Norma Hafenstein, Ph.D., has been named the Daniel L. Ritchie Endowed Chair in Gifted Education. The Chair reflects the University of Denver’s—and the Morgridge College of Education’s—long history of commitment to gifted education through service to gifted children, training of teachers to serve children’s needs, and support of doctoral research around giftedness.

Dr. Hafenstein’s award-winning professional career spans numerous positions in leadership and scholarship. She is a Full Clinical Professor—and former Ricks Endowed Chair for Gifted Education—in the Teaching and Learning Sciences (TLS) department at MCE. She founded the Ricks Center for Gifted Children, a PS-8 school on the DU campus, in 1984. In addition, she founded the Institute for the Development of Gifted Education in 1997, which has moved to a dormant phase.

The work of the Institute will be subsumed by the Ritchie Endowed Chair, and the widely respected annual conference on gifted education will continue to be offered. The cast bronze bell at the entrance of the Ricks Center carrying the inscription, “Dr. Norma Hafenstein, Our Founder”, was a gift from former Chancellor Ritchie, and is tuned with the carillon at the Ritchie Center.

The impact of the gifted programming in MCE extends beyond the DU campus. In 2013, MCE launched an Ed.D. with a Specialization in Gifted Education in the TLS department. Led by Dr. Hafenstein, students work on research and impact projects such as training preschool teachers to understand giftedness, working with principals to implement school gifted programs, and examining social and emotional curricula for gifted learners.

Dr. Hafenstein’s accolades include the Colorado Association for Gifted and Talented Lifetime Achievement Award and DU’s Outstanding Service to the University Award. She is the Co-Principal Investigator on a federally-funded Jacob K. Javits state grant for Right 4 Rural (R4R), a project developed in collaboration with the Colorado Department of Education. R4R focuses on the identification of and service to underrepresented gifted children in rural Colorado. Additional research work includes E-RiDGE, a Bradley Foundation-funded project to measure the impact of doctoral training at the student-service level.


The Daniel L. Ritchie Endowed Chair of Gifted Education was established in October 2016 by the Considine Family Foundation, making it the fourth endowed chair in the Morgridge College of Education. The College expresses its gratitude to the foundation for this generous gift.

Pictured above: Dr. Hafenstein and Daniel L. Ritchie, Chancellor Emeritus
Dear Conference and Symposium Participants,

It is my honor and privilege to welcome you to the Seventh Annual Gifted Education Conference here in the Morgridge College of Education at the University of Denver. This year’s conference theme, **Transformational Leadership: Inspirations and Issues in Gifted Education** guides us as educator leaders as we in turn inspire others.

The mission of the University of Denver is “to promote learning by engaging with students in advancing scholarly inquiry, cultivating critical and creative thought, and generating knowledge. Our active partnerships with local and global communities contribute to a sustainable common good.”

This conference exemplifies the mission of the university perfectly, and we thank you for being part of our local and global community!

The Morgridge College of Education is dedicated to educating those who educate and support others. We are committed to the realization of every gifted child’s full potential. We hope that you will be energized and inspired at the conference and symposium, and will return to your important work with new insights and the support of new friends and colleagues. Together, your leadership influences the future.

On behalf of all those helping to organize the Conference and Symposium, we welcome you as our esteemed guests to Denver, Colorado, The University of Denver, and to The Morgridge College of Education.

Sincerely,

Karen S. Riley, Ph.D.
Dean, Morgridge College of Education
Dear Conference Participants,

As the Daniel L. Ritchie Endowed Chair in Gifted Education, it is indeed my pleasure to welcome you to the 2017 Gifted Education Conference **Transformational Leadership: Inspirations and Issues in Gifted Education**. This is our seventh conference dedicated to gifted education and we are pleased to have you join us. Designed for teacher leaders, building and district leaders, parents and education service providers, this annual conference is intended to provide specific topical information about selected areas in gifted education.

This year’s conference focuses on issues of leadership and the opportunities presented. We are thrilled to welcome our keynote presenter, Dr. Frank Worrell, Professor in the Graduate School of Education, University of California, Berkeley. His current appointments include Faculty Director of the School Psychology Program, Faculty Director of the Academic Talent Development Program, and Faculty Director of the CA College Preparatory Academy. We are honored to learn from his wisdom.

