

2013



Gifted Education: Developing Talent

October 18, 2013 | Old Mill High School, Millersville, MD

Maryland State Conference on Gifted and Talented Education

Maryland State Conference on Gifted & Talented Education

Steering Committee

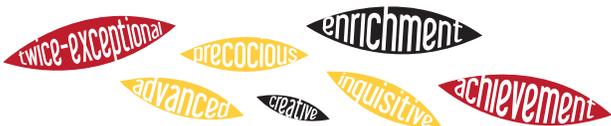
Co-chairs

Kathleen Barbagallo
Howard County Public Schools

Carol Ann McCurdy
Anne Arundel County Public Schools

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Elise Antoine	Montgomery County Public Schools
Virginia Barnard	Howard County Public Schools
Carol Bates	Frederick County Public Schools
Debbie Blum	Howard County Public Schools
Joan Cable	Notre Dame of Maryland University
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Betty Elder	Anne Arundel County Public Schools
Kimberly Miller Garrett	Anne Arundel County Public Schools
Kathleen Gregory	Prince George's County Public Schools
Robin Hawley-Brillante	Baltimore County Public Schools
Wendy Ingalls	Baltimore County Public Schools
Theresa Jackson	Prince George's County Public Schools
Tara Lambden	Anne Arundel County Public Schools
Meg Lee	Frederick County Public Schools
Debra Myers	Baltimore County Public Schools
Denice Neal	Anne Arundel County Public Schools
Jeanne Paynter	Maryland State Department of Education
Mary Cay Ricci	Baltimore County Public Schools
Tracey Thisse	Prince George's County Public Schools
Penny Zimring	Howard County Public Schools
Helaine Zinaman	Maryland Educators of Gifted Students



October 18, 2013

Dear Conference Participants,

On behalf of the Maryland Educators of Gifted Students and the Maryland State Department of Education, we would like to welcome you to the Fourteenth Annual Maryland State Conference on Gifted and Talented Education, Gifted Education: Developing Talent.

The 2013 conference committee has worked to develop a contemporary program that is designed to meet the needs of a variety of participants. Whether you are an administrator, classroom teacher, gifted education specialist, special educator, parent, or counselor, there will be something of interest for you. You may select from presentations given by local and national experts in the following strands: Instructional Needs of Gifted Learners and Underrepresented Populations in Gifted Education.

Teachers in all Maryland school systems strive to provide instruction that challenges and increases achievement for all students. This conference provides an opportunity for educators to exchange ideas and strategies for meeting the needs of high potential students and those already achieving at high levels.

We hope you will take advantage of the job-embedded Continuing Professional Development (CPD) credit option, and that the convenient time and reasonable cost of the conference addresses your needs.

A very special thank you goes to the administration, staff, and students of Old Mill High School, whose assistance and support have made this conference possible.

Have an enriching and engaging conference!

Katie Barbagallo
Carol Ann McCurdy

MEGS Conference Co-chairs



Conference Schedule

7:15 a.m. **Registration and Continental Breakfast**
Lobby/Cafeteria

8:15 a.m. **Welcome**
Auditorium

8:45 a.m. **Keynote**
Auditorium

Talent Development: A Framework for Our Work with Gifted Children
Dr. Paula Olszewski-Kubilius

10:00 a.m. **Session 1**

<i>Session</i>	<i>Room#</i>
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11:15 a.m. **Session 2**

<i>Session</i>	<i>Room#</i>
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12:30 p.m. **Catered Lunch/Vendor Exhibit Hall**
Cafeteria/Exhibit Hall

Door Prizes contributed by our vendors will be announced during lunch. Place your nametag in the box as you enter the cafeteria. You must be present to claim your prize!

1:45 p.m. **Session 3**

<i>Session</i>	<i>Room#</i>
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Session Complexity

Introductory (I)

Appropriate for those with *little or no experience* in the field of gifted education

Experienced (E)

Appropriate for those individuals *with experience* in the field of gifted education

Featured Keynote Speaker



Paula Olszewski-Kubilius

Dr. Paula Olszewski-Kubilius is currently the director of the Center for Talent Development at Northwestern University and a professor in the School of Education and Social Policy. Over the past 30 years, she has created programs for all kinds of gifted learners and written extensively on issues of talent development, particularly on programming for underrepresented gifted students. Her most recent work is a monograph written with Rena Subotnik and Frank Worrell, "Rethinking Giftedness and Gifted Education: A Proposed Direction Forward Based on Psychological Science," published by the Association for Psychological Science. She has served as editor of *Gifted Child Quarterly*, co-editor of the *Journal of Secondary Gifted Education* and on the editorial review boards of *Gifted and Talented International*, *The Roeper Review*, and *Gifted Child Today*. She currently is on the board of trustees of the Illinois Mathematics and Science Academy and the Illinois Association for the Gifted. She also serves on advisory boards for the Center for Gifted Education at the College of William and Mary and the Robinson Center for Young Scholars at the University of Washington.

Dr. Paula Olszewski-Kubilius is the immediate past president of the National Association for Gifted Children from whom she received the Distinguished Scholar Award in 2009.

Talent Development: A Framework for Our Work with Gifted Children

Dr. Paula Olszewski-Kubilius, Director of the Center for Talent Development at Northwestern University, professor in the School of Education and Social Policy, president of the National Association for Gifted Children.

