February 6, 2019

Dear Conference and Symposium Participants,

It is my honor and privilege to welcome you to the 9th Annual Gifted Education Conference here in the Morgridge College of Education at the University of Denver. This year’s conference theme, “Theory and Practice: Conceptual Foundations and Classroom Strategies in Gifted Education” guides us as educator leaders as we in turn inspire others.

As is stated in our strategic plan, “at the core of our mission, and that of the University of Denver, is a strong desire to effectively connect theory, research, practice, and service with meaningful social change that is rooted in deep, reciprocal relationships with community members and their diverse interests, needs, and values. Not only do we prepare our students to promote learning and wellness in their careers for the communities in which they serve, we also drive this endeavor in our everyday work at the College through our exceptional dedication to genuine, community-relevant action. Our simple goal is to improve the human condition and to make things better for others, regardless of race, ethnicity, culture, economic position, geography, and ability. We bring together experts across the spectrum of learning, wellness, and human development to advance the public good, particularly those from historically marginalized populations.”

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 The Morgridge College of Education.

Karen S. Riley, PhD
Professor, Teaching and Learning Sciences
Dean, Morgridge College of Education
February 6, 2019

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 2019 Gifted Education Conference Theory and Practice: Conceptual Foundations and Classroom Strategies in Gifted Education, featuring the Named Endowed Chairs in Gifted Education. This is our ninth 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 provides information regarding, and insight into, selected areas in gifted education. We are honored to welcome multiple distinguished guests, the current Named Endowed Chairs in Gifted Education, who can provide broad and rich perspectives to you as participants. Please join me in welcoming Susan Assouline, PhD, Tracy L. Cross, PhD, Jann Leppien, PhD, Jonathan Plucker, PhD, Joseph Renzulli, PhD, and Dorothy Sisk, PhD. We are also pleased to share a special message from the first Named Endowed Chair in Gifted Education, Dr. Joyce VanTassel-Baska. Our program is filled with expertise and inspiration from numerous presenters.

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 deeply understand 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. Frank C. Worrell with the 2019 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. Worrell is a Professor in the Graduate School of Education at the University of California, Berkeley. Dr. Worrell’s expertise spans at-risk youth, cultural identities, gifted education/talent development, scale development and validation, and teacher effectiveness among many. Dr. Worrell’s work has touched professionals and practitioners across the globe. He has received numerous awards at the national and international level and is known for his compelling messages. Please join me in congratulating Dr. Worrell.

We hope that you were able to attend the Policy Symposium, Policy and Practice: Trends and Challenges Impacting Gifted Learners, which featured Dr. Marcia Gentry, 2018 Palmarium Award Recipient, and the Named Endowed Chairs in Gifted Education. This Symposium highlighted today’s important policy issues and trends.

We are also pleased to include in this year’s conference the James T. Webb Influence Scholars, established to honor our late friend and colleague, Dr. Jim Webb. Please read about these outstanding emerging scholars in our program and meet them during the conference.

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, Morgridge College of Education
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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

ACKNOWLEDGMENTS

Conference Host
Dr. Norma Lu Hafenstein, Daniel L. Ritchie Endowed Chair in Gifted Education

Project Manager
Mary Albertoni, Assistant to the Endowed Chair

Catering
Flavours by Sodexo

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Considine Family Foundation

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Toxoplasma Arts

Program Printing
Hampden Press

Survey
Rachel Taylor

Photography
Michael Furman Photography

Digital Media
Cristin Colvin

Audio/Visual Support
Joshua Davies, Website Administrator
Sean Steele, Technology Specialist

Location
Eric Mareck, Building Manager

Parking
Rachel Anderson, Event Coordinator, Facilities
WE PROUDLY WELCOME
THE NAMED ENDOWED CHAIRS IN GIFTED EDUCATION

SUSAN G. ASSOULINE, PHD
Myron and Jacqueline N. Blank Endowed Chair in Gifted Education
University of Iowa

TRACY L. CROSS, PHD
Jody and Layton Smith Professor of Psychology and Gifted Education
The College of William and Mary

JANN LEPPIEN, PHD
Margo Long Endowed Chair in Gifted Education
Whitworth University

JONATHAN PLUCKER, PHD
Julian C. Stanley Endowed Professor of Talent Development
Johns Hopkins University

JOSEPH S. RENZULLI, PHD
Lynn and Ray Neag Chair for Gifted Education and Talent Development
University of Connecticut

DOROTHY A. SISK, PHD
C.W. and Dorothy Anne Conn Endowed Chair
Lamar University
Norma Lu Hafenstein, PhD, is the Daniel L. Ritchie Endowed Chair in Gifted Education at the University of Denver Morgridge College of Education Department of Teaching and Learning Sciences. As program designer and initiator, Hafenstein led the development and implementation of the University of Denver’s Carnegie Project on the Education Doctorate (CPED) Education Doctorate in Curriculum and Instruction with a specialization in Gifted Education. She was a member of the Colorado Department of Education Standards Development Team, designing the Core, Specialist and Director of Gifted Education endorsements for Colorado educators. Hafenstein led the development of aligned graduate coursework at the University of Denver and received approval from the Colorado State Board of Education for educators to acquire multiple endorsements. She designed and implemented a full course in Gifted Education for pre-service teachers, providing knowledge and skill development not typically addressed.

