



Illinois Association for Gifted Children

24th ANNUAL IAGC CONFERENCE

January 31 - February 2, 2019
Marriott Chicago Naperville



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**ILLINOIS ASSOCIATION FOR GIFTED CHILDREN
24TH ANNUAL CONFERENCE
JANUARY 29 - FEBRUARY 2, 2019**

TABLE OF CONTENTS

Conference Schedule Overview	4
Welcome	5
IAGC Board of Directors, Officers, and Committees	6
About Illinois Association for Gifted Children	7
Acknowledgments	8
Conference General Information	10
IAGC Awards and Scholarships	12
Thursday Sessions	14
Friday Sessions	42
Administrator Academy	43
Saturday Parent Day Sessions	64
Directory of Exhibitors	68
Presenter Information	71

Internet Access Code: IAGC2019

Illinois Association for Gifted Children

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www.iagcgifted.org

CONFERENCE SCHEDULE OVERVIEW



THURSDAY, JANUARY 31, 2019

7:00 AM - 10:00 AM	Registration (Adjacent to the Grand Ballroom)
7:30 AM - 8:00 AM	College Credit Meeting
7:30 AM - 4:00 PM	Exhibitors Area Open (Hotel Lobby)
7:30 AM - 10:00 AM	Complimentary Continental Breakfast (Exhibitor Area)
8:15 AM - 11:45 AM	Morning Sessions
8:30 AM - 3:30 PM	Administrator Academy
12:00 PM - 1:00 PM	Luncheon (Marriott Grand Ballroom)
1:15 PM - 3:30 PM	Afternoon Sessions
3:45 PM - 4:30 PM	IAGC Annual Meeting (Conference A)
5:00 PM - 6:30 PM	Networking and Refreshments (Ballroom A)
5:30 PM - 6:15 PM	ESCAPE! Event (Ballroom B)

FRIDAY, FEBRUARY 1, 2019

7:00 AM - 10:00 AM	Registration (Adjacent to the Grand Ballroom)
7:30 AM - 3:00 PM	Exhibitors Area Open (Hotel Lobby)
7:30 AM - 10:00 AM	Complimentary Continental Breakfast (Exhibitor Area)
8:15 AM - 11:45 AM	Morning Sessions
8:30 AM - 3:30 PM	Administrator Academy
12:00 PM - 1:00 PM	Luncheon (Marriott Grand Ballroom)
1:15 PM - 3:30 PM	Afternoon Sessions
4:00 PM - 5:00 PM	Meeting of Regional Representatives to IAGC

SATURDAY, FEBRUARY 2, 2019

8:00 AM - 10:00 AM	Registration (Hobson and Bailey Rooms)
9:00 AM - 12:30 PM	Parent Day Sessions
12:30 PM - 1:00 PM	Networking Roundtable

Internet Access Code: IAGC2019

WELCOME TO THE 24TH IAGC CONFERENCE!

We are very happy to be back at the Marriott with their exceptional hospitality.

This year's conference has many interesting sessions on cutting edge topics in gifted education—from classroom practices to school and district policies. The Conference Planning Committee planned a strand specifically targeted towards school counselors on the social and emotional needs of gifted students. Additionally, there are a number of sessions for teachers and administrators on all aspects of acceleration—designed to help schools in Illinois effectively implement the Accelerated Placement Act.

I encourage you to take advantage of the conference in the following ways:

- Attend as many sessions as possible on the topics most relevant to your students and role.
- Network with other colleagues in gifted education at lunch—Make new friends!
- Find new resources for curriculum and instruction in the vendor area.
- Learn more about IAGC and consider getting involved with the only advocacy group in the state for gifted children. The first step is to attend the IAGC member meeting on Thursday afternoon.

I want to thank the IAGC office staff and board members for all their work in putting the conference together. We are especially grateful to Jeanine Buishas, IAGC President-elect, who chaired the Conference Planning Committee and Diane Beedy, Director of IAGC, for the many hours of work they dedicated to making the conference a wonderful professional development opportunity for Illinois.

Paula Olszewski-Kubilius
President

IAGC BOARD OF DIRECTORS, OFFICERS, AND COMMITTEES

Diane Beedy, Director

Board of Directors

Paula Olszewski-Kubilius, President

Jeanine Buishas, President-Elect

Susan Rhodes, Past President

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April Wells

Committee Co-Chairs

Education

Jeanine Buishas

Patsy Steinmeyer

Awards and Scholarships

Susan Corwith

Lori Swan

Policy and Advocacy

Eric Calvert

Carolyn Welch

Building the Network

Rosina Gallagher

Denise Kuchta

Connie Lee

Executive Committee

Diane Beedy

Jeanine Buishas

Denise Kuchta

Jill Ko

Paula Olszewski-Kubilius

Susan Rhodes

ABOUT IAGC

The Illinois Association for Gifted Children is a not-for-profit corporation that was established in 1989 by a small group of educators who wanted to create a voice within Illinois to further the opportunities to better understand the educational, social/emotional needs of gifted individuals. To that end, gifted educators, parents of gifted children, and other individuals continue to support the IAGC mission and related goals. IAGC is an Affiliate of the National Association for Gifted Children.

Mission Statement

The Illinois Association for Gifted Children empowers educators, families and communities by advancing effective practices, programs and policies to promote the development of gifted and talented children throughout Illinois.

Goals

- To promote advocacy efforts that benefit gifted and talented children by establishing an effective political network.
- To develop standards of quality for what teachers and other professionals need to know about educating children with gifts and talents.
- To develop standards to evaluate the appropriateness of programs and services which affect the lives of children with gifts and talents.
- To foster professional growth of educators by providing opportunities to learn about standards of quality for understanding and teaching children with gifts and talents.
- To engage with others regarding services for gifted children by regularly disseminating research, news, and information to educators, parents, legislators and other constituents.
- To work with the Illinois State Board of Education, universities, and other organizations that serve children with gifts and talents.

Thank you for your membership to IAGC.

Your membership supports IAGC's vision. It is the vision of the Illinois Association for Gifted Children that the diverse expression of gifts and talents of all individuals are valued by society. Responsibility for nurturing, encouraging and supporting the full development of potential in gifted children is accepted and shared by their families, educators and communities. Individuals value themselves and their accomplishments. Their contributions are celebrated by society.

ACKNOWLEDGMENTS

The Illinois Association for Gifted Children is proud to offer the 24th conference made possible through the efforts of many dedicated people. Deepest gratitude is extended to all of the presenters for making time to share their gifted education expertise to strengthen us in working together to meet the needs of gifted children. Paula Olszewski-Kubilius and Jeanine Buishas, Chairs, and Diane Beedy, Director, would also like to acknowledge the time, skill, and their contributions to the planning and success of the conference.

Laura Beltchenko

Rima Binder

Lynne Bloomfield

Eric Calvert

Susan Corwith

Kerry Cox

Amanda Davey

Newenka DuMont

Kathy Green

Julie Luck Jensen

Marci Johnson

Michele Kane

Marchelle Kassebaum

Denise Kuchta

Linda Lanphier

Kris McElligatt

Susan Rhodes

Rhoda Rosen

Kimberly Stafford

Patricia Steinmeyer

Lori Swan

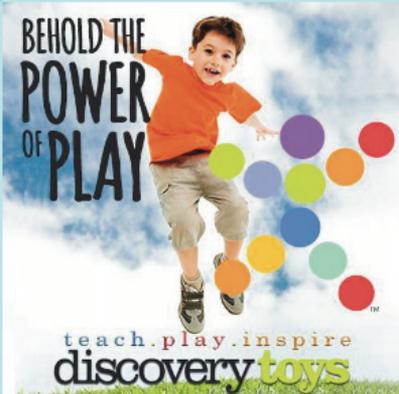
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GENERAL INFORMATION - IAGC CONFERENCE 2019

REGISTRATION Thursday - Saturday 7:00 AM - 10:00 AM

The IAGC Conference Registration Desk is located adjacent to the Grand Ballroom.

EXHIBITOR AREA The exhibitor area is located in the Hotel Lobby. A directory of Exhibitors is included in this program book. Be sure to visit the booths and support the exhibitors when you have an opportunity.

Exhibitor Area Hours:

Thursday 7:30 AM - 4:00 PM

Friday 7:30 AM - 3:00 PM

Saturday 8:30 AM - 12:30 PM

BREAKFAST Exhibitor Area - Thursday and Friday, 7:30 AM - 10:00 AM

Join us for a complimentary continental breakfast and check out the exhibitor booths.

ANNUAL MEMBERSHIP MEETING Conference Room A - Thursday, 3:45 PM - 4:45 PM

The Annual Membership meeting will be conducted by the IAGC President Paula Olszewski-Kubilius. During the meeting, IAGC Committees will share their upcoming goals and everyone is encouraged to attend. This is an exciting opportunity to learn more about the work IAGC is doing and ways that you can support and be an advocate for the organization.

COLLEGE CREDIT DuPage Room - 7:30 AM - 8:00 AM

One hour of college credit from Lindenwood University is available to conference participants. To obtain college credit you must attend ALL the conference sessions on Thursday and Friday. To learn more, plan to attend the general meeting on Thursday, January 31 from 7:30 a.m. - 8:00 a. m. in the DuPage Room. You must pay \$200 by check, credit card, or cash at this meeting in order to obtain college credit.

GENERAL INFORMATION CONT...

EVALUATIONS Conference evaluations will be submitted via the link provided at the last session of each day. Please note directions for completion in order to receive PD credit for conference attendance.

NETWORKING AND VISITING WITH FRIENDS AND COLLEAGUES **Ballroom - Thursday, 5:00 PM - 6:30 PM**
Join us for complimentary light snacks, cash bar, and networking with friends and colleagues. This is a time to sit back, relax, and enjoy catching up.

**ESCAPE!
EXPERIENCE
THURSDAY
AFTERNOON** **Ballroom - Thursday, 5:30 - 6:15 PM**
Join us for complimentary light snacks, cash bar and a game of Escape!.

AREA AMENITIES & RESTAURANTS If you would like information on local restaurants and amenities in the area surrounding the conference site, please visit the Concierge Desk in the main lobby of the hotel.

WIRELESS INTERNET ACCESS Complimentary WiFi is available in the meeting rooms and in the lobby throughout the conference hours. To access it, find the "Marriott Conference" link inside the Marriott network. The **PASSWORD IS IAGC2019**. WiFi in the personal reserved hotel rooms is the responsibility of the individuals.

LOST & FOUND Lost items may be turned in to the Registration Desk. Conference participants should check here or the front desk of the hotel to recover lost items. IAGC is not responsible for lost or stolen items.

RESOURCES AFTER CONFERENCE Slides and handouts that have been shared from conference presentations will be posted on the IAGC website (www.iagcgifted.org).

IAGC AWARDS AND SCHOLARSHIPS

Be sure to visit the IAGC website
(www.iagcgifted.org) to apply for a scholarship or award for 2020.

Bonnie Park Leadership Legacy Award

Named in honor of Bonnie Park, long-term Board Chair of IAGC, this award recognizes an individual who works tirelessly as an advocate for gifted students. Nominees should demonstrate service excellence, going above and beyond to make a significant impact on the lives of gifted students. All current IAGC board members, committee chairs and paid employees are ineligible for this award.

2019 Recipient: Georgia Nelson, GT Educator, Barrington

Carol Morreale Student Scholarship Award

This award was established in memory of Carol Morreale, an educator, early IAGC member and tireless advocate for gifted children. Funded through memorial donations, this \$1,000 scholarship is given to a student in grade 1 through 8 who has demonstrated excellence in language arts or math. Financial need is also a consideration.

2019 Recipient: Alyssa Rios, Grade 8, Aurora

Distinguished Student Scholarship

This scholarship provides up to \$1,000 to support a student in grade 9 through 12 in an academic endeavor. Applicants must demonstrate excellence in one or more of the following areas: visual or performing arts, academic achievement or service and leadership. Financial need is a consideration.

2019 Recipient: Aja Capel, Grade 11, Champaign-Urbana

IAGC AWARDS AND SCHOLARSHIPS CONT...

Mary Ann Paradise IAGC Conference Scholarship

This award named in honor of Mary Ann Paradise, long-time conference co-chair and IAGC founding member, was established in 1996 to provide financial support for those who wish to enhance their understanding of gifted education. Two scholarships are awarded each year to parents, educators, or other school staff members who work with gifted children. The award provides a complimentary one day registration to the IAGC Conference.

2019 Recipients: Robin Cohen, Gifted Teacher, West Northfield

Kim Von Kaenel, 5th Grade Cluster Teacher, Oswego

Promising Projects Award

In 2002, IAGC established this award for members in order to provide monetary support for projects created by teachers of gifted education. These projects must be specifically designed and differentiated to meet the needs of gifted students. The award money (or funds) may be used to purchase materials or pay for field trips and project related expenses. One or more awards will be given each year, not to exceed a total of \$500.