Recently, there has been a lot of "buzz" about the term "talent development." Some might even say there has been a good deal of contentious discussion about it!!! The words "talent development" are frequently used by educators and psychologists but may mean very different things to different people. In this presentation, we will explore what is meant by talent development as a framework for the education of gifted children. We will examine its distinguishing and defining features, how these compare to more traditional views on giftedness, and the rationale for talent development as an approach to the education of gifted children. We will also explore the implications of this framework for the identification, programming, curriculum, and psychosocial services for gifted children.

Session 1

Auditorium **Unlocking Emergent Talent: Supporting High Achievement of Low-Income, High Ability Students**

Paula Olszewski-Kubilius, Director of the Center for Talent Development at Northwestern University, professor in the School of Education and Social Policy, president of the National Association for Gifted Children.

The student population in the United State is becoming increasingly diverse at the same time that more children are living in poverty. Low income and culturally and linguistically diverse children are still significantly underrepresented in gifted programs and discussions of achievement gaps fail to recognize excellence gaps. In 2012, NAGC hosted more than 60 experts at a “National Summit on Low-Income, High-Ability Learners,” to coalesce knowledge about the characteristics and development of low-income, high-ability learners, barriers to these students’ educational achievement, effective practices and programs that develop their talents, and the unique psychosocial issues that these students face and the skills needed to deal with them. In this session, we will share findings of the summit with an emphasis on programming models and practices that facilitate the success of these gifted learners.

Strand: Underrepresented Populations in Gifted Education

Grades: K-12 (I, E)

Audience: Teachers, Administrators, Curriculum Specialists

B124 **Mindsets in the Classroom: Ways to Build a Growth Mindset Class or School Culture**

Mary Cay Ricci, Baltimore County Public Schools

Building on the work of Carol Dweck, learn about ways to begin building a culture where adults and students value effort and perseverance, embrace challenge, and learn from failure. Participants will engage in discussion and learning experiences that contribute to a Growth Mindset environment. Participants will also receive a list of “Look For”s for schools who aspire to be “Growth Mindset” schools.

Strand: Instructional Needs of Gifted Learners

Grades: K-5 (I, E)

Audience: Teachers, Administrators, Curriculum Specialists

B123 **Unlocking Talents with Primary Education Thinking Skills (PETS)**

Dodie Merritt, Pieces of Learning

Looking for activities that inspire critical and creative thinking in your primary classroom? Then introduce your students to problem-solving strategies in convergent, divergent, evaluative, and visual/spatial thinking through the PETS™ program of whole class lessons and small group activities. Build behavioral portfolios on talented learners for identification purposes, using checklists aligned with these thinking strategies. Come brainstorm ideas, solve some mysteries, and make criterion-based choices today—and spark higher-level thinking in your classroom tomorrow!

Strand: Instructional Needs of Gifted Learners

Grades: K-5 (I, E)

Audience: Teachers, Curriculum Specialists

B122 **Unlocking the Gifts of Children Living in Poverty**

April Blahut, Baltimore County Public Schools

This presentation is designed to help participants identify gifted students from poverty in their school population. Participants will have the opportunity to review highlights of recent research, participate in student identification case studies, identify and practice strategies used to engage, and inspire gifted students from diverse backgrounds, in both inclusion and homogeneously grouped classrooms.

Strand: Underrepresented Populations in Gifted Education

Grades: K-12 (I, E)

Audience: Teachers, Administrators, Curriculum Specialists, Parents

B114

"They Will Be Okay:" Providing Support and Monitoring Progress for Gifted and Talented Students

Katherine Walker Bin-Yusif, Gauger-Cobbs Middle School, Christina School District

I have often heard that gifted and talented students "will be okay" but what exactly does that mean? It may not be enough to have a program or service if we don't know exactly what it should accomplish for each student. This session will examine aspects of setting measurable program and student goals and how to incorporate a support system that involves the parents, educators, and students to ensure that students' needs are met.

Strand: Instructional Needs of Gifted Learners

Grades: K-12 (I, E)

Audience: Teachers, Administrators, Curriculum Specialists, Parents

A113

Differentiating Common Core English Language Arts Instruction for Gifted and Talented Learners in the Elementary Grades

Dr. Jeanne Paynter, Maryland State Department of Education

You may have heard the rumor: The Common Core State Standards are so rigorous that they will meet the needs of gifted learners. Dispel the myth! Think of the Common Core as the "new floor," a more solid foundation from which we can accelerate and enrich content, processes, and products to develop talent- with no ceiling! This session will demonstrate a model developed at the Maryland State Department of Education, which can assist teachers and school systems in differentiating the Common Core English Language Arts standards. Examples of lessons and units will be shared.

Strand: Instructional Needs of Gifted Learners

Grades: 3-5 (I, E)

Audience: Teachers, Administrators, Curriculum Specialists

B110

Talent Development through International Culture and Language (ICAL) Project-Based Learning for the Development of 21st Century Skills.

Jennifer Pierson and Robert Roman, Prince George's County Public Schools

Globalization has occurred throughout recorded history but its impact on the world has reached exponential levels in recent years. Learn how 21st Century Skills can be developed through your students' participation in International Culture and Language (ICAL) project-based learning that promotes the talents and knowledge necessary to compete in the emerging global economy. This session will include practical, hands-on cultural activities, demonstrations, and resources that can be incorporated into your instructional programming.