In 1984, Hafenstein founded the Ricks Center for Gifted Children, a private school on the University of Denver campus, for preschool through 8th grade gifted children. Hafenstein has secured over $10 million in grants, gifts and contracts toward Gifted Education at the University of Denver including support through the Jacob K. Javits Gifted and Talented Students Education Act Grant of the US Department of Education, the Bradley Foundation, the Considine Family Foundation, the Sturm Family Foundation, the Buell Foundation and Daniel L. Ritchie. She currently is co-PI on a federally funded grant that seeks to increase the identification of and service to traditionally under-represented gifted students in rural Colorado, including those eligible for Free and Reduced Lunch, English Language Learners, Native students and Hispanic students. Another of Hafenstein’s current research projects is the examination of pre-service teacher training related to the needs of gifted learners. Hafenstein was the founding director of the Institute for the Development of Gifted Education at the University of Denver from 1998 through 2016. Publications through the Institute included a monograph series entitled “Perspectives in Gifted Education” with special topics in Young Gifted Children, Twice-Exceptional Children, Complexities of Emotional Development, Spirituality and Hope, Diverse Gifted Learners, Creativity, and most recently, Influences and Impacts of the Education Doctorate on Gifted Education.

Hafenstein has over 200 presentations at International, National and State level conferences relevant to gifted learners. Hafenstein has chaired or participated in over 60 doctoral dissertations and doctoral research projects. She has developed and currently teaches graduate courses including Research as Intervention, Defense of Research, Program Development, Leadership and Communication in Gifted Education, Special and Gifted Education Legal Issues, Instructional Strategies for the Gifted, Creativity: Theory and Practice. Hafenstein is a nationally recognized expert in program development and evaluation, gifted education and teacher training.
Dr. James T. Webb was recognized nationally as one of the most influential psychologists on gifted education. Dr. Webb wrote 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 were on gifted children and adults, and four won “Best Book” awards. In 1981, Dr. Webb established SENG, a national nonprofit organization that provides information, training, conferences, and workshops, and 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. Most recently, Dr. Webb was President of Great Potential Press, Inc. Dr. Webb received the 2017 Palmarium Award at the University of Denver’s Gifted Education conference, “Transformational Leadership: Inspirations and Issues in Gifted Education”, where Dr. Webb was honored for exemplifying “a future in which giftedness will be understood, embraced and systematically nurtured throughout the nation and the world.”

We want to honor Dr. Webb by continuing his legacy through encouraging others to implement his work within their reach. James T. Webb Influence Scholars are selected professionals who are committed to improving the lives of gifted and talented individuals.

The Influence Scholar will continue to learn theories and practices in gifted education and seek to apply this knowledge in their own setting. The recipient(s) will be given the opportunity to present the results of their work at future gifted education conferences.
2019 INFLUENCE SCHOLAR RECIPIENTS

Meet the inaugural James T. Webb Influence Scholars! Below, they describe the research projects they will complete and present at next year’s conference.

ANNA ARMITAGE

“James T. Webb’s support for gifted students social and emotional needs inspired me to design a project that would account for gifted students’ overall satisfaction in academic settings based on differentiated projects. Surveying students following projects that have choices in product, content, and/or process will provide insights into how choice can increase gifted students’ satisfaction in their school experience overall. Student survey results will enable me to guide educators in designing curriculum that will increase gifted students’ satisfaction in their experiences as lifelong learners.”

JOI LIN

“I am inspired and honored to follow in the footsteps of Dr. Webb to further educator, parent, and student understandings of giftedness, and develop ever-better educational programming that meets the cognitive, social, and emotional needs of gifted learners in PK-12, college, and vocational settings. One of my passion areas is understanding and improving the experiences of gifted adults in the workplace. As a James T. Webb Influence Scholar, I am eager to conduct a small qualitative research project to learn about the experiences of self-identified gifted adult educators studying gifted education at the University of Denver.”

STEPHANIE PERALTA

“I would like to gather data surrounding access and retention of marginalized students in DPS elementary gifted programs. The goal of my project is to recognize what populations are being represented and then coming up with an action/strategic plan for more inclusivity in gifted programs. This could be tied to the identification process and teacher biases. I applied to be a James T Webb scholar because of my passion to advocate and make a change. I want to gain more knowledge from leaders and colleagues in this topic, be able to gain more resources and a network.”
SCHEDULE AT-A-GLANCE

WEDNESDAY, FEBRUARY 6
4:30pm - 5:00pm  Reception
5:00pm - 6:30pm  Presentation Panel and Discussion

THURSDAY, FEBRUARY 7
7:45am - 8:15am  Registration and Breakfast
8:15am - 8:30am  Welcome: Dr. Karen Riley and Dr. Norma Hafenstein
                  Video Message: Dr. Joyce VanTassel-Baska, Jody and Layton Smith Professor Emerita of Education
8:30am - 9:40am  Keynote: Dr. Tracy Cross and Dr. Dorothy Sisk
9:45am - 10:40am Breakout Sessions A
10:40am - 10:50am Coffee Break
10:50am - 12:00pm Keynote: Dr. Joseph Renzulli and Dr. Jann Leppien
12:00pm - 1:15pm  Lunch and Palmarium Presentation: Dr. Frank C. Worrell
1:15pm - 1:45pm  Poster Sessions
1:45pm - 2:40pm  Breakout Sessions B
2:45pm - 3:40pm  Breakout Sessions C
3:45pm - 4:35pm  Keynote: Dr. Susan Assouline and Dr. Jonathan Plucker
4:35pm - 5:00pm  Closing Keynote: Dr. Norma Hafenstein
5:00pm - 5:30pm  Reception

PLEASE NOTE:
Room locations for Breakout Sessions are located on their respective pages (p. 14-15, 22-25).
The Poster Sessions will be held in the 1st and 2nd floor hallways and all other events will be held in the Katherine Ruffatto Hall Commons (KