Talented Voices:
Diversity & Equity in Gifted Education
8th Annual Conference • February 8, 2018

Policy & Practice: Trends and Challenges Impacting Gifted Learners
Policy Symposium • February 7, 2018
Dear Conference and Symposium Participants:

As the Daniel L. Ritchie Endowed Chair in Gifted Education, it is indeed my pleasure to welcome you to the 2018 Gifted Education Conference, Talented Voices: Diversity and Equity in Gifted Education. This is our eighth 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, with a focus on diversity and equity. Of critical significance to the field, our hope is to highlight needs and provide strategies to address this issue of imperative importance. We are honored to welcome multiple keynote presenters who can provide broad and rich perspectives to you as participants.

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 systematically nurtured. When this vision is achieved, policy makers, educators, and parents will have a deeper understanding of giftedness and will effectively utilize research-based curricula, training and other resources to provide quality, individualized gifted education. We are grateful for the generous support of the Considine Family Foundation toward these efforts.

This year, we have the honor of recognizing Dr. Marcia Gentry with the 2018 Palmarium Award. The Palmarium Award acknowledges the individual most exemplifying visionary work in gifted education. Through excellence in practice, outreach, publications, and service and research, the awardee influences the field. Dr. Gentry is a Professor of Educational Studies and directs the Gifted Education Resource Institute at Purdue University. We are pleased to recognize Dr. Gentry for her visionary work in understanding the needs of this population and advocating for gifted children traditionally unrecognized. Please join me in congratulating Dr. Gentry.

We hope that you were also able to attend the Policy Symposium, Policy and Practice: Trends and Challenges Impacting Gifted Learners, which featured: Dr. James T. Webb, 2017 Palmarium Award Recipient; Dina Brulles, PhD; Stephen Chou, PsyD; and Judy Kiyama, PhD. 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, PhD
Daniel L. Ritchie Endowed Chair of Gifted Education
Clinical Professor, Teaching and Learning Sciences
Morgridge College of Education
Dear Conference and Symposium Participants,

It is my honor and privilege to welcome you to the Eighth Annual Gifted Education Conference here in the Morgridge College of Education at the University of Denver. This year’s conference theme, “Talented Voices: Diversity and Equity 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.” Access and equity are core values for our community and as such hosting this conference holds particular distinction in allowing us to advance our social justice mission.

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.
Professor, Teaching and Learning Sciences
Dean, Morgridge College of Education
Our Core Purpose

Our Core Purpose: The realization of every gifted child’s full potential.
Leaders of the Office of the Daniel L. Ritchie Endowed Chair in Gifted Education envision a future in which giftedness will be understood, embraced, and systemically nurtured throughout the nation and the world. When this vision is achieved, policy makers, educators and parents will have a deeper understanding of intellectual giftedness and will effectively utilize research-based curricula, training, and other resources to provide quality, individualized gifted education.

The Work of the Ritchie Endowed Chair

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

2017 Graduates

We would like to extend congratulations to the most recent graduates in the Education Doctorate in Teaching and Learning Sciences with Gifted Specialization. For more information on our program, see page 19.

Kathryn Bachtel  
Sheri J. Collier  
Jessica DeLallo  
Michelle Dubois (not pictured)  
Robin M. Greene  
Sydney S. Haugland  
Jessica Howard  
Ruth Manning-Freeman  
Rebecca McKinney  
Lindsey Reinert  
Colleen Urlik  
Christine A. Winterbrook
Perspectives in Gifted Education is a monograph series published through the University of Denver, first by the Institute for the Development of Gifted Education and now, through the Office of the Daniel L. Ritchie Endowed Chair in Gifted Education. Volume 1 was focused on Young Gifted Children, Twice-Exceptional Children was the topic of Volume 2 and Complexities of Emotional Development, Spirituality and Hope, the topic of Volume 3. Volume 4 was organized around the issues of Diverse Gifted Learners and Creativity the focus on Volume 5. Now, this monograph, Volume 6, is centered on Influences and Impacts of the Education Doctorate on Gifted Education.

This monograph is a collection of current research and writing related to impacting the practice of gifted education as a field. Both faculty and graduating students share their passion and influence in ultimately serving gifted children from all backgrounds. The importance of training educators working in the field, including teachers and principals as well as parents and caregivers, is clearly articulated. Voices of individuals, across the age span, are heard and recognized as the need for additional support and development is detailed. Implications for both policy and practice are presented in hopes of advancing knowledge in and around the field, in addition to enhancing the perspective of what giftedness is and can be. This work is offered to support and prompt further action in recognizing and serving gifted children, their communities, and those who work with them. We do so to advance thinking, enact positive change, and to reach the future.
Talented Voices: Diversity & Equity 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.

