



IN-PERSON SESSION INFORMATION

Please note, pre-recorded sessions are available beginning November 8 to both in-person and virtual attendees. All other sessions listed below will be held live, December 1-3, in Dallas. Some sessions will be recorded and available post-conference. **ALL SESSIONS SUBJECT TO CHANGE.**

Sessions are listed here by alphabetical order and session type. Dates and times for all sessions to be announced.

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

For MasterMind Session details, please visit <https://tagtconference.org/schedule/mastermind-speakers/>

For Featured Session details, please visit <https://tagtconference.org/featured-sessions/>

To see more information on the various breakout session types, please visit <https://tagtconference.org/breakout-session-types/>

KEY:

Session information is displayed in the following order:

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

BREAKOUT SESSIONS

CLASSROOM SUPPORTS FOR TWICE-EXCEPTIONAL (2E) LEARNERS

Creativity and Instructional Strategies | Applied | 2E, Research, Professional Development | All Grades | Teachers, School or District Administrators (principals/superintendents)

This session examines current findings addressing the needs of preadolescent twice-exceptional students based on teacher feedback and physical observations at a school for twice-exceptional students. Findings identified best practices for classroom setup, sensory accommodations, outdoor, and natural environment. Attendees will learn about this checklist to assess their own classrooms.

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

CLOSING THE VOCABULARY GAP: REDUCING INEQUITY BY BUILDING VOCABULARY

Program Options and Design | Applied | ELA/Reading, Equity/Diversity, Research | All Grades | All Audiences

Everybody is talking about equity now-so let's explore the enlightening research on vocabulary and background knowledge that is essential for academic success. We'll tackle the statistics on vocabulary acquisition-or lack thereof-and how those inequities can be systematically tackled and rectified through direct vocabulary instruction.

Tonji Lewis, Arlington ISD, and Sheila Griffith, Ph.D., Knowsys Educational Services LLC

COACHING TO RAISE STUDENT ACHIEVEMENT

Social and Emotional Needs of the Gifted | Foundational | 2E, Mindsets, Coaching | All Grades | All Audiences

Join us as we discover together how coaching is transformational. Coaching is more than just asking the right question at the right time. Some of the benefits you will discover in this workshop is how coaching increases your students' level of engagement and encourages deeper learning and support for improving achievement.

Karen Green, M.Ed., Pedagogy for Success, LLC

COLLABORATIVE PRACTICES FOR CATALYZING CHANGE

Program Options and Design | Applied | Differentiation, Professional Development | All Grades | Program coordinators (district-level leaders)

How can GT teachers collaborate with other teachers, specialists, and administrators to advocate for and support gifted students? This session highlights collaborative practices that build capacity and foster shared responsibility for serving gifted students including co-planning differentiated lessons, working with grade-level teams, and coaching teachers in new practices.

Emily Mofield, Ed.D., Lipscomb University, and Vicki Phelps, Ed.D., Milligan University

COMBATting CREATIVITY MYTHS IN GIFTED EDUCATION

Creativity and Instructional Strategies | Applied | Creativity, Identification, Research | All Grades | Program Coordinators (district-level leaders), Campus Specialists (campus-level G/T leaders)

Creativity myths abound in education. Myths start from grains of scientific fact but often evolve into pseudoscience. This leads to questionable instructional practices - even in gifted education. Participants will gain a more research-based conception of creativity and strategies to strip pseudoscience of creativity from their gifted education practice.

Jeb Puryear, Ph.D., University of Montana, and Kristen Lamb, Ph.D., University of Alabama

COMPLEX AND ENGAGING PROBLEM SOLVING USING MATHEMATICAL MODELING

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

At the highest levels, mathematics involves creatively solving complex problems. Participants will learn ways to implement mathematical modeling and how modeling helps students develop the mathematical reasoning skills needed to be successful problem solvers in tomorrow's society as jobs in the future will require different skills than traditional mathematics.

Anna Payne, M.A., Todd Kettler, Ph.D., and Maddie Scully, M.Ed., Baylor University

CULTURAL CAPITAL: ENABLING HISPANIC PARENT ADVOCACY IN GIFTED EDUCATION

Program Options and Design | Applied | ELL, Equity/Diversity, Parents/Community | All Grades | All Audiences

Participants will explore parental/cultural influences in Hispanic students' participation in gifted programming. Using foundational theory, presenters workshop methods to engage/inspire Hispanic parents. Lead presenter has 20+ years experience advocating for Hispanic education services, and 11 years teaching gifted and ESL classes. Data and anecdotal experience justify the methods presented.

Grizelle Larriviel, M.A., and Nicole Mattingly, M.A., University of North Texas

THE DESIGN OF AN EQUITABLE AND FAIR ASSESSMENT

Identification and Assessment | Foundational | ELL, Equity/Diversity, Identification | All Grades | All Audiences

The Standards for Educational and Psychological Testing reports that tests used for identification of gifted and talented should meet specific standards for fairness which is particularly important for equitable identification. This

presentation gives attendees a first-hand look at how test developers review, pilot, and select items for an ability test.

Debbie Roby, M.Ed., MHS, and Santhi Mathew, Lewisville ISD

DEVELOPING PROFESSIONAL LEARNING USING THE SEVEN GUIDING PRINCIPLES OF EQUITY-DRIVEN PL

Identification and Assessment | Foundational | Equity/Diversity, Professional Development

All Grades | Program Coordinators (district-level leaders), Campus Specialists (campus-level G/T leaders)

The Seven Guiding Principles for Culturally Responsive Professional Learning for gifted teachers, are deeply rooted in best practices in gifted education, professional learning, and culturally relevant teaching. Participants will engage with a sample of a PL plan and brainstorm ways to apply the principles to their own districts.

Katie Lewis, Ed.D., York College of Pennsylvania

DIGITAL ACTIVISM: EMPOWERING STUDENTS' VOICES

Creativity and Instructional Strategies | Applied | Creativity, Student Voice, Project-Based Learning | All Grades |

Teachers, Campus Specialists (campus-level G/T leaders)

William James describes consumption best, "My experience is what I agree to attend to." Digital media shapes discourse now more than ever. Students should critically review circulated messages and become content producers for their causes. Participate in case studies and review digital activism components to implement in your classroom.

Heather Vaughn, Ed.D., Annette Strauss Institute for Civic Life/ University of Texas at Austin

DIGITALLY ENHANCED INDEPENDENT STUDY COMPETITIONS

Program Options and Design | Foundational | Technology, Independent Study | All Grades | All Audiences

With so many students utilizing virtual learning opportunities and other students having limited time during the school day, our district developed a digital solution to reaching all GT students for their Independent Study journey. Come hear about our successes and learn from our failures in organizing an Independent Study Fair.