2019 Recipients: Sowmya Anjur, IMSA Science Teacher

Ruth Wright Professional Development Award

This award was established in 1996 to provide financial support to members of IAGC who currently work in the area of gifted education.

2019 Recipient: Alison Nelson, Enrichment Teacher, Keeneyville, District 20

Sally Walker Distinguished Service Award

Named in honor of long-time IAGC Executive Director and nationally recognized gifted advocate, Sally Walker. IAGC presents the Distinguished Service Award to an individual who has made significant contributions to the field of gifted education in Illinois and/or to the development of the organization.

2019 Recipient: Joan Franklin Smutny

THURSDAY SESSIONS

PLAN YOUR DAY

7:30 AM	College Credit Meeting	DuPage Room
8:15 AM	_____	Room_____
9:30 AM	_____	Room_____
10:45 AM	_____	Room_____
LUNCH		
1:15 PM	_____	Room_____
2:30 PM	_____	Room_____

NOTES

PD Credit and Evaluation Information

Participants MUST attend the full day to receive PD credit.

- **Per ISBE regulations, you must sign in and sign out with your IEIN number each day to received PD Credit.**
- Sign in sheets will be at the registration area from 7:00 a.m. - 8:15 a.m. each day. Sign out sheets will be available in the final breakout session each day at 3:30 p.m.
- No partial credit will be given.
- Information for completing the online evaluation will be provided at the last session of each day. Evaluation links for Thursday will not be provided on Friday.
- PD Credit forms are only available by completing the online conference evaluation within 10 days of conference attendance.
- Participants must keep their PD form(s), program book, and all session handouts for their records.

The Illinois Association for Gifted Children provides for a diversity of perspectives on gifted education. Participation in the IAGC Conference sessions is at the discretion of the attendee, as IAGC is unable to endorse any product, programming design or individual presenter.

ADMINISTRATOR ACADEMY**8:30 AM – 3:30 PM****Room:** Win Knock**Presenter:** Marchelle Kassebaum**“IMPLEMENTING ACCELERATION PLACEMENT PROGRAM TOOLKIT”****ADMINISTRATOR ACADEMY #1926**

The focus of this academy is for principals and assistant principals to understand the requirements of the Accelerated Placement Act (Public Act 100-0421), which took effect July 1, 2018, and the Accelerated Placement Policy of their district. Participants will work from a model policy in the event their district is in need of developing and/or amending their current Accelerated Placement policy. Participants will understand the definitions of multiple types of acceleration, develop and determine the method of annual notification of the acceleration program, develop a referral process for their building, learn how to implement an evaluation process that is fair, equitable, and involves multiple individuals with multiple valid and reliable assessment indicators, develop a process and timeline to communicate the decision along with a transition support plan for the student. Participants will leave the academy with access to supporting acceleration research in addition to documents that will support them to implement various types of acceleration within their own building.

IMPORTANT: Participants should bring a copy of the current district policy for Acceleration Placement, Early Entrance to Kindergarten, and Early Entrance to First Grade, if they exist.

BUILDING CONTENT EXPERTISE: A MODELS APPROACH TO ADDING COMPLEXITY IN SOCIAL STUDIES AND ENGLISH LANGUAGE ARTS FOR UPPER ELEMENTARY THROUGH HIGH SCHOOL GIFTED AND ADVANCED STUDENTS (DOUBLE SESSION 8:15 - 10:30)

Room: Conference B
Strand: Evidence-Based Curriculum and Instructional Practices (5-12)
Presenter: Tamra Stambaugh - Professor, Vanderbilt University, Nashville, TN

What is complexity and how do you incorporate complexity in different content areas to support gifted student learning in ELA and social studies? After defining complexity, we will examine easy-to-apply models for incorporating complexity in ways that help students think like experts as they analyze primary sources, events, and fiction and nonfiction texts. After modeling a few approaches, be prepared to add even more complexity to your own lessons using a framework for rhetorical, literary, and historical analysis.

INQUIRY-BASED LEARNING, DEVELOPING A CULTURE OF COMPLEX, CRITICAL AND CREATIVE THINKING IN THE ENGLISH LANGUAGE ARTS (DOUBLE SESSION 8:15 - 10:30)

Room: Naper 2
Strand: Evidence-Based Curriculum and Instructional Practices (EC-12)
Presenter: Laura Beltchenko - North Cook ISC Area Coordinator, ISBE, Libertyville, IL

Today's advanced classroom environments are developing a teaching and learning approach that create a culture of inquiry-based instruction. Evidence based and systematic inquiry approaches lead gifted students to transferable skills and future enduring understandings. Models of inquiry will be shared that support a strategic methodology developing wonder, teacher/student/peer collaboration, and paths for further independent exploration and research. Using these and other instructional elements, this session will explore in an interactive format how to transfer knowledge of the English Language Arts into authentic and gradual release of responsibility learning opportunities for advanced and gifted learners.

FINDING AND NURTURING YOUNG SCHOLARS (DOUBLE SESSION 8:15 - 10:30)

Room: Conference C
Strand: Underrepresented and Underserved Students (K-8)
Presenter: Kirsten Maloney - Coordinator, K-12 Advanced Academic Programs, Fairfax County Public Schools, Falls Church, VA

Advanced academic potential in students from diverse ethnic, cultural, and linguistic backgrounds is often overlooked and unrecognized. The Young Scholars (YS) model is designed to find students with high academic potential from diverse backgrounds at an early age, and to nurture their potential so that they will be prepared to engage in advanced learning opportunities as they progress through the school system. Participants will examine a comprehensive approach to the issue of underrepresentation with multiple levels of support.

BLENDED LEARNING AND YOUR HIGH-ABILITY STUDENTS

Room: Conference E
Strand: Evidence-Based Curriculum and Instructional Practices (K-8)
Presenter: Randee Blair - Project Coordinator, Center for Talent Development, Northwestern University, Evanston, IL

Blended learning, not to be confused with technology integration, provides instruction that occurs online and in a traditional brick-and-mortar location. Enhance your teaching practice using blended instruction to differentiate and compact, add rigor and accelerate. Select the emerging model/s that will work best for you and your gifted students and leave with resources and criteria for designing your next unit.

DIFFERENTIATING FOR ADVANCED LEARNERS USING PRINCIPLES OF CREATIVITY

Room: Hobson
Strand: Evidence-Based Curriculum and Instructional Practices (K-8)
Presenters: Elizabeth Gordon - Differentiation Facilitator, School District 38, Kenilworth, IL
Justin Gordon - Teacher, Barrington School District, Barrington, IL

As teachers, we must flex our creative muscles to provide learning opportunities that are challenging, memorable, and transformative to our students showing advanced skills. This interactive presentation will show how to apply the principles of creative thought to your classroom to challenge your students and your own thinking. A wide variety of examples will be shared from across grade levels, and the strategies provided can be used in a wide variety of disciplines.

DIFFERENTIATING INSTRUCTION—USING ABILITY TEST SCORES FOR MORE THAN IDENTIFICATION

- Room:** Conference A
- Strand:** Evidence-Based Curriculum and Instructional Practices (K-8)
- Presenter:** Joni Lakin - Associate Professor Educational Foundations, Auburn University, Auburn, AL

Many schools use ability test data only for placement of students into educational services. However, ability tests scores can be useful for differentiating instruction, especially when combined with achievement and other information. This workshop will use CogAT as an example of how ability tests can be used for differentiation. Using small-group discussion and provided resources, this session will provide opportunities to learn and apply strategies for instructional differentiation based on ability test scores.

TEACHING LEADERSHIP

- Room:** Conference F
- Strand:** Evidence-Based Curriculum and Instructional Practices (EC-12)
- Presenters:** Lindsay Succari - Program Director, Northwestern University, Evanston, IL
Linsey Crowninshield - Assistant Program Director, Northwestern University, Evanston, IL

Gifted young people are the leaders of tomorrow. But how can you help them understand what leadership means and what it entails? How can you help them develop skills they can apply in the classroom and throughout their lives? This interactive workshop will demonstrate activities educators can use in the classroom to help students explore models of leadership, examine leadership strengths and styles, and practice leadership skills, including communication, teamwork, creative thinking, and problem solving.

Get Involved!

Watch for upcoming professional development opportunities and/or join an IAGC committee.

THE LATEST RESEARCH ON EQUITABLE IDENTIFICATION OF GIFTED CHILDREN

- Room:** Conference D
- Strand:** Underrepresented and Underserved Students (K-8)
- Presenters:** Paula Olszewski-Kubilius - Director, Center for Talent Development, Northwestern University, Evanston, IL
Saiying Steenbergen-Hu - Research Assistant Professor, Center for Talent Development, Northwestern University, Evanston, IL

New research from the Jack Kent Cooke Foundation has documented the existence of excellence gaps in every state of the US, with those in Illinois some of the largest. A major focus of research in the field of gifted education has been the efficacy of various identification assessments and protocols for identifying giftedness among children from various racial and ethnic groups and from different socioeconomic backgrounds. In this session, the presenters will review the latest research on identification practices including nonverbal assessments, use of local norms, universal screening and teacher referral and screening. The session will identify practices that promote diversity and equity, reduce underrepresentation and link to appropriate and effective program models.

ACCELERATION: TURNING THE CONCEPT INTO A REALITY

- Room:** Naper 1
- Strand:** Acceleration (K-8)
- Presenters:** Melissa Murphy - Assistant Superintendent of Teaching and Learning, North Palos School District 117, Palos Hills, IL
Jeannie Stachowiak, Superintendent, North Palos School District 117, Palos Hills, IL
Eileen McCaffrey - Principal, North Palos School District 117, Palos Hills, IL
Adrienne Pavek, Assistant Principal, North Palos School District 117, Palos Hills, IL
Kevin Buscemi, Assistant Principal, North Palos School District 117, Palos Hills, IL
Eileen McCaffrey - Principal, North Palos School District 117, Palos Hills, IL
Karen Canning - Psychologist, North Palos School District 117, Palos Hills, IL

A team from North Palos District 117 will share their journey in making acceleration a reality and success for over forty students in the last eight years. Participants will hear lessons learned from our team including a Math Coach, School Psychologist, Assistant Principal, Primary Principal, Assistant Superintendent and Superintendent. Each member has played a vital role in developing procedures, adjusting procedures, supporting students, supporting

parents and working with board members. The group will share lessons learned, challenges, and the successes of acceleration for our students.

HIGH SCHOOL GIFTED STUDENTS REFLECT ON THEIR SCHOOL EXPERIENCES

Room: Bailey
Strand: Social-Emotional (9-12)
Presenters: David Dewey - Supervisor of Gifted Programs, Madison Local Schools, Mansfield, OH
Brittany Kemper, Noelle Maiorana, Jocelyn Kilpatrick - Madison Local Schools, Mansfield, OH

A panel of four rural high school teachers—who teach honors and AP classes—will present research findings that center on the perceptions of gifted high school students. The panelists surveyed their own gifted high school students in an effort to see if there was a correlation between them and current research findings. The panelists hope to provide insight as to how high schools may better meet the needs of gifted learners.

DRAMATIC INSTRUCTION: USING DRAMATIC STRUCTURES AND STORYTELLING IN INSTRUCTION

Room: Naper 3
Strand: Social-Emotional (K-8)
Presenter: Brad Lofgren - Honors Teacher, Thomas Jefferson School, Plainfield School District 202, Joliet, IL

Drama structures and storytelling are wonderfully flexible and adaptable modes of learning/instruction that cultivate psychosocial skills. Dramatic instruction can also support twice-exceptional or difficult to differentiate students in gifted programs. It promotes content learning (background knowledge and research), social learning (increased competence and confidence, willingness to accept responsibility, and the ideas of others), and skills learning (Language, Communication, Persuasion, Research). This session will demonstrate various techniques and strategies for using Creative Dramatics.

**FOSTERING WELL-BEING IN CONTEMPORARY GIFTED CHILDREN:
SPOTLIGHT ON SOCIAL AND EMOTIONAL LEARNING
(DOUBLE SESSION 9:30 - 11:45)**

Room: Bailey
Strand: Social-Emotional (EC-12)
Presenter: Michele Kane - Professor and Program Coordinator, Master of Arts in Gifted Education Program, Northeastern Illinois University, Chicago, IL

The unique inner world of gifted individuals is qualitatively different from the general population and fraught with asynchronous experiences; specifically, affective needs such as the need to process cognitively the emotional meaning of experience, to clarify personal priorities among conflicting values, and to explore the highest levels of human thought result from the differentiating affective characteristics of many gifted people. Learning to manage the intensity of emotion, understanding personal sensitivities, and the paradox of perfectionism are other common challenges. This extended session will share specific coping practices with participants combined with practical suggestions for home and school to develop inner awareness and to meet the affective needs of gifted youngsters. This interactive session will provide participants with an opportunity to experience some of these coping strategies. Low/no cost, evidence-based, social-emotional resources, including apps, will be included.

