



## PRE-RECORDED SESSION INFORMATION

Please note, pre-recorded sessions are available beginning November 8 to both in-person and virtual attendees.

For a full schedule of in-person events, please visit <https://tagtconference.org/in-person-schedule/>

For a full schedule of online events, please visit <https://tagtconference.org/online-schedule/>

### KEY:

Session information is displayed in the following order:

TAGT Core Area | Knowledge Level | Keywords | Grade Levels | Audiences

## PRE-RECORDED BREAKOUT SESSIONS (AVAILABLE NOVEMBER 8)

### ACCELERATION: EARLY ENTRANCE TO KINDERGARTEN OR FIRST GRADE

*Program Options and Design | Foundational | Identification, Professional Development, Acceleration | Grades K-2 | Program Coordinators (district-level leaders), Campus Specialists (campus-level G/T leaders)*

Which students are ready for early entrance to kindergarten or first grade? What are the important factors to consider? Investigate the advantages and disadvantages of this form of acceleration. Discover how to be more prepared for students who are ready for early entrance or grade-skipping and discuss transition planning.

*Ann Lupkowski-Shoplik, Ph.D., University of Iowa Belin-Blank Center*

### BENEFITS OF PROJECT BASED LEARNING

*Differentiated Curriculum | Foundational | ELA/Reading, ELL, Differentiation | Grades 6-8 | Teachers, Campus Specialists (campus-level G/T leaders)*

Attendees will see different ways PBL can be helpful in an ELA classroom, and examples of different projects that I have personally used in class.

*Ashley Lomeli Guzman, Levelland ISD*

### BEYOND THE BLANK SCREEN: RE-ENGAGING GIFTED STUDENTS IN THE REAL WORLD

*Nature and Needs of the Gifted | Foundational | 2E, Student Voice, Mindsets | All Grades | Teachers, Parents*

How has a year of hybrid/virtual instruction impacted the social and neurological development of our gifted students? This session will survey research into the "social" nature of the brain, investigate the neurological and social impacts of online learning environments, and explore instructional strategies to help address those impacts.

*Matt Wells, Cypress-Fairbanks ISD*

### CREATING WORLD CHANGERS: SUPPORTING GLOBAL CITIZENSHIP THROUGH THE 17 SUSTAINABLE DEVELOPMENT GOALS

*Creativity and Instructional Strategies | Foundational | Equity/Diversity, Mindsets, Critical Thinking | All Grades | All Audiences*

Between the world's political climate and the imminent threat of Global Warming, our students will have to save the world, but are we preparing them to do so? Learn to make connections to the 17 Sustainable Development Goals to promote Global Citizenship and support the next generation of change agents!

*Brenda Chapel, M.Ed., Dallas ISD*

### CURRICULUM & INSTRUCTION SUPPORTS FOR GIFTED ENGLISH LANGUAGE LEARNERS

*Creativity and Instructional Strategies | Foundational | ELL, Equity/Diversity | All Grades | All Audiences*

As initiatives begin to remedy the underrepresentation of ELLs, gifted programming must improve support for these students despite cultural and linguistic differences. This session describes ways to respond to linguistic diversity in gifted education and practical ways to implement curricular and instructional strategies that mitigate knowledge gaps and language barriers.

*Yasmin Laird, M.S., Baylor University, and Celeste Sodergren, M.Ed., Waco ISD/Baylor University*

## **DEVELOPING A CONCEPT-BASED INSTRUCTIONAL ENVIRONMENT**

*Differentiated Curriculum | Applied | Project-Based Learning, Critical Thinking | Grades 3-8 | Teachers, Program Coordinators (district-level leaders)*

This session will serve as an impetus for creating a concept-based learning environment for deeper thinking and complexity. Participants will have better understanding of how to create concept-based curriculum across subject areas. Templates will be provided to support the ideas shared. The presenter's book for developing units will be available.

*Brian Scott, Ed.D., Scott Educational Services*

## **DIFFERENTIATION OF CURRICULUM IN A SELF-CONTAINED GT/ TALENT DEVELOPMENT CLASSROOM WITH ACCELERATION**

*Differentiated Curriculum | Foundational | ELA/Reading, Mathematics, Differentiation | Grades K-5 | Teachers, Campus Specialists (campus-level G/T leaders)*

Looking side-by-side at on-level and G/T curriculum examples, we will discuss how preassessment and alignment of both curriculums allow for differentiation and acceleration for our gifted students, while allowing for collaboration with PLC teams.

*Holley Nasky, M.Ed., and Yolanda Flores, M.Ed., Irving ISD*

## **DIFFERENTIATION SQUARED: STRATEGIES FOR STRUGGLING GIFTED STUDENTS.**

*Differentiated Curriculum | Foundational | 2E, Differentiation, Equity/Diversity | All Grades | Teachers, Parents*

Gifted students that struggle to perform to academic expectations are often misunderstood for being lazy, or not trying hard enough. A dual differentiation definition through a cognitive diversity lens will be presented. Implementation strategies will be illustrated through case study examples. Attendees participate collaboratively to produce small group solutions.

*Lin Lim, Ph.D., and Rashimii Mahendra, M.A., Bridges Graduate School of Cognitive Diversity in Education*

## **GROWTH WITHOUT GLITTER (OR GLUE): EASY GIFTED STRATEGIES FOR A HYBRID WORLD**

*Creativity and Instructional Strategies | Applied | Creativity, Differentiation, Critical Thinking | All Grades | Teachers, Campus Specialists (campus-level G/T leaders)*

Remote learning is now a permanent part of the education landscape and we must adapt classroom activities to this reality. Learn about easy-to-implement (and FUN!) gifted strategies to promote deep learning and engagement that can be adapted to both digital and physical classroom environments.

*Clinton Rodriguez, ESC Region 11*

## **HOPING TO EMPOWER UNDERACHIEVERS**

*Nature and Needs of the Gifted | Foundational | 2E, Mindsets, Social-Emotional | Grades 6-12 | Teachers, Counselors*

Underachievement is the unanticipated difference between accomplishment/ performance and ability/ potential. It is very complex and can have many, interwoven causes. In this session, we will explore characteristics of our underachieving students, causes for their underachievement, and possible interventions and strategies to use in the classroom.

*Jessica Gitzinger, M.Ed., ESC Region 10, and Carrie Sledge, Allen ISD*

## **INVESTIGATING NEURODIVERSITY: A THEMATIC CONCEPTUAL INSTRUCTIONAL UNIT FOR 2E LEARNERS**

*Social and Emotional Needs of the Gifted | Applied | 2E, Other Interdisciplinary Instruction | Grades 3-8 | All Audiences*

In this session, participants learn about an instructional unit in which 2e learners will investigate the concept of neurodiversity via the use of a thematic, interdisciplinary instructional approach.

*Debbie Troxclair, Ph.D., Lamar University, and Claire Hughes-Lynch, Ph.D., College of Coastal Georgia*

## **KNOW THYSELF, EXPRESS THYSELF, APPLY THYSELF: PURPOSEFUL EMPOWERMENT IN GOAL-SETTING FOR GIFTED LEARNERS**

*Social and Emotional Needs of the Gifted | Applied | Student Voice, Mindsets, Professional Development | Grades 6-12 | All Audiences*

How do social-emotional awareness and self-regulation impact effective goal-setting, motivation, and academic achievement in gifted learners? This session provides a successful approach to personalized goal-setting through a reflective focus on intrapersonal awareness, interpersonal skills, and application to the learning process. Handouts, helpful hints, and examples of practice are provided.

*Vicki Phelps, Ed.D., Milligan University, and Karah Lewis, Sumner County Schools, TN*

## **LEVELING UP WITH THE 8 C'S OF STUDENT ENGAGEMENT**

*Creativity and Instructional Strategies | Foundational | Differentiation, Critical Thinking | Grades 3-8 | Teachers, Campus Specialists (campus-level G/T leaders)*

Engaging students is an oft-used mantra, but how do we accomplish this in our ever-changing world of diverse-learners. Come learn to create a more student-centered classroom by incorporating the 8 C's of Engagement (Competition, Challenge, Curiosity, Controversy, Choice, Creativity, Cooperation, Connections). Leave with a plethora of ready-to-use ideas and lessons.

*Sheila Mulbry, Lockhart ISD*

## **PARADIGM SHIFTS: THE IMPACT OF TEACHING TWICE-EXCEPTIONAL (2E) STUDENTS ON PEDAGOGY**

*Creativity and Instructional Strategies | Applied | 2E | Grades 3-8 | Teachers, Campus Specialists (campus-level G/T leaders)*

This session focuses on findings from current research that examined the developmental transitions of preadolescent twice-exceptional students and the lessons learned from teachers of the twice-exceptional. Findings identified best practices to both the support student strengths while simultaneously remediating weaknesses. Attendees will learn about easy ways to effectively differentiate.

*Karen Arnstein, Ed.D., University of Houston-Downtown*

## **THEY'RE ALL GOING TO FIND OUT I'M A FRAUD!" COMBATting IMPOSTOR SYNDROME IN THE GIFTED BRAIN**

*Nature and Needs of the Gifted | Applied | 2E, Genius Hour | Professional Development | All Grades | Program coordinators (district-level leaders), Parents*

Impostor Syndrome is a psychological phenomenon that causes people to doubt their accomplishments and fear being "discovered" as a fraud. It is very common within the gifted population and has seriously negative impacts. This session will explore the maintaining factors of this Syndrome and outline strategies to undo it.

*Matthew Zakreski, Psy.D., The Neurodiversity Collective*

## **THINKING INSIDE THE BOX**

*Creativity and Instructional Strategies | Foundational | Creativity, Differentiation, Critical Thinking | Grades K-5 | Teachers, Campus Specialists (campus-level G/T leaders)*

We often are so focused on giving our students unlimited choice, we forget that limiting their choices can be beneficial too! Increase creativity and challenge in the classroom through limiting supplies, voice, process, product, and more.

What can your students do with the little they are given?

*Amanda Ziegler, China Spring ISD*

## **UNDERSERVED GIFTED ADVOCATE: WHAT ARE YOU DOING TO FIND THESE GIFTED STUDENTS?**

*Identification and Assessment | Foundational | Differentiation, Equity/Diversity, Identification | Grades K-5 | Teachers, Campus Specialists (campus-level G/T leaders)*

What does current research say about identifying/serving gifted Black students, twice-exceptional students, English learners, and students from poverty? Learn how to find these gifted students, how to serve them once identified, and how to advocate for referral on your campus, so other teachers can help with the talent search.

*Beth Frizzell, M.S., Speaking 4 Gifted*

## **UNDERSTANDING GIFTED STUDENTS WITH DYSLEXIA**

*Nature and Needs of the Gifted | Foundational | 2E, ELA/Reading, Identification | All Grades | Teachers, Campus Specialists (campus-level G/T leaders)*

Students with dyslexia struggle with basic reading skills and may also qualify for placement in gifted programs. This session will review the definition and characteristics of dyslexia along with evaluation pathways in Texas. Participants will discover the unique challenges for students who are gifted and have dyslexia.

*Anise Flowers, Ph.D., Pearson*

## **UNPACKING THE VAST POTENTIAL OF NONVERBAL TALENT IN GIFTED LEARNERS**

*Nature and Needs of the Gifted | Foundational | Differentiation, Equity/Diversity, Identification| Grades 3-8 | Program coordinators (district-level leaders, Campus specialists (campus-level G/T leaders)*

Rarely is nonverbal ability unpacked and understood even though advocates for equity recommend nonverbal ability tests to better identify underrepresented populations for gifted service. In this session, we learn about the gifts of our future engineers, surgeons, choreographers, software designers, artists, teachers, and storytellers through the lens of nonverbal ability.

*Mark Hess, SENG*

## **UTILIZING ADVENTURE MINDSET TO NAVIGATE OUR CHANGING EDUCATIONAL LANDSCAPE**

*Creativity and Instructional Strategies | Foundational | Mindsets | All Grades | All Audiences*

In this learning experience, I will share practical ways that we can utilize adventure mindset in both our classrooms and our careers to not only survive, but thrive, as we move the needle forward and create sustainable change within gifted education

*Andi McNair, ESC Region 12*