ACKNOWLEDGMENTS

CONFERENCE HOST
Daniel L. Ritchie Endowed Chair in Gifted Education
Dr. Norma Lu Hafenstein

PROJECT MANAGER
Mary Albertoni, Assistant to the Endowed Chair

REGISTRATION & ORGANIZATION
Thank you to the students, staff, faculty, and EdD cohort volunteers and supporters!

CATERING
Michele Fenzl, Flavours by Sodexo

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PARKING
Rachel Anderson, Event Coordinator, Facilities Management

SURVEY
Rachel Taylor, Morgridge Graduate Assistant

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SYMPOSIUM

TALENTED VOICES: DIVERSITY & EQUITY IN GIFTED EDUCATION

February 7, 2018 • Katherine A. Ruffatto Hall University of Denver • 4:30-7:00 pm MST

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

Dr. Dina Brulles
Paradise Valley Unified School District
Director of Gifted Education; Equity and Diversity Committee Member, NAGC

Dr. James T. Webb
2017 Palmarium Award Recipient
President of Great Potential Press; Founder of Supporting Emotional Needs of the Gifted

Dr. Judy Kiyama
University of Denver
Associate Professor, Morgridge College of Education; Author, Funds of Knowledge in Higher Education

Dr. Stephen H. Chou
The Summit Center
Director of Training and Research; Private Practice Psychologist

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, PhD, is the Daniel L. Ritchie Endowed Chair in Gifted Education, Teaching and Learning Sciences Department, Morgridge College of Education, University of Denver. Dr. Hafenstein is lead faculty for gifted education, Full Clinical Professor in the Teaching and Learning Sciences department. She advises masters and doctoral degree students in education of the gifted and teaches graduate courses including Creativity: Theory and Practice, Psychological Aspects of the Gifted, Curriculum for the Gifted, Program Development, Leadership and Communication in Gifted Education, Instructional Strategies for the Gifted, Twice Exceptional Learners, and Research as Problem Identification, Intervention, and Application.

In 1984, Dr. Hafenstein founded the Ricks Center for Gifted Children at the University of Denver and was director for 29 years. Dr. Hafenstein established the Institute for the Development of Gifted Education in 1998 through support from the Lynde and Harry Bradley Foundation. The Daniel L. Ritchie Endowed Chair in Gifted Education was established in October 2016 by the Considine Family Foundation. The Chair reflects the University of Denver’s, and the Morgridge College of Education’s (MCE), 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 was the recipient of the Distinguished Alumni Award from Emporia State University in 2012. She received the Lifetime Achievement Award from the Colorado Association for Gifted and Talented in 2006 and in 2005, was presented with the Founder’s Day Distinguished Service to the University of Denver Award.

Currently, Dr. Hafenstein serves as a member of the Colorado Department of Education’s Gifted and Talented Endorsement Standards Committee. She consults with schools across the country providing teacher training, curriculum design, and program development. Dr. Hafenstein is co-principal investigator for the Right4Rural Project, a Jacob K. Javits federally-funded initiative to identify and serve giftedness in rural Colorado communities. Her research interests include identification of giftedness in underrepresented populations, information-processing styles, social and emotional development, program effectiveness, and adult and generational giftedness.
Conference Schedule

7:00 AM - 9:00 AM
Check-In - KRH Foyer
Breakfast Buffet - KRH Commons

8:00 AM - 8:45 AM
Welcome
• Dr. Karen Riley
• Dr. Norma Lu Hafenstein
Keynote Address
• Dr. Dina Brulles
KRH Commons

9:00 AM - 9:50 AM
Breakout Sessions - see page 12

10:00 AM - 10:50 AM
Breakout Sessions - see page 13

11:00 AM - 11:30 AM
Keynote Address
• Dr. Judy Kiyama
KRH Commons

11:40 AM - 12:30 PM
Breakout Sessions - see page 14

12:30 PM - 1:45 PM
Lunch Buffet
Lunchtime Address
• Dr. Marcia Gentry
Palmarium Award Presentation
KRH Commons

1:40 PM - 2:35 PM
Breakout Sessions - see page 16

2:45 PM - 3:35 PM
Breakout Sessions - see page 17

3:45 PM - 4:30 PM
Keynote Address
• Dr. Stephen H. Chou
Closing Reflections
• Dr. Norma Hafenstein
KRH Commons

4:30 PM
Poster Session, Reception, Book Signing
KRH Commons

Presentation Strands

- Research
- Teachers
- Building & District Leaders
- Parents
Keynote Addressees

**Dr. Dina Brulles**

**8:15 AM, KRH Commons**

Dina Brulles, PhD, is the Director of Gifted Education in the Paradise Valley Unified School District in Arizona where she has developed a continuum of gifted education programs. She currently serves on Supporting Emotional Needs of the Gifted’s (SENG) Editorial Board and on their Diversity Committee, and also serves on the National Association for Gifted Children’s Equity and Diversity Committee (NAGC). Dina assists school districts in evaluating and developing their gifted programs. She has created and supervised cluster-grouping programs and has become a recognized expert in that practice.