Educational leaders at the Morgridge College of Education and benefactors of the Ritchie Endowed Chair in Gifted Education envision a future in which giftedness is understood, embraced, and nurtured. When this vision is achieved, policy makers, educators, and parents will have a deeper understanding of giftedness, effectively utilizing research-based curricula, training, and other resources to provide quality, individualized gifted education. We are grateful for the support of the Considine Family Foundation toward these efforts.

This year, we have the honor of recognizing Dr. James T. Webb with the 2017 Palmarium Award. The Palmarium Award acknowledges the individual most exemplifying visionary work in gifted education. Through excellence in practice, outreach, publications, service, and research, the awardee influences the field. Jim Webb has been recognized as one of the most influential psychologists nationally on gifted education. He has written 16 books, over 75 professional publications, and numerous research papers for psychology conventions or conferences regarding gifted children. In 1981, Dr. Webb established SENG (Supporting Emotional Needs of the Gifted) and is currently President of Great Potential Press, Inc. Please join me in congratulating Dr. Webb.

We hope that you were also able to attend the Policy Symposium, **Policy and Practice: Inspirations and Issues in Gifted Education**. This Symposium highlighted important policy issues and trends facing gifted education today.

It is our sincere wish that you will find ample opportunities to engage in meaningful sessions. We encourage you to take advantage of the opportunity to connect with others who share your passion for gifted education. Thank you in advance for your participation in this conference and for your own commitment to the needs of gifted learners.

Sincerely,

Norma Lu Hafenstein, Ph.D.
Daniel L. Ritchie Endowed Chair of Gifted Education
Clinical Professor, Teaching and Learning Sciences
Morgridge College of Education
Our Core Purpose
The realization of every gifted child’s full potential.

The Work of the Ritchie Endowed Chair

» Research in Cognitive and Psychosocial Domains, Program Effectiveness and Development of Gifted Education
» Publication of Monographs and Professional Materials
» Outreach to Support Gifted Education through Conferences, Symposia, and Consulting

The Morgridge College of Education

The Morgridge College of Education—offering 23 degrees and certificates in 9 programs—is located in Katherine A. Ruffatto Hall, providing a flexible, innovative, and multidisciplinary learning environment. Through research, policy, and practice, students develop the knowledge and skills necessary to create change and positively affect individuals, families, and communities.

Learn more about our impact at morgridge.du.edu

Acknowledgments

Transformational Leadership: Inspirations and Issues in Gifted Education could not have been made possible without the tremendous contributions of dedicated and committed individuals. It is an honor to acknowledge the following people and entities for their contributions of time, attention to detail, energy, skill, and passion.

Conference Host
Daniel L. Ritchie Endowed Chair in Gifted Education
Dr. Norma Lu Hafenstein
Morgridge College of Education

Project Manager
Justine López, M.A., Doctoral Researcher

Registration & Organization
Thank you to the students, staff, faculty, and Ed.D. cohort volunteers and supporters!

Catering
Katy Young, Flavours Catering

Conference Support & Palmarium Award
Considine Family Foundation

Conference Program & Print Media
Sabrina Green, Marketing Specialist

Digital Media
Joshua Davies, Technology & Website Specialist

Audio/Visual Support
Matthew T. Valdez, Technology Specialist

Location
Eric J. Mareck, Building Manager
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<td>• Exploring the Lives of Gifted Women: KRH 304</td>
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SYMPOSIUM

POLICY AND PRACTICE: INSPIRATIONS AND ISSUES IN GIFTED EDUCATION

February 8, 2017 • Katherine A. Ruffatto Hall University of Denver • 4:30-7:00 pm MST

Panel Discussion • Q&A Session • Reception
FREE and open to the public

Dr. Del Siegle
University of Connecticut
Distinguished Professor of Gifted and Talented Education, Director of the National Center for Research on Gifted Education

Dr. Dorinda Carter Andrews
Michigan State University
Assistant Dean of Equity Outreach Initiatives, Associate Professor of Teacher Education. Teaches courses on racial identity development, urban education, critical multiculturalism, and critical race theory

Dr. Susan Assouline
University of Iowa
Myron and Jacqueline Blank Endowed Chair in Gifted Education Director, Belin-Blank Center for Gifted Education & Talent Development, Professor, Psychological and Quantitative Foundations

Jacquelin Medina
CO Dept. of Education
State Director in Gifted Education, extensive experience in the history of Colorado’s gifted program development. Past president of the Council of State Directors of Programs for Gifted