Strand: Instructional Needs of Gifted Learners

Grades: 3-5 (E)

Audience: Teachers, Curriculum Specialists

A120

Creating a STEM Based Higher-Level Thinking Classroom Using Project-Based Learning, Robotics, Engineering and Online Tools

Philip Herdman and David Bond, Howard County Public Schools

Today, educators are asked to incorporate science, technology, engineering, and mathematics (STEM) into their classroom. Often though, this is an abstract term. In this session, participants will learn how to do this from non-STEM based teachers. Attendees will learn how to incorporate robotics, engineering and many online tools into their classroom. The focus of this presentation will be the Project-Based Learning method of education first introduced by John Dewey.

Strand: Instructional Needs of Gifted Learners

Grades: 3-8 (I)

Audience: Classroom Teachers

B106

Improving Classroom Discussions: Strategies that Work

Joan Cable, Notre Dame of Maryland University

A discussion is an oral exploration by participants who consider questions, share ideas, examine points of view, and make connections in order to make sense of the world. Discussion is an incredibly difficult pedagogical feat for both the teacher and students. This session will examine the different critical thinking strategies and discussion models that will change class discussions from fact recitations to the development and refinement of understanding. Each participant will receive a digital book.

Strand: Instructional Needs of Gifted Learners

Grades: 3-8 (I, E)

Audience: Teachers

B121

Literature Circles: Why They Still Work

Joyce C. Erb-Appleman, Prince George's County Public Schools

Literature Circles add an exciting dimension to classroom literacy experiences by encouraging students to be positive members of a literate community while capitalizing on how they personally respond to literature. Participants will reclaim the value and power of literacy circles by exploring why they are still important, various roles used in literature circles, and how best to select roles appropriate for their students' needs. Participants will "uncover" the next big thing in literature circles: written conversation and dialogue on how literature circles can be used to support the Common Core State Standards. Participants will learn how to use engagement, choice, responsibility, and reflection to develop talent.

Strand: Instructional Needs of Gifted Learners

Grades: 3-8 (I, E)

Audience: Teachers, Curriculum Specialists

B105

You Can Teach a Law Class with Three Little Pigs

Michelle Matteis, Prince George's County Public Schools and Jemima Buchanan, Baltimore City Public Schools

"Complex Text! Complex Text!" says the Common Core but what good is complex text if the instruction is simple? "You Can Teach a Law Class with Three Little Pigs" will present strategies, ideas, and suggestions for developing task complexity even with an early literacy text. This session will engage participants in best practices, suggestions, and thinking that will lead to complex tasks even with a simple text.

Strand: Instructional Needs of Gifted Learners

Grades: 3-12 (I, E)

Audience: Teachers, Curriculum Specialists

B104

More than Your Ordinary Book Report

Traci Siegler, Baltimore County Public Schools

Independent projects provide a vehicle for teachers to extend the school day while engaging and expanding their students' talents. By designing differentiated assignments, teachers can assess learning while still allowing students to make connections beyond the written curriculum. Classroom and resource teachers will examine Renzulli's Enrichment Triad, other best-practices, and teacher-created "Outside Reading Projects" before brainstorming independent projects to supplement and enhance instruction for the gifted learner.

Strand: Instructional Needs of Gifted Learners

Grades: 6-8 (I)

Audience: Teachers

A110

Why Would You Want to Miss the Prom? Deciding on Early College

Alessa Giampaolo Keener, M.Ed., Hand In Hand Education

Explore radical acceleration options and understand what research tells us about academic indicators most accurately predicting early college success. Looking beyond the intellectual, we will examine social-emotional concerns that stem from immersing adolescents in a college atmosphere. We will break radical accelerants into pre- and post-pubescent groups and discuss the pros and cons of early college and why it can be the best choice for some highly and profoundly gifted kids.

Strand: Instructional Needs of Gifted Learners

Grades: 6-12 (E)

Audience: Teachers, School Administrators, Parents

C102

Revealing the Tools of Talent: Concentration and Imagination

Ken Skrzysz, Anne Arundel County Public Schools

Using basic Stanislavski acting techniques, participants will explore the concepts of concentration (awareness of space, awareness of self, awareness of others) and imagination (combination of intellectual and creative potential). This interactive workshop will offer identifiable and useable activities to inspire a deeper classroom experience for Gifted and Talented students by raising metacognitive awareness to clear the path for developing a creative process.

Strand: Instructional Needs of Gifted Learners

Grades: 6-12 (I)

Audience: Classroom Teachers

Session 2

A108

Providing Challenge in Mathematics for Primary Learners

Theresa Sacks and Ainsley Tetreault, Anne Arundel County Public Schools

This presentation will provide teachers with instructional strategies that support advanced learners' needs and provide rigor for all by using divergent questioning and creative and critical thinking analogies. Participants will be able to apply these strategies to the Common Core State Standards for mathematics. Participants will work collaboratively to identify ways to dig deeper into the content, providing depth and complexity. Used intentionally in the classroom, these strategies encourage student participation, provide challenge, extend thinking, clarify understanding, and provide a platform for students to take an academic risk.

Strand: Instructional Needs of Gifted Learners

Grades: K-2 (I, E)

Audience: Classroom Teachers

B119

Bringing Creative Thinking Strategies into the Classroom

Ann-Marie Chappell and Corrine Perrella, Anne Arundel County Public Schools

Can I teach creativity? Can I assess creativity? What does it look like in my students? These are just a few questions which you may have considered when you think about infusing creative thinking strategies into your classroom. Attendees will be encouraged to demonstrate flexibility and fluidity of thought, to generate original ideas, and to elaborate on others' ideas. Teachers will engage with Synectics and SCAMPER tools and discuss classroom applications of these tools.

Strand: Instructional Needs of Gifted Learners

Grades: K-2 (I)

Audience: Teachers

A122 **Get in Touch with Your Inner Core: Infusing Creativity into the Common Core State Standards**

Magdalena Fitzsimmons, Baltimore County Public Schools

Creativity and the Common Core State Standards; are they a match made in heaven or strange bedfellows? This session explores how the Common Core State Standards provide an excellent framework for creative thinking, collaboration, and innovation in the classroom, while providing gifted learners the opportunity to use critical and creative thinking strategies in problem solving within and across content areas. Model lesson plans as well as student products are provided.

Strand: Instructional Needs of Gifted Learners

Grades: K-8 (I, E)

Audience: Teachers, Curriculum Specialists, Administrators, Parents

E124 **Differentiating Social/Emotional Learning for the Twice Exceptional Student**

Dr. Ann Rowe and Dr. Julie Pace, The Kingsbury Center

While twice exceptional (2E) students present with a variety of challenges, many of these students can be aided by greater sensitivity to the neuropsychological factors underlying learning and social/emotional challenges. Research on information processing and the role of cognitive processes in emotion provide insights into best practices for addressing the complex needs of these students. Participants will be able to identify neuropsychological factors underlying behavioral and motivational challenges of 2E students and identify classroom strategies to help students manifest their talents.

Strand: Underrepresented Populations in Gifted Education

Grades: K-12 (I, E)

Audience: Teachers, Administrators, Curriculum Specialists, Parents

B123 **Criteria Cards and Rubrics for Successful Goal Setting**

Dodie Merritt, Pieces of Learning

Student success comes when expectations are met -- so knowing those expectations before embarking on differentiated learning tasks is vital. The clearly stated guidelines in rubrics - whether simple, complex, holistic, analytic, formative, or summative - serve to focus, pace, motivate, and ensure greater success for gifted learners. While assessment is never simple, it can be simplified through the use of formative product criteria cards. Many teacher-created criteria cards and rubrics will be shared.

Strand: Instructional Needs of Gifted Learners

Grades: K-12 (I, E)

Audience: Teachers, Curriculum Specialists

E125 **Destination Imagination: Instant Challenges for the Classroom- Flexible, Powerful, and Fun**

Sally Gold and Chris Price, Destination Imagination

In this session, participants will learn how to effectively utilize Destination Imagination instant challenges in the classroom. They will learn the elements of an instant challenge, how instant challenges connect to STEM, and how they could adapt or develop their own challenges. Most importantly, participants will observe how instant challenges are a fun, engaging way to present instruction to students.

Strand: Instructional Needs of Gifted Learners

Grades: K-12 (I, E)

Audience: Teachers, Administrators, Curriculum Specialists, Parents

E123

Affecting Affective Growth

Chelsea Wenzel and Karen Peterson, Anne Arundel County Public Schools

This session aims to deepen participants' understanding of the social and emotional needs of gifted youth. We will examine ways educators can support affective growth within the classroom. We will share strategies to help teachers recognize their gifted students' needs in order to create opportunities for them to develop their full potential.

Strand: Instructional Needs of Gifted Learners

Grades: 3-5 (I)

Audience: Teachers, Administrators, Parents

D102

Going Deep: Differentiating the Common Core to Develop the Talents of Advanced English/Language Arts Students

Robin Hawley-Brillante, Baltimore County Public Schools

As NAGC states, "While the new CCSS are a positive movement for all of education, it is important to be mindful of the ongoing need to differentiate appropriately for our top learners within them." Participants will explore methods of enriching and accelerating Common Core State Standards for advanced/gifted and talented English/language arts students. We will consider differentiating literary criticism, speaking and listening techniques, concept development, and other strategies that promote critical and creative thinking. In addition, participants will review lessons developed at MSDE to differentiate the CCSS for secondary English/language arts students. Participants may use the MSDE template in order to differentiate content, process, and product for their own students.

Strand: Instructional Needs of Gifted Learners

Grades: 3-8 (I, E)

Audience: Teachers, Curriculum Specialists

D113

Benefits Beyond Winning: Utilizing Contests and Competitions as Instructional Tools in the Classroom

Kathy Gregory, Prince George's County Public Schools

Contests & competitions have long been a hallmark of gifted education. The many benefits include opportunities for growth in critical thinking, creative problem-solving, self-confidence, productive work habits, and leadership to name a few. This session introduces a variety of no to low-cost activities, across all content areas, that allow educators to truly differentiate daily classroom instruction, facilitate self-directed learning, showcase student products, and cultivate talent & innovation. Contests & competitions can be incorporated at the classroom level to motivate & engage students either as alternate or whole class activities - come see how.

