



ONLINE 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 livestreamed, December 1-3, through the giftED21 virtual platform. These sessions will also be recorded and available post-conference. All sessions subject to change.

Sessions listed in alphabetical order. Dates and times for all sessions to be announced.

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

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

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

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

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

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

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

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

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 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, Jack Naglieri, Ph.D., University of Virginia, and Kimberly Lansdowne, Ph.D., Herberger Young Scholars Academy

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

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

Improvise 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

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

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

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

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 to 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

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

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