Panel moderated by Dr. Norma Hafenstein • University of Denver Morgridge College of Education
Daniel L. Ritchie Endowed Chair in Gifted Education; Clinical Professor, Curriculum Studies and Teaching
Norma Lu Hafenstein, Ph.D., Clinical Professor in the Curriculum, Studies and Teaching Department, is Lead Faculty for the Gifted Education program, advising master’s- and doctoral-degree students in education of the gifted, and teaching graduate courses, including Nature and Needs of Gifted Children, Creativity: Theory and Practice, Psychological Aspects of the Gifted, Curriculum for the Gifted, Program Development, Leadership and Communication in Gifted Education, and Practicum Supervision in Gifted Education. Dr. Hafenstein worked collaboratively with the Colorado Department of Education in developing an Education Doctorate that is delivered online to graduate students across the state of Colorado. She also serves as a member of the Colorado Department of Education’s Gifted and Talented Endorsement Standards Committee. In 1984, Dr. Hafenstein founded the Ricks Center for Gifted Children at the University of Denver and was Director for 29 years.

ED.D. WITH A SPECIALIZATION IN GIFTED EDUCATION

NEW COHORT BEGINS JUNE 19-30, 2017

• Two courses are offered online each quarter, allowing students to study around their schedules.
• Two courses are offered at DU each June to enable relationship-building and collegial support groups.
• Expected graduation date for the cohort is Spring 2020.

See page 19 for more details
Contact us at 303.871.2509 or mce@du.edu to learn more.
Conference Schedule

7:00 AM-9:00 AM
Breakfast Buffet
*KRH Commons*

7:00 AM-10:00 AM
Registration
*KRH Commons*

8:00 AM-8:50 AM
Welcome
- Dr. Karen Riley
- Dr. Norma Lu Hafenstein
Keynote Address
- Dr. Frank C. Worrell
*KRH Commons*

9:00 AM-9:50 AM
Breakout Sessions

10:00 AM-10:50 AM
Breakout Sessions

10:50 AM-11:20 AM
Morning Break & Poster Session
*KRH Commons*

11:20 AM-12:10 PM
Breakout Sessions

12:15 PM-1:25 PM
Lunch Buffet
Lunchtime Address
- Dr. James T. Webb
Palmarium Award Presentation
*KRH Commons*

1:40 PM-2:30 PM
Breakout Sessions

2:40 PM-3:30 PM
Breakout Sessions

3:30 PM-4:00 PM
Closing Conversations & Reflections
- Dr. Frank C. Worrell
- Dr. James T. Webb
- Dr. Susan Assouline
- Dr. Stephen Chou
*KRH Commons*

4:00 PM-5:00 PM
Reception, Book Signing, Poster Session
*KRH Commons*
KEYNOTE ADDRESS

DR. FRANK C. WORRELL

8:00 AM, KRH Commons

A Professor in the Graduate School of Education at the University of California, Berkeley, Dr. Frank C. Worrell holds affiliate appointments in the Psychology Department (Social and Personality area), and with the Center for Child and Youth Policy, the Center for Race and Gender, and the Center for Latino Policy Research. His current appointments include Faculty Director of the School Psychology program, Faculty Director of the Academic Talent Development Program, and Faculty Director of the California College Preparatory Academy.

Dr. Worrell’s areas of research include academic talent development/gifted education, the education of at-risk youth, ethnic identity, racial identity, scale development and validation, teacher effectiveness, time perspective, and the translation of psychological research findings into school-based practice. Dr. Worrell is an active member of several professional organizations, and is currently a Member at Large on the Board of Directors of the American Psychological Association (APA) and editor of the Review of Educational Research.

He served on the Committee for Psychological Tests and Assessment (APA), the Board of Educational Affairs (APA), and the Joint Committee of AERA, APA, and NCME appointed to revise the Standards for Educational and Psychological Testing and is a Fellow of several divisions. In 2013, Dr. Worrell was awarded the Jack Bardon Distinguished Service Award from Division 16 of APA.
Addressing Low Motivation in your Students
Dr. Del Siegle: National Director for Research on Gifted Ed.

Low motivation is among the most frustrating education issues facing parents and educators. Low motivation can limit students’ opportunities for long-term success and fulfillment, and impact society as a whole by reducing the pool of high ability individuals contributing their creative productivity to societal growth and development. In this session, we will discuss reasons students underachieve and specific strategies to improve student achievement that increase students’ confidence and make learning more meaningful.

Leadership Expertise and Development
Dr. Julia Watson: Adjunct Professor, DU

What are programming options for building or enhancing the leadership skills of our gifted students? Suggestions for topics and activities will be presented in an interactive presentation that can be applied to gifted students, grades 4-12.

Michelle Garcia-Olp: Doctoral Student
Leroy Saiz: Program Coordinator Indian Ed. Program
Michelle Perez: Community Liaison-Title VI Indian Education Program, Office of Student Engagement Education Program

This session will include the application of Transformational Leadership through educational models such as Indigenous Knowledge Systems and Indigenous Educational Models. These Indigenous systems and models will use art, creativity, and cyclical ways of knowing and being in order to engage leaders in transforming and inspiring gifted educational settings.

Empowered GT Parents
Dr. Penelope Heinigk: GT Resource Teacher
Lindsey Reinert: GT Resource Teacher
Jessica Howard, M.Ed.: CDE GT Specialist

Are you an empowered gifted parent, or do you feel more frustrated and bewildered than anything else? Join us as we power up to help you feel better prepared to raise a healthy, happy gifted child and take care of yourself as well. We will delve into many aspects of parenting gifted children.
**Leading Transformative Identification Practices for Gifted Learners**  
*Dr. Kristina Hesbol: Assistant Professor*

Racially, culturally, linguistically, and economically diverse students are often overrepresented in special education placement and disciplinary action in schools. Conversely, these same students are typically underrepresented in identification for gifted programs. Contemporary research consistently indicates that school leadership matters. Colorado has one of the most comprehensive identification processes in the country. Each has significant influence on the culture of a school, so that every student and teacher flourishes. In this interactive session, we will discuss specific strategies that principals can use to make gifted identification more appropriate and inclusive.

**Using Learning Targets with Higher Order Thinking Skills to Innovate**  
*Lindsey Reinert: GT Resource Teacher*  
*Jennifer Frederickson: GT Resource Teacher*

If making small adjustments in lesson design and classroom pedagogy could lead to a dramatic increase in engagement and achievement, would you pursue those changes? According to Moss and Brookhart (2012), learning target theory can be combined with structures that promote student engagement, self-motivation, and differentiation. Effective learning targets address standards and engage students at appropriate levels of challenge. Learn how to transform instructional objectives into learning targets that directly address higher order thinking.

**Identifying Underrepresented Students for Gifted and Talented Education**  
*Dr. Frank C. Worrell: Director, School Psychology Program, University of California Berkeley*

In this presentation, Dr. Worrell will review several of the common explanations put forward for underrepresentation in gifted education and assess the evidence in support of those explanations. He will highlight the explanations that have the greatest support in the research literature and propose some strategies for increasing participation of underrepresented students in gifted and talented education programs.

**10 Steps to Social-Emotional Resilience & Empowerment**  
*Sharon Barnes, MSSW, LCSW: Therapist for Sensitive & Gifted*

Social and emotional needs are crucial to the well-being of gifted students and adults, yet are often their least met needs. When social and emotional needs are not met, low self-esteem, anxiety and/or depression often follow. This session reveals the foundation of how these issues develop which in turn, leads to effective intervention strategies. It proceeds to show ten steps to building social & emotional core strength and flexibility—in essence, to becoming Social-Emotional ACES. An ACE, of course, is someone highly skilled. Becoming Social-Emotional ACES specifically targets Asynchrony, Social Skills, Emotional Resilience & Self-Esteem.
From a Nation Deceived to A Nation Empowered: A Decade of Progress
Dr. Susan Assouline: Director, Belin-Blank Center for GT Development, University of Iowa

The research is clear that accelerating gifted students is beneficial and cost effective. There are still questions and concerns about academic acceleration as an intervention. Advocating for grade skipping and single subject acceleration requires careful data collection and targeted communication to overcome negative perceptions of acceleration. We’ll discuss various acceleration options and practical approaches to providing for gifted students advanced learning needs. The highlights from A Nation Empowered: Evidence Trumps Excuses Holding Back America’s Brightest Students will be presented.

Creating Culture of Reading: Integrating Literature into the Busy Classroom Day
Dr. Bob Seney: Professor Emeritus, Gifted Studies

We are well aware of all the demands placed on classroom teachers. We are also aware that many of the things that teachers want to do are limited or even eliminated. The reading of literature is often one of the first casualties. How do we create a culture of reading and re-integrate reading and literature back into our classrooms as a priority? In this session, we will identify strategies that can help us to create time for reading, especially reading of longer pieces of literature, and re-establish the reading of literature as the priority that it must and should be!

Giftedness in Rural Poverty: What Do We Know?
R4R DU Research Team: Jakob K. Javits Grant Research Team

Underrepresentation of giftedness in the context of poverty is a challenge faced by educators in both urban and rural settings. In this study, three questions are examined: “What local assumptions and beliefs serve as barriers to recognizing potential in every student in rural settings?”, “What impact does systematic professional development in best practices for identification and instructional depth and complexity have on increasing the proportionality of identification of diverse students?” and “What are the implications for leadership to effect culturally proficient change for every student?”. Results provide insight into complex settings and recommendations for applied action leading to change.

How to Advocate for Gifted Learners
Molly Isaacs-McLeod: Consultant, Coach, Parent

Each of us has a role to play in advocating for gifted students in our capacity as policymaker, educator, business person, or parent. In this presentation we will discuss how to best determine what we can do to advocate for gifted students. We will walk through the process of assessing, and possibly creating, resources. We will discuss the process of helping to determine what a given student needs and how to best meet those needs with the resources in our proverbial backyard and beyond. Informal internships, radical acceleration, single subject acceleration, and distance learning will be discussed as well as maintaining balance through the pursuit of true peers and social-emotional wellbeing.
LUNCH

12:15 PM-1:25 PM

Lunchtime address: Palmarium Award Winner, Dr. James T. Webb

“Cultivating Courage, Creativity, and Caring, along with Academic Rigor and Critical Thinking”

Palmarium Award Presentation
Special Guest: Betsy Considine

2017 Palmarium Award Recipient

Dr. James T. Webb

James T. Webb, Ph.D., has been recognized as one of the most influential psychologists nationally on gifted education. Dr. Webb has written 16 books, over 75 professional publications, three DVDs, and many research papers for psychology conventions or conferences regarding gifted and talented children. Six of his books are on gifted children and adults, and four have won “Best Book” awards.

A frequent keynote and workshop speaker, Dr. Webb has appeared on Good Morning America, CBS Sunday Morning, The Phil Donahue Show, CNN, Public Radio International, and National Public Radio. In 1981, Dr. Webb established SENG, a national nonprofit organization that provides information, training, conferences, and workshops, and he served as Chair of SENG’s Professional Advisory Committee. In 2011, he was recognized with the Lifetime Achievement Award from the Arizona Association for Gifted children, the Community Service Award from the National Association for Gifted Children, and the Upton Sinclair Award by EducationNews.org.

Dr. Webb has served on the Board of Directors for the National Association for Gifted Children and was President of the American Association for Gifted Children. Currently, Dr. Webb is President of Great Potential Press, Inc.
Afternoon Sessions

1:40 PM-2:30 PM

Big Hairy Audacious Goals- Inspiring Transformative Leadership in Gifted Education
Rebecca A. McKinney: Director, GT, DPS
Robin Greene: Program Manager, Gifted Ed., DPS

This session will explore leadership strategies to support an environment of change which leads to positive impacts for gifted learners. Change is difficult but with a creative systems-thinking approach districts can balance ECEA rules with innovative approaches to support gifted learners. Participants will walk away with strategies they can implement to begin changing outcomes for gifted learners in their districts.

Rapid Language Acquisition: Transforming Education for English Language Learners
Colleen Urlik: Hulstrom K-8 Assistant Principal

“All students, regardless of socioeconomic status, gender, or race should have access to, and be provided with the best educational opportunities”. One such practice is curriculum compacting, giving students the opportunity to experience and interact with content and ideas at a faster pace and with greater depth and complexity. This session provides resources and highlights how to utilize this practice through the lens of language acquisition. By supporting the potential for rapid language acquisition, a body of evidence for gifted programming can be collected to inform future programming options, including supporting the students in becoming multi-lingual.

Understanding Culture, Power, and Difference: Implications for Equity in Gifted Education
Dr. Dorinda Carter Andrews: Asst. Dean of Equity Outreach Initiatives, Michigan State University

Educators have limited opportunities to reflect on issues of culture, power, and equity in teaching and learning. This leads to missed opportunities for identifying underrepresented students for gifted programs. Participants will explore how cultural difference and power inform the equity imperative in gifted education, and will examine how their own social identities shape the way they think about teaching and learning and who ‘counts’ as gifted. Critical examinations of equity, identity, and cultural competency are central for leaders tasked with ensuring that historically marginalized students have equal access to gifted programming.