Stephanie Shackelford and Brigette Cardenas, M.A., Mansfield ISD

DIVING DEEPER INTO THE RESEARCH: THE ROLE OF TEACHERS IN GIFTED EDUCATION

Nature and Needs of the Gifted | Foundational | Equity/Diversity, Research, Professional Development | All Grades |

Teachers, Campus Specialists (campus-level G/T leaders)

Understanding the key role educators play in the success of gifted learners is necessary to foster student success in the classroom. In this panel session, the Research Resource Committee Leadership will review and discuss current research findings. Participants will have an opportunity to engage in conversation with presenters.

Katie Lewis, Ph.D., York College of Pennsylvania, Seth Rutledge, Prosper ISD, Debbie Troxclair, Ph.D., Lamar University, Melanie S. Meyer, Ph.D., Johns Hopkins University, Karen E. Rambo-Hernandez, Ph.D., Texas A&M University, Alex Kabli,

M.Ed., Splendor ISD

EDUCATOR PERCEPTIONS FOLLOWING CHANGES IN GIFTED EDUCATION POLICY IN TEXAS

Law and Policy | Foundational | Research, Advocacy | Professional Development | All Grades | All Audiences

This session will detail the results from a survey sent out to TAGT members. The survey asked TAGT members to describe their feelings and perceptions following the changes to gifted education in HB3. The presentation will focus on the practical findings and take-aways rather than a technical presentation.

Jaret Hodges, Ph.D., and Tedd Flemister, University of North Texas

ENHANCING LEARNING IN GIFTED STUDENTS FROM DIVERSE BACKGROUNDS

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

Teachers, Campus Specialists (campus-level G/T leaders)

Many educators are concerned with building the skills needed for gifted students from diverse backgrounds to engage in academic learning. This session shares ideas that can be used in any content area and grade level. Leave with 15

ideas you can implement in your classroom to build thinking and learning.

Joyce Juntune, Ph.D., Suzanna Ramos, Ph.D., and Hector Ramos, Ph.D., Texas A&M University

EVOLVING FROM LABELS TO SERVICES: INTRODUCTION OF COLLINS CULTURALLY RESPONSIVE MULTI-TIERED SYSTEM OF SUPPORTS FOR 2E STUDENTS

Differentiated Curriculum | Foundational | 2E, Differentiation, Equity/Diversity | All Grades | Teachers, Campus Specialists (campus-level G/T leaders)

Overrepresentation, underrepresentation, underserved, and unidentification are the focus for many special and gifted education scholarly pursuits. Promoting whole child development, Collins' Culturally Responsive Multi-Tiered System of Supports (CR-MTSS) is introduced as a strategy to address such issues, and includes a differentiated teaching approach driven by students' readiness, interests, and values.

Kristina Collins, Ph.D., Texas State University

FACILITATING EQUITY: UNIVERSAL SCREENING WITH PLANNED EXPERIENCE

Identification and Assessment | Applied | Equity/Diversity | All Grades | Program Coordinators (district-level leaders), Campus Specialists (campus-level G/T leaders)

Universal screening of students is the best way to improve the equity within a GT program. However, some methods are cost-prohibitive, while others are a huge logistical undertaking. This session will share the trials, lessons, and successes of using Kingore's planned experiences as a viable method for universally screening students.

Alex Kabli, Splendora ISD

FOSTERING ENGAGEMENT: THE FIRST STEPS

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

In this session, participants will explore why engagement leads to the solution and means of negating underachievement. Through the use of digital tools, we will show how to promote curiosity while increasing authentic engagement. Finally, attendees will leave with instructional strategies, digital resources, and evaluation tools to analyze engagement.

Blythe Brown and Sarah Orozco, Clear Creek ISD

FOSTERING ENGAGEMENT, WHAT'S NEXT?

Differentiated Curriculum | Foundational | Creativity, Differentiation, Critical Thinking | Grades K-5 | Teachers, Campus Specialists (campus-level G/T leaders)

Last year, we began a journey that tackled gifted underachieving. Through exploration, we developed tools and strategies to negate the achievement gap. We will navigate through the lens of computational thinking. Participants will delve into instructional strategies to improve affective, behavioral, and cognitive engagement while developing authentic problem-solving skills.

Blythe Brown, and Sarah Orozco, Clear Creek ISD

FROM CRT TO RCT (RAISING CRITICAL THINKERS): PROTECTING EQUITY EFFORTS BY PRIORITIZING CRITICAL THINKING

Program Options and Design | Strategic | Equity/Diversity, Critical Thinking | All Grades | All Audiences

There would be no issues about the alleged teaching of CRT (critical race theory) in schools if we focused more on RCT: Raising Critical Thinkers! This session will offer concrete protections to equity initiatives by grounding them in critical thinking, TEKS, and your profiles of a graduate priorities already require.

Colin Seale, thinkLaw

GUIDING GIFTED LEARNERS IN REFRAMING LEADERSHIP STORIES

Social and Emotional Needs of the Gifted | Applied | ELA/Reading, Social Studies, Critical Thinking | All Grades | Teachers, Campus Specialists (campus-level G/T leaders)

Are gifted students called to lead with little support for developing leadership strengths? Guide students to understand leadership through the creation and analysis of leader stories. Develop the art of reframing leadership potential while nurturing the skills and abilities needed by student leaders to meet problems and innovate solutions.

Mary Christopher, Ph.D., CGL Consulting, LLC, and Cecelia Boswell, Ph.D., Austin Creek Educational Systems

THE HEALING POWER OF NATURE

Social and Emotional Needs of the Gifted | Foundational | All Grades | Teachers, Counselors

It's been a stressful year and a half! Learn about the emotional effects of stress on our students, examine how educators can support their students, how nature and mindfulness can help relieve stress and how giftedness affects these social and emotional needs.

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

HIGH ABILITY STUDENTS WHO ARE NOT YET ACHIEVING HIGHLY: ARE THEY REALLY GIFTED?

Identification and Assessment | Foundational | ELL, Equity/Diversity, Identification | All Grades | Program Coordinators (district-level leaders), School or District Administrators (principals/superintendents)

Many question whether high-ability students who aren't yet achieving highly are really gifted and whether they should participate in gifted programs. This session contends that understanding is innate; while knowledge is learned. Requiring achievement with ability for gifted identification prioritizes knowledge over understanding and perpetuates underrepresentation of special populations.

Dina Brulles, Ph.D., Paradise Valley USD, and Kimberly Lansdowne, Ph.D., Herberger Young Scholars Academy

IDENTIFICATION, SERVICES ... THEN WHAT? LET'S TALK ABOUT MONITORING PROGRESS!

