

**Rutgers Gifted Education Conference Program
November 17, 2017**

Registration and Keynote:

Doubletree by Hilton Somerset Hotel and Conference Center
200 Atrium Dr., Somerset, NJ 08873

Concurrent Sessions & Lunch:

Rutgers Continuing Education Center at the Atrium
300 Atrium Dr. Somerset, NJ 08873

Schedule:

	 Novice	 Novice	 General	 Advanced	 Leadership
8:00 - 8:45 A.M.	Registration				
8:45 - 9:45 A.M.	Keynote: Elements of an Effective Gifted Education Program <i>Joyce Van Tassel-Baska</i>				
10:00 - 11:30 A.M.	Meeting the Needs of Primary Learners <i>Lenore Cortina</i>	Learning Centers as a Means of Differentiation for Gifted Learners <i>Jessica Manzone</i>	Building Resiliency <i>Angela Housand</i>	Gifted Students and Problem-Solving: Using Engineering and Technology to Increase Engagement Across Content Areas <i>Deb Dailey</i>	Communicating the Importance of Gifted Education <i>Matt Mingle</i>
11:35 A.M. - 12:35 P.M.	Lunch				
12:40 - 2:10 P.M.	Advanced Reading Strategies <i>Jessica Manzone</i>	Gifted Students and Problem-Solving: Using Engineering and Technology to Increase Engagement Across Content Areas <i>Deb Dailey</i>	Using Differentiated Features to Develop Tiered Activities <i>Elissa Brown</i>	Meeting the Needs of Primary Learners <i>Lenore Cortina</i>	Building a Model Gifted Education Program from Scratch <i>Joyce Van Tassel-Baska</i>
2:15 - 2:40 P.M.	Gifted Students and Problem-Solving: Using Engineering and Technology to Increase Engagement Across Content Areas <i>Deb Dailey</i>	Identification Workshop <i>Lenore Cortina</i>	Merging Social and Emotional Learning with Academic Rigor <i>Angela Housand</i>	Increasing Academic Rigor in Curriculum - A Clustering Approach <i>Jessica Manzone</i>	
2:45 - 3:45 P.M.					Modeling Success: Programs That Work <i>Elissa Brown, moderator</i>

Session Descriptions (Alphabetical by Presenter)

Modeling Success: Programs That Work – Elissa Brown, facilitator

Panelists: Sharon Borgatti, Lynne Henwood, and Rita Route

Hear from the gifted education specialists and supervisors behind successful gifted education programs across the state. Each district addresses the needs of gifted learners differently, using a wide range of programs and formats to meet student needs at different developmental stages. Submit written questions at registration, or pose them during the session.

Using Differentiated Features to Develop Tiered Activities – Elissa Brown

Everyone uses the word “differentiation” but what does that mean for gifted learners? Additionally, what would that look like in the classroom for administrators? This session will provide participants a framework of research-based features to ensure that effective differentiation is occurring in the classroom and students are learning, regardless of the grouping strategy. Participants will receive tiered activities using differentiated features as well as create their own.

Meeting the Needs of Primary Learners (Novice) – Lenore Cortina

This session will focus on practical strategies to modify curriculum and differentiate instruction for primary students (grades K-2). This novice session is for teachers and administrators that are seeking cost-effective and time efficient strategies to meet the needs of gifted primary learners in the regular education classroom.

Meeting the Needs of Primary Learners (Advanced) – Lenore Cortina

This session will focus on practical strategies to modify curriculum and differentiate instruction for primary students (grades K-2). This advanced session will focus on effective long-term solutions to meeting the needs of gifted primary students in the regular education classroom and programming options for specialized instruction.

Identification Workshop – Lenore Cortina

In this interactive session, we will review the basics of designing a defensible identification processes and the administrative requirements for identification in New Jersey. Resources for identification will be distributed and discussed. The rest of the session will be used as an interactive session to share resources, identification solutions with one another and with the facilitator. Dr. Cortina will be available to answer any specific questions about your district's identification issues and challenges.

Gifted Students and Problem Solving: Using Engineering and Technology to Increase Engagement Across Content Areas (Novice) – Debbie Dailey

Through the lens of problem solving and engineering design, teachers can seamlessly integrate multiple subjects while addressing multiple content standards. Through this integrated approach, learning takes place as students are actively engaged in

authentic tasks while addressing real-world problems. Using this approach, students problem solve using the engineering design process, build science content knowledge by “doing science”, utilize real-world mathematics in building and evaluating models, and read informative texts and write proposals, summaries, and conclusions as they practice literacy skills. Participants in this session will actively participate in an engineering focused-integrated lesson addressing content standards in science, mathematics, language arts, and social studies. An additional focus will be on the role of technology for student engagement, modeling, and presentation. This novice session will target elementary teachers.