**TIPS FOR COLLABORATING AND ALIGNING WITH PARENTS OF
GIFTED STUDENTS**

Room: Naper 3
Strand: Social-Emotional (K-12)
Presenters: Susannah Wood - College of Education, University of Iowa, Iowa City, IA
David Duys - College of Education, University of Iowa, Iowa City, IA
Carol Smith - College of Education, University of Iowa, Iowa City, IA
Erin Lane - Western Illinois University, Department of Counselor Education, Moline, IL

Parent and teacher conferences are never easy for either party. Fears, frustrations and unanswered questions can create breakdowns in the communication process. This presentation will address common areas of concerns for both teachers and parents when it comes to supporting gifted youth. Through brief role-plays and reflective activities, presenters who are prior school counselors will share tips for communication skills that can

strengthen the teacher-parent alliance.

PROMOTING EQUITY IN AND ACCESS TO SUPPLEMENTAL ENRICHMENT AND ACCELERATIVE PROGRAMS

Room: Conference D
Strand: Underrepresented and Underserved Students (EC-12)
Presenter: Elliott Cady - Manager of Admissions and Pathways Advising, Northwestern University, Evanston, IL

Supplemental enrichment and accelerative programs are critical to talent development, providing advanced coursework, exposure to college, and connections with like-minded peers. Unfortunately, many students from underrepresented populations and their advocates are unaware of existing programs or how to access them, which exacerbates the excellence gap. Even for those in the know, the “sticker shock” may discourage applications even when considerable financial aid is available. Recommendations to minimize barriers and descriptions of successful outreach will be shared as well as invaluable information about course and program types, application processes and financial aid procedures.

NAVIGATING DIFFICULT CONVERSATIONS IN THE CLASSROOM: FACILITATION SKILLS FOR CRITICAL INQUIRY

Room: Conference F
Strand: Evidence-Based Curriculum and Instructional Practices (EC - 12)
Presenters: Lindsay Succari - Program Director, Civic Education Project, Northwestern University
Suzanne Goebel - Enrichment Program Staff, Center for Talent Development, Northwestern University, Evanston, IL

As educators, we sometimes avoid addressing sensitive or controversial issues in the classroom. Yet gifted students benefit tremendously from developing and practicing communication and critical thinking skills. This session will demonstrate ways to create and maintain a safe space for critical dialogue and introduce facilitation techniques to address difficult topics with diverse groups. Participants will practice their skills on real-life scenarios, and discover concrete strategies and activities to use in their classrooms.

8 WAYS TO SPARK INTELLECTUAL CURIOSITY AND PASSION IN MATHEMATICALLY GIFTED STUDENTS

Room: Conference A
Strand: Evidence-Based Curriculum and Instructional Practices
Presenter: Ed Zaccaro - Author, Consultant, Hickory Grove Press, Bellevue, IA

Learn eight ways to nurture your students' curiosity and creativity by presenting them with real world situations that require insight, creative problem-solving and collaboration. These investigations allow students to (1) Simulate an engineering team (2) Take on the role of lawyers who are analyzing how statistics have been manipulated (3) Learn about the role of mathematically gifted individuals who used their gifts to save lives. (4) Become a team of journalists looking at why the math in several news articles is incorrect. These classroom ideas will help students become passionate about mathematics while developing a deeper understanding of its real world uses.

DIFFERENTIATING FOR THE GIFTED LEARNER WITH WEB-BASED, ARTIFICIALLY INTELLIGENT SOFTWARE

Room: Conference E
Strand: Evidence-Based Curriculum and Instructional Practices (K-8)
Presenters: Brandon Rutherford - Gifted Teacher, Champaign CUSD 34, Champaign, IL
Megan Fritner - ESL Teacher, Champaign CUSD 34, Champaign, IL

Learn how to use educational software to individually differentiate homework and classwork using cutting edge, artificially intelligent, programs. Through adaptive questioning, programs such as ALEKS, Edmentum, and Khan Academy can accurately assess student knowledge and design customized assignments on the exact topics that students need to learn. This session will introduce teachers to the different, web-based software available (many free) and discusses methods to include them in daily instruction.

MEASUREMENT AND MATH FOR ACCELERATED LEARNERS

Room: Hobson
Strand: Evidence-Based Curriculum and Instructional Practices (6-8)
Presenters: Jeffrey Barrett - Mathematics, Professor, Illinois State University, Bloomington, IL
Denise Kuchta - Gifted Coordinator and Math Coach, Queen Bee School District, Glendale Heights, IL

The presentation looks at student reasoning on measurement tasks in STEM topics, especially mathematics. We present video highlights of teaching moves

to extend or deepen tasks through questioning sequences. These come from longitudinal case studies with a cohort of students between grades 6 and 8. We will model formative assessment of student’s comparative reasoning on linear, area, or volume measure tasks. We present extended instructional sequences and relate student responses to a learning trajectory.

STATE OF THE STATE -BENCHMARKING ILLINOIS IN POLICY, OPPORTUNITY, AND OUTCOMES FOR HIGH- ABILITY STUDENTS

- Room:** Naper 1
- Strand:** Acceleration
- Presenters:** Eric Calvert - Associate Director, Center for Talent Development, Northwestern University, Evanston, IL
Carolyn Welch - Attorney-at-Law, IAGC Policy & Advocacy Committee Co-Chair

Where does Illinois stand in ensuring that bright students, regardless of background, receive the challenge and support they need to develop their talents? How are advanced learners in Illinois doing in comparison to advanced learners across the nation and around the globe? How far have we come in the 21st Century, and what should our priorities be for action in the 2020s? Drawing from state data and national research, this session will provide a “progress report” for Illinois through the lenses of policy, ESSA implementation, funding, equity, and outcomes for bright learners.

MUGGINS MATH: AEROBICS FOR THE MIND

- Room:** DuPage
- Strand:** Exhibitor Session (K-8)
- Presenter:** Heidi Schuler-Jones - Chief Marketing, Professional Development, Muggins Math, Ellijay, GA

In this fun, interactive, and hands-on session, we will play our award-winning Muggins and Knock-Out games so participants will experience first-hand not only the intense math and algebraic reasoning skills involved but also the socialization skills that are developed as players interact together to produce the best solutions to the numeracy problems involved in these multi-leveled games. A prize drawing for a Muggins/Knock-Out game will be at the end of the session.

ADVANCED VOCABULARY FOR GIFTED CHILDREN

- Room:** Conference B
- Strand:** Evidence-Based Curriculum and Instructional Practices (3-12)
- Presenter:** Michael Clay Thompson - Author/Consultant, Royal Fireworks Press, Unionville, NY

If gifted children are to prosper in the advanced academic work that their future potentially holds for them, they must have a grounding in the academic vocabulary that is so absent in the regular world and so dominant in the academic world. This means, especially, that gifted children must know the Latin and Greek foundation of the English language. This session will present an approach to vocabulary instruction for gifted children, with recommendations for classroom strategies.

BENEFITS AND LESSONS LEARNED UTILIZING TOTAL SCHOOL CLUSTER GROUPING

- Room:** Conference A
- Strand:** Effective Program Leadership (K-6)
- Presenters:** Megan Aseltine - Assistant Superintendent of Academics, Skokie School District 69, Skokie, IL
Kari Thicksten - ALP Coach, Skokie School District 69, Skokie, IL

Skokie School District 69 is new to the cluster grouping scene. After extensive research and support from IAGC, the District joined the GERI Institute’s grant to implement Total School Cluster Grouping. This session will walk through how to build consensus, prepare structures, allocate resources, and implement Total School Cluster Grouping. The session will share student achievement gains utilizing this model in conjunction with a math acceleration approach to meet the needs of a diverse community.



IGNITE INNOVATION: ADDING LITERATURE TO THE ENGINEERING FIRE

Room: Naper 2
Strand: Evidence-Based Curriculum and Instructional Practices (K-6)
Presenter: Jen Campen - Interventionist, Indian Prairie School District #204, Naperville, IL

Inspire the next generation of problem solvers in your classroom! This session will present the practical application of research-based design thinking strategies that serve as a catalyst for critical and creative thinking. Explore effective techniques for harnessing existing classroom literature as a basis for engineering challenges to encourage students to identify problems, design realistic solutions, engage in the Engineering Design Process, while deepening their literary analysis and interpretation skills. Explore how these hands-on investigations enable teachers to approach the rigor of CCSS in a way that engages all learners, and inspires students' curiosity and creativity required for success in school and beyond.

BE AN AMAZING WRITING TEACHER

Room: Conference F
Strand: Evidence-Based Curriculum and Instructional Practices (K-6)
Presenter: Shannon Anderson - Teacher/Gifted Coordinator/Author, Rensselaer Central School Corporation, Rensselaer, IN

Want strategies to stretch your writers' potential and increase their creativity? Children's book author, teacher, and gifted coordinator, Shannon Anderson, will share her experience from the classroom and as a professional writer to give you tips and exercises you will use for years to come.

TAKE YOUR CLASSROOM JOB SYSTEM TO THE NEXT LEVEL

Room: Conference E
Strand: Evidence-Based Curriculum and Instructional Practices (K-5)
Presenter: Joseph Bellak - Academically Talented Teacher, Johnsburg, IL

Meet the needs of academically talented and EL students, teach financial literacy, and prepare students for 21st century careers. Teachers will role-play typical classroom student jobs and learn how these jobs meet several Illinois Learning Standards. These social experiences provide academically talented and EL students peer-collaboration, and also support research-based language development. This program facilitates leadership roles for academically talented and gifted students. Moreover, students can learn financial literacy skills and life/career skills for the 21st Century. Teachers will gain research based affirmation of what they do in the classroom and teachers will be able to convey that their classroom provides what kids need to succeed. This presentation would be excellent for grades K-5 beginning teachers and teachers who want to do

something new with their classroom management. Teachers will receive a user-friendly guidebook at the end of this session.

DIVERSITY AND INCLUSION IN THE LIBRARY

- Room:** Conference D
- Strand:** Evidence-Based Curriculum and Instructional Practices (K-8)
- Presenter:** Darlene Neumann - Library Media Specialist, Science and Arts Academy, Des Plaines, IL

Welcome students into a library that celebrates diversity! This workshop is intended to help teachers and librarians discover books by “own voices,” written by authors of the culture depicted in their books. Discover websites that list award-winning books and other outstanding titles that are culturally diverse, accurate, engaging, and allow readers to experience a culture different from their own. Learn to identify accurate books and gather ideas to include culturally diverse books into your curriculum.

GIFTED EDUCATION: POLICY AND ADVOCACY UPDATES

- Room:** Naper 1
- Strand:** Acceleration
- Presenters:** Carolyn Welch - Attorney-at-Law, IAGC Policy & Advocacy Committee Co-Chair
Eric Calvert - Associate Director, Center for Talent Development, Northwestern University, Evanston, IL

2018-19 is an eventful school year for gifted education in Illinois. This session will highlight recent state policy changes including new rules on implementing the Accelerated Placement Act, data reporting on participation in enrichment and accelerated programming, and a coming emphasis on growth in the school accountability framework as Illinois’ ESSA plan is implemented. Learn how new policies will impact schools and create opportunities for advocacy at the state level and in districts across Illinois.

FACILITATING SMALL BUT MEANINGFUL DISCUSSION GROUPS WITH GIFTED STUDENTS

- Room:** Naper 3
- Strand:** Social-Emotional (K-12)
- Presenters:** Carol Smith - College of Education, University of Iowa, Iowa City, IA
David Duys - College of Education, University of Iowa, Iowa City, IA

It is human nature to want to feel connected and to be assured that we are not alone in what we are experiencing. Gifted and talented students also need to know that there are other student “like them” with similar experiences, hopes and dreams. Two former school counselors who are fluent in group work will share common techniques for discussion groups and topics through which gifted student group members may share the normalization and universalization of their experiences. Participants will be encouraged to participate in mock group scenarios.

DIFFERENTIATION FOR ADVANCED LANGUAGE ARTS STUDENTS: WHAT DOES THAT MEAN?

- Room:** Hobson
- Strand:** Evidence-Based Curriculum and Instructional Practices (5-8)
- Presenters:** Ellen Wano - Instructional Coach/8th Grade Teacher, Arlington Heights School Dist. 25, Arlington Heights, IL
Maria Palmer - 8th Grade Language Arts Teacher, Arlington Heights School Dist. 25, Arlington Heights, IL

Perhaps your district has a separate class for advanced students – perhaps it doesn’t. Maria Palmer, former gifted LA and current general ed 8th grade teacher, and Ellen Wano, former gifted LA teacher and current instructional coach, share their experiences with boosting rigor and achievement in both environments. What strategies worked? What are works in progress? The session will focus on ways to support middle school advanced learners effectively by “teaching up”.