Program Options and Design | Strategic | Equity/Diversity, Identification | All Grades | Program Coordinators (district-level leaders), Campus Specialists (campus-level G/T leaders)

Rotating through groups to discuss ideas around identification and progress monitoring

Kristin Graham, M.Ed., and Steve Navarre, Project Education

IGNITING CREATIVITY IN EVERY CLASSROOM

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

The arts and content areas are not just standalone disciplines. This session will look at integrating the arts into the classroom from a practical perspective that is sure to ignite the creativity in both teachers and students.

Jessica Jasper, M.Ed., Klein ISD

LOCAL NORMS: A CONVERSATION WITH COORDINATORS, ADMINISTRATORS, AND RESEARCHERS

Identification and Assessment | Applied | Equity/Diversity, Identification, Research | Grades K-5 | Program Coordinators (district-level leaders), School or District Administrators (principals/superintendents)

This panel discussion with coordinators and researchers will explore the difficulties and successes of establishing and implementing local norms in school districts. Researchers will present the benefits of implementing local norms, and existing coordinators will present potential barriers, affordances, and creative solutions to implementation. Discussion and audience Q&A will follow.

Karen Rambo-Hernandez, Ph.D., Texas A&M University, Celeste Sodergren, M.Ed., Waco ISD/Baylor University,

Monica Simonds, M.Ed., Richardson ISD, and Scott Peters, Ph.D., University of Wisconsin-Whitewater

MATCHING ABOVE LEVEL ASSESSMENT TO LEARNING OPPORTUNITY AND TALENT DEVELOPMENT

Program Options and Design | Applied | Differentiation, Equity/Diversity, Research, Grades 3-8 | Program Coordinators (district-level leaders), School or District Administrators (principals/superintendents)

How can Baylor's new Talent Search Program be used to advance talent development for students? Let's discuss the benefits of using a quality, above-level assessment as a tool not only to match students to extracurricular acceleration and enrichment opportunities but also to provide more personalized learning approaches in school systems.

Todd Kettler, Ph.D., Baylor University, and Sheila Griffith, Ph.D., Knowsys Educational Services LLC

MEASURING AFFECTIVE & SOCIO-EMOTIONAL LEARNING IN GIFTED ADOLESCENTS

Social and Emotional Needs of the Gifted | Applied | Research, Mindsets, Growth Measures

All Grades | Program Coordinators (district-level leaders), Campus Specialists (campus-level G/T leaders)

In this session, practitioners will examine what the research says about measuring socio-emotional and affective growth in gifted adolescents. Discussions about the potential for using these measures and how they might be utilized in different contexts will follow.

Celeste Sodergren, M.Ed., Waco ISD

MEASURING MAGNIFICENCE WITH DEPTH AND COMPLEXITY

Differentiated Curriculum | Foundational | Depth & Complexity | Differentiation | Critical Thinking | Grades K-5 | Teachers | Campus Specialists | Program Coordinators

Experience measurement through the eyes of a child as you discover innovative ideas to bring measurement to life in the classroom with the Icons of Depth and Complexity. Learn how to utilize the Depth and Complexity Framework to provide every student the opportunity to measure in deep and complex ways.

Misty Lewin and Amy Smith, Frisco ISD

NOT "ONE MORE THING": ALIGNING EQUITY IN GIFTED EDUCATION AS A KEY PRIORITY FOR YOUR DISTRICT'S STRATEGIC PLAN

Program Options and Design | Strategic | Differentiation, Professional Development, Critical Thinking | All Grades | Program Coordinators (district-level leaders), School or District Administrators (principals/superintendents)

G/T leaders spend their time navigating the Texas state plan, district plans, and the needs of individual teachers and buildings. Even so, high level initiatives and planning often fail to trickle down to individual students. How can we ensure meaningful, equitable instruction for ALL students despite constantly shifting priorities?

Colin Seale, thinkLaw

NOT YOUR AVERAGE G/T SHOWCASE

Creativity and Instructional Strategies | Foundational | STEM/STEAM, Project-Based Learning, Critical Thinking | All Grades | Program Coordinators (district-level leaders), Campus Specialists (campus-level G/T leaders)

Are you looking for ideas for novel ways for G/T students to showcase their advanced products? Engage your parents and students by facilitating unique showcases such as a rocketry showcase and a Boat-case. This session will also share ways to engage parents at more traditional showcase presentations.

Alex Kabli, Splendor ISD

OPTIMIZING IDENTIFICATION: IMPROVING EFFICACY, EFFICIENCY, EQUIVALENCE, & EQUITY

Identification and Assessment | Applied | Equity/Diversity, Identification, Research | All Grades | Program Coordinators (district-level leaders), School or District Administrators (principals/superintendents)

Identifying students for advanced learning opportunities remains a persistent issue. In this session, we will discuss and

demonstrate how to craft ideal two-phase identification systems that balance cost and accuracy. We will also provide recommendations regarding equitable access and how to best align identification and gifted services.

Lindsay Lee, Ph.D., East Tennessee State University, and Scott Peters, Ph.D., University of Wisconsin - Whitewater

“OUR DIVERSITY, OUR TREASURE”

Creativity and Instructional Strategies | Applied | ELL, Equity/Diversity, Technology | Grades K-5 | All Audiences

Connecting Worlds/Mundos Unidos, a Two-Way Dual Language G/T Magnet Program implements learning activities that foster environments that promote positive cross-cultural attitudes and develop a respect and appreciation of all cultures and languages. We will share these lessons that provide our students the opportunity to participate in our global community.

Laila Ferris, M.Ed., Patricia Castano, M.Ed., and Claudia Fernandez, M.Ed., El Paso ISD

PUSHING IN: DIFFERENTIATION IN MIDDLE GRADES

Program Options and Design | Foundational | Differentiation, Student Voice, Project-Based Learning | Grades 3-8 | Program Coordinators (district-level leaders), Campus Specialists (campus-level G/T leaders)

In this session, we will examine how to implement a push-in model and tracking progress through student portfolios to increase student accountability and differentiation. Learners will take away ideas to incorporate cross-curricular goals and gain resources for planning and implementation of push-in elements.

Cathrine McMahan, Levelland Middle School

QUALITY CONVERSATIONS WITH THE DEPTH & COMPLEXITY FRAMEWORK

Differentiated Curriculum | Foundational | Depth & Complexity | Differentiation | Critical Thinking | Grades 3-8 | Teachers | Campus Specialists | Program Coordinators

Incorporate the Depth and Complexity Framework's other Icons - the Content Imperatives, to foster quality conversations through in-depth research and "big idea" formulation. Participants will collaborate to design differentiated learning experiences utilizing the Depth and Complexity Framework to meet the needs of advanced and gifted learners.