**Dr. Judy Kiyama**

**11:00 AM, KRH Commons**

Judy Kiyama, PhD, is an Associate Professor at the Morgridge College of Education at the University of Denver. Her research examines the structures that shape educational opportunities for underserved groups through an asset-based lens to better understand the collective knowledge and resources drawn upon to confront, negotiate, and (re)shape such structures. Her research is organized in three interconnected areas: the role of parents and families; equity and power in educational research; and underserved groups as collective networks of change.

**Dr. Stephen H. Chou**

**3:45 PM, KRH Commons**

Stephen H. Chou, PsyD, is a licensed clinical psychologist and Director of Training and Research at the Summit Center. He is also a licensed clinical psychologist within his private practice in Burlingame, CA and Boulder, CO. Dr. Chou is a current adjunct professor at the University of Denver. He has specialties in family/child and multicultural/community counseling and neuropsychological assessment, especially within the field of giftedness/2e/multi-e.
**The Quicksand of Oppression: The Case for Gifted Critical Race Theory**  
*Speaker: Robin M. Greene, EdD*

In a nation that is increasingly multicultural and multilingual, “our nation’s success depends on our ability to develop the talents of high-ability students in every community” (Olszewski-Kubilius & Clarenbach, 2012, p. 8), and the country cannot thrive in its current state. As gifted educators and researchers, we seek to create equitable opportunities for gifted culturally linguistically diverse learners; yet, our excellence gaps continue to grow and scholars continue to ask why. Before we can answer that question and influence change, however, we must step back as a group and reevaluate how we view the very educational structures and systems that are in place for students of color. The question then remains: How do we solve a persistent problem of practice which other scholars have been trying for years to resolve? The answer: flip the traditional paradigm and begin using a Critical Race Theory framework to pull our students out of the quicksand of oppression.

In this session, participants will dive into the theoretical framework of Critical Race Theory as it applies to gifted education. Participants will walk away with not only theory, but with concrete action steps that will help facilitate conversations in their schools/districts using a Critical Race Theory lens.

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**Socioemotional Development of Gifted Children**  
*Speaker: Stephen Chou, PsyD*

The socioemotional development of gifted children is beautifully complex. Numerous well-accepted concepts within the gifted field have been acknowledged, including but not limited to, those of intellectual precocity, asynchronous development, socioemotional needs, twice-exceptionality (2e), and overexcitabilities (OE’s) within Dabrowski’s TPD. This presentation posits an understanding of the socioemotional development of gifted children that will incorporate the myriad concepts in the field of giftedness/2e to help guide parents, teachers, and clinicians with gifted children’s optimal growth and development.

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**Exploring Diversity Through Books**  
*Speaker: Robert Seney, PhD*

“There are many ways to enlarge your child’s world. Love of books is best of all.” - Jacqueline Kennedy

How do we build empathy and understanding in a world in which diversity is now the norm? How do we help our learners walk in someone else’s shoes? How do we help our learners learn the cultures of their classmates who are not like them? These are only three of the questions that we must address if we are to seriously consider the diversity in our schools, in our cities, in our nation, and in our world. Addressing diversity becomes even more important because of the sensitivities of gifted learners. They genuinely feel the inequities and injustices that often exist because of a lack of understanding of diversity. Literature provides a safe and highly appropriate vehicle for exploring diversity in all of its forms. By using a strength of most gifted learners, reading, we can bring the world with all its diversity into the classroom through literature. Through books we can address the issues of diversity. In this session, we will explore books that address different types of diversity and build a book list that can be used in the classroom to deal positively with diversity. As time permits, classroom strategies will be shared.