Strand: Instructional Needs of Gifted Learners

Grades: 3-8 (I, E)

Audience: Teachers, Curriculum Specialists

D116

Understanding the PARCC Assessments and Common Core State Standards as they Relate to Gifted Students: A follow-up to PARCC 101 presentation

Theresa Jackson, Prince George's County Public Schools

In 2014-2015, students in grades 3 -12 will be administered the PARCC assessments instead of MSA. This follow-up to the PARCC 101 presentation will share the latest information available about the development of the PARCC assessments, prototypes, professional development modules, and provide participants with the opportunity to share questions and recommendations. Websites and publication recommendations will also be shared at the presentation.

Strand: Instructional Needs of Gifted Learners

Grades: 3-12 (I, E)

Audience: Teachers, Administrators, Curriculum Specialists

B110

Fostering Talent in Underrepresented Populations

Janine Sharbaugh, Howard County Public Schools

Do you strive to increase the academic success of traditionally underrepresented populations? Do factors outside of school impact your students' success? This session explores how to connect leadership and research skills to reach students with talent that has yet to be developed. Hear how students in one school were selected to come together to define leadership, examine the traits of leaders, develop leadership skills, and apply what they learned to solve problems in their school. Participants will learn the process of engaging students in creative problem solving through research and authentic action, examine sample products created by leadership students, and receive materials to start their own leadership group at their school.

Strand: Underrepresented Populations in Gifted Education

Grades: 6-8 (I, E)

Audience: Resource Teachers, Administrators

A116

History Day: Engaging Learners in Advanced Historical Inquiry

Judy Dobbs, Maryland Humanities Council and Debbie Blum, Howard County Public Schools; Matt Blum, Student, Howard County Public Schools

History Day is an exciting, history-based learning experience for middle and high school students who conduct in-depth research, using primary and secondary sources. Students develop their creative and critical thinking skills and present their findings in the form of exhibits, documentaries, performances, websites, or papers. The session provides an overview of the program, perspectives from a teacher, and presentation of a History Day documentary by a student who competed at county, state, and national level.

Strand: Instructional Needs of Gifted Learners

Grades: 6-12 (I, E)

Audience: Teachers, Administrators, Curriculum Specialists, Parents

B114

Classroom Debate and the Structure of Argument: Teaching Students the Tools of Academic Discourse

Harry J. Cook, Baltimore County Public Schools

Writing effective argument on a particular issue requires students to "enter the conversation" with writers on both sides of an issue. Students clearly have the ability to take a position on an issue and write generally in support of it, but often without sufficient evidence, motivation, or exigency. Participants will learn how to use classroom debate to teach students academic discourse code words and phrases that signal rhetorical moves and that help arrange material and cement a speaker's or writer's position.

Strand: Instructional Needs of Gifted Learners

Grades: 6-12 (I, E)

Audience: Teachers, Curriculum Specialists

B104

Finding Oz: Nurturing Potential and Promise in the Primary Years

Wendy Ingalls and Debra Myers, Baltimore County Public Schools

How do we prepare students for 21st century life and work environments while nurturing talent and potential? This session will assist teachers in differentiating the primary reading and mathematics program to be responsive to high-ability learners. This interactive workshop offers a variety of strategies to increase critical and creative thinking and problem solving in our youngest learners. Practical, research-based strategies for providing challenge and enrichment for these students within the heterogeneous primary classroom will be explored and modeled.

Strand: Instructional Needs of Gifted Learners

Grades: K-2 (I, E)

Audience: Teachers, Curriculum Specialists

D107

Talent Development: What's the Amygdala got to do with it?

Melanie Carter, Anne Arundel County Public Schools

What does the amygdala have to do with talent development in young learners? Pretty much everything! Children are born with a natural curiosity and a desire to make sense of the world. The brain is involved in everything. Acquire knowledge of the developing brain. Map out the limbic system, examine the role of the amygdala, and travel to the hippocampus. Use insights from the budding field of cognitive neuroscience to nurture and challenge talent.

Strand: Instructional Needs of Gifted Learners

Grades: K-5 (I, E)

Audience: Teachers, Administrators, Curriculum Specialists, Parents

B105

How We Earned EGATE Certification in our Cluster Program Model

Carla Furlow and Kim Seidel, Prince George's County Public Schools

Discover how two principals of TAG in the Regular Classroom (TRC) Programs in Prince George's County Public Schools applied best instructional practices of gifted education and research on cluster grouping to meet the MSDE Criteria for Excellence Standards as a road map for enhancing our TAG TRC Program and earning EGATE certification. Through a strategic plan including gifted identification, curriculum and instruction, professional development, and accountability practices, our teachers of Talented and Gifted students, our administration, and our central office were able to collaborate in order to build stronger gifted services in our neighborhood schools. Learn about our challenges and accomplishments going through this multiple year process. Hear how EGATE certification has changed the climate and culture of our building.

Strand: Instructional Needs of Gifted Learners

Grades: K-5 (I, E)

Audience: Administrators, Curriculum Specialists

A113

How Your School Can Become an Excellence in Gifted and Talented Education (EGATE) School

Dr. Jeanne Paynter, MSDE Specialist for Gifted and Talented Education

Your school is passionate about gifted and talented education, and you are working hard to "get it right." But how do you really know if you have a quality program? The Maryland State Excellence in Gifted and Talented Education (EGATE) School Awards program recognizes those schools with programs aligned with the Criteria for Excellence: Gifted and Talented Education Program Guidelines. Find out how to initiate the EGATE application in your school, and learn from last year's winners their approach to the process. This year's applications are due December 2, but you can begin planning now for 2014.