GRADE SKIPPING: MAKING IT RIGHT FOR 2E STUDENTS

Room: Conference C
Strand: Underrepresented and Underserved Students
Presenter: Randy Lange - Talent Development Services Program Coordinator, LaGrange District 102, LaGrange, IL

A Nation Empowered provides a solid research base supporting acceleration as the most effective intervention the field possesses for gifted and talented students. However, school systems too often fail to afford accelerative opportunities to twice exceptional students. This session shares a case study of the decision-making process in determining grade skipping was the most appropriate intervention for a 2e student.

**Join us for lunch in the Grand Ballroom
from 12:00 PM - 1:00 PM.**

Color-coded lunch preference cards for both Thursday and Friday were distributed at registration during check-in. If you did not receive one, please revisit the registration table.

Set your card next to your bread plate to inform the server of your meal choice.

PICTURE BOOKS THAT BREAK THE TRADITIONAL FORMAT AND CREATE VISUAL LITERACY AND CRITICAL/CREATIVE LEARNING EXPERIENCES FOR ADVANCED LEARNERS

Room: Naper 2
Strand: Evidence-Based Curriculum and Instructional Practices (EC-8)
Presenter: Laura Beltchenko - Content Specialist, North Cook Intermediate Service Center, Libertyville, IL

Not all picture books follow the traditional story format of character, plot, setting and solution. Breaking the traditional picture book format, these narrative structured books provide a non traditional, alternative and intriguing format that support and broaden critical and creative thinking as well as inferential comprehension. These books beckon the advanced reader to ponder over the pictures and text and then discover the intertextuality, varied design applications and hidden meanings. Examples and explanations of how these books work will be shared and a bibliography of these cleverly authored and illustrated books will be shared.

FOSTERING LEADERSHIP IN HIGH ABILITY STUDENTS: IDENTIFYING THE RELATIONSHIP BETWEEN SELF-ESTEEM AND POTENTIAL

Room: Conference A
Strand: Social-Emotional
Presenters: Kris Reenstjerna - Consultant, Retired School Counselor, Naperville, IL
Liz Hutchins - Consultant, Retired Gifted Coordinator, Naperville IL

This session will look at the characteristics of Gen Z students in the classroom, specifically the high ability student. Participants will look at a matrix to identify leadership as it relates to students' academic, social, and emotional needs. The obstacles that hold back the gifted student will be addressed and discussed. Types of questions that are the most efficient and effective in problem solving and decision making will be demonstrated, as well as strategies in creative and critical thinking. Participants will create a list of ways they can foster leadership in their classrooms.

EQUIPPING YOUR SCHOOL(S) WITH FREE BLENDED LEARNING RESOURCES

Room: DuPage
Strand: Exhibitor Session (EC-12)
Presenter: Lauren Pingul - Schools Manager, EVERFI, Chicago, IL

EVERFI's FREE digital resources cover topics such as STEM, financial literacy, and entrepreneurship. Attendees will receive login credentials, lesson plans, training opportunities, and more. Our student-driven, standards-aligned resources have assessments embedded into them, enabling teachers to see measurable outcomes from student work. Join us or visit www.EVERFI.com/k-12 to learn more.

FACILITATING STUDENT INQUIRY USING GOOGLE APPS FOR EDUCATION

Room: Conference F
Strand: Evidence-Based Curriculum and Instructional Practices (EC-12)
Presenter: Kristen O'Toole - Teacher, Indian Prairie School District 204, Naperville, IL

This session will provide an overview of the different types of inquiry learning, and how each level of inquiry can be supported and managed in the classroom using Google Apps for Education. The presentation will include tips, tricks, and downloadable templates/examples that will increase your efficiency using GAFE, no matter how tech (un)savvy you may be. Bring your laptop, as we'll have some time to play!

INTRODUCTION TO FOUR-LEVEL GRAMMAR ANALYSIS

Room: Naper 1
Strand: Evidence-Based Curriculum and Instructional Practices (4-12)
Presenter: Michael Clay Thompson - Author/Consultant, Royal Fireworks Press, Unionville, NY

This intensive session is for teachers who are new to Michael Thompson's four-level analysis method of grammar instruction and would like an introductory overview. Four-level analysis gives teachers a practical way to compact grammar instruction and launch it early in the year, so that grammar can be used throughout the year as a way of thinking about language, resulting in more effective writing and vocabulary usage. Participants will leave the workshop with an understanding of how four-level analysis gives students a clear, understandable approach to grammar that makes real application possible.

BOSSYPANTS, PERFECTIONISTS, AND SLACKERS, OH MY!

Room: Naper 3
Strand: Social-Emotional (K-8)
Presenter: Shannon Anderson - Teacher/Gifted Coordinator/Author,
Rensselaer Central School Corporation, Rensselaer, IN

If you have gifted students in your classroom, you know that it is not only a challenge to meet their academic needs, but also a challenge to meet their unique social and emotional needs. Learn some strategies to deal with some of these issues and how to help them develop appropriate coping and leadership skills. Mentor texts ideas and activities will be shared.

TRANSFORMATIVE INNOVATIVE TECHNOLOGY IN MATHEMATICS!

Room: Bailey
Strand: Evidence-Based Curriculum and Instructional Practices (K-8)
Presenter: Leslie Kressin - Teacher, Doctoral Student, Yorkville School
District 115, Bristol, IL

Come see how to develop an innovative mathematical mindset for yourself and for your students! In this session, you will learn how to use technology as a way to innovate your mathematical instructional practices and the culture of math in your room! This session will showcase specific project based innovative technology pieces that include a Math Genius Project, Ted Talks with Graphing, Google Slides as an avenue for interdisciplinary lessons, student created Screencastify projects, Flipgrid and Khan Academy all to support your mathematics teaching in the classroom! You are sure to find something you want to try next week in your classroom!

SCAFFOLDING QUESTIONS ACROSS THE CONTENT AREAS TO PROMOTE CRITICAL THINKING

Room: Conference B
Strand: Evidence-Based Curriculum and Instructional Practices
Presenter: Tamra Stambaugh - Professor, Vanderbilt University,
Nashville, TN

Do you have gifted students who can learn quickly but may not have the background knowledge or skills to immediately work at higher levels of instruction? When you are differentiating instruction for advanced learners are you sometimes uncertain where to go next? Although the Jacob's Ladder program is generally used for reading comprehension, the framework design is applicable across multiple subject areas. In this session we will explore multiple examples across the core content domains for scaffolding and differentiating instruction using the Jacob's Ladder framework. You will then practice writing your own ladders in a content area of your choice using the ladder process.

APPROACHING CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS AND STUDENTS FROM LOW-INCOME HOUSEHOLDS FROM A STRENGTHS-BASED RATHER THAN A DEFICIT MODEL OF EDUCATION (DOUBLE SESSION 1:15 - 3:30)

Room: Conference C
Strand: Underrepresented and Underserved Students (EC-12)
Presenter: April Wells - Gifted Coordinator, Elgin School District U-46, Elgin, IL

While we recognize that underrepresentation is pervasive; we must move to understand more about the causes in order to address disproportionality. Equity pedagogy is a support to recruiting and retaining students from diverse backgrounds. Supports and strategies to effectively engage in gifted programming will be discussed.

USING CERC, TO DISCOVER THE EFFECTS OF NITROGEN ON HYDROPONIC AND AQUAPONIC SYSTEMS

Room: Conference D
Strand: Evidence-Based Curriculum and Instructional Practices (K-8)
Presenter: Clintonia McNeal - Teacher, Robert A. Black Magnet School, Chicago Public Schools, Chicago, IL

Limited budget? Interested in incorporating CCSS Math (statistics) and Language Arts (informational text) into your NGSS lessons? This session is for you. This hands-on presentation will demonstrate agriculture in a classroom using Hydroponics and Aquaponics. This unit has students creating data tables, calculating averages, and generating statements of recommended treatments with supporting details in a conclusion. This units has students creating data tables, calculating averages by group (an extension-by class): make inferences, generate statements of student recommended treatments with supporting details in a conclusion.

AN ETHNOGRAPHY OF VOICE(S) IN THE SCHOOL HOUSE: MAKING SENSE OF GIRL WORLD

Room: Conference E
Strand: Social Emotional (6-12)
Presenter: Julie Devaud - Acceleration Specialist, Bloomingdale School District 13, Bloomingdale, IL

The life of a gifted adolescent girl both in and out of the schoolhouse is dynamic and complicated. This presentation on a qualitative study, using the methodology of narrative inquiry and multiple interviews, examines how these young women make sense of their lives as they move quickly towards the socialization of womanhood. In this session, I will discuss which key factors lead to their academic success in the schoolhouse and personal success as happy individuals. Using grounded theory and a critical feminist perspective as my framework for analysis, I will present my findings around the influence of family, teachers, and peers.

SIFT—A BODY-MIND CONNECTION TO LEARNING

Room: Hobson
Strand: Social-Emotional (EC-12)
Presenter: Molly Nechvatal - Gifted ELA Teacher, Elmhurst Community Unit School District 205, Elmhurst, IL

As teachers of gifted students, we focus a lot on the “thinking” brain. But did you know there are two other brains we need to reach first, before that thinking brain will even pay attention to us? In this session you will learn about the Autonomic Nervous System, its three brains, and daily classroom strategies to address the Freeze, Fight, or Flight that kids experience when one brain is in conflict with the others.

DEVELOPING CRITICAL AND CREATIVE THINKING SKILLS IN ALL LEARNERS

Room: Conference A
Strand: Evidence-Based Curriculum and Instructional Practices (K-12)
Presenter: Kirsten Maloney - Coordinator, K-12 Advanced Academic Programs, Fairfax County Public Schools, Falls Church, VA

When students combine Critical Thinking (logic and reasoning skills) and Creative Thinking (constructing something original) they become problem solvers that are able to navigate between these two thinking patterns and develop innovative ideas. This workshop will guide educators in becoming leaders for school-wide instructional practices designed to find and nurture talent in young children. Workshop participants will have the opportunity to explore and practice nine essential strategies for teaching Critical and Creative Thinking that can be infused into any content area or grade level.

ACCELERATION THROUGH THE EYES OF...

Room: Bailey
Strand: Acceleration (EC - 12)
Presenters: Tracey Hosey - Director of Instruction & Program Development, Yorkville School Dist. 115, Yorkville, IL
Newenka DuMont - Parent, IAGC Board Member
Kathy Green - Adjunct Lecturer and Music & Arts Educator, University of Iowa and Montessori Academy of Glen Ellyn

Acceleration is a well-researched and beneficial education accommodation for many students who need more challenge in school. However, with any change comes a time of adjustment for all parties involved in the process. This session will look at the effect of acceleration on the stakeholders involved. We gathered first-hand, anecdotal information from three groups: accelerated students, family members of students who have been accelerated, school personnel at schools where students have been accelerated.

These groups were interviewed about their experiences to discover what worked, what challenges they faced, and what acceleration looked like through their unique eyes. These findings will, then, be compared to the guidelines found in the Iowa Acceleration Scale.

INSTRUCTIONAL ROUTINES IN MATH REASONING

- Room:** Conference B
- Strand:** Evidence-Based Curriculum and Instructional Practices (K-6)
- Presenters:** Matt Coaty - Gifted Specialist, Lake Zurich School District 95, Lake Zurich, IL
Cheryl Eastham - Gifted Specialist, Lake Zurich School District 95, Lake Zurich, IL

Do your students need math experiences that will strengthen their number sense reasoning skills? Learn how to use free resources and add a classroom discussion element to improve student math verbal/written communication skills. The routines explored will give students low-risk opportunities to showcase and refine their thinking. The activities are open-ended and often don't require a specific answer. Engaging activities discussed include Which One Doesn't Belong, Estimation 180, Who Am I, Marcy Cook resources, Padlet, Nearpod, Kahoot!, and other routines that will benefit your students. Please bring an iPad/laptop to the session to personally explore the math resources.

Ask an Expert...“Lucy Booth”

Have a particular question? Need some expert advice regarding a gifted child or gifted education practice?

Visit the Conference “Lucy Booth” for one-on-one guidance. IAGC member volunteers are “IN” and ready to chat.

The “Lucy Booth” station is located in the registration area. Posted signs at the booth and around the conference rooms list the topics schedule for each day.

POTENTIAL UNLEASHED: IDENTIFYING UNDERREPRESENTED POPULATIONS IN ILLINOIS

Room: Conference D
Strand: Underrepresented and Underserved Students (K-8)
Presenter: Jonnell Baskett - PhD Candidate, Illinois State University, Bloomington, IL

The processes used to identify giftedness often create inequities, resulting in students from underrepresented populations not receiving equitable access to gifted programming. This session focuses on a study of Illinois large unit districts with the most equitable identification practices. Learn what individual practices and combination of practices most proportionately identifies gifted students in these large unit districts and interrupt the existing inequities in gifted identification.