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**Voices Heard Within and Beyond Tests – Identification in Colorado**  
*Speakers: Jacquelin Medina and Colleen Urlik, EdD*

The pathways to identification in Colorado seek students from every region and school. Access to identification will be described in terms of Colorado’s four pathways toward identification and value-added practices of observation, performance, and systems support. Looking at evidence beyond a traditional test score will be demonstrated. Traits of the whole child and the voice of individual talent are also seen as important elements to consider when building and interpreting a body of evidence. The session supports both quantitative and qualitative approaches to identification. The session will also provide insight from a practitioner’s experience in schools with high rates of poverty and English Language Learners with exceptional potential.
Talented Voices: Diversity & Equity in Gifted Education

Morning Sessions

10:00 AM-10:50 AM

The Schoolwide Cluster Grouping Model: Introduction and Implementation
Speaker: Dina Brulles, PhD

The Schoolwide Cluster Grouping Model (SCGM) represents an inclusive model that allows gifted-identified students to learn together all day, every day, with teachers that receive specialized training. Implementing the SCGM enfranchises underrepresented populations and yields desirable achievement outcomes for all students with little impact to the school budget. Dr. Brulles will provide an overview, discuss implementation, examine achievement data for both gifted and general education students, and demonstrate methods for supporting the cluster-grouping model. Attendees will learn how to implement and teach in the model, identify gifted students, group students for maximum achievement potential, and build staff and parental support.

Knowing Your State Regulations + Bringing the Donuts = Advocacy for Gifted Education
Speaker: Molly Isaacs-McLeod, JD, LLM

What is the status of gifted education under the law? While services for gifted education are neither governed by, nor funded under, the Individuals with Disabilities Act (IDEA), state regulations can be used to advocate for gifted students. In addition to briefly reviewing the history and current status of the law, we will discuss the role of federal statutes and state regulations in advocating for gifted students and twice exceptional students in the school setting. We will discuss tangible strategies for collaboration between schools and parents to support students and share instances in which “thinking outside the box” has provided challenging and engaging learning opportunities. Participants will be asked to share (via provided index card) their top two advocacy challenges, and strategies will be discussed to the extent time allows.

Talented Voices for Diversity and Equity: Developing Leadership Giftedness to Fulfill One's Purpose
Speaker: Theresa Y. Newsom, PhD

Gifted and talented voices are children and youth born with the innate ability to lead, learn, and live successfully in their community (Newsom, 2016). Many of these students come from culturally diverse populations and represent untapped gifted talents and potential. Children and youth desire the opportunity to leave their comfort zone of routine and structure to create and inspire others. Students with leadership potential or leadership giftedness influence environments that can enhance and enrich positive school environments. Some lead to address a need, transform a situation, or tackle an issue. In this session a variety of strategies will be shared to teach, support and foster talented voices in their classrooms to identify their purpose and fulfill their academic potential while building socio-emotional skills too i.e. G.R.I.T., a growth mindset and purpose. Strategies include techniques to develop student’s leadership attributes through experiential and project-based learning activities that help students reach their potential and become who they want to be when access and opportunity are available.

Twice Exceptional: Student Biographies for Successful Transition from High School to College with AD/HD, Depression, or Anxiety
Speaker: Pamela Harris, PhD and Martha Cocchiarella, PhD

This session focuses on the educational and social/emotional needs of 2e students. Experiences will be compared to research about identification, treatment, and educational match for students with emotional/behavioral disabilities and giftedness. Daniels and Pichowsky (2009) argued gifted individuals are misunderstood and dispositions cause them to experience life with intensity, creating misunderstood behaviors. Consequently, hyperactivity, distractibility, non-compliance, oppositional behaviors and disruptive behaviors are byproducts of giftedness rather than disorders. However, a failure to screen or address mental health challenges leaves 2e adolescent students undiagnosed and at risk for poor school and life outcomes. Completed survey results done by high school and college stakeholders about resources/needs for 2e students in transition from high school to college will be presented.
La Loteria: Embracing Working Class Occupational Knowledge in Our Classrooms  
Speaker: Luis-Genaro Garcia, PhD  
KRH 202

In this arts-based workshop the Latin American game of La Lotería is used to develop an art project focused on the working class occupation of our parents. Through the concepts of co-learning and co-teaching (Freire, 1970), and the funds of knowledge (Moll & Gonzales 2005), this workshop embraces the home culture, knowledge, and social spaces of our students and reveals the importance of using the historical context of students’ knowledge and develop their social consciousness to begin challenging the socio-economic limitations that exist for underrepresented populations.

This workshop draws on the historical knowledge of students in order to present culturally relevant pedagogy that embraces the working class occupations of student homes.

Identification of Gifted Characteristics Using the BASC-3 Rating*  
Speaker: Kristine Zytka  
KRH 122

This study will examine the value of the Behavior Assessment Scale for Children Third Edition in identifying gifted characteristics. Using a behavioral assessment tool to help identify gifted characteristics may help school psychologists make accurate decisions in regards to eligibility determination, which will ensure that students are receiving appropriate educational services that fit their needs.