Misty Lewin and Amy Smith, Frisco ISD

RESPONSIVE TEACHING PRACTICES FOR SCOUTING, IDENTIFYING, AND DEVELOPING TALENT IN THE CLASSROOM

Creativity and Instructional Strategies | Foundational | Differentiation, Equity/Diversity, Identification | All Grades | All Audiences

Educators can support equitable access to advanced learning opportunities by acting as talent scouts who identify students' strengths, advocate for placement in gifted and advanced academic programming, and differentiate learning experiences. This session will present practical, research-based methods for identifying student potential and developing academic talent through responsive teaching practices.

Melanie S. Meyer, Ph.D., Johns Hopkins University, and Kacey Crutchfield, M.S., University of North Texas

SAVE A TREE WITH GTID

Identification and Assessment | Foundational | Identification, Parents/Community, Professional Development | All Grades | Campus specialists (campus-level G/T leaders), School or district administrators (principals/superintendents)

The GT Identification System (GTID) is designed to manage your entire gifted identification process. GTID features a dashboard that allows you to manage every child's portfolio in a FERPA-compliant online system where administrators, coordinators, teachers, and parents are always aware of where their student is in the gifted identification process.

Jan McDonald, M.Ed., Responsive Learning/GTID Systems, Janet Newton, M.Ed., Responsive Learning/GTID Systems, and Shirley Bachus, M.Ed., Pflugerville ISD

THE SCORE GAP: TEST BIAS OR INEQUITY OF PREPARATION?

Program Options and Design | Applied | Equity/Diversity, Research, Critical Thinking | Grades 6-12 | Program Coordinators (district-level leaders), School or District Administrators (principals/superintendents)

Are the SAT, ACT, and PSAT exams intrinsically discriminatory, privileging higher-income students? Let's examine the actual evidence and then discuss how an intentional program of preparation can help low-income and minority students showcase their skills, knowledge, and college readiness, opening doors for admission and for scholarships.

Angela Herron, Ed.D., Grand Prairie ISD, and Sheila Griffith, Ph.D., Knowsys Educational Services LLC

SECONDARY GIFTED SERVICES PANEL

Program Options and Design | Applied | Differentiation, Equity/Diversity, Instructional Models | Grades 6-12 | Program Coordinators (district-level leaders), School or District Administrators (principals/superintendents)

Meeting the needs of gifted students in high school has long been a challenge for districts. This interactive panel discussion will provide insight into service models and opportunities schools and districts can implement, and give participants an opportunity to engage with district staff from a variety of districts.

Michelle Swain, M.Ed., Round Rock ISD, Debbie Smith, M.Ed., San Marcos CISD, and Tish Cawley, M.Ed., Hays CISD

SHAKING OUT THE NUMBERS: WHAT TO DO WITH THOSE 10TH GRADE PSAT SCORE REPORTS

Program Options and Design | Applied | Differentiation, Identification, Professional Development | Grade 9-12 | Program Coordinators (district-level leaders), School or District Administrators (principals/superintendents)

What do you do with those PSAT score reports? The College Board report gives you excellent information but most districts simply give the students their results. Attendees will understand how to read the PSAT report from College Board and mine it for data that will allow them to assess and identify the needs of their students in the area of college readiness.

Carol Raymond, M.Ed., EA Young Academy, and Sheila Griffith, Ph.D., Knowsys Educational Services LLC

SPEED GEEKING

Creativity and Instructional Strategies | Foundational | Technology | All Grades | All Audiences

Feast your minds on this collection of self-professed geeks as they attempt to wow you with their favorite tech tools for use in your classroom. Each presenter will have only five minutes to dazzle you with whatever apps or resources they feel should be a part of your technology tool box. This is definitely a session that everyone will be talking about later. Come early and be able to say that you were in the room where it happened!

Brian Housand, Ph.D., University of North Carolina Wilmington

STRATEGIES TO TACKLE STRESS, STRENGTHEN SELF-AGENCY, AND BUILD RESILIENCE

Social and Emotional Needs of the Gifted | Applied | Social-Emotional | Grades 3-8 | Teachers, Counselors

This session will highlight strategies to help students build positive habits of achievement by regulating emotions in response to stress, tackling perfectionism, and developing a strong sense of self-agency. Learn strategies to guide students to reframe their thinking to foster resilience. Considerations for students from diverse backgrounds are also highlighted.

Emily Mofield, Ed.D., Lipscomb University

TAILWINDS: THE SOCIAL-EMOTIONAL LIVES OF GIFTED GIRLS

Nature and Needs of the Gifted | Foundational | Differentiation, Equity/Diversity, Girls | Grades 3-8 | Teachers, Campus Specialists (campus-level G/T leaders)

Come along as we witness the stages and struggles of gifted girls: 6th grader leaders--expressive, assertive, and

confident—exiting middle school “with a hole inside.” 3rd graders at their peak--amazing thinkers and writers and engineers—sometimes hiding underground by 5th grade. With understanding comes hope for vast potential.

Mark Hess, SENG

TEA GIFTED/TALENTED EDUCATION UPDATE

Law and Policy | Foundational | All Grades | Program Coordinators (district-level leaders), School or District Administrators (principals/superintendents)

Hear the latest information pertaining gifted/talented education in Texas, including information on the Texas State Plan for the Education of Gifted and Talented Students. TEA divisions will also share other highlights related to G/T.

Monica Brewer, Texas Education Agency

WHAT WE STAND TO LOSE: GIFTED ADVOCACY IN A HOSTILE TERRITORY

Law and Policy | Foundational | Advocacy | Grades 9-12 | Program Coordinators (district-level leaders), School or District Administrators (principals/superintendents)

Public attitudes toward gifted students and their education are constantly shifting. The last several years have seen the dismantling or dissolution of gifted services in many locales. This session surveys the current state of gifted education under threat and provides practical tips for common sense policy advocacy using equity-based language.

Clint Rodriguez, M.A., ESC Region 11

WHAT WORKS: RESEARCH ON TEACHER BELIEFS AND STUDENT ACHIEVEMENT IN PRACTICE

Nature and Needs of the Gifted | Foundational | Equity/Diversity, Research, Professional Development | All Grades | All Audiences

The beliefs teachers hold about giftedness and talent influence student academic achievement. This session will examine how classroom teachers in Texas are putting research about teacher beliefs into practice. A panel of teachers will explore the impacts of professional development, personal learning, and personal reflection on their classroom teaching practice.

Melanie S. Meyer, Ph.D., Johns Hopkins University

WORKING TO BRING EQUITY IN A LARGE URBAN TEXAS DISTRICT

Program Options and Design | Applied | Equity/Diversity, Identification, Professional Development | All Grades | All Audiences

This session will describe the partnership between a University in Texas and a large urban Texas school district. The key takeaways for attendants will be how to engage in university partnerships and strategies being used to bring more equity. Key focus will be on teacher professional development and identification.