HANDS-ON ACTIVITIES FOR A VERY POPULAR PLANET

Room: Conference E
Strand: Evidence-Based Curriculum and Instructional Practices (K-8)
Presenter: Mary Groesch - Retired Elementary Teacher, Winnetka Public Schools, Winnetka, IL

As the world population grows, so does competition for natural resources and the challenges to protect the environment. Engage in lively, interdisciplinary curricula that explore impacts of human activities on land use, ecosystems and health. Presented activities address content standards in life science, mathematics and geography for integrated instruction. Demonstrated techniques include problem-solving exercises, role-playing simulations and concept-mapping that engages your gifted students. Receive electronic lesson plans matched to state standards.

GIFTED AND INTERNATIONAL BACCALAUREATE

Room: Conference F
Strand: Evidence-Based Curriculum and Instructional Practices K-8)
Presenters: Cara Kranz - Head of East Campus, Ogden International School of Chicago, Chicago, IL
Michael Beyer - Principal, Ogden International School of Chicago, Chicago, IL

As the previous Administrator for the Regional Gifted Centers for Chicago Public Schools, and now as the Head of an International Baccalaureate Primary Years Program, I'll share thoughts as to how gifted learners benefit from the IB approach, and vice versa! In the presentation I'll look to answer the question, "How does inquiry based learning help gifted learners?" You don't

need to participate in the IB program to approach teaching and learning from a constructivist, inquiry approach!

DEBUTING DRONES IN SCHOOL

- Room:** Naper 1
- Strand:** Evidence-based Curriculum and Instructional Practices (3-8)
- Presenters:** Julie Nelson - Advanced Learning Facilitator, Arlington Heights School District 25, Arlington Heights, IL
- Jackie Loeppert - Special Services, Arlington Heights School District 25, Arlington Heights, IL
- Gregg Novosad - Founder, Go Drone X

Join us as we detail our journey to create our 5th grade drone club with the GoDroneX organization. Piloting a drone challenges students' visual-spatial skills, improves their focus and hand-eye coordination, all while learning vital technical skills for the future. Learn more about how to safely debut drones in your school while enriching your advanced learners.

INTEGRATING ART AND THE SMITHSONIAN LEARNING LAB IN THE GIFTED LANGUAGE ARTS CLASSROOM

- Room:** Naper 2
- Strand:** Evidence-Based Curriculum and Instructional Practices (6-8)
- Presenter:** Yolanda Toni - Coordinator/Teacher Gifted Language Arts, Fairview School Dist. 72, Skokie, IL

As STEM has now incorporated the Arts into STEAM, art should become an essential element of every classroom curriculum. The Smithsonian Learning Lab is a free online tool that allows users to create interactive collections using resources from all the Smithsonian museums. Come and see practical applications that allow teachers to combine various forms of media into catalysts inspiring careful observation, thoughtful discussion, and creative writing in the gifted language arts classroom. Although the focus of this presentation is on the arts and humanities, teachers from other subject areas will find this resource applicable to their classrooms as well!

THE FIT: A TAILORED APPROACH TO CAREER DEVELOPMENT AND THE GIFTED

- Room:** Naper 3
- Strand:** Acceleration (9-12)
- Presenter:** Andrew Mahoney - Director and Counselor, The Center for Identity Potential, Park Ridge, IL

Most career development models are designed for the norm. Gifted students and those working with the gifted often must reinvent this process to make it work. This presentation offers a framework and tailored approach to career development and exploration specifically for the gifted student. Using “The Fit”, an identity development tool, you will be able to adjust for the uniqueness of giftedness in providing the gifted with a career model that “fits” them.

SPATIAL THINKING AND STEM EDUCATION IN EARLY ELEMENTARY STUDENTS

Room: Hobson
Strand: Evidence Based Curriculum and Instructional Practice (EC-3)
Presenter: Lemi-ola Erinkitola, Founder, The Critical Thinking Child LLC, Chicago, IL

The National Council of Teachers of Mathematics recommends that at least 50 percent of mathematics instruction focus on spatial reasoning (NCTM 2006, 2010). This session will provide an overview of relevant research findings on spatial thinking as an important predictor of achievement in the STEM disciplines – science, technology, engineering and mathematics.

Participants will explore effective teaching strategies that can be readily implemented in the classroom or at home to help preschoolers and early elementary students develop and expand their spatial thinking. Participants will also discuss creative opportunities for developing children’s cyber safety awareness through the use of spatial activities.

THURSDAY ACTIVITIES

ANNUAL MEMBERSHIP MEETING

3:45 PM - 4:45 PM

ROOM A

The Annual Membership Meeting will be conducted by IAGC President Paula Olszewski-Kubilius on Thursday in **Convention Room A** from 3:45 PM - 4:45 PM. During the meeting, IAGC Committees will share their upcoming goals and everyone is encouraged to attend. This is an exciting opportunity to learn more about the work IAGC is doing to promote gifted, ways you can support and be an advocate for the organization.

EVENING SOCIAL AND *ESCAPE!* EVENT

5:30 PM - 6:15 PM

BALLROOM

Join us from 5:00-6:30 p.m. on Thursday afternoon in the **Ballroom** for complimentary light snacks, cash bar and a 45-minute game of *Escape!*. This social time is a great way to enjoy being part of the IAGC community and to meet others!

FRIDAY SESSIONS

PLAN YOUR DAY

8:15 AM _____ Room _____

9:30 AM _____ Room _____

10:45 AM _____ Room _____

LUNCH

1:15 PM _____ Room _____

2:30 PM _____ Room _____

NOTES

ADMINISTRATOR ACADEMY**8:30 AM – 3:30 PM**

Room: Win Knock
Presenter: Patricia Steinmeyer

**LEGISLATION, ACCELERATION, AND ACCOUNTABILITY:
WHAT ADMINISTRATORS NEED TO KNOW****ADMINISTRATOR ACADEMY #3011**

This Administrator Academy is targeted to district superintendents and district level administrators. This course will increase awareness and knowledge about acceleration, an evidence-based intervention for meeting the needs of high-ability learners. The course reviews policy and legislation pertaining to acceleration. Participants will align their district acceleration policies with the Illinois Accelerated Placement Act which requires districts to have a policy that allows for early entrance to kindergarten and first grade, whole-grade acceleration, and subject acceleration. Participants will also gain resources and knowledge to implement, review, and improve policies to meet the needs of high-ability learners.

Participants will be able to

- (1) understand the legal, equity, and policy implications with respect to meeting the needs of high-ability learners;
- (2) understand the Accelerated Placement Act and its purpose;
- (3) understand the components of model acceleration policies and identify supporting resources;
- (4) evaluate district/school acceleration policy in accordance with the Accelerated Placement Act and equitable, evidence-based practices; and
- (5) synthesize information and develop or improve the district plan to align district policy with the Accelerated Placement Act and effectively meet the needs of high-ability learners, including those from special needs and underserved populations.

Reporting requirements for IL School Report Card data and ESSA related to high ability learners will also be addressed.

IMPORTANT: Participants should bring a copy of the current district policy for Accelerated Placement, Early Entrance to Kindergarten, and Early Entrance to First Grade, if they exist.

IMPLEMENTING AND DESIGNING INTEGRATED UNITS THAT PROMOTE CRITICAL THINKING IN GRADES 2-5 (DOUBLE SESSION 8:15 - 10:30)

Room: Conference A
Strand: Evidence-Based Curriculum and Instructional Practices (2-5)
Presenter: Tamra Stambaugh - Executive Director of Programs for Talented Youth, Assistant Research Professor, Vanderbilt University, Nashville, TN

Sometimes the demands for teaching English-Language Arts standards overshadow science at the elementary level. Other times well-intentioned science lessons that integrate English Language Arts components omit the science and focus more on reading comprehension. Is there a way to integrate both at an advanced level and with more depth, complexity, and abstractness? This session highlights the Vanderbilt University concept-based science and ELA integrated curriculum units as one example to differentiate instruction for advanced learners. Models, lesson overviews, and lesson examples will be shared as models so you can begin designing your own units and lessons following an evidence-supported template.

CAREER DEVELOPMENT FOR GIFTED AND TALENTED STUDENTS: CREATIVE IDEAS FOR EDUCATORS (DOUBLE SESSION 8:15 - 10:30)

Room: Naper 3
Strand: Social-Emotional (4-12)
Presenters: Susannah Wood - College of Education, University of Iowa, Iowa City, IA
David Duys - College of Education, University of Iowa, Iowa City, IA
Carol Smith - College of Education, University of Iowa, Iowa City, IA
Erin Lane - Western Illinois University, Department of Counselor Education, Moline, IL

Career development is a frequently overlooked area when it comes to supporting gifted and talented students. Because of their established relationships, gifted students often solicit college and career advice from their teachers. Presenters who are prior school counselors will share a user-friendly model of career development that can be used with gifted and talented students and then will model some classroom activities that participants can use with their own students to support their career development.

INQUIRY-BASED LEARNING, DEVELOPING A CULTURE OF COMPLEX, CRITICAL AND CREATIVE THINKING IN THE ENGLISH LANGUAGE ARTS (DOUBLE SESSION 8:15 - 10:30)

- Room:** Naper 2
- Strand:** Evidence-Based Curriculum and Instructional Practices (K-6)
- Presenter:** Laura Beltchenko - Content Specialist, North Cook Intermediate Service Center, Libertyville, IL

Today's advanced classroom environments are developing a teaching and learning approach that create a culture of inquiry-based instruction. Evidence based and systematic inquiry approaches lead gifted students to transferable skills and future enduring understandings. Models of inquiry will be shared that support a strategic methodology developing wonder, teacher/student/peer collaboration, and paths for further independent exploration and research. Using these and other instructional elements, this session will explore in an interactive format how to transfer knowledge of the English Language Arts into authentic and gradual release of responsibility learning opportunities for advanced and gifted learners.

FINDING AND NURTURING YOUNG SCHOLARS (DOUBLE SESSION 8:15 - 10:30)

- Room:** Conference C
- Strand:** Underrepresented and Underserved Students (K-12)
- Presenter:** Kirsten Maloney - Coordinator, K-12 Advanced Academic Programs, Fairfax County Public Schools, Falls Church, VA

Advanced academic potential in students from diverse ethnic, cultural, and linguistic backgrounds is often overlooked and unrecognized. The Young Scholars (YS) model is designed to find students with high academic potential from diverse backgrounds at an early age, and to nurture their potential so that they will be prepared to engage in advanced learning opportunities as they progress through the school system. Participants will examine a comprehensive approach to the issue of underrepresentation with multiple levels of support.

RIGOR RELEVANCE WITH STEM

- Room:** Conference B
- Strand:** Evidence-Based Curriculum and Instructional Practices (K-5)
- Presenter:** David Beedy - Director of STEM Education, Elmhurst Community Unit School District 205, Elmhurst, IL

STEM is one of those buzzwords that gets passed around as something that is inherently good. Just do some STEM and your students will benefit, right? But... how? We've implemented STEM into our classrooms with GT and other student populations with very exciting results that are showing up in both our students' conversations and their standardized test scores. Learn a practical approach

to implement STEM in your classroom to deepen your students' learning in all content areas using ICLE's Rigor Relevance model for deep learning.

THE POETRY OF PROSE FOR GIFTED READERS

Room: Conference F
Strand: Evidence-Based Curriculum and Instructional Practices (4-12)
Presenter: Michael Clay Thompson - Author/Consultant, Royal Fireworks Press, Unionville, NY

Poetic techniques are important not only for understanding poetry but also for reading great prose. Great novelists tend also to write poetry and to use poetic techniques in their novels. Poetry is therefore a training ground for great writing and great reading. This session will provide participants with an introduction to the terms of technical poetics and an array of examples of how these techniques are present in great prose, allowing teachers to show students the poetic elements of writing that had been hidden.

HORIZONTAL AND VERTICAL DIFFERENTIATION: WHAT WORKS FOR GIFTED KIDS?

Room: Conference E
Strand: Acceleration (K-12)
Presenter: Carolyn Coil - Educational Consultant and Author, Pieces of Learning, Pieces of Learning, Marion, IL

The needs of gifted students often differ greatly from average students in their classrooms. A challenge for many teachers is how to differentiate to best meet these needs. In this session, we will examine the Coil Horizontal and Vertical Differentiation Model™, a helpful tool showing several differentiation approaches including acceleration, extensions and enrichment. Learn practical strategies for incorporating each and consider helpful hints in deciding which approach or approaches may be best for your students.

PRACTICAL PROGRAMMING: SERVICES & STUDENT IDENTIFICATION

Room: Hobson
Strand: Effective Program Leadership (K-8)
Presenter: Deborah Lee - Program Director, Elmhurst Community Unit School District 205, Elmhurst, IL

How do schools and districts determine levels of service as well as identify students to participate in gifted and talented programming? This session explores some common gifted programming models and best practices in identifying students.