Gifted Students and Problem Solving: Using Engineering and Technology to Increase Engagement Across Content Areas (Advanced) – Debbie Dailey

Through the lens of problem solving and engineering design, teachers can seamlessly integrate multiple subjects while addressing multiple content standards. Through this integrated approach, learning takes place as students are actively engaged in authentic tasks while addressing real-world problems. Using this approach, students problem solve using the engineering design process, build science content knowledge by “doing science”, utilize real-world mathematics in building and evaluating models, and read informative texts and write proposals, summaries, and conclusions as they practice literacy skills. Participants in this session will actively participate in an engineering focused-integrated lesson addressing content standards in science, mathematics, language arts, and social studies. An additional focus will be on the role of technology for student engagement, modeling, presentation. This advanced session will target middle school and high school teachers.

Building Resiliency – Angela Housand

No one emerges at the top. In reality, the most successful individuals have a long list of failures that led to their accomplishments. Yet many gifted children expect to “get the right answer” on their first attempt and once faced with truly challenging situations, give up before trying. This session provides strategies for supporting gifted youth as they engage in the struggles that lead to meaningful success in school and in life.

Merging Social and Emotional Learning with Academic Rigor – Angela Housand

Research suggests that students who are exposed to social-emotional learning (SEL) opportunities alongside their academic work achieve at higher levels and experience lower levels of emotional distress than those who are not exposed to SEL. This session introduces curriculum to support the development of SEL skills alongside the skills of required by even the most academically rigorous programs.

Advanced Reading Strategies – Jessica Manzone

Gifted readers believe that they have control over their reading, they internalize and apply strategies to make new reading tasks manageable, and they exhibit high levels of engagement and interest in reading-related experiences. This session introduces

participants to a series of strategies designed to motivate and challenge gifted readers. Participants will engage in demonstrations to highlight how these strategies (a) meet the needs, interest, and abilities of gifted learners, and (b) can be integrated into ANY grade level or content area. Participants of all grade levels and subject area expertise are welcome, and will leave this with session with specific examples of how the Advanced Reading Strategies can be applied to their own students, subject matter, and professional practice.

Increasing Academic Rigor in Curriculum – A Clustering Approach – Jessica Manzone

The relationship between rigor and gifted education has generated much discussion about what constitutes appropriate academic and curricular response to giftedness. The need for the presence of rigor within the learning experiences for gifted students is well documented. The definition of the term “rigor” and how it is exemplified in the construction of curriculum is a bit more nebulous. This session engages participants in a discussion related to academic rigor and will present a strategy (the Cluster Approach) that can be used to modify, adapt, and/or tailor curriculum to the needs of gifted learners. Participants are encouraged to have prior knowledge of the elements of the Standards for Gifted and Talented Education so that these elements can be USED to infuse academic rigor into the general curriculum. The goal of this session is to provide participants with a practical strategy for increasing the level of academic rigor of any grade level or content area lesson plan or unit of study.

Learning Centers as a Means of Differentiating for Gifted Learners (Novice Session) – Jessica Manzone

The seminal research on learning centers support their use as a viable means of targeting the unique learning needs (academic, social, developmental, and behavioral) of gifted students within the regular classroom. This session has two major objectives: (a) to define the non-negotiable components of a learning center, and (b) to demonstrate the many and varied ways that learning centers can be used as an instructional tool in the classroom. Participants will engage in demonstrations of learning centers across the grade levels and content areas and will have an opportunity to DEVELOP and PRODUCE their own learning centers. This is an interactive workshop open to teachers of all grade levels with the expectation that participants will leave with a fully constructed learning center that can be implemented within their own classroom.

Communicating the Importance of Gifted Education – Matt Mingle

Although state regulations require all public schools in New Jersey to provide gifted education services to students in grades K-12, the reality is far less promising. Teacher and administrators who care about meeting the needs of gifted students must become advocates for gifted education and lead the charge. In this session, participants will learn about strategies for communicating the importance of gifted education to

various audiences and will make commitments to each other about how to take this work home.

Building a Model Gifted Education Program from Scratch – Joyce Van Tassel-Baska

This double session will provide administrators the hands-on opportunity to experience and discuss the controversial aspects of running gifted programs by addressing concerns about equitable identification and placement, creating multiple program options for gifted learners at each stage of development, and developing services that promote acceleration, counseling, and other personalized opportunities. Participants will leave the session with a template for program development that may be applied in their district that includes a viable evaluation design for assessing progress.

Elements of an Effective Gifted Education Program – Joyce Van Tassel-Baska (Keynote)

This keynote presentation will highlight the evidence-based research for exemplary gifted programs including best practices for identification, curriculum, instruction, and program design. Ideas for districts to begin evaluating their own programs and services will also be shared.