Jaret Hodges, Ph.D., University of North Texas, and Susan Pelezo, Aldine ISD

DEEP DIVES

ASSESSING ACADEMIC GROWTH IN ADVANCED AND GIFTED LEARNERS

Identification and Assessment | Applied | Assessment | All Grades | Program Coordinators (district-level leaders), Campus Specialists (campus-level G/T leaders)

ESSA accountability calls for states to measure academic growth in all students regardless of race, ethnicity, socioeconomic status, or language proficiency. Gifted students may demonstrate academic growth of 18-21 months per year. How do schools measure this growth? Collaborate to develop a tool to measure academic growth for gifted learners.

Cecelia Boswell, Ed.D., Austin Creek Education Systems, and Mary Christopher, Ph.D., CGL Consulting, LLC

CREATIVE THINKING TOOLS TO ENHANCE DEPTH AND COMPLEXITY

Creativity and Instructional Strategies | Applied | Creativity, Differentiation, Mindsets | Grades 6-12 | All Audiences

This session covers various tools and techniques from creativity research that will transform the way educators think about depth and complexity. Participants will gain practical strategies in the form of templates and online tools to engage their students in differentiated activities.

Hector Ramos, Ph.D., and Suzanna Ramos, Ph.D., Texas A&M University

DISTINGUISHED DIFFERENTIATION: GT & T-TESS

Differentiated Curriculum | Foundational | Differentiation, Student Voice, Professional Development | All Grades | Teachers, School or District Administrators (principals/superintendents)

Reflect on your pedagogy and professional practices while exploring the 4 domains of the Texas Teacher Evaluation & Support System (T-TESS) through the lens of gifted and advanced learners. Collaborate and learn how to create a more student-centered environment for your learners and address the dimensions of the rubric.

Kristin Graham, M.Ed., Project Education, and Meredith Austin, Ed.D., Humble ISD

THE EXECUTIVE FUNCTION SUBJUNCTION

Social and Emotional Needs of the Gifted | Applied | Parents/Community | All Grades | All Audiences

Executive functioning skills are more than just the latest buzz words in education; they are the essential tools students must develop to be successful in and out of the classroom. Come for lesson ideas, strategies and resources that can be implemented immediately as well as support to use at home.

Caitlin Andrews, M.Ed., Lindsey Hart, and Deanna McCabe, M.Ed., Northwest ISD

FOSTERING CREATIVITY IN AND OUTSIDE OF THE CLASSROOM

Creativity and Instructional Strategies | Applied | Creativity, Differentiation, STEM/STEAM | All Grades | Teachers, School or District Administrators (principals/superintendents)

Creativity is the mark of an engaged learner. This interactive, hands-on session is about understanding what creativity is (and isn't) and how to use it effectively in and outside the classroom. We will discuss manifestations of creativity, skills to make space for creativity in assessment, class discussion, and social-emotional learning.

Matthew Zakreski, Psy.D., The Neurodiversity Collective

FOUR PARALLELS FOR PBL: A FRAMEWORK FOR SOCIAL ACTION EDUCATION

Differentiated Curriculum | Applied | ELA/Reading, Social Studies, Project-Based Learning | All Grades | Teachers, Campus Specialists (campus-level G/T leaders)

The four parallels are a powerful tool that for helping students apply what they have learned to solve real-world problems. This session introduces teachers to the parallels from a student perspective and engages them in a design process for community action that can then be applied in their own classrooms.

Clinton Rodriguez, M.A., and Crystal Klose, M.Ed., ESC Region 11

IMPLEMENTING EFFECTIVE BEHAVIORAL INTERVENTIONS FOR GIFTED STUDENTS WITH DISABILITIES

Nature and Needs of the Gifted | Applied | 2E, Differentiation, Professional Development | All Grades | Teachers, Campus Specialists (campus-level G/T leaders)

Gifted students may exhibit behaviors affecting their engagement and eventual success. This session describes a research-based problem solving process teachers can use in implementing effective interventions with students who have both gifts and disabilities. Presenters will discuss each of the problem solving steps by sharing cases of gifted

students.

Susan Johnsen, Ph.D., Baylor University

CAMPFIRE CONVERSATIONS

CHALLENGES & SUCCESSES IN EQUITABLE IDENTIFICATION

Identification and Assessment | Applied | Equity/Diversity, Identification, Advocacy | All Grades | Program Coordinators (district-level leaders), Campus Specialists (campus-level G/T leaders)

This conversation among attendees will explore barriers that exist in the identification process and share what has been successful in removing them. Participants should come ready to engage with each other around these ideas to build equitable identification processes and systems.

Kristin Graham, M.Ed., and Steve Navarre, Project Education

DIVERSITY & EQUITY IN GIFTED IDENTIFICATION

Identification and Assessment | Foundational | Equity/Diversity, Identification | All Grades | Program Coordinators (district-level leaders), Campus Specialists (campus-level G/T leaders)

This roundtable session will allow participants to discuss their identification strategies to address underrepresentation and ensure that all gifted learners are identified. Participants will have an opportunity to share what has worked in their district and other initiatives to address underrepresentation.

Rob Dyson, Pearson

NAVIGATING THE WINDING PATHWAY TO DIVERSE IDENTIFICATION

Identification and Assessment | Applied | 2E, Equity/Diversity, Advocacy | All Grades | Program Coordinators (district-level leaders), Campus Specialists (campus-level G/T leaders)

In an effort to align district population to G/T population, how can we ensure our identification processes allow for a diversity of identified learners? What processes or factors need to be considered when identifying students from underserved or low socioeconomic backgrounds? Let's discuss and collaborate ways to improve.

Teresa Francis, M.Ed., and Brigette Cardenas, M.A., Mansfield ISD

NO-BAKE IDEA EXCHANGE (SECONDARY SERVICES)

Creativity and Instructional Strategies | Strategic | Differentiation, Project-Based Learning, Critical Thinking | Grades 6-12 | Teachers, Campus Specialists (campus-level G/T leaders)

Have you ever been to a cookie exchange (bring one cookie and go home with 10)? How about an IDEA exchange? Bring your favorite idea/activity for working with secondary G/T students. Brings and idea and go home with 10! Perhaps bring a QR code or link to share.

Amy Ellingson, M.Ed., Spring Branch ISD

OBSTACLE OR OPPORTUNITY: HOW CAN OUR CURRENT CIRCUMSTANCES IMPROVE G/T EDUCATION?

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

It's been a difficult year. Mindset matters and it's important that we identify the obstacles, but focus on the opportunities. In this learning experience, we will discuss the obstacles within gifted education that have provided opportunities and what we can do moving forward to innovate within our current circumstances.