CREATING CULTURE OF CALM: NURTURING GIFTED LEARNERS BY PREPARING THE ENVIRONMENT

Room: Bailey

Strand: Social - Emotional (K-12)

Presenters: Michele Kane - Professor and Program Coordinator, Master of Arts in Gifted Education Program, Northeastern Illinois University, Chicago, IL

Megan Reilly - Third Grade Teacher, Hawthorn School District 73, Vernon Hills, IL

One essential component of a differentiated classroom is the learning environment; yet, there is little information that provides a roadmap on how this might be accomplished. Join us as we travel from theory to practice in this cutting-edge presentation on how to develop a culture of calm. Strategies and tools will be provided that can assist in generating a peaceful space where deep learning is likely to occur. The latest research in neuroscience on this topic will be briefly addressed. In addition, a current educator with a heterogeneous classroom and gifted cluster will provide details on how to transition from desks in rows to flexible seating. Her low-cost/no-cost approach will be shared as well as her journey helping administrators, parents, and students understand the benefits which included enhanced high-stakes testing results.

10 CHALLENGING MATH PROBLEMS AND THE PROBLEM-SOLVING STRATEGIES TO SUCCESSFULLY SOLVE THEM

Room: Naper 1

Strand: Strand: Evidence-Based Curriculum and Instructional Practices (K-12)

Presenter: Ed Zaccaro - Educational Consultant, Author, Pieces of Learning, Marion, IL

Because problem solving can be difficult - even for gifted students - it is important for students to have a "tool-belt" of problem solving strategies. Many of the strategies presented in this session will force students to change their normal thinking patterns and approach each problem in a different way. You will leave this session with many unique problem-solving techniques that will help all students be more successful in math contests and on tests. This session will give you the answer to the question frequently asked by children: When will we ever use algebra?

IDENTIFICATION STRATEGIES AND PROGRAM MODELS TO SERVE DIVERSE GIFTED STUDENTS

- Room:** Conference D
- Strand:** Underrepresented and Underserved Students (K-12)
- Presenters:** Paula Olszewski-Kubilius - Director, Center for Talent Development, Northwestern University, Evanston, IL
Eric Calvert - Associate Director, Center for Talent Development, Northwestern University, Evanston, IL
Susan Corwith - Associate Director, Center for Talent Development, Northwestern University, Evanston, IL
Ranee Blair - Program Coordinator, Center for Talent Development, Northwestern University, Evanston, IL

The underrepresentation of children from lower income families and racially and ethnically diverse gifted children receiving gifted services is a major issue within the field. Much research and writing has been devoted to understanding and addressing these excellence gaps. In this session, the presenters will use a problem based scenario constructed from their work with schools districts in Illinois to help attendees gain knowledge about more equitable identification practices and program models that can address differences in opportunities to learn. Attendees will consider various solutions and approaches to underrepresentation and assess their efficacy.

Mark Your Calendar

The **25th Annual IAGC Conference** will be held on February 6-8, 2020.

A SYSTEMATIC APPROACH TO THE IDENTIFICATION PROCESS

- Room:** Hobson
- Strand:** Effective Program Leadership (K-8)
- Presenters:** Sarah Cacciatore - Curriculum Director, Oak Grove School District 68, Green Oaks, IL
Michelle Jackson - Principal, Walden Elementary School, Deerfield District 109, Deerfield, IL

During this session, participants will see how one school district transformed their student identification process in order to create a K-8 transparent and comprehensive system. Beginning with a talent pool to an appeal process, our program includes both talented and gifted students that may not have been considered in the past. Participants will receive copies of our handbook, flowchart, matrix documents, parent and teacher checklists in order to springboard their own program reform.

ABOVE-GRADE-LEVEL ASSESSMENT & INTERVENTIONS FOR HIGH-ABILITY, LOW-INCOME STUDENTS

- Room:** Conference D
- Strand:** Underrepresented and Underserved Students (K-8)
- Presenters:** Susan Corwith - Associate Director, Center for Talent Development, Northwestern University, Evanston, IL
Leslie Morrison - Summer Program Coordinator, Center for Talent Development, Northwestern University, Evanston, IL

Many high-ability students take the ACT or SAT in middle school (above-grade-level) so educators can accurately measure academic strengths, guide instruction, and provide supplemental programming. Presenters share initial findings from a study examining how students from low-income households perform compared to more economically advantaged peers, their participation in supplemental programs, and the viability of using above-grade-level assessment with more low-income students to provide advanced talent development opportunities, including acceleration.

CRAFTING AN IDEAL GIFTED SCREENING PHASE: WHAT YOU NEED TO KNOW

- Room:** Naper 1
- Strand:** Effective Program Leadership and Underrepresented and Underserved Students(K-12)
- Presenter:** Scott Peters - Associate Professor of Educational Foundations, University of Wisconsin - Whitewater, Whitewater, WI

Universal screening is always preferable to a two-phase gifted identification process in terms of finding all of the students it is designed to find. However, its benefits come with additional costs in time and money, which in many cases will be prohibitive. Luckily, it is possible to make a two-phase system (screening followed by identification) that yields as good of results, but at far less cost. This session will outline the characteristics of a well-designed two-phase identification system, review examples from real school districts, and will give an overview of an online tool to help practitioners evaluate their own systems.

IT'S ALL IN THE NOTES: NOTE TAKING FOR THE GIFTED STUDENT

Room: Bailey
Strand: Evidence-Based Curriculum and Instructional Practices (6-12)
Presenter: Andrew Mahoney - Director and Counselor, The Center for Identity Potential, Park Ridge, IL

Gifted students often regard notetaking as an unnecessary tool. They make comments such as “I don’t need to take notes”, and “I never read them”. Now, with the neuroscience movement, notetaking has been vindicated as a necessary part of learning. This presentation offers the process of “why” notetaking works, how to help gifted students understand the importance and a method to teach notetaking. A real “fingers on workshop” presentation, come prepared with notetaking gear and your workout mindset.

LITERATURE TRILOGIES FOR GIFTED CHILDREN

Room: Conference F
Strand: Evidence-Based Curriculum and Instructional Practices (3-8)
Presenter: Michael Clay Thompson - Author/Consultant, Royal Fireworks Press, Unionville, NY

A strong literature program not only exposes students to literary themes and stories, it also builds the strong foundation of vocabulary, grammar, punctuation, and writing that makes students stronger in every subject. This presentation will provide a practical strategy for cumulative literature trilogies, with multiple options for high-level evaluation. Teachers will receive a differentiated approach for presenting literature to gifted children. They will learn methods for teaching cumulatively and for emphasizing exciting Socratic essay questions that identify common themes and similar characters, taking literature to a higher order of thinking than simple novels in isolation can do.

INCLUDING STAKEHOLDERS IN TALENTED AND GIFTED PLACEMENT APPEALS

- Room:** Hobson
- Strand:** Effective Program Leadership (K-8)
- Presenters:** Sarah Cacciatore - Curriculum Director, Oak Grove School District 68, Green Oaks, IL
Michelle Jackson - Principal, Walden Elementary School, Deerfield District 109, Deerfield, IL

One district will share their implementation of a student placement appeal process that includes parents, teachers, board members and administration to address the new Accelerated Placement Act. The appeal process includes multiple, valid, reliable and data-driven indicators. Participants will receive copies of our process flow chart and list of indicators used with the advisory council in order to springboard a district's own program reform.

TO INFINITY AND BEYOND WITH GOOGLE APPS

- Room:** Naper 2
- Strand:** Evidence-Based Curriculum and Instructional Practices (K-6)
- Presenters:** Lori Durchslag - 5/6 Gifted Magnet Teacher, Schaumburg School Dist. 54, Schaumburg, IL
Moira O'Donoghue - 3/4 Gifted Magnet Teacher, Schaumburg School Dist. 54, Schaumburg, IL
Lindsay Sudol - 5/6 Gifted Magnet Teacher, Schaumburg School Dist. 54, Schaumburg, IL

We will share our journey as we have launched in to using the Google Education Suite and apps to help our 3rd-6th grade gifted students aim high, reach farther, and go deeper in their learning. Actual examples of student work in reading, writing, science, and social studies will be shared along with our favorite apps and the benefits we have found with using them with our students. We will also share websites that we have found helpful for differentiating instruction for our students. We hope our adventure into Google Education Suite will help launch or further your journey into helping your students reach infinity and beyond also!

INSPIRING CRITICAL THINKING WITH PHILOSOPHY FOR CHILDREN: BRINGING PLATO INTO THE CLASSROOM

- Room:** Conference F
- Strand:** Evidence-Based Curriculum and Instructional Practices (K-6)
- Presenter:** Tracy Zalud - Teacher, Oswego School District #308, Oswego, IL

Young children as early as elementary school age begin asking philosophical questions - the same questions philosophers have been asking for centuries. What makes someone a friend? Are numbers real? What is time? Children are always wondering about the world in which they live. They are natural philosophers but what do we do with these questions they ask? Do we make time to encourage students to explore the big questions that matter to them? Philosophical inquiry emphasizes thinking for oneself and exploring the perspectives of others. Come find out how to incorporate philosophy into your classroom to foster critical thinking in all content areas, and help gifted students grapple with the questions they ponder.

IGNITING LEARNING THROUGH PRIMARY SOURCES THROUGH PICTURES

Room: Conference E

Strand: Evidence-Based Curriculum and Instructional Practices (K-8)

Presenters: Karla Schwarze - 4th grade teacher, Piper School, Berwyn South School District 100, Berwyn, IL

John Fontanetta - Program Director, Our American Voice, Former Principal, Berwyn South School District 100, Berwyn, IL

When you assign a research project to your students, do you hear a collective groan? This session will introduce participants to the relevance of primary sources in order to engage students in inquiry based learning. Participants can learn the benefits of students using primary analysis tools to spark their exploration of a topic. Teachers will be able to immediately implement strategies into their lessons.

STRATEGIES FOR INCORPORATING TECHNOLOGY INTO PERSONALIZED LEARNING

Room: Conference B

Strand: Evidence-Based Curriculum and Instructional Practices (K-8)

Presenters: Vicky Stella - Student Learning Coach, Windsor Elementary School, Arlington Heights School District 25, Arlington Heights, IL

Shannon Watanuki - Student Learning Coach, Arlington Heights School District 25, Arlington Heights, IL

In this session, teachers will learn how to differentiate their curriculum through Personalized Learning strategies that use technology-based resources. Through the use of online tools like Nearpod, Seesaw, and FlipGrid, teachers will leave our session equipped with the ideas they need to help students self-monitor their academic growth, brainstorm questions throughout the curriculum, and give and receive feedback on their learning.

RUBRICS AND CRITERIA CARDS: TOOLS FOR DIFFERENTIATED ASSESSMENT

Room: Conference A
Strand: Evidence-Based Curriculum and Instructional Practices (K-8)
Presenter: Carolyn Coil - Educational Consultant and Author, Pieces of Learning, Pieces of Learning, Marion, IL

Learn how to develop standards-based assessment criteria that emphasize the quality of thinking rather than simply the creation of an attractive product. Find out how to construct rubrics that assess critical and creative thinking in addition to content mastery. Learn about the many uses of criteria cards and how to write them to assess your students. You will leave this session understanding how to develop high-quality differentiated assessments for your classroom.

HOW TO USE ABOVE-GRADE-LEVEL ASSESSMENT RESULTS EFFECTIVELY AND APPROPRIATELY

Room: Conference D
Strand: Acceleration (6-8)
Presenters: Melissa Hinshaw - Assessment Coordinator, Center for Talent Development, Northwestern University, Evanston, IL
Susan Corwith - Associate Director, Center for Talent Development, Northwestern University, Evanston, IL

When grade 3-9 students take the PSAT, ACT, or SAT as above-grade-level assessments, do you know how to interpret the test results? Are you confident using above-grade-level score data to inform decisions about instruction, make recommendations about supplemental programs, or enhance a continuum of services? Using case studies, learn how you can use off-level test results to make decisions about acceleration, assist students with academic planning, and create services aligned with the Illinois Acceleration Act.

EQUITY AND EXCELLENCE IN GIFTED EDUCATION: MEETING THE NEEDS OF CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS AND STUDENTS FROM LOW-INCOME HOUSEHOLDS

Room: Conference C
Strand: Underrepresented and Underserved Students (K-12)
Presenter: April Wells - Gifted Coordinator, Elgin School Dist. U-46, Elgin, IL

Through an exploration of responsive approaches in recruitment, identification, professional learning, etc., participants will develop an enhanced understanding of the urgency in providing adequate services for overlooked populations.

BUILDING A MULTICULTURAL COMPETENT COUNSELING APPROACH FOCUSED ON ADVOCACY FOR GIFTED AND TALENTED STUDENTS

- Room:** Bailey
- Strand:** Social-Emotional (9-12)
- Presenters:** Kevin Kusy - School Counselor, Illinois Mathematics and Science Academy, Aurora, IL
Adrienne Coleman, Director of Equity and Inclusion, Illinois Mathematics and Science Academy, Aurora, IL

The Illinois Mathematics and Science Academy (IMSA) counseling department strives to support and advocate for students of all cultural backgrounds and financial means. The counselors aspire to meet or exceed multicultural competencies established when working with gifted and talented students. Current competency based counseling models address multicultural concepts but do not integrate updated framework to include social justice advocacy. Utilizing the United Nations' sustainable goal of reducing inequality as the catalyst for this presentation, our focus will explore current research around competently counseling gifted and talented students in a multicultural fashion, and weaving newly developed advocacy based framework.

ADDRESSING COMMON CONCERNS OF RURAL GIFTED STUDENTS

- Room:** Naper 3
- Strand:** Social-Emotional (K-12)
- Presenters:** Erin Lane - Western Illinois University, Department of Counselor Education, Moline, IL
Tamra Stambaugh - Executive Director Programs for Talented Youth, Assistant Research Professor, Vanderbilt University, Nashville, TN
Susannah M. Wood - University of Iowa, College of Education, Iowa City, IA

Gifted students living in rural areas have a unique life experience that provides both incredible opportunities and difficult challenges. Drawing from both professional experience and research, presenters will provide an in-depth look at the concerns of these students and provide suggested strategies for addressing these concerns.

**Join us for lunch in the Grand Ballroom
from 12:00 PM - 1:00 PM.**

Color-coded lunch preference cards for both Thursday and Friday were distributed at registration during check-in. If you did not receive one, please revisit the registration table.

Set your card next to your bread plate to inform the server of your meal choice.

FRIDAY

1:15 PM - 2:15 PM

HAVE YOU FOUND YOUR HIDDEN GEMS?: IDENTIFYING POTENTIAL AND TALENT AMONG UNDERREPRESENTED GROUPS

Room: Conference D

Strand: Underrepresented and Underserved Students (EC-3)

Presenters: Carmela Riley - Gifted Specialist, Elgin School District U-46, Elgin, IL

Elizabeth Aldana - Gifted Specialist, Elgin School District U-46, Elgin, IL

Dawn McCusker - Gifted Specialist, Elgin School District U-46, Elgin, IL

Our Access to Inquiry and Meaning (AIM) program addresses the growing concern of underrepresentation in gifted programming. Come and learn how our talent development program provides weekly enrichment opportunities for whole group instruction of 2nd and 3rd grade students. Students receive direct instruction of critical and creative thinking skills, in order to further develop their academic potential. All of our lessons provide scaffolds, learning targets, differentiation, extension activities, CCSS and social-emotional learning goals. This program provides a platform for developing, nurturing, and observing talent and potential in underrepresented students.

PICTURE BOOKS THAT BREAK THE TRADITIONAL FORMAT AND CREATE VISUAL LITERACY AND CRITICAL/CREATIVE LEARNING EXPERIENCES FOR ADVANCED LEARNERS

- Room:** Naper 2
- Strand:** Evidence-Based Curriculum and Instructional Practices (EC-8)
- Presenter:** Laura Beltchenko - Content Specialist, North Cook Intermediate Service Center, Libertyville, IL

Not all picture books follow the traditional story format of character, plot, setting and solution. Breaking the traditional picture book format, these narrative structured books provide a non traditional, alternative and intriguing format that support and broaden critical and creative thinking as well as inferential comprehension. These books beckon the advanced reader to ponder over the pictures and text and then discover the intertextuality, varied design applications and hidden meanings. Examples and explanations of how these books work will be shared and a bibliography of these cleverly authored and illustrated books will be shared.

AN APPROACH TO EQUITY AND EXCELLENCE IN THE GIFTED CLASSROOM

- Room:** Bailey
- Strand:** Underrepresented and Underserved Students (EC-12)
- Presenters:** Adrienne Coleman - Director of Equity and Inclusion, Illinois Math & Science Academy, Aurora, IL
- Sowmya Anjur - Teacher, Illinois Mathematics and Science Academy, Aurora, IL

Education has always been a privilege. Most of us do not realize this. Opposition to the implementation of diversity and social equity has littered history. Many modern inventions and improvements were conceived under circumstances that included dire poverty and social inequity. The Illinois Mathematics and Science Academy recognizes and acknowledges the historical underrepresentation and marginalization of culturally, linguistically, and economically diverse groups, both universally, and particularly, in STEM education and professions. Thus, this presentation will focus on the development of a plan for advancing equity in STEM education and representation and creating a diverse, inclusive community of global citizens who can realize their full potential and execute IMSA's mission to advance the human condition through a model of Equity and Excellence. This Equity and Excellence Model is the intentional integration of Cultural Competence, Diversity, Equity, Equity-Minded Frame, Excellence and Inclusion into every facet of the Academy, with the understanding that it is an active and ongoing process involving structures, processes and people and not an isolated initiative. There will be a specific focus on building cultural competence in the STEM classroom through utilization of a culturally responsive pedagogy.

GROWING CREATIVITY

- Room:** Conference E
- Strand:** Evidence-Based Curriculum and Instructional Practices (EC-12)
- Presenter:** Kathy Green - Adjunct Lecturer and Music & Arts Educator, University of Iowa and Montessori Academy of Glen Ellyn

Creativity is a very important 21st century skill; however, research shows "... that since 1990, even as IQ scores have risen, creative thinking scores have significantly decreased. The decrease for kindergartners through third graders was the most significant." (Kim 2011) Clearly, teachers need a plan to help counter this trend. In this session we will focus on: creating an appropriate climate in which creativity can thrive, recognizing and understanding the creatively gifted in your classes, the importance of the various stages of (and rules for) productive creativity, and playing with creativity tools so you can confidently apply them. We will explore this topic through the eyes of creativity researchers Alex Osborn, Graham Wallas, Kyung Hee Kim, and others, as well as comedian John Cleese and the field of neuroscience.

GREAT BOOKS FOR ADVANCED READERS

- Room:** Conference F
- Strand:** Evidence-Based Curriculum and Instructional Practices (K-6)
- Presenter:** Nicolle Mazzola - LMC Director, Arlington Heights School District 25, Arlington Heights, IL

Finding the "right" book can be a challenge for any kid, but is often especially difficult for advanced readers who are capable of reading significantly above their grade level. Come to this session for a review of engaging and still age-appropriate "must reads" for your advanced readers.

BEYOND ACCELERATION: STRATEGIES FOR GIFTED STUDENTS IN LITERACY WORKSHOP

- Room:** Hobson
- Strand:** Evidence-Based Curriculum and Instructional Practices (K-8)
- Presenter:** Heidi Fletcher - 5th grade/Lab Classroom Teacher, School District 30, Glenview, IL

Based upon the work in our primary and intermediate Lab Classrooms, including evidence from action research of lab teachers and participants, effective and accessible solutions will be presented for addressing the varied needs of K-8 readers and writers. Topics include: student engagement and identity, reading and writing for authentic purposes, embedding speaking and listening opportunities, identifying beliefs and aligning teacher practice, as well as examining the implications of texts and supporting "next steps" toward action.

LET'S HEAR FROM THE KIDS: SOCIAL AND EMOTIONAL NEEDS OF CONTEMPORARY GIFTED CHILDREN

- Room:** Naper 3
- Strand:** Social-Emotional (K-12)
- Presenters:** Michele Kane - Professor and Program Coordinator, Master of Arts in Gifted Education Program, Northeastern Illinois University, Chicago, IL
Area GT Coordinators and Students

There is a current resurgence in addressing the social and emotional needs of learners in school. Specifically, gifted and talented youngsters, with differentiated characteristics, have affective needs which are outside the range of their age-typical peers. This panel conversation will bring together secondary students from across the Chicagoland areas to address what they believe are the social and emotional needs that are emerging in today's classrooms. Their lived experiences provide a window into their educational journey. Join in the conversation about what they believe to be essential and their recommendations for the caring adults in their lives.

INTEGRATING CURRICULUM STANDARDS AND AFFECTIVE NEEDS: THE NEW AFFECTIVE JACOB'S LADDER CURRICULUM

- Room:** Conference A
- Strand:** Social-Emotional (4-8)
- Presenter:** Tamra Stambaugh - Executive Director Programs for Talented Youth, Assistant Research Professor, Vanderbilt University, Nashville, TN

The importance of affective needs as part of a talent development framework are critical to one's future trajectory. Affective skills that support academic risk taking, developing excellence, overcoming adversity, and regulating emotions can be taught and integrated within a language arts curriculum. In this session we will examine the new Jacob's Ladder affective ladders and apply them to common affective components that promote talent development. Come prepared to learn new ladder frameworks and write your own affective ladders based on reading prompts or media used in your classroom.

STATE OF THE STATE BENCHMARKING ILLINOIS IN POLICY, OPPORTUNITY, AND OUTCOMES FOR HIGH ABILITY STUDENTS

- Room:** Naper 1
- Strand:** Acceleration (K-12)
- Presenters:** Eric Calvert - Associate Director, Center for Talent Development, Northwestern University, Evanston, IL
Carolyn Welch - Attorney-at-Law, IAGC Policy & Advocacy Committee Co-Chair

Where does Illinois stand in ensuring that bright students, regardless of background, receive the challenge and support they need to develop their talents? How are advanced learners in Illinois doing in comparison to advanced learners across the nation and around the globe? How far have we come in the 21st Century, and what should our priorities be for action in the 2020s? Drawing from state data and national research, this session will provide a “progress report” for Illinois through the lenses of policy, ESSA implementation, funding, equity, and outcomes for bright learners.

ESSENTIAL CRITERIA FOR GOOD GIFTED IDENTIFICATION (DOUBLE SESSION 1:15 - 3:30)

- Room:** Conference B
- Strand:** Effective Program Leadership and Underserved and Underrepresented Students (K-12)
- Presenter:** Scott Peters - Associate Professor of Educational Foundations, University of Wisconsin - Whitewater, Whitewater, WI

Gifted identification procedures and programs in general are often criticized based on the diversity of the resulting populations - thereby presuming that perfect racial, ethnic, language, and socioeconomic proportionality are the main criteria of a “good” identification process. Although underrepresentation is a serious issue, is this the sole criteria by which identification systems should be judged? This session will outline additional criteria under which identification systems should be designed and evaluated, including the degree to which they are predictive of student need for and success in the resulting intervention. Examples and case studies applying these criteria will be shared with the goal of helping practitioners reflect on the quality and accuracy of their own identification procedures.

CREATING A CONTINUUM OF K-12 SERVICES FOR GIFTED LEARNERS

- Room:** Conference C
- Strand:** Effective Program Leadership (K-12)
- Presenter:** Kirsten Maloney - Coordinator, K-12 Advanced Academic Programs, Fairfax County Public Schools, Falls Church, VA

Ongoing professional development aligned with a strong curriculum framework supports a continuum of advanced academic services designed to develop talent and potential beginning in kindergarten. Participants will explore a dynamic model aligned with research-based best practices that is implemented in a large school district with a diverse population. This successful framework enhances teaching practice, directly impacts student learning, and promotes advanced academic achievement and continuous intellectual growth for a wide range of gifted learners.

THE USE OF RUBRICS IN ASSESSING NON-COGNITIVE SKILLS

- Room:** Conference A
- Strand:** Evidence-Based Curriculum and Instructional Practices (EC-12)
- Presenter:** Lindsay Succari - Program Director, Civic Education Project, Northwestern University

Grit and resilience are not simply buzzwords in education - research continues to demonstrate that non-cognitive factors play an important role in student success. How can educators assess these skills and develop them in students in academic settings? Through the case study of a service-learning program for gifted students, this session will demonstrate strategies for cultivating psychosocial skills, and participants will come away with a rubric that educators can implement in their own classrooms.

UNTANGLING THE COMPLEXITIES AND POTENTIATING GIFTED STUDENTS WITH PHYSICAL DISABILITIES

- Room:** Conference D
- Strand:** Underrepresented and Underserved Students(EC-12)
- Presenter:** Jenny Nilsen - Clinical Director and Counselor, The Center for Identity Potential, Park Ridge, IL

Identifying the gifted and talented among those students who have physical disabilities can be extremely complex. Join a gifted and physically disabled professional as she helps you uncover all that stands in the way of helping these children activate their potential and the reasons they are underserved.

THINKERCISE: A MODEL FOR A PUSH IN/PULL OUT PROGRAM

- Room:** Naper 2
- Strand:** Effective Program Leadership (K-6)
- Presenter:** Rhonda Ritchie - Elementary Enrichment Facilitator, St. Michael Parish School, Wheaton, IL

This session will explore an exemplary model for a push in and pullout program for small schools for grades K - 5. Participants will receive information about identification; how to set up a program; getting classroom teachers involved and on board; examples of Thinkercise activities for convergent, divergent, visual and creative thinking and projects for small groups/pull-out groups.

BOOK SCAVENGERS HUNT!

- Room:** Conference F
- Strand:** Evidence-Based Curriculum and Instructional Practices (K-8)
- Presenters:** Patricia Haney - Teacher, Barrington School District 220, Barrington, IL
Georgia Nelson - Teacher, Barrington School District 220, Barrington, IL

The adventure is real. Blend reading, mystery, writing, logic, creativity, map-reading, and technology. We'll share how we created a book scavenger hunt and provide you with the tools to create your own book scavenger hunt about town. Inspired by reading *Book Scavenger* by Jennifer Chambliss Bertman, we began our own hilarious journey into the unknown. After a combined 40 years of teaching gifted students - this is one of the most engaging, interdisciplinary, imaginative activities ever!

BUILDING A PARENT GROUP FOR YOUR GIFTED PROGRAM

- Room:** Hobson
- Strand:** Effective Program Leadership (K-8)
- Presenter:** Denise Kuchta - Gifted Coordinator/Instructional Mathematics Coach, Queen Bee District 16, Glendale Heights, IL

In this session, participants will learn how to build a strong parent group to partner with gifted programming. Get samples of presentations and simple tips anyone can try.

CREATIVE LEARNERS IN TECHNOLOGY: APPLICATIONS IN INVENTION, INNOVATION, AND IMAGINATION

- Room:** Conference E
- Strand:** Evidence-Based Curriculum and Instructional Practices (K-8)
- Presenters:** Joan Franklin Smutny - Director, The Center for Gifted/Midwest Torrance Center for Creativity, Northern Illinois University Partner, Glenview, IL
Michael Gorelick - The Center for Gifted/Midwest Torrance Center for Creativity, Northern Illinois University Partner, Glenview, IL
Vickie Kiamco - The Center for Gifted/Midwest Torrance Center for Creativity, Northern Illinois University Partner, Glenview, IL

This session will guide participants on how to increase the challenge level and depth of learning for creative students through diverse applications in technology. It provides information on the practical tools, flexible planning, and resources needed to effectively integrate technology in the classroom. Teachers will explore how a focus on invention, innovation, and imagination can help

them target specific learning goals and individual student needs, thus providing a more advanced and open-ended program of study.

CONSIDERING ADOLESCENT LATINA IDENTITY IN THE SECONDARY ENGLISH CLASSROOM

- Room:** Bailey
- Strand:** Social-Emotional (6-8)
- Presenters:** Jenna Nelson - Visiting Assistant Professor, Concordia University, River Forest, IL
Isidoro Ruiz - 5th Grade Dual Language IGNITE Teacher, Elgin U-46, Elgin, IL

This presentation focuses on how Latina identity, in relation to giftedness, is constructed in advanced secondary English Language Arts (ELA) classrooms. Using Butler's performativity theory(1988) and her concept of precarity (2005), we examine how the identities of adolescent Latina students identified as gifted and talented are constructed, complicated, and undone through discourse in relation to gifted education. We also consider the possible ways Latina students disrupt ready-made constructions of Latina identity and the impact that this can have on curriculum development within advanced ELA classrooms. Additionally, we explore how sociopolitical and cultural norms complicate Latina student identity in advanced ELA classrooms as well as the means in which Latina identity is constructed, in relation to US constructions of giftedness, in such classroom contexts.

ADVOCACY UPDATES

- Room:** Naper 1
- Strand:** Effective Leadership Practices
- Presenters:** Eric Calvert - Associate Director, enter for Talent Development, Northwestern University, Evanston, IL
Carolyn Welch - Attorney-at-Law, IAGC Policy & Advocacy Committee Co-Chair

2018-19 is an eventful school year for gifted education in Illinois. This session will highlight recent state policy changes including new rules on implementing the Accelerated Placement Act, data reporting on participation in enrichment and accelerated programming, and a coming emphasis on growth in the school accountability framework as Illinois' ESSA plan is implemented. Learn how new policies will impact schools and create opportunities for advocacy at the state level and in districts across Illinois.

EVERYDAY ENGINEERING CHALLENGES

- Room:** Conference C
- Strand:** Evidence-Based Curriculum and Instructional Practices
- Presenters:** Shannon Watanuki - Student Learning Coach,
Arlington Heights School District 25, Arlington Heights, IL
Vicki Stella - Arlington Heights School District 25,
Arlington Heights, IL

Including engineering challenges into your school day doesn't have to be time consuming, costly or difficult. This session will focus on three easy and effective ways to add more engineering opportunities into your day. We will explore an action packed STEM game called Ready, Set, Design. We will discuss creating reusable engineering toolkits for repeated use in your classroom. And, finally, we will focus on designing engineering activities centered around solving problems in picture books and novels. Please join us!

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SATURDAY PARENT SESSIONS

SATURDAY

9:00 AM - 9:50 AM

KEYNOTE ADDRESS: WHAT GIFTED KIDS WANT THEIR PARENTS TO KNOW

Room: Naper 1
Presenter: Michele Kane

Our world is complex and our gifted kids are even more so. The gifted parenting journey does not lend itself to simple, elegant solutions within our complicated lives. This presentation will focus on the results of a listening tour that features advice from gifted kids, specifically what they want parents and caregivers to know about them. Based on advice from a wide age-range and diverse population of contemporary gifted kids, the wisdom and insight garnered is guaranteed to generate conversation and provide opportunities for further discussion at home. Join us for an interactive time to notice, reflect, and wonder about what is filling the heads and hearts of our gifted kids.

SATURDAY

9:50 AM - 10:20 AM

STATE OF THE STATE OF GIFTED IN ILLINOIS

Room: Naper 1
Presenters: Eric Calvert and Carolyn Welch, IAGC Advocacy Co-chairs

Where does Illinois stand in ensuring that high-ability students, regardless of background, receive the challenge and support they need to develop their talents? How are advanced learners in Illinois performing in comparison with

advanced learners across the nation and around the globe? How far have we come in the 21st century, and what should our priorities be for action in the 2020s? Drawing from state data and national research, this session will provide a “progress report” for Illinois through the lenses of policy, ESSA implementation, funding, equity, and outcomes for high-ability learners.

BREAKOUT SESSIONS I: 10:30 AM - 11:20 AM

PARENTING FOR GROWTH MINDSETS

Room: Conference Room: A

Presenter: Georgia Bozeday

Mindset is defined as a set of beliefs or a way of thinking that determines one’s behavior, outlook, and mental attitude. In this session, parents will identify practices that fall into either a fixed mindset or a growth mindset category and will focus on ways to develop a growth mindset with their children. Specific strategies to help facilitate a growth mindset as well as ways to foster engagement and personalize experiences within the parent-child relationship to build growth mindset will be recommended. Parents will be encouraged to connect to real-life examples drawn from their own experiences interacting with their children.

NAVIGATING SCREEN TIME WITH GIFTED STUDENTS

Room: Conference Room: C

Presenter: Benjamin Rosen

Advances in digital technology have dramatically increased parental concerns regarding the negative impact on child and adolescent social/emotional well-being. Parents, who are often not “digital natives,” may struggle with understanding their child’s digital use and this becomes even more attenuated when the child is a high achiever, with extensive technological capacities. The impact of screens can leave parents flustered and parent-child relationships strained. The overarching goal of this presentation is to assist parents to develop strategies for promoting their child’s well-being in an increasingly digital age.

WHAT DOES THE ACCELERATED PLACEMENT ACT MEAN FOR MY CHILD AND LOCAL SCHOOL DISTRICT?

Room: Conference Room: B

Presenters: Eric Calvert and Carolyn Welch

The Accelerated Placement Act, which went into effect on July 1, 2018, requires districts to adopt policies allowing early entrance to kindergarten and 1st grade,

individual subject acceleration, and grade skipping. The session will cover the required features of these policies and the steps a school should take when a student is recommended for accelerated placement. From the referral to the evaluation criteria and decision makers, to the notification of the outcome, IAGC's Policy & Advocacy Co-Chairs will highlight key aspects of the process and field your questions about how best to advocate on behalf of your high-ability child.

INTRODUCTION TO RAISING A GIFTED CHILD

Room: Conference Room: D

Presenter: Jerry Schecter

Parents of a gifted child are faced with challenges. They may want to know more about how to accurately identify their children's strengths, where they can find resources, and how to foster community to support their child. Also, to help their child best develop academic abilities, parents need strategies to support the psycho-social skills that lead to and build their child's resilience.

BREAKOUT SESSIONS II: 11:30 AM - 12:20 PM

MY GIFTED CHILD IS READY FOR SCHOOL! WHAT SHOULD I LOOK FOR IN AN EARLY CHILDHOOD PROGRAM?

Room: Conference Room: C

Presenter: Margeaux McReynolds

Beautiful buildings and bright classrooms with plenty of manipulatives catch our eyes first. Though aesthetics matter, these are not the only things that you should be looking for. Let's talk about what an early childhood curriculum should look like in action. Take a look into an early childhood classroom and learn the questions you should be asking before you enroll your gifted child in an early childhood program.

ANXIETY AND PERFECTIONISM

Room: Conference Room: B

Presenter: Ellen Bee

Anxiety represents the most commonly diagnosed psychiatric disorder in children and has negative impacts on academic performance, social and emotional functioning, and participation in community activities. An indicator of anxiety, beyond impairment in the aforementioned areas, is perfectionism. Perfectionists strive for flawlessness, set unrealistically high standards, and are

often preoccupied with critical evaluations from others and of themselves. With a high prevalence of perfectionism in gifted children, this presentation will explore ways to develop and promote healthy performance goals while also providing parents tools to help children distinguish between excellence and perfection

HOME RECIPES TO SUPPORT YOUR GIFTED CHILD’S EDUCATION

Room: Conference Room: A

Presenter: Patricia Steinmeyer

Parenting gifted children can bring a unique set of joys and challenges at school and at home. This presentation suggests some “key ingredients” to challenge, empower and nurture gifted children on their educational and personal journeys.

HOW YOU CAN MAKE A POSITIVE IMPACT ON YOUR CHILD’S COGNITIVE, ACADEMIC AND EMOTIONAL DEVELOPMENT

Room: Conference Room: D

Presenter: Shari Rogers

How can we make a positive impact on our child’s cognitive, academic and emotional development? We will talk about how to help our kids achieve without pressuring them. While our children may be excelling academically, we will talk about the value of allowing our kids to practice skills and try new areas of interest at which they may not excel. We will talk about how to manage our own stress about our kids’ activities and talents and about how to watch them struggle, and even come to enjoy watching them being challenged. This presentation will address activities in school as well as touch on the importance of activities outside of school, such as athletics and peer related activities, from which academically talented students can learn models that may help them develop academically and motivate them to want to achieve further.

NETWORKING

12:30 PM - 1:00 PM

PLEASE JOIN US IN THE HOBSON AND BAILEY CONFERENCE ROOMS FOR NETWORKING, CONFERRING WITH PRESENTERS, AND EXPLORATION OF EXHIBITOR BOOTH RESOURCES.

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Exhibitor booths are located in the hotel lobby.

Exhibitor hours are:
Thursday: 7:30 AM - 4:00 PM
Friday: 7:30 AM - 3:00 PM

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Northwestern
Center for Talent
Development



Kendall Hunt

**Thank you to our
exhibitors for participating
in IAGC's 24th Annual
Conference!**

**Thank you to all 2019 IAGC
Conference presenters who share
their expertise and enthusiasm for
gifted children with us.**

A

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Randee Blair - Program Coordinator, Center for Talent Development, Northwestern University, Evanston, IL

Georgia Bozeday - Director of Educational Services, Rush Neurobehavioral Center, Chicago, IL

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Matt Coaty - Gifted Specialist, Lake Zurich School District 95, Lake Zurich, IL

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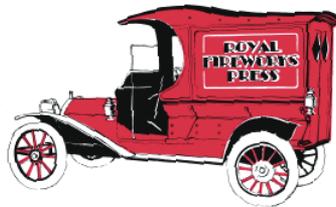
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NOTES

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ILLINOIS

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WHAT IS ODYSSEY OF THE MIND?

Teams of 5-7 students work together to solve a "problem" that might involve building a vehicle, programming a machine, creating a Broadway musical, testing a balsa wood structure, writing a comedy scene and more! From brainstorming to building, backdrops to costumes, team members must do *all* the work. The day of competition, teams from all over the state (and then world) present unique solutions to the same problem, while also competing in an unknown, surprise element called Spontaneous! Designed to teach creative problem solving and divergent thinking, Odyssey of the Mind is a life-changing program that is as much fun as it is educational!

WHY DO SCHOOLS DO ODYSSEY?

- Incredibly fun STEAM-based activities
- Extremely affordable, inclusive program
- The original creative problem solving program
- Celebrating 40 years of creative excellence
- International competition, in 30+ countries
- Universities love Odyssey of the Mind
- Global network of alumni & volunteers
- Scholarship opportunities
- Classroom activities included in membership
- Teaches 21st-century career skills
- Teamwork, social skills, leadership
- It's so much fun!



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