Looking at Diversity Through Individual Differences: Temperament*  
Speaker: Barbara Washington  
KRH 122

In measuring the well-being of gifted students, how does temperament and character play a role in their individual personalities? The TCI (Temperament and Character Inventory) measures the four temperament and three character dimensions of the psychobiological model of personality. This instrument can provide insight into self understanding and the effects of the whole being, the gifted individual, and their well being.

Anxiety in the Creatively Gifted  
Speaker: Dana Doherty Clay and Adriana Clay  
KRH 204

The inspiration and perspective of a creatively gifted student trapped in a traditional classroom setting sets the stage for this presentation; creative energy is anxious energy. Although the well-known symptoms of anxiety are presented, the lesser known or acknowledged behaviors take center stage as this mother/daughter team explores their own experiences as creatively gifted students and people. High achievers express their anxiety in very different ways than under achievers but no two students will ever be identical, so strategies for recognizing anxiety are discussed as well as outlets and coping mechanisms which educators and parents can encourage. Some dearly held research-based teaching strategies are not often successful with these students; the never-ending quest to teach excellent “executive functioning skills” as one-size-fits-all organizational skills to all students shows great disrespect for the creatively gifted and is an arguable contributor to under achievement and anxiety. Taking the time to understand the creatively gifted student’s viewpoint and thought process can help lead the educator and parent to solutions that foster success. A teaching perspective provides the second lead in this presentation.

Cultural Competency: A Critical Component to Ensure Appropriate Gifted Identification of Every Student  
Speakers: Norma Hafenstein, Kristina Hesbol, Jacquelin Medina, Payaz Amiri, Justine Lopez, Rachel Taylor  
KRH 409

Through the Jacob K. Javits Gifted and Talented Students Education Program federal grant, we set out to understand the current local gifted identification process, as well as to develop and facilitate a process that would help increase the percentage of historically marginalized students in gifted programs around Colorado. This session is designed to share the results of our data analysis to date from our research project, Right4Rural. Central to our findings is the need for culturally proficient leaders to create a culturally competent school culture that celebrates difference and designs culturally appropriate curriculum in order for every student to feel warmly welcome, thus supporting every student to demonstrate high levels of student learning outcomes.
Talented Voices: Diversity & Equity in Gifted Education

Lunch

12:30 PM-1:45 PM

Lunchtime Address
Palmarium Award Winner, Dr. Marcia Gentry
“Gifted Education, Equity, and Diversity: So Little Progress”

Palmarium Award Presentation
Special Guest: Considine Family Foundation

2018 Palmarium Award Recipient

Dr. Marcia Gentry

Marcia Gentry, PhD, is a Professor of Educational Studies and directs the Gifted Education Resource Institute at Purdue University. She has received multiple grants worth several million dollars in support of her work with programming practices and underrepresented populations in gifted education. Dr. Gentry’s research interests include student attitudes toward school and the connection of these attitudes toward learning and motivation; the use of cluster-grouping and differentiation to meet the needs of students with gifts and talents while helping all students achieve at high levels; the use of non-traditional settings for talent development; the development and recognition of talent among underserved populations including students with diverse cultural backgrounds including Native American youth, and children who live in poverty.
Immersing Socio-Affective Instruction Within the Academic Gifted and Talented Curriculum  
Speaker: Rebekah Granger Ellis  
KRH 122

The spotlight on violence by bright individuals questions why some gifted and talented adolescents fail to fulfill their potential despite advanced IQ scores and creative abilities. In performance-driven school culture, the focus has shifted away from nonintellectual development. However, if schools are to be emotionally, socially, and physically safe places, we must reevaluate the overemphasis on the intellectual aspect at the expense of the socio-affective components, which inevitably leads to uneven psychological development.

Typically, aspects of the affective domain have been studied separately; cognitive theories focus on judgment, social learning theories on behavior, and biological and psychoanalytic theories on emotions. Today, a growing body of research in neuroscience, neuropsychology, psychology, psychiatry, and education reveals that all three components are interrelated, interconnected, and interdependent.