Andi McNair, ESC Region 12

“THEY’RE ALL GOING TO FIND OUT I’M A FRAUD!” A CONVERSATION ON COMBATTING IMPOSTOR SYNDROME

Nature and Needs of the Gifted | Applied | 2E, Professional Development | All Grades | Program coordinators (district-level leaders), Teachers, 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 conversation session will explore the maintaining factors of this syndrome, how you and your students may experience it, and outline strategies to undo it, following up on the pre-recorded session on the same topic. Participants will be encouraged to learn how to check their thinking, practice self-compassion, and give themselves credit for the work that they have already done while appreciating the work that is left to do.

Matthew Zakreski, Psy.D., The Neurodiversity Collective

UNPACKING THE VAST POTENTIAL OF NONVERBAL TALENT IN GIFTED LEARNERS: A CONVERSATION

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)

This chat follows up on the pre-recorded session, Unpacking the Vast Potential of Nonverbal Talent in Gifted Learners. Let’s chat more about nonverbal ability, visual orientations and content, and how we can best engage a visual generation across the curriculum through content design and depth of thinking. Whether your questions are practical or theoretical, here is the place to collaborate to help one another in our day to day lives working with gifted learners.

Mark Hess, SENG

UTILIZING DESIGN THINKING TO MOTIVATE AND EMPOWER STUDENTS

Creativity and Instructional Strategies | Foundational | STEM/STEAM, Project-Based Learning, Critical Thinking | All Grades | Teachers, Campus Specialists (campus-level G/T leaders)

Design Thinking is a human-centered mindset and a process used to solve complex problems through these six steps: empathize, define, ideate, prototype, test and implement. Students experiencing and practicing design thinking develop essential skills necessary to be successful. Learn and experience practical strategies of design thinking for your students.

Lisa Cisneros, ESC Region 12

ENERGIZER BREAKOUT SESSION

THE ART OF FLOW THROUGH PLAY

Social and Emotional Needs of the Gifted | Applied | Creativity, Professional Development, Social-Emotional | All Grades | All Audiences

Mindfulness isn’t the only way to lower cortisol and prime the brain for learning. The ancient, spontaneous human practice of PLAY is an ideal way to set up for flow. In this session we invite YOU to release tension and tap into a sense of joy with guided play exercises.

Ben Koch, M.Ed., NuMinds Enrichment

BEAR HUGS AND MOONWALKS: IMAGINATIVE MINDFULNESS

Social and Emotional Needs of the Gifted | Applied | Creativity, Professional Development, Social-Emotional | All Grades | All Audiences

Come experience several playful, imaginative ways to incorporate SEL best practices into your classroom with fun, thematic exercises. You'll love these self-awareness tools as much as your students and might even find yourself "ocean breathing" or "smiling like a snail" alone in the teacher's lounge!

Ben Koch, M.Ed., NuMinds Enrichment

COMMUNITY BUILDING: BUILD YOUR OWN PROFESSIONAL LEARNING NETWORK

Program Options and Design | Strategic | Professional Development, AP, Collaboration, Community | All Grades | Program Coordinators (district-level leaders), School or District Administrators (principals/superintendents)

Do you have teachers or do you work with teachers who are singletons, or are you a district or campus with limited teacher connections? Together, we will explore ways to build a professional learning network (PLN) for educators, based on our own experience in creating a PLN for AP teachers.

Hope Scallan, M.Ed., Round Rock ISD, Barbara Epperson, Ed.D, Belton ISD, and Celeste Sodergren, Waco ISD

EFFECTIVE PARENT/TEACHER CONFERENCES: COLLABORATIVE STRATEGIES FROM BOTH PERSPECTIVES

Nature and Needs of the Gifted | Foundational | Parents/Community, Advocacy, Teacher Collaboration | All Grades | Teachers, Parents

How can parents effectively advocate with teachers for their gifted students? Parent/teacher conferences can cause dread in both parties. However, the presenters of this session will provide both research-based considerations as well as anecdotes and wisdom gained from personal experience on both sides of the same table.

Nicole Mattingly, M.A., University of North Texas, and April Walker, Ph.D., Grand Canyon University

FLIPPING THE SCRIPT PROJECT

Creativity and Instructional Strategies | Strategic | Creativity, Mathematics, Differentiation | Grade 9-12 | Teachers, Campus Specialists (campus-level G/T leaders)

For the semester exam, this presenter's students do a class project where they write the test and the teacher takes the test. The students are given general guidelines, but free reign on most decisions. This project is designed to give real world experience related to professional project management. Come learn about how you can flip the script in your classroom.

Michael Wang, Coppell ISD

TEKS-BASED PLAY! INCORPORATING ACADEMIC PLAY INTO THE GT PK-2 CLASSROOM

Creativity and Instructional Strategies | Foundational | ELA/Reading, Creativity, Critical Thinking | Grades K-2 | Teachers, Campus Specialists (campus-level G/T leaders)

Teachers will be guided on instructional practices and planning tools that incorporate play back into the PK-2nd classroom. The focus will be on reading and math and will focus on crucial social skills and emotional learning. This presentation will give hands-on examples to incorporate play into higher learning.

Cara Sherman, Irving ISD

USING DISCREPANT EFFECTS TO TRIGGER HIGHER LEVEL THINKING IN SCIENCE

Creativity and Instructional Strategies | Foundational | Differentiation, Science, Critical Thinking | Grades 6-12 | Teachers, Campus Specialists (campus-level G/T leaders)

Discrepant events demonstrate phenomena that are intriguing to students, are often counter-intuitive, and challenge student assumptions about the world around them. In this workshop, you will experience a variety of safe and easy demonstrations that you can use to trigger higher level thinking in G/T students.

Matt Wells, M.Ed., Cypress-Fairbanks ISD

USING LITERATURE CIRCLES IN GIFTED CLASSROOMS

Creativity and Instructional Strategies | Applied | ELA/Reading, Differentiation, Student Voice | Grades 6-12 | Teachers, Campus Specialists (campus-level G/T leaders)

Utilizing literature circles to create a more engaging and learner driven atmosphere in gifted classrooms is key. The learners are given a list of multicultural books where they can see themselves in the pages, and get to create their own calendar and hold intimate discussions about ideas in each novel.

Summer Ward, Coppell ISD

LEARNING LABS

8 HANDS-ON MATH ACTIVITIES TO ENGAGE AND CHALLENGE YOUR G/T LEARNERS ALL YEAR

Creativity and Instructional Strategies | Applied | Creativity, Mathematics, Critical Thinking | Grades 3-8 | All Audiences

Have early finishers? Have students that you want to challenge and get excited about math? Come and try some simple, but challenging ideas that you and your students will love. Aimed towards upper elementary and middle school.

