

Gifted Education



Taking on Tomorrow's Challenges Today

**Maryland State Conference
on Gifted and Talented Education**

October 19, 2018

Maryland State Conference on Gifted and Talented Education Steering Committee

Co-chairs

Debbie Blum
Howard County Public Schools

Wendy Ingalls
Baltimore County Public Schools

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Penny Zimring	Maryland Educators of Gifted Students

October 19, 2018

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 Eighteenth Annual Maryland State Conference on Gifted and Talented Education, *Gifted Education: Taking on Tomorrow's Challenges Today* at New Town High School in Owings Mills, Maryland.

The 2018 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, counselor, or parent, 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 New Town High School, whose assistance and support have made this conference possible.

Have an enriching and engaging conference!

Debbie Blum
Wendy Ingalls
State Conference Co-chairs

Conference Schedule

7:15 Registration and Continental Breakfast
Commons/Dining Hall

8:15 Welcome
Auditorium

8:45 Keynote
Auditorium

What Works: Using Problem-Based Learning to Identify and Serve ALL Gifted Children
Dr. Shelagh Gallagher

10:00 Session 1 Choice:

Session

Room

11:15 Session 2 Choice:

Session

Room

12:30 Catered Lunch/Vendor Exhibit Hall
Cafeteria/Cafeteria Atrium

Door prizes contributed by our vendors will be announced during lunch. Place your name tag in the box as you enter the café area. You must be present to claim your prize.

1:45 Session 3 Choice:

Session

Room

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

Dr. Shelagh A. Gallagher

Dr. Shelagh A. Gallagher is an independent consultant specializing in gifted education who works with policy makers, teachers, and schools around the world in that capacity. She has worked in numerous educational settings including university, specialized science and mathematics high schools for gifted students, and public schools. She has conducted research and published articles on topics, including curriculum efficacy, personality attributes and giftedness, developmental and academic needs of gifted adolescents, questioning strategies for gifted students, and twice-exceptional students.

Dr. Gallagher served two terms on the Board of Directors of the National Association for Gifted Children (NAGC) and is currently a US delegate to the World Council for Gifted and Talented Children. She has received the Distinguished Service Award and the James J. Gallagher Award for Advocacy from the North Carolina Association for Gifted and Talented, the Provost's Award for Teaching Excellence from UNC Charlotte, and the Article of the Year Award from NAGC. She is also the 2016-17 recipient of the "Person of SIGNificance" award from the National Society for Gifted Students. Every summer Dr. Gallagher makes time to work with gifted adolescents as a Fellow at the award-winning camp Yunasa.

Keynote

What Works: Using Problem-Based Learning to Identify and Serve ALL Gifted Children

Engagement is the first crucial step to reaching gifted students from all walks of life and a doorway to immersion in significant learning. Problem-Based Learning (PBL) takes advantage of the power of story and the allure of problems to create effective, engaging learning environments. A PBL classroom restructures activity to learn through guided experience in an authentic reconstruction of real-life situations. The ill-structured problems at the heart of a PBL unit form the perfect landscape for a gifted student's learning journey because they are the heart of an expert's everyday practice. While working within an ill-structured problem, students learn content knowledge, abstract concepts, thinking skills, learning procedures, and metacognitive reflection--a blend of content and skills recommended for gifted students.

Session 1

Auditorium **Effective Questioning for High-Ability Students**

Dr. Shelagh A. Gallagher

Understanding the types of questions that lead to good thinking and questioning habits is essential to effective teaching. This presentation will feature two classic studies on questioning in classrooms with gifted students that reveal patterns in teacher questioning style and will then turn to pragmatic, hands-on strategies for teachers to use on their own to better understand their own questioning habits.