Strand: Instructional Needs of Gifted Learners

Grades: K-12 (E)

Audience: Administrators, Curriculum Specialists

B106

A Challenging Curriculum Does NOT Have to be a Challenge to Create

Robert Schwab, Howard County Public Schools

Many elementary teachers do not feel they have the content knowledge to create challenging curricula or enrich what already exists. Many also take the view that “challenging” simply means “more” or “harder.” Through group discussion, examples, and existing resources, participants will be shown that developing an enriched curriculum for their advanced students does not need to be a chore that takes them outside their comfort zone.

Strand: Instructional Needs of Gifted Learners

Grades: 3-5 (I, E)

Audience: Teachers, Curriculum Specialists

C102

Sparkling Creativity with Improvisational Comedy

Mary Reinhard and Christine Hyun, Howard County Public Schools

Use improvisational comedy and speech writing activities to talent spot and include underrepresented student groups in your G/T program. Participants will learn how to teach several simple, engaging, and age-appropriate improvisation activities to use in their own classrooms. In this session, participants will learn how to work and laugh as a team, as they develop their verbal and non-verbal skills. Class extension ideas also will be provided.

Strand: Instructional Needs of Gifted Learners

Grades: 3-8 (I, E)

Audience: Teachers

A107

Enriching the Mathematics Common Core for Advanced Level Learners

Katie Barbagallo and Lisa Young, Howard County Public Schools

The Common Core Standards are providing a more rigorous mathematics education for students, but what about the students who are already advanced - how will this curriculum be differentiated for them? Students who demonstrate advanced abilities in the area of math should have curriculum that is not only accelerated, but considers complexity, depth, breadth, and pace (Assouline and Lupkowski-Shoplik, 2011). Interdisciplinary units can develop the talent demonstrated by these learners and keep them engaged.

Strand: Instructional Needs of Gifted Learners

Grades: 3-8 (I, E)

Audience: Teachers, Curriculum Specialists

A115

STEM Based Co-Curricular Programs

Elizabeth Elder and Kimberly Garrett, Anne Arundel County Public Schools

Did you know there is almost 80 hours of untapped learning time in a 168 hour week? Students need time outside the classroom to develop their talents, enrich their learning, or just “test the waters.” They need to work in groups, solve problems, and practice communication skills without the pressure of grades. Learn about a few STEM related activities, competitions, and student opportunities and try out your problem solving skills in a couple of activities from the mental math 24 Game™ to NASA BEST.

Strand: Instructional Needs of Gifted Learners

Grades: 3-8 (I)

Audience: Teachers, Parents

B123

Igniting Independent Inquiry in Elementary Minds

Dodie Merritt, Pieces of Learning

Bored??? Not in independent study! Use explorations of student choice to build the 21st c. skill set of critical thinking, problem-solving, creativity, collaboration, and leadership. Through studies of their personal passions, challenge inquisitive elementary minds, support talents, and build self-esteem as students take responsibility for their own learning. Management strategies and assessment tools from a 30-year independent study program will be shared in this session.

Strand: Instructional Needs of Gifted Learners

Grades: 3-8 (I, E)

Audience: Teachers, Parents

B121

Using Discussion to Build Critical Thinking, Creativity, Collaboration, & Leadership among Advanced Learners

Howard Zeiderman and Stefanie Takacs, Touchstones Discussion Project & St. John's College

This interactive workshop offers educators direct experience with the Touchstones Discussion Project's approach to developing talent among gifted students. We explore how Touchstones develops social learning and critical and creative thinking, addresses group dynamics and fosters self-awareness, and nurtures active listening and peer-collaboration. Participants read a Touchstones' text and engage in the same Touchstones' discussion activities by which students gain respect for diverse perspectives and assume greater responsibility as exceptional learners and leaders.

Strand: Instructional Needs of Gifted Learners

Grades: 3-12 (I, E)

Audience: Teachers, Administrators, Curriculum Specialists

B124

Developing Gifts and Talents of Twice Exceptional Students through Inclusive Practices

Kathy Rupard and Peggy Besanko, Prince George's County Public Schools

Participants will learn how to structure an Academic Resource Support Class (ARSC) that incorporates the provision of accommodations and the development of individual talents. Participants will view video clips of classroom lessons, hear student interviews, and complete a hands-on activity used in the ARSC to teach self-efficacy skills. In addition, participants will understand how participation in the ARSC enables students to succeed in an accelerated curriculum. Academic Resource Support classes are a highly effective way to provide needed supports to twice exceptional students.

Strand: Underrepresented Populations in Gifted Education

Grades: 6-12 (I, E)

Audience: Teachers, Administrators, Parents

B122

Radical Acceleration and Gifted Girls

Margaret Bivans, Early College, Mary Baldwin College

Proper educational placement can mean the difference between gifted students reaching their potential or simply suffering through school. This presentation presents research regarding radical acceleration as well as single-gender education settings as these factors relate to the optimal development of young women enrolled in early college programs.

