, the possible reasons that it occurs, and ideas for reversing the trend, especially among gifted students.

SESSION III: Paul Caldarella

In this session participants will learn about the stress and anxiety experienced by gifted and talented students, as well as practical, school-based strategies that can be used to help such students cope and thrive.

THE BASICS

Location: Birch

SESSION I: Debbie May

Participants will learn ways to provide school wide and classroom support for students who have mastered the intended curriculum and need enriching concepts to keep them on the path to growth and learning.

SESSION II: Mike Malmrose, Gina Mason, Rebecca Smith, Sheri Sorensen

Join us for a presentation outlining various models of GT programming. GT content administrators and teacher specialists from a four districts will facilitate this session. Topics will include full-day magnet classrooms, cluster grouping, tiered level of services, and pull-out programs.

SESSION III: Melissa Anderson, Teresa Jordan, Mary Lynn Lewis, Kristel Peterson, BJ Wright, Alison Hansen, Paul Nance

Educators will share information on various extracurricular offerings that reach gifted learners at the elementary level. The open house format will begin with brief introductions and will provide participants the opportunity to visit the displays and interact with specialists individually to learn more and get answers to their questions about each specific program.

SPEAKER DESCRIPTIONS BY STRAND



"Growing the Minds of All"

THE BUZZWORDS

Location: Maple

SESSION I: Patrice Dietz

What is the difference between a Fixed Mindset and a Growth Mindset and how can knowing the difference impact our lives? Carol S. Dweck's book "MINDSET: The New Psychology of Success" examines the belief that "When you enter a mindset, you enter a new world. In one world the world of fixed traits- success is about proving you're smart or talented. Validating yourself. In the other- the world of changing qualities- it is about stretching yourself to learn something new. Developing yourself." What kind of a mindset are you? How do mindsets create achievement? As educators what can we do to foster high standards of development for teachers and students? How can we develop people's potential and help them find their way by using their abilities?

SESSION II: Royce Kimmons

Adolescents today enjoy many opportunities and face many challenges unknown to previous generations. Many of these opportunities and challenges stem from advancements in social media, such as social networking sites, image/video sharing platforms, blogs, and wikis. In navigating such media, future leaders have unparalleled opportunities for connection, networked learning, and professional growth but also are exposed to forces that threaten civil development, informed citizenship, and the establishment of a professional identity. Ongoing development of the 4 C's (critical thinking, communication, collaboration, and creativity) in social media is essential for helping future leaders to navigate and utilize these spaces for personal benefit and social good. In this series of fast-paced micro-workshops, we will guide participants in completing problem-based tasks to develop media literacies, to combat cyberbullying, and to establish a professional presence online while reflecting on how similar learning experiences can be facilitated with gifted learners across various school settings.

SESSION III: Shari Taylor

Teachers will construct lessons using Depth of Knowledge and the Cognitive Rigor Matrix designed by Karin Hess. Constructing these lessons and getting students results are two different matters. This session will present ideas for scaffolding high levels of rigor into student lessons and projects.