Exploring the Lives of Gifted Women
Christine Winterbrook: Gifted Specialist

This session will celebrate the lives of gifted women with the focus upon the dissemination of the doctoral research project, “Exploring the Lives of Gifted Women.” The research findings will be compared to the existing literature that exists for gifted women including the external and internal barriers that gifted women face. It will also discuss the obstacles that gifted women encounter and specific challenges that are unique to gifted women. A discovery of proven strategies that help guide gifted women will be presented.
Afternoon Sessions

2:40 PM-3:30 PM

Misdiagnosis and Dual Diagnoses of Gifted Children
Dr. James T. Webb: Founder & Director Emeritus, SENG; President, Great Potential Press, Inc.

Many of our brightest, most creative, most independent-thinking children are being incorrectly diagnosed as having behavioral or mental disorders. Stigmatizing labels can harm their sense of self, and treatment may be unnecessary or even harmful. Because few health care professionals receive training about gifted children, educators and parents must become informed, particularly since research indicates that teachers’ opinions are instrumental in decisions to send a child to be evaluated by a health professional. This workshop describes ways to differentiate whether a child suffers from disorders such as ADHD, or whether the child is simply showing gifted behaviors.

The Leadership Leverage: A Student Panel
Brian Michael Weaver: GT Coordinator/Specialist

Our highly gifted teenagers are out in the world leading the way in organic, novel and unanticipated ways. In this session we will meet these students and learn their leadership lessons, environments and journeys to sharpen perspectives on how to best nurture, predict and even duplicate their achievements in other settings. One definition of leverage is: Power or ability to act or to influence people, events, and decisions. How does social conscience inform these leaders’ decisions? In the “perfect storm” of advanced leadership, how do achievements and emotions set the climate for our rising ‘GenZ’? We will ask the experts!

3:30 PM-4:00 PM

Closing Conversations and Reflections
Dr. Frank C. Worrell, Dr. James T. Webb, Dr. Susan Assouline, and Dr. Stephen Chou

Join our luminaries as they reflect on the presentations from the conference and share inspirations for the future.
Reception, Book Signing, Poster Session

Networking Reception & Book Signing: KRH Commons

Dr. Susan Assouline signs A Nation Empowered

Poster Sessions: KRH Commons

Putting the Pieces Together: Underachievement
Christine Winterbrook, M.A.

Educator Perceptions of Gifted Versus High-Achieving
Characteristics and Implications of Identification
Amie Sharp

Twice-Exceptional Characteristics and Identification:
One Teacher’s Journey Advocating for Her 2E Learner
Sydney Haughland

Creativity in the Classroom: How Do Students Generate Ideas?
Jennie Mizrahi

Early Access Replication Project (EARP)
Ruthi Manning-Freeman & Lindsey Reinert

A Model Using PD for Change: Engagement for Twice-Exceptional Learners Course
Michelle Dubois & Lisa Turner

Read the updated publication on academic acceleration for gifted students.

Get the publication at nationempowered.org

The follow-up to A Nation Deceived is out!
ED.D. WITH A SPECIALIZATION IN GIFTED EDUCATION

COHORT BEGINS JUNE 19-30, 2017

• Two courses are offered online each quarter, allowing students to study around their schedules.
• Two courses are offered at DU each June to enable relationship-building and collegial support groups.
• Expected graduation date for the cohort is Spring 2020.

ABOUT THE PROGRAM

The Ed.D. is a three-year program integrating Gifted Education with Curriculum & Instruction theory, practice, and research. It provides doctoral competencies, financial support for research projects, space for online portfolios, and generous financial aid for 100% of admitted students. Scholarships typically run no less than 40% of the total cost of tuition.

Starting in Fall 2017, we will offer a Gifted Director* option, which expands the Ed.D. program by one year (from 3 to 4 years) and focuses on leadership. This new specialization will be a “2-1-1” program of Gifted Education and Curriculum & Instruction for the first two years, a full year of Educational Leadership, and a final year for completion of the doctoral research project. Students completing this sequence could potentially earn multiple endorsements in Gifted Leadership.

*Under final review and pending CDE approval

COURSE OFFERINGS INCLUDE:

• Psychological Aspects of Giftedness
• Race, Class, and Gender
• Instructional Strategies for the Gifted
• Transformational Teaching and Learning
• Twice Exceptional Learners
• Creativity: Theory and Practice
• Empirical Methods of Research
• Program Development, Leadership, and Communication
• Research as Problem Analysis
• Applied Research

CONTACT US AT 303.871.2509 OR MCE@DU.EDU TO LEARN MORE.