Strand: Instructional Needs of Gifted Learners

Grades: All (*I, E*)

Audience: Teachers, School Administrators, Curriculum Specialists, Parents

Room 305 **One Marshmallow or Two? Self-Regulation Challenges for Gifted Students**

Ann Rowe, Ph.D., Kingsbury Wellness and Learning Group, and Julie Pace, Ph.D., Emory University

Self-regulation is an important executive function necessary for advanced academic and creative work. Gifted students who struggle with their emotions often pursue ineffective strategies, such as perfectionism or procrastination, to avoid unpleasant feelings, or they may be prone to dysregulated behavior, often described as excitabilities. Using insights from neuropsychology, participants will understand the roots of behaviors that interfere with effective performance and classroom strategies they can implement to help their students stay in the "zone."

Strand: Instructional Needs of Gifted Learners

Grades: All (*I, E*)

Audience: Teachers, School Administrators, Curriculum Specialists, Parents

Room 307 **A Culturally Responsive, Equity-Based Bill of Rights for Gifted Students of Color**

Ken Dickson, Education Support & Consulting Network

"A Culturally Responsive Equity-Based Bill of Rights for Gifted Students of Color," organized in the format of the U.S. Constitution's Bill of Rights, includes eight areas representing various school operations related to gifted education. The eight areas are comprised of seventy-one strategies to help gifted and general education stakeholders diversify their gifted programs' enrollment. Participants will be provided digital access to the "Bill of Rights."

Strand: Instructional Needs of Gifted Learners

Grades: All (*I, E*)

Audience: Teachers, School Administrators, Curriculum Specialists, Parents

Session 1

Room 309 **Your EGATE One Stop Shop: Everything You Need to Know About the Excellence in Gifted and Talented Education (EGATE) Award Application Process**

Kimberly McCormick, Towson University, and Ainsley Tetreault, Anne Arundel County Public Schools

A panel of experienced EGATE coordinators and principals from across the state will respond to questions regarding the Excellence in Gifted and Talented Education (EGATE) Award application process. The question and answer session will address the portfolio requirements, artifact collection, organization, and impact of EGATE status on the school. This panel discussion will be moderated by Dr. McCormick and Ms. Tetreault, members of the Gifted and Talented Advisory Council for the Maryland State Department of Education.

Strand: Instructional Needs of Gifted Learners

Grades: All (*I, E*)

Audience: Teachers, School Administrators, Curriculum Specialists

Room 401 **Differentiating with Google Classroom**

Bridget McCoy and Tyrone Frierson, Prince George's County Public Schools

Google Classroom can easily and effectively be integrated into the gifted classroom. This tool opens countless doors for differentiation and individualization of activities for our students. Participants will learn how to establish their own Google Classroom, set up for their students, create and assign activities, differentiate assignments, and communicate with parents.

Strand: Instructional Needs of Gifted Learners

Grades: K-5 (*I*)

Audience: Teachers, Curriculum Specialists

Room 403 **May I Ask a Question?**

Tracey Thisse, Prince George's County Public Schools

How do you foster a classroom environment where students take responsibility for their own learning while still addressing the curriculum standards? In this session, participants will engage in meaningful activities for developing higher-level thinking questions that encourage students to take charge of their own learning. Participants will leave the session with hands-on questioning activities ready for classroom use.

Strand: Instructional Needs of Gifted Learners

Grades: K-8 (*I*)

Audience: Teachers, Curriculum Specialists

Session 1

Room 405 **Practical Ideas for Improving Critical Thinking and Writing**

Nathan Levy, Nathan Levy Books, LLC and Dr. Melissa Sadin

This workshop will help teachers assist children in developing fluency of writing and thinking. Participants will learn time-saving strategies and creative ideas for developing students' critical thinking and problem-solving. This engaging, interactive presentation will include writing and critical thinking activities that have been used successfully with gifted children.