Strand: Instructional Needs of Gifted Learners

Grades: 6-12 (I, E)

Audience: Classroom Teachers, Curriculum Specialists

B113

Maryland Coalition for Gifted and Talented Education (MCGATE) Business Meeting

Ms. Yvonne Golczewski, President and MCGATE leaders

Board members, MCGATE members, and those interested in learning more about MCGATE are welcome to attend our annual business meeting.

Audience: Parents

Special Thanks



*Without the following people,
the 2013 State Conference on Gifted and Talented Education
would not have been possible. We recognize and appreciate their support.*

Maureen McMahon, Ph.D., Assistant Superintendent for Advanced Studies & Programs

Jim Todd, Principal, Old Mill High School

Andy Moede, Business Manager, Old Mill High School

**Performing & Visual Arts Magnet Students from
Annapolis & Broadneck High Schools and Brooklyn Park & Bates Middle Schools**

Amy Counts, Signature Program Facilitator, Old Mill High School

Ken Skrzysz, Teacher Specialist, AACPS Performing & Visual Arts Magnet Program

Jennifer Houck, Design Specialist, AACPS Design & Print Services

Joy Corey, Teacher Specialist, AACPS Advanced Learner Programs

AACPS Design & Print Services

AACPS Office of Advanced Learner Programs

**Our Student Ambassadors representing the Signature, International Baccalaureate (IB), and
Advancement Via Individual Determination (AVID) Programs at Old Mill High School**

MEGGY Award

Maryland Educators of Gifted Students (MEGS) annually presents the MEGGY Award at its Maryland Conference on Gifted & Talented Education.

The award recognizes exemplary commitment and contribution to the field of gifted and talented education and to highly able students in the state of Maryland. Nominees are Maryland educators who are 1) Outstanding in the field of gifted and talented education, 2) Dedicated to creating rigorous and challenging curriculum, and/or 3) Providing learning environments that include opportunities for students to demonstrate outstanding academic and creative talent.

Application packets may be obtained on the MEGS website (www.megsonline.net).

Completed packets must be sent to the following address by Monday, February 3, 2014.

MEGS
Post Office Box 282 • 10451 Twin Rivers Road, Columbia, MD 21044

Exhibit Hall/Vendor Information Table

A.W. Peller & Associates, Inc.
Arts on Stage
Center for Talented Youth (CTY),
The Johns Hopkins University
Destination Imagination
Early College at Mary Baldwin College
Elite Educational Resources
Engine-Uity, Ltd.
Free Spirit Publishing
Glen Allen Media

Grand Canyon University
National Association for Gifted Children (NAGC)
Perennial Math
Pieces of Learning
Scentsy Independent Consultant
Summer Institute for the Gifted
ThinkFun
Touchstones Discussion Project
University of Connecticut



Professional Organizations

MCGATE

6 Trotting Horse Court
Catonsville, MD 21228
mcgateboard@gmail.com
www.mcgate.org

Maryland Educators of Gifted Students (MEGS)

Post Office Box 282
10451 Twin Rivers Road
Columbia, MD 21044
Phone: 410-313-6800
www.megsonline.net

Maryland State Department of Education Office of Gifted and Talented Education

200 W. Baltimore Street
Baltimore, MD 21201
Phone: 410-767-0363
www.marylandpublicschools.org/MSDE/programs/
giftedtalented

National Association for Gifted Children (NAGC)

1707 L Street, N.W., Suite 550
Washington, DC 20036
Phone: 202-785-4268
www.nagc.org

Title 13A
STATE BOARD OF EDUCATION
Subtitle 04 SPECIFIC SUBJECTS
Chapter 13A.04.07 Gifted and Talented Education

Authority: Education Article, § 5 – 401(d), and §§ 8-201 – 203, Annotated Code of Maryland

.01 Purpose

Gifted and talented students are found in all Maryland schools and in all cultural, ethnic, and economic groups. The intent of this chapter is to provide local school systems with direction for identifying students and developing and implementing the gifted and talented education programs and services needed to develop these students' full potential. These regulations establish the minimum standards for student identification, programs and services, professional development, and reporting requirements.

.02 Identification of Gifted and Talented Students

- A. Each local school system shall establish a process for identifying gifted and talented students as they are defined in the Educational Article §8-201;
- B. The identification pool for gifted and talented students shall encompass all students;
- C. The identification process shall use multiple indicators of potential, aptitude, and achievement;
- D. The identification process shall be used to identify students for participation in the programs and services described in § .03 of this regulation; and
- E. Each school system shall review the effectiveness of its identification process.
- F. Each school system shall consider implementing an identification process that:
 - (1) Documents early evidence of advanced learning behaviors, PreK-2;
 - (2) Includes procedures for identification and a process for appeals that are clearly stated in writing, made public, and consistently implemented systemwide; and,
 - (3) Provides ongoing professional development for school staff in the characteristics and needs of gifted and talented students.

.03 Programs and Services

- A. Each school system shall provide different services beyond those normally provided by the regular school program in order to develop the gifted and talented student's potential. Appropriately differentiated programs and services shall accelerate, extend, or enrich instructional content, strategies, and products to demonstrate and apply learning.
- B. Each school system shall review the effectiveness of its programs and services.
- C. Each school system shall consider implementing programs and services for gifted and talented students that:
 - (1) Provide a continuum of appropriately differentiated academic programs and services in grades PreK-12 during the regular school day for identified gifted and talented students.
 - (2) Provide programs and services to support the social and emotional growth of gifted and talented students.
 - (3) Provide programs and services to inform and involve parents/guardians of gifted and talented students.