Katherine Wells, Cypress Fairbanks ISD

CHALLENGING GIFTED AND TALENTED STUDENTS BEYOND AN HOUR OF CODE

Differentiated Curriculum | Foundational | Differentiation, Technology, Project-Based Learning | All Grades | Teachers, Campus Specialists (campus-level G/T leaders)

Coding allows gifted students to persevere through challenge through engaging, authentic products. Moving beyond an Hour of Code ensures that they face real, meaningful challenge while developing skills like critical and creative thinking, logical reasoning, positive risk-taking, and collaboration. Participants will gain resources for teaching code and strategies for differentiation.

Maryann Hebda, M.S., Baylor University, and Cyrena Kellogg, M.Ed., Gardner Edgerton School District, KS

CREATING CHOICE BOARDS WITH GOOGLE TOOLS

Differentiated Curriculum | Applied | Differentiation, Student Voice, Technology | All Grades | Teachers, Campus Specialists (campus-level G/T leaders)

Join us to dive into a variety of Google tools to experience a variety of ways that you can make choice boards to differentiate content for your gifted students. Bring your device and be ready for hands-on ideas and practice that you can use the next day with your students.

Bruce Ellis, Ed.D., TCEA

CULTURALLY RESPONSIVE TEACHING WITH ARTFUL THINKING

Creativity and Instructional Strategies | Foundational | Creativity, Equity/Diversity, Critical Thinking | All Grades | Teachers, Campus Specialists (campus-level G/T leaders)

Increasingly, teachers want to adapt their practices to respond to students' diverse cultures. This workshop will explore the intersection of Culturally Responsive Teaching and Artful Thinking routines. Teachers will experience routines to see how they promote learning partnerships, information processing, and an environment that is intellectually safe for learning.

Sarah Wiseman, M.Ed., Frisco ISD

GOOGLE SLIDES ISN'T JUST FOR PRESENTATIONS

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

Join us for a hands-on session to experience the MANY ways you and your students can use Google Slides ... none of which are for presentations! Your students will greatly benefit from these activities and you will find they enhance the learning process! This isn't your grandma's use of Google Slides!

Bruce Ellis, Ed.D., TCEA

GUIDING RESEARCH QUESTIONS: THE ROAD MAP TO INDEPENDENT RESEARCH

Creativity and Instructional Strategies | Applied | Differentiation, Genius Hour, Critical Thinking | Grades 6-12 | Teachers, Campus Specialists (campus-level G/T leaders)

When done well, independent research provides gifted students with meaningful learning, but how can we best facilitate the levels of innovation, research, and individualization needed to guide gifted learners through this process? This session provides ready-to-implement templates and strategies to develop rigorous guiding research questions to launch into deeper inquiry.

Vicki Phelps, Ed.D., Milligan University

HOW TO USE PRE-ASSESSMENTS TO DIFFERENTIATE FOR G/T & ADVANCED

Differentiated Curriculum | Applied | Differentiation, Student Voice | All Grades | Teachers, Campus Specialists (campus-level G/T leaders)

Prevent boredom and monotony by making use of preassessments to flush out those students who already know some or all of the material. Enable your brightest learners to delve deeper into concepts instead of wasting time on stuff they already know.

Melanie Harlan, M.Ed., Forney ISD

IMPROVING SOCIAL SKILLS: USING IMPROV GAMES TO DEVELOP SOCIAL SKILLS IN GIFTED STUDENTS

Social and Emotional Needs of the Gifted | Foundational | Creativity, Genius Hour| Critical Thinking | All Grades | All Audiences

Improvisational acting (or Improv) games are a fun and effective way to teach and shape social skills. These games rely on quick thinking, verbal skill, creativity, and enthusiasm. Research has indicated that Improv games are effective in teaching prosocial behavior, emotional resiliency, cognitive flexibility, failure tolerance, and sustained social engagement.

Matthew Zakreski, Psy.D., The Neurodiversity Collective

IQ GLUE AND AFFECT SPARKLES: HANDS-ON IDENTIFICATION

Identification and Assessment | Applied | Equity/Diversity, Identification, Professional Development | All Grades | Program Coordinators (district-level leaders), Campus Specialists (campus-level G/T leaders)

The future of equitable identification is active! From ACCEL to Dual-Process, the question is “Can we see intelligence in action?” Join this hands-on workshop where we calibrate, create, glue, color, program, and perform. We believe that when you align gifted characteristics with program goals and state definitions ... BOOM, equitable identification.

Justin Yawter, M.Ed., NuMinds Enrichment

LANDING HUMANS ON THE MOON

Creativity and Instructional Strategies | Applied | STEM/STEAM, Science, Project-Based Learning | All Grades | Teachers, Campus Specialists (campus-level G/T leaders)

In this Learning Lab session, participants will be introduced to one of the latest education guides created by NASA to bring Artemis and the upcoming moon landing into your classroom. Participants will have the opportunity to experience one of four hands-on moon landing activities, created for classrooms and facilitated by the NASA Education Specialist from the Johnson Space Center.

Steven Smith, M.S., NASA

LIVING LARGE IN A SMALL DISTRICT

Program Options and Design | Applied | Professional Development, Leadership | All Grades | Program Coordinators (district-level leaders), School or District Administrators (principals/superintendents)

The goal of this session is to help G/T leaders in small districts work through challenges and limitations and build capacity through partnerships and strategic thinking. This will be a practitioner focused session for G/T Coordinators or leadership, focusing especially small districts.

Celeste Sodergren, M.Ed., Waco ISD/Baylor University

LOW PREP/HIGH YIELD DIFFERENTIATION STRATEGIES

Differentiated Curriculum | Applied | Creativity, Student Voice, Mindsets | All Grades, Teachers, Campus Specialists (campus-level G/T leaders)

Come and learn at least 5 easy quick strategies to meet the academic needs of your most advanced students. These strategies save you time and effort while maximizing student learning and engagement.

Brigette Cardenas and Melanie Beckett, Mansfield ISD

PROPULSION WITH SPACE LAUNCH SYSTEM

Creativity and Instructional Strategies | Applied | STEM/STEAM, Science, Project-Based Learning | All Grades | Teachers, Campus Specialists (campus-level G/T leaders)

In this Learning Lab session, participants will be introduced to one of the latest education guides created by NASA to teach students about rocketry and NASA's Space Launch System (SLS) rocket. Participants will have the opportunity to experience one of four hands-on space launch activities, created for classrooms and facilitated by the NASA Education Specialist from the Johnson Space Center.

Steven Smith, M.S., NASA

ROBOTS TO THE RESCUE! -- THE HOUSTON DELUGE

Creativity and Instructional Strategies | Applied | STEM/STEAM, Makerspace, Project-Based Learning | All Grades | All Audiences

In this Learning Lab, you'll experience how a district-wide robotics competition designed and judged by high school students inspired elementary and middle school students to learn coding, engineering design, and collaborative problem-solving in a real-world disaster scenario. Website design, self-scoring rubrics, peer evaluation, and judges interviews transform this into a cross-curricular STEAM challenge where gifted students will thrive.