Strand: Instructional Needs of Gifted Learners

Grades: K-8 (*I, E*)

Audience: Teachers, School Administrators, Curriculum Specialists

Room 407 **What I Wish My Teachers Knew About Me**

Erica Hartley and David Warrenfeltz, Washington County Public Schools

Gifted students enter our classrooms with not only different academic needs, but also specific social and emotional needs. Gifted students commonly display many emotional overexcitabilities and emotional sensitivities that can present challenges for them, their teachers, and their parents. Come join us as we explore, from a student's perspective, strategies for better understanding and meeting the social and emotional needs of our gifted learners.

Strand: Social-Emotional Needs of Gifted Learners

Grades: K-8 (*I, E*)

Audience: Teachers, School Administrators

Room 411 **Real World Project-Based Instruction**

Florence Falatko, Baltimore County Public Schools

Engage your students in project-based activities that apply to real-world situations. Learn how to teach concepts, such as financial literacy, using stations in your math class. Activities involving sports, elections, and architecture will also be shared. All participants will receive lesson plans, both written and taped, as well as various websites and other resources. An online discussion forum will be provided so participants may continue to share ideas for project-based learning.

Strand: Instructional Needs of Gifted Learners

Grades: 3-5 (*I, E*)

Audience: Teachers, Curriculum Specialists

Session 1

Room 311 **"Making" Meaning within the Science Classroom: How a Maker Mindset Fuels Learning**

Peggy Koenig, Baltimore County Public Schools

No lesson is one-size-fits-all, especially when it comes to reaching advanced learners. Enter the Maker Movement, which taps the implicit curiosity of gifted learners, encouraging them to tinker. Participants will identify how embedding making into science helps to differentiate content, process, and especially, product for those students with advanced conceptual understanding. Participants will discover how making in science can even uncover previously undiscovered talents of students. This session will conclude with a brief making activity.

Strand: Instructional Needs of Gifted Learners

Grades: 3-8 (*I, E*)

Audience: Teachers, Curriculum Specialists

Room 413 **With the End in Mind: Focused Project-Based Learning and the Gifted Learner**

April Todd and Katy Seman, Wicomico County Public Schools

With the End in Mind focuses on the role of gifted learners and teachers in the planning, implementing, and presenting of student-centered projects. Participants will view established models of Project-Based Learning (PBL) covering a variety of content. The process of curriculum development which encourages student as creator/thinker and teacher as facilitator will be modeled. Participants will have the opportunity to develop essential questions, topics for discussion, and curriculum building knowledge using this process.

Strand: Instructional Needs of Gifted Learners

Grades: 6-8 (*I, E*)

Audience: Teachers, School Administrators, Curriculum Specialists

Room 313 **Through the Lens: Empower and Engage Your Students Through the Use of Visual and Narrative**

Sara McShane and Timothy Thomas, Baltimore County Public Schools

We live in an increasingly visual world, and this presentation will provide examples of how to combine visuals and narrative in order to better challenge our gifted students. The discussion is framed in a metacognitive and concept-based learning lens in order to explore how videos and images can promote storytelling and communication and encourage student engagement, empowerment, and activism.

Strand: Instructional Needs of Gifted Learners

Grades: 6-8 (*I, E*)

Audience: Teachers, Curriculum Specialists

Session 2

Auditorium Gifted Students' Unique Personalities: A Convergence of Three Perspectives
Dr. Shelagh A. Gallagher

One of the fundamental assumptions in gifted education is that gifted students are different, yet we still debate the nature and extent of that difference. In this session, participants will examine the personality characteristics of gifted students as described by three different perspectives on personality: Big Five Factor model, Myers Briggs Type Indication, and Dabrowski's overexcitabilities. Emphasis will be placed on the impact this information has on programming for gifted students, especially the need for open-ended, inquiry-based learning.

Strand: Instructional Needs of Gifted Learners

Grades: All (*I, E*)

Audience: Teachers, School Administrators, Curriculum Specialists, Parents

Room 316 Cycle for Success: How Parents, Educators and Clinicians Can Bring out the Best and Raise Self Esteem in 2e Kids

Julie Skolnick, With Understanding Comes Calm, LLC

This presentation seeks to empower parents, educators and clinicians to foster success and raise self-esteem in twice-exceptional children through an understanding of the 2e student's inner experience. Participants will learn practical strategies and advocacy steps to best serve 2e children. Participants will learn about the 2e profile including asynchronous development, perfectionism/anxiety and intensities (OEs). Julie's "Cycle for Success," which includes a deep understanding, durable strategies and collaborative advocacy, will be taught.

Strand: Underrepresented Populations in Gifted Education

Grades: All (*I, E*)

Audience: Teachers, School Administrators, Parents

Room 318 Exploring How Parents Report Their Transmission of Cultural Capital to Their Gifted and Non-Gifted Children

Belinda Wiltz, Ed.D., Prince George's County Public Schools

Research shows that cultural capital plays an important role in the academic careers of students. This presentation will explore how parents report they transmit cultural capital to their gifted and non-gifted children. Participants will come away with insight into the processes used to transmit cultural capital, valuable demographic information on parenting practices, and insight into the impact of cultural capital on academic progress.

Strand: Social-Emotional Needs of Gifted Learners

Grades: All (*I, E*)

Audience: Teachers, School Administrators, Curriculum Specialists, Parents

Session 2

Room 410

How Arts Integration Makes a Difference

Nina Lattimore and Andrea Rushing, Prince George's County Public Schools

During this presentation, participants will understand the difference between arts integration and arts enhancement. Participants will explore the five forms of art in order to gain a perspective of how these models can be used in their classrooms. Participants will engage with a common core standard and use an art form to create a lesson or demonstrate an art form using the standard.

Strand: Instructional Needs of Gifted Learners

Grades: K-5 (*E*)

Audience: Teachers, Curriculum Specialists

Room 412

YOU Can Do It: Planning and Implementing Independent Learning Projects

Kathy Benton, Baltimore City Public Schools

Interested in using independent learning projects to meet the unique needs of your students, but unsure how to begin? During this session, participants will learn how to organize and plan independent learning projects using the gradual release model. Participants will receive planning documents and rubrics that will support the implementation of independent learning projects in their classrooms.

Strand: Instructional Needs of Gifted Learners

Grades: K-5 (*I,E*)

Audience: Teachers, Curriculum Specialists

Room 305

Expanding Creative Minds Through Independent Study

Lisa Dolan and Amanda Soto, Prince George's County Public Schools

Have you heard of the terms "Genius Hour," "Passion Project," and "20% Time" and wondered what they mean and how they apply to gifted students? In this session, participants will explore various types of independent research that will help ignite the passion for learning in gifted students. Participants will walk away with strategies and ideas to implement independent studies, helping to end the age-old problem of "I'm done! What do I do now?"

Strand: Instructional Needs of Gifted Learners

Grades: K-5 (*I,E*)

Audience: Teachers, Curriculum Specialists, Parents

Session 2

Room 313 Metacognition: Integrating Creative and Critical Thinking Strategies in the GT Classroom

Erica Hartley, David Warrenfeltz, Stephanie Boschen, and Erica Kozlowski, Washington County Public Schools

"Children do not develop their thinking skills by memorizing the products of adults' thinking. Children develop these thinking skills by manipulating ideas, critically examining them, and trying to combine them in new ways" (Taba, 1971). Participants will gain an understanding of metacognition and how it increases depth of learning in GT classrooms. We will share specific instructional strategies related to creative and critical thinking including multi-aged groupings and problem-based units, discussion strategies, and sketchnoting ideas.

Strand: Instructional Needs of Gifted Learners

Grades: K-8 (*I, E*)

Audience: Teachers, Curriculum Specialists

Room 409 Myth Busting: Breaking Free from the Misconceptions

Molly Joyner and Tara Recor, Harford County Public Schools

There are many common myths and misconceptions surrounding gifted learners. It is important for educators of gifted learners not only to understand the myths and misconceptions but to be able to effectively debunk those myths and to advocate for the educational needs of gifted learners. Participants will learn about the myths and be given effective communication tools to help them advocate for gifted learners as well as support those that work with gifted students.