Secondary Pathway Opportunities for GT Students  
Speakers: Colleen Owens and Jo Tiwari  
KRH 204

GT secondary students are ready and eager to engage in rigorous academic coursework as well as career-oriented courses, participation in career-based learning activities, and research-oriented projects. The Academy Program at Green Mountain High School expands and connects students to passion-based learning through four academies: Arts, Humanities & Performing Arts; Business & Global Studies; Health & Human Services; and STEM. Fourteen Pathways associated with the Academies provide multiple opportunities to engage at a high level. Mock interviews, Academy Internships, Career Shadows and Senior Capstone Project are staples of the program.
Finding Giftedness: Recognizing Potential in Underserved Populations
Speaker: Dennis N. Corash, PhD and Melissa Corash Woodward
KRH 409

Knowing that gifted students are indeed found in all populations and that there is no one correct manner in which to identify them, one must reexamine how to approach the identification of underrepresented gifted students. These populations include students in poverty, minority subgroups, second language learners, students in rural areas and twice-exceptional learners, all of which present challenges to the status-quo of most identification systems. Traditional identification systems often overlook students from different economic, cultural, academic, and linguistic backgrounds. Our purpose is to examine overlooked abilities and traits among populations as they relate to the critical components in identification of the potential giftedness in underrepresented populations. As a group examining case studies, one will see how these students interact within their worlds and look for the clues that might point to an individual student’s giftedness. These populations do not always demonstrate giftedness in the same manner as the majority of students currently identified in programs today. Through a different lens, such as Dabrowski’s overexcitabilities, factors contributing to underrepresentation and the identification of bias, one may see aspects of giftedness overlooked or misunderstood. It takes the skill of a tracker to seek out these students, identifying their gifts and the supports they need to be successful in our schools.
Poster Session, Reception, Book Signing

Poster Session: KRH Commons

The Power of Arts Integration Within the Gifted Curriculum
Jennifer Bartee

An Examination of the Identification of Underrepresented Rural Minority Gifted Students in a Western State
Fayaz Amiri, Justine Lopez, Rachel Taylor

A. B.A.L.A.N.C.E.
Reggie Gwinn

Becoming a Scholarly Practitioner in a Doctoral Cohort: Lessons Learned
Lindsey Reinert, EdD

Differentiate Sanely for All Students in the Regular Classroom
Jo Tiwari

*Posters will be presented during the Policy Symposium on February 7th, but will be available for view throughout the day on February 8th.

Networking Reception & Book Signing: KRH Commons

Dr. James T. Webb, Great Potential Press

• Misdiagnosis and Dual Diagnoses of Gifted Children and Adults
• Searching for Meaning: Idealism, Bright Minds, Disillusionment, and Hope
• Parents’ Guide to Gifted Children
• Perfectionism: A Practical Guide to Managing “Never Good Enough”
• Bust Your Buts: Tips for Teens Who Procrastinate
• Living with Intensity
• Bright Adults: Uniqueness and Belonging Across the Lifespan
• Guiding the Gifted Child
• Gifted Parent Groups: The SENG Model

Dr. Judy Kiyama and Dr. Cecilia Rios-Aguilar

• Funds of Knowledge in Higher Education: Honoring Students’ Cultural Experiences and Resources as Strengths

Dr. Dina Brulles

• Designing Gifted Education Programs: From Purpose to Implementation
• Differentiated Lessons for All Learners
• The Cluster Grouping Handbook
• Teaching Gifted Kids in Today’s Classrooms
EdD with a Specialization in Gifted Education

The Education Doctorate (EdD) 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.

- 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.

We also offer a Gifted Director option, which expands the EdD program by one year (from 3 to 4 years) and focuses on leadership. This specialization is 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.

Our goal is to help students become highly competent, collaborative, ethical, and self-reflective scientist-practitioners as they work on behalf of individuals, families, schools, and communities.

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
- Intro to Qualitative Research
- Program Development, Leadership, and Communication
- Research as Problem Analysis
- Research Intervention
- Applied Research
- Legal Issues in Special and Gifted Education

Contact Us at: 303.871.2509 or mce@du.edu to learn more.
Presenter Biographies

Amiri, Fayaz
Fayaz Amiri is an Afghan Fulbright scholar, pursuing his PhD in Education Leadership and Policy Studies at University of Denver. He holds a master’s degree in Comparative and International Education (CIE) from Lehigh University. He obtained his bachelor’s degree in English Language and Literature at Kabul University located in Kabul, Afghanistan. His goal pursuing these degrees in Education is to build a theoretical and academic background in international education development with concentration on educational policies.

Bartee, Jennifer
Jennifer Bartee is a student at the University of Denver’s Morgridge College of Education, where she is pursuing a PhD in Curriculum and Instruction. Her research passions include the positive roles that arts education can hold within gifted curricula.

Brulles, Dina
See page 11

Chou, Stephen
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Clay, Adriana
Adriana Clay is a former gifted problem student and future massage therapist, intentionally avoiding college and the traditional classroom atmosphere, because she cannot thrive there.

Cocchiarella, Martha
Martha Cocchiarella is an Assistant Division Director for Teacher Preparation at Arizona State University. Her work focuses on accommodations in schools/community for students with disabilities.

Corash, Dennis
Dennis Corash has been involved in gifted education for over 40 years. He has taught gifted students in the classroom, taught courses at the university level, and assumed leadership positions in the field. He is a Founding Governor of the Colorado Academy for Gifted, Talented and Creative. Dr. Corash received his PhD in the field from the University of Denver.

Corash Woodward, Melissa
Growing up in rural Colorado as a Twice Exceptional student, Melissa Corash Woodward has a unique perspective on growing up gifted. Melissa expects to graduate with a Master’s Degree in Gifted Education the summer of 2018 and was the 2017 recipient of the Shirley Weddel Scholarship from CAEGTC. She has been a gifted coordinator and educator of gifted students for several years.

Doherty Clay, Dana
Dana Doherty Clay, MEd, is a Gifted Education Specialist, music teacher, and former professional musician with creatively gifted children.

Genaro Garcia, Luis
Luis Genaro Garcia, PhD, is a Los Angeles artist and 12-year high school educator in South Central Los Angeles. His approach to art education uses the arts and ethnic studies as a form of resistance through the funds of knowledge, critical pedagogy, and critical race theory frameworks. His research acknowledges and draws from the ethnic, personal, and historical narratives of working class students of color as a means to challenge and navigate through the institutional barriers they encounter.

Gentry, Marcia
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Granger Ellis, Rebekah
Rebekah Granger Ellis is a research fellow in the Department of Education and Human Development, University of New Orleans. Her research work includes socio-affective development, neuroscience education, and socio-affective gifted education. Her 15 years of instruction spans 1st - 8th grades and graduate courses in literacy, peace education, moral development, and gifted education.

Greene, Robin
Robin Greene holds her EdD in Curriculum and Instruction with a specialization in Gifted Education. Robin’s passion and expertise lie with gifted CLD learners. She is the Gifted and Talented Program Manager of Denver Public Schools and is in her 17th year as an educator.
Gwinn, Reggie
Reggie Gwinn has been involved in education for the past 10 years teaching preschool to adults. He’s currently pursuing a PhD from the University of Denver. He just published a book on Amazon. It’s an interactive book for kids to find consciousness around Well-Being.

Hafenstein, Norma
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Harris, Pamela
Pamela Harris is an Assistant Clinical Professor at Arizona State University. Her work is primarily in the area of social/emotional learning for K-12 students, preservice, and in-service teachers.

Hesbol, Kristina
Kristina A. Hesbol, PhD is an Assistant Professor in the Educational Leadership and Policy Studies Department at the University of Denver, where she teaches courses in the doctoral leadership and policy program. Her current research focuses on culturally proficient leadership behaviors in the identification of demographically underrepresented gifted learners in rural contexts. She earned her PhD from Loyola University (Chicago) in Educational Leadership and Policy Analysis.

Isaacs-McLeod, Molly
Molly Isaacs-McLeod, JD, LLM Taxation, is an attorney, mediator, educator, and mother of three gifted children. She provides advocacy and educational planning services to families seeking appropriate accommodation for their gifted children. In addition to having homeschooled her children, Molly teaches online classes for gifted children at Athena’s Advanced Academy. She is co-founder and president of Parents of Gifted Students, Inc., a support and resource group for families of gifted children, and is a SENG Model Parent Group facilitator. Molly has served on the Governor’s Task Force on Gifted Education, the Council on Gifted and Talented Education for Kentucky, and the Board of Directors for SENG.

Kiyama, Judy
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Lopez, Justine
Justine López, MA, is a doctoral researcher at the University of Denver and a member of the Right4Rural Research Team/Javits Grant Project. Teaching experience includes affiliate faculty at Regis University’s Dual Language Program; Department of Marketing, The Colorado Women’s College, Multicultural Voices of Discovery at the University of Denver.

Manning-Freeman, Ruthi
Dr. Ruthi Manning-Freeman, a recent graduate of The University of Denver, has dedicated her career to young bright capable gifted learners. Currently, Ruthi serves as the Director for Gifted, Enrichment and Foreign Programs in Academy District 20, Colorado Springs, where she connects with students, trains staff, and counsels parents regularly.

Medina, Jacquelin
Jacquelin Medina is the State Director for Gifted Education at the Colorado Department of Education. She serves administrative units as the main liaison for gifted education interests at the department. She administers support and service to administrative units and districts through a regional network system facilitated by gifted education regional consultants. Primary interests include implementation of gifted education provisions under the Exceptional Children’s Act and professional development of educators to increase capacity to serve gifted students and families.