Sheila Greene, M.Ed., Rene Egle, M.Ed., and William Gilbert, Northwest ISD

VERTICAL DIFFERENTIATION: STRATEGIES THAT STRETCH AND CHALLENGE HIGH-POTENTIAL STUDENTS

Differentiated Curriculum | Applied | Creativity, Differentiation, Critical Thinking | Grades 3-8 | Teachers, Program coordinators (district-level leaders)

This session highlights the use of engaging critical and creative thinking "stretch prompts" that can be used to support gifted learners in acquiring, organizing, and integrating new learning. An emphasis is placed on building scaffolds and supports from students from diverse backgrounds.

Emily Mofield, Ed.D., Lipscomb University

WHY STEAM?

Creativity and Instructional Strategies | Foundational | STEM/STEAM, Makerspace, Critical Thinking | All Grades |

Teachers, Campus Specialists (campus-level G/T leaders)

Join us as we dive into STEAM education! This session shows the importance of exercising both the left and right sides of our students' brains, as we prepare them to enter into a 21st century working environment.

Brandi Marroquin, M.S., and Angela Votion, M.S., San Antonio ISD

MODEL CLASSROOM

CULTURAL RELEVANCE WITH NASA RESOURCES

Creativity and Instructional Strategies | Applied | Creativity, STEM/STEAM, Project-Based Learning | All Grades | Teachers, Campus Specialists (campus-level G/T leaders)

In this Model Classroom session, participants will get to work in teams to create a lunar habitat in a classroom setting emphasizing the importance of cultural relevance in reaching students. Learn from NASA's Education Specialist from the Johnson Space Center, who spent 20 years in the classroom working with students from across the spectrum of circumstances and cultures.

Steven Smith, M.S., NASA

INCREASING RESILIENCE WITH STEAM AND THE MULLIGAN RULE

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

For high-achieving students success often comes easily. Failure can lead to quitting or underachieving. Presenting challenges that require trial and error can teach students the Mulligan Rule or to have a do-over. Come learn ways to engage your students in experiences that push them to rethink solutions and try again.

Sheila Mulbry, Lockhart ISD

NEW TO GIFTED, WHAT DO I NEED TO KNOW?

Differentiated Curriculum | Foundational | Differentiation, Critical Thinking | Grades K-5 | Teachers, Campus Specialists (campus-level G/T leaders)

Adventurous journey or challenging experience, which describes meeting the needs of your advanced students? In this session, we will support developing your toolkit to excel at working with gifted learners as you experience G/T strategies. We will break differentiation into what students and teachers need most. Join us to turn teaching G/T into a passion.

Blythe Brown, and Ashley Williams, Clear Creek ISD

THE POWER OF JOURNALING

Creativity and Instructional Strategies | Foundational | Creativity, Student Voice, Critical Thinking | All Grades | Teachers, Campus Specialists (campus-level G/T leaders)

Journaling is a powerful tool that helps students solidify their thinking, extend their ideas, and develop their creativity. Not just for language arts classes, journals are useful for teachers of all subject areas as they guide students in developing critical thinking and problem solving skills while also encouraging emotional health.

Elizabeth Walls, M.S., Katy ISD

THINKLAW MODEL CLASSROOM: THE QUESTION IS THE ANSWER

Creativity and Instructional Strategies | Foundational | Student Voice | Professional Development, Critical Thinking | All Grades | Teachers, Program coordinators (district-level leaders)

Asking and answering tough questions is key to powerful instruction and a crucial real-world skill. But what happens when no one answers your questions? What happens if everyone has the same answer to a question? What happens if one student is always trying to dominate Q and A classroom sessions?

Colin Seale, thinkLaw

UNLOCKING POTENTIAL THROUGH INSPIRATION, INQUIRY, AND INNOVATION

Creativity and Instructional Strategies | Foundational | Creativity, STEM/STEAM, Project-Based Learning | Grades K-5 | Teachers, Program coordinators (district-level leaders)

What learning experiences do you remember most? We all remember engaging, inspiring and meaningful experiences. Experience a classroom where students dream, create, problem solve and make connections to the real world, inspiring pathways for potential and passion. Learning is an organic experience inspiring students to be lifelong, future-ready thinkers.

Barbara Hinton, M.Ed., National Inventors Hall of Fame

MEET-UPS

COORDINATOR COFFEE

Program coordinators (district-level leaders), Campus Specialists (campus-level G/T leaders)

Take a moment to catch up with your fellow G/T leaders and share your challenges and solutions with your favorite morning brew in this casual coffee and chat session, sponsored by Knowsys.

Sheila Griffith, Ph.D., and Kevin Griffith, Knowsys Educational Services LLC

DIVERSITY, EQUITY, INCLUSION, AND ACCESS NETWORK MEET-UP

All Audiences

Connect with fellow educators and learn more about the new TAGT Diversity, Equity, Inclusion, and Access Network at this opportunity to network and build coalitions with leaders eager to increase diversity in the ranks of G/T educators.

Hosted by the Diversity, Equity, Inclusion, and Access Network Advisory Council

INTRODUCING (AND BREAKING) THE NEW THINKLAW TEACHER PLATFORM

Differentiated Curriculum | Foundational | Creativity, Professional Development, Critical Thinking | All Grades | All Audiences

Join us as we introduce our new thinkPortal Teacher Site. Whether you are an experienced thinkLaw user or someone who has never heard of us before, join us and learn about new features, on-demand Professional Development, and our bank of lessons, templates, and additional supports in this interactive session

Colin Seale, thinkLaw

NNAT3 USERS GROUP

Identification and Assessment | Applied | Identification | All Grades | Program coordinators (district-level leaders)

Pearson would like to hear from our NNAT3 user's about your experience with the test and how NNAT3 is utilized in your program. This session will also provide updates and a Q&A session. Learn about local norming through the online platform and tips regarding implementation. Or, if you're not a user yet, this session will be a great opportunity to hear from your colleagues about their experience with NNAT3.

Rob Dyson, Pearson

PROJECTGT USER MEET UP

Identification and Assessment | Applied | Equity/Diversity, Identification | All Grades/Program Coordinators (district-level leaders), Campus Specialists (campus-level G/T leaders)

ProjectEducation invites its users to come and discuss the latest updates to our system, future plans, and how we can continue to best meet your needs. We would love to meet everyone in person and feel free to bring a friend who you want to hear about ProjectGT!

Kristin Graham, M.Ed., and Steve Navarre, Project Education