Strand: Instructional Needs of Gifted Learners

Grades: 3-5 (*I*)

Audience: Teachers, School Administrators, Curriculum Specialists, Parents

Room 310 Online Collaborative Problem Solving: Providing Pathways for Discourse for Highly-Able Math Students

Katie Barbagallo, Howard County Public Schools and Laurence Paul, Frederick County Public Schools

Oftentimes, advanced-level students lack academic peers with whom to collaborate in the classroom. Incorporating online communities in which students can interact and engage in meaningful discourse addresses advanced students' instructional and social-emotional needs. By incorporating Google Classroom or a Learning Management System, teachers can create collaborative communities for students that differentiate curriculum through advanced problem solving, personalized learning, and collaboration with peers. Explore ideas for how to create a community, find resources, and manage students' online learning.

Strand: Instructional Needs of Gifted Learners

Grades: 3-8 (*I, E*)

Audience: Teachers, School Administrators, Curriculum Specialists

Session 2

Room 402 **Motivation, Engagement, and Talent Development: Reverse and Prevent Underachievement**

Jeanne Paynter, Ed.D., McDaniel College

What motivates students to achieve their full potential? This presentation unpacks the underlying structures in school and home environments that engage students to develop their individual talents. Learn practical strategies to identify students' learning preferences and talent aptitudes in order to plan instruction that challenges every student, every day.

Strand: Instructional Needs of Gifted Learners

Grades: 3-8 (E)

Audience: Teachers, School Administrators, Curriculum Specialists, Parents

Room 411 **Cultured Creativity: Recruiting and Retaining Underrepresented Populations in Gifted Programs**

Robin Hawley-Brillante, Baltimore County Public Schools

How can we recruit and retain gifted learners from underrepresented populations? Culturally and linguistically responsive best practices for gifted and talented students are grounded in validation and affirmation that provide the foundation for engaging students in relevant, equitable, rigorous curriculum and instruction leading to novel, creative production. Explore models for incorporating these best practices in cultural and linguistic responsiveness and creativity into your recruitment and retention of diverse gifted learners.

Strand: Underrepresented Populations in Gifted Education

Grades: 3-12 (I, E)

Audience: Teachers, School Administrators, Curriculum Specialists

Room 403 **Tier without Fear**

Kent Wetzal and Carrie Crawford, Frederick County Public Schools

Tiering is a strategic way to differentiate based on student readiness for a particular skill or standard. Through the use of ongoing formative assessment and flexible grouping, tiering allows teachers to provide lessons that ensure all students receive the appropriate level of challenge. Participants in this session will walk away with practical, easy-to-use resources and strategies for implementing tiering in their classroom, including tools for preassessment, grouping, and lesson planning.

Strand: Instructional Needs of Gifted Learners

Grades: 6-8 (I)

Audience: Teachers, Curriculum Specialists

Session 2

Room 309 **It's Not Just for Language Arts--Reading Across the Curriculum**
Jennifer Meehan and Andrew Freeburger, Baltimore County Public Schools

This interactive presentation will demonstrate the use of literature circles and reading across the curriculum as a strategy to foster secondary students' high-level critical thinking and reading skills in English, social studies, and science. Participants will leave ready to implement literature circles, which engage gifted learners in reading complex, subject-specific texts.

Strand: Instructional Needs of Gifted Learners

Grades: 9-12 (*E*)

Audience: Teachers, Curriculum Specialists

Lunch/Exhibit Hall/Door Prizes

Door Prizes contributed by our vendors will be announced during lunch.

**Place your name tag in the box
as you enter the cafe.**

You must be present to claim your prize!

Session 3

Room 409

Is Healthy Perfectionism an Oxymoron?