Newsom, Theresa
As a Gifted Resource Teacher in CSSD11 and an Adjunct Professor at Argosy University, Dr. Theresa Y. Newsom integrates creativity, leadership, and divergent thinking to address standards while being culturally responsive through diverse instructional practices. Her mantra: You do not have to diminish yourself to empower others.

Owens, Colleen
Colleen Owens is the principal of Green Mountain High School (GMHS) in Lakewood, Colorado. Colleen works with Jo Tiwari and together they are strong advocates for the Green Mountain community and their dedication and passion for leading GMHS in its goal of “premier” status among JeffCo high schools can be seen through their efforts in collaboration, innovation, and shared leadership. The Academy Program at Green Mountain High School provides students with rigorous academics and co-curricular experiences in multiple pathways that provide students with 21st Century skills, preparing them for college, career, and beyond.
Reinert, Lindsey
Lindsey Reinert, EdD has 20 years of educator and consultant experience working in the field of gifted education. Currently she holds the position of a Gifted & Talented Consultant with Jefferson County Public Schools supporting pre-K through 12th grade students, schools, and families with gifted identification, programming, and professional learning.

Seney, Robert
Bob Seney, PhD, Professor Emeritus, Mississippi University for Women has worked in gifted education for over 40 years as classroom instructor, district administrator, head of private schools, and university professor. Known for his work with Gifted Readers, he was the director of Graduate Programs in Education and the primary instructor in the Masters of Gifted Studies program.

Taylor, Rachel
Rachel E. Taylor is a doctoral student in the Research Methods and Statistics department at the University of Denver, where she focuses on both quantitative and qualitative methodology. Her current research focuses on college athletes and mental health, in addition to culturally proficient leadership in the identification of demographically underrepresented gifted learners in rural contexts. She earned her Bachelors and Masters degrees in Experimental Psychology.

Tiwari, Jo
Jo Tiwari is a teacher and Academy Coordinator at Green Mountain High School (GMHS). Jo works with Colleen Owens and together they are strong advocates for the Green Mountain community and their dedication and passion for leading GMHS in its goal of “premier” status among JeffCo high schools can be seen through their efforts in collaboration, innovation, and shared leadership. The Academy Program at Green Mountain High School provides students with rigorous academics and co-curricular experiences in multiple pathways that provide students with 21st Century skills, preparing them for college, career, and beyond.

Turner, Vera
Vera Turner is the director of gifted education for Moffat County School District as well as for the six districts in Northwest BOCES. She and her husband are homebodies who enjoy spending time with their family—especially the grandchildren.

Washington, Barbara
Barbara Washington is a doctoral student in the Curriculum and Instruction department at the University of Denver and she is teacher at the Ricks Center for Gifted Children. Her passion and research focus relates to the Well-Being of Gifted Children. Barbara has taken 2 years of course work towards becoming a Well-Being Coach with the Anthropedia Foundation. She is also an artist at heart and loves sharing her creativity with her students at the Ricks Center.

Weaver, Brian
Brian Weaver has devoted his career, in his 20th year, to Gifted Children and Gifted Education. Brian is on the Central Leadership Team for GT at Denver Public Schools and holds multiple degrees. Brian is an affiliate faculty member at the University of Denver for the Teacher Education Program.

Webb, James
James T. Webb, PhD, has been recognized nationally as one of the most influential psychologists on gifted education. Dr. Webb has written 16 books, over 75 professional publications, three DVDs, and many research papers for psychology conventions or for conferences regarding gifted and talented children. Six of his books are on gifted children and adults, and four have won “Best Book” awards. In 1981, Dr. Webb established SENG (Supporting Emotional Needs of Gifted Children, Inc.), a national nonprofit organization that provides information, training, conferences, and workshops, and he served as Chair of SENG’s Professional Advisory Committee. Currently, Dr. Webb is President of Great Potential Press, Inc.

Urink, Colleen
Colleen Urlik, EdD is currently the Assistant Principal at Hulstrom K-8 in Northglenn, CO, and she recently earned her doctorate in Curriculum Studies and Instruction with a Specialization in Gifted Education from the University of Denver. Colleen also serves on the Executive Board for the Colorado Association for the Gifted and Talented as Secretary and Chair of the Community Outreach Committee.

Zytka, Kristine
Kristine Zytka is a doctoral candidate in the School Psychology program in the Morgridge School of Education. Prior to attending DU, she earned an Educational Specialist degree in School Psychology at the University of Massachusetts. Kristine is currently practicing as a School Psychologist in Colorado.
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