.04. Professional Development

- A. Teachers and other personnel assigned specifically to work with students who have been identified as gifted and talented shall engage in professional development aligned with the competencies specified by the Gifted and Talented Education Specialist certification §13A.12.03.12.
- B. Teachers who wish to pursue leadership roles in gifted and talented education shall be encouraged to obtain Gifted and Talented Education Specialist certification as defined in §13A.12.03.12.

.05. State Advisory Council

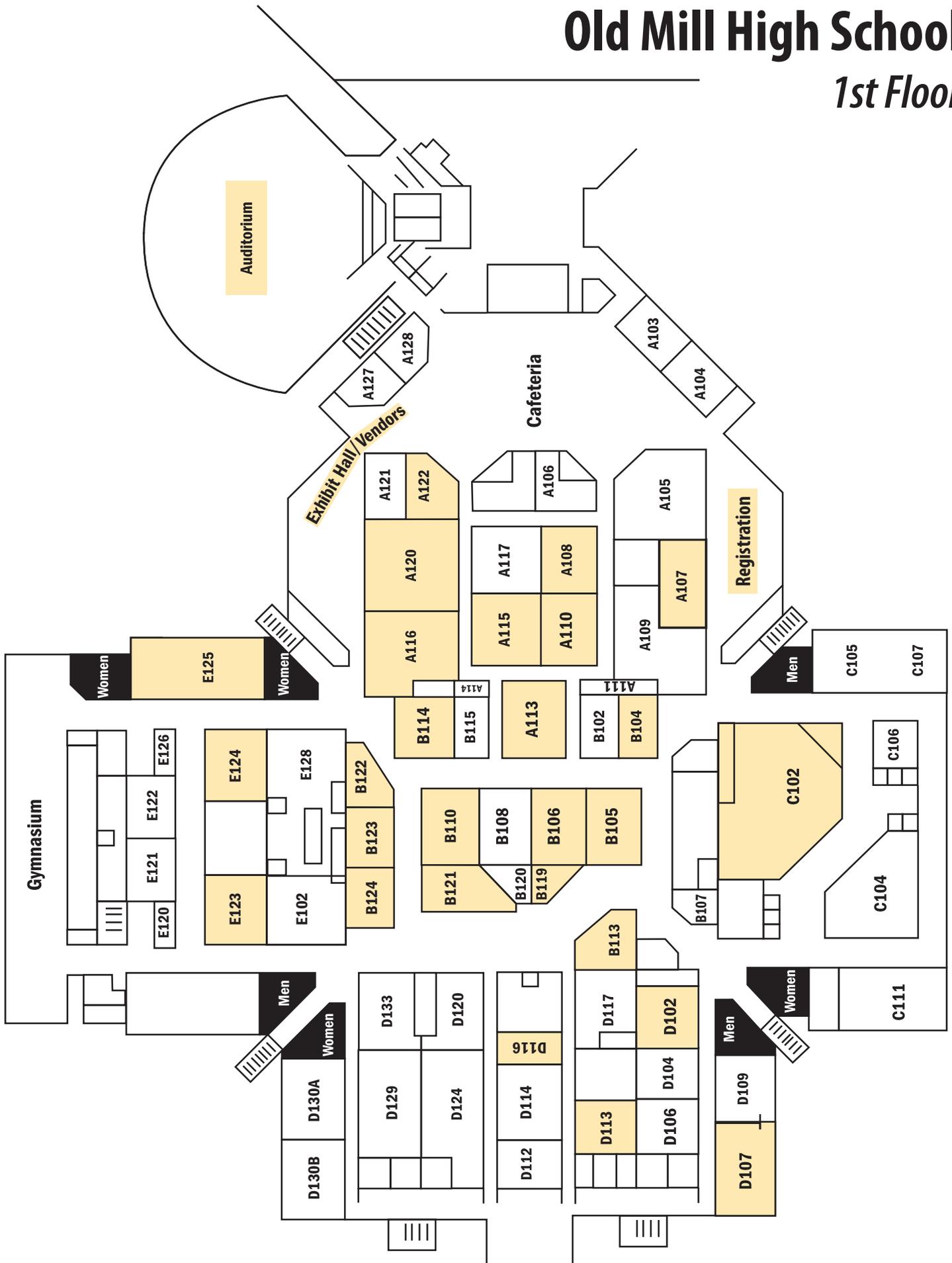
The State Superintendent of Schools shall maintain an Advisory Council for Gifted and Talented Education that shall advise the Superintendent on issues and best practices relevant to the education of gifted and talented students in Maryland.

.06. Reporting Requirements

Local school systems shall in accordance with Education Article §5-401 (c) report in their Bridge to Excellence Master Plans their goals, objectives, and strategies regarding the performance of gifted and talented students along with timelines for implementation and methods for measuring progress.

Old Mill High School

1st Floor



Evaluations

Session Conference Evaluation

Visit tinyurl.com/mdgtevalsession2013

or scan the QR code below using a QR code reader.



Overall Conference Evaluation

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