Tara Recor and Molly Joyner, Harford County Public Schools

Answer this question after reviewing current research from *Parenting for High Potential, Gifted Child Quarterly, Social and Emotional Development of Gifted Children: What Do We Know (2nd Ed.)*, and other resources. To help children and adolescents who demonstrate traits of perfectionism, participants will explore a variety of affective strategies and curricular materials, such as bibliotherapy and books by Dr. Thomas S. Greenspon, Dr. James Delisle, and Judy Galbraith.

Strand: Instructional Needs of Gifted Learners

Grades: All (I, E)

Audience: Teachers, School Administrators, Curriculum Specialists, Parents

Room 405

Great Potential, Average Reality: Working with Gifted Underachievers

Rae Lymer, Baltimore City Public Schools

Gifted underachievers are a unique population that frequently puzzles educators and administrators alike. This presentation will examine the research literature on the characteristics of gifted underachievers, possible root causes and interventions to aid in supporting this group of learners to reach their full potential. Participants will come away with a solid understanding of the theory and practical next steps towards improving achievement amongst this group of gifted students.

Strand: Instructional Needs of Gifted Learners

Grades: All (I, E)

Audience: Teachers, School Administrators, Parents

Room 310

Nurturing the Gifted Child

Kathleen Gregory, Prince George's Public Schools

And the other 17 hours in the day? How do we create an environment in which our gifted children can thrive? How do we understand and encourage our children beyond the school day? From philosophy to logic, from theory to play, from books to problem-solving, an array of ideas and resources will be shared that support parents and educators in nurturing creativity and critical thinking, inspiring curiosity and a sense of wonder, and helping gifted children cultivate interests and achieve success.

Strand: Instructional Needs of Gifted Learners

Grades: K-5 (I)

Audience: Classroom Teachers, School Administrators, Curriculum Specialists, Parents

Session 3

Room 407

The Second Grade Mall

Ricci Blinke, Baltimore City Public Schools

The Second Grade Mall creates opportunities for innovation that showcase and reward hard work and creativity. This presentation offers countless possibilities to challenge young minds to work collaboratively to develop a business plan, a company, a product or service, an advertisement and a store front. Participants will learn ideas and activities that can be used to encourage higher-level thinking and develop a positive growth mindset in collaborative groups. This activity was created for second grade but may be adapted to higher grade levels.

Strand: Instructional Needs of Gifted Learners

Grades: K-5 (*I, E*)

Audience: Teachers, School Administrators, Curriculum Specialists

Room 307

Extending Learning beyond the Classroom: Contests, Camps and More for Your Advanced and Gifted Learners

Felicity Ross and Virginia Richard, Johns Hopkins University

In "Extending Learning Beyond the Classroom," educators will learn about a variety of opportunities and resources to engage gifted students in and outside of the classroom. Topics will include art and writing contests, journal writing, camp opportunities, internships, study abroad, and school and family book clubs. Educators will learn how these resources can be used in the classroom or shared with students and parents to enrich the experience of gifted students.

Strand: Instructional Needs of Gifted Learners

Grades: K-5 (*I, E*)

Audience: Teachers, School Administrators, Curriculum Specialists, Parents

Room 401

Increasing Student Engagement in Math/Science/Social Studies: Project-Based Learning with a Touch of Crazy!

Erin Chilcote, Prince George's County Public Schools

Students who are actively engaged in their learning and are excited to "see what comes next" are students who want to learn more and deepen their knowledge. Embrace your own creativity and learn how to actively engage your students in lessons that involve project-based learning activities and other class activities that leave students wanting more. Math, science, science, and studies projects will be shared that can be implemented immediately.

Strand: Instructional Needs of Gifted Learners

Grades: 3-5 (*I, E*)

Audience: Teachers, Curriculum Specialists

Session 3

Room 311 **Transforming Text-Based Talks to Reach Today's Gifted Learner**

Christina Trest and Kat Neiles, Charles County Public Schools

Have conversations in your class gone stale? Let's discuss! How about learning three new strategies? Engaging with the techniques of the Socratic Smackdown, Johari's Window, and Kohlberg's Levels of Moral Reasoning will give participants first-hand experience of the rewards and benefits of these strategies. Participants will leave with academic applications that are classroom ready.

Strand: Instructional Needs of Gifted Learners

Grades: 6-8 (*I, E*)

Audience: Teachers, Curriculum Specialists

Room 403 **Increasing Resilience, Optimism, and Executive Functioning in Twice-Exceptional Learners**

Debra Perhach, Prince George's County Public Schools

Twice-exceptional learners frequently struggle with organization, planning, perfectionism, stress, and anxiety. Prince George's County Public Schools has created a highly successful curriculum that addresses these areas of concern for middle and high school students. Although the curriculum was designed to be taught in an academic resource setting, the presenters will share a variety of strategies, mini-lessons, and resources that can be used across settings to increase students' emotional regulation, confidence and independence.

Strand: Underrepresented Populations in Gifted Education

Grades: 6-8 (*I, E*)

Audience: Teachers, School Administrators, Parents

Room 309 **Choice in the AP Classroom**

Dr. Andrew Freeburger, Baltimore County Public Schools

Choice is a powerful tool for increasing student engagement. In this session, participants will learn about two strategies for maximizing choice, critical thinking, and rigor in the GT/AP classroom using poetry and research. Though both of these strategies are a natural fit for teachers of AP Literature and Language, they are easily adaptable to other disciplines, such as the natural and social sciences. Participants will leave with materials ready for classroom use.

Strand: Instructional Needs of Gifted Learners

Grades: 9-12 (*I, E*)

Audience: Teachers, Curriculum Specialists



Special Thanks

Without the following people, the 2018 State Conference on Gifted and Talented Education would not have been possible. We recognize and appreciate their support.

Verletta White, Interim Superintendent, Baltimore County Public Schools

Dr. Mary Boswell-McComas, Interim Chief Academic Officer, Baltimore County Public Schools

James Martin, Principal, New Town High School

Joseph Kopec, Assistant Principal, New Town High School

Richard Hoke, Building Operations Supervisor, New Town High School

Kathryn Duncan, Tech Crew Advisor, Auditorium Coordinator, New Town High School

Tim Bangerd, Technology Liaison, New Town High School

Alvinia Holmes, Cafeteria Manager, New Town High School

Lori Gagalis-Berdequez, Design Specialist, AACPS Design & Print Services

Anne Arundel County Public Schools Design & Print Services

MEGGY Award

Maryland Educators of Gifted Students (MEGS) annually announces the MEGGY Award at its Maryland Conference on Gifted and 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) after November 1, 2018. Completed packets must be sent to the following address by **Friday, March 1, 2019**. Awardees will be recognized at the MEGS Spring Dinner.

MEGS
5305 Village Centre Drive, #282
Columbia, MD 21044

Exhibit Hall/Vendor Information Table

akj Education
The Auburn School
Destination Imagination
Engine-Uity
FlexSchool
Johns Hopkins Center for Talented Youth

Johns Hopkins University
Kennedy Krieger Institute
McDaniel College
Nathan Levy Books, LLC
Scentsy
With Understanding Comes Calm, LLC

Professional Organizations

Maryland Coalition for Gifted and Talented Education (MCGATE)

mccgateboard@gmail.com
<http://www.mccgate.org>

Maryland Educators of Gifted Students (MEGS)

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Like MEGS on Facebook



Maryland State Department of Education Office of Gifted and Talented Education

200 W. Baltimore Street
Baltimore, MD 21201
Phone: 410-767-0363
<http://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
<http://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.



NOTES

Evaluations

SESSION Evaluation

Please complete for each session you attend.

Visit <https://tinyurl.com/y83ooxd3>
or scan the QR code below using a QR code reader.



CONFERENCE Evaluation

Please complete the overall conference evaluation.

Visit <https://tinyurl.com/y9x34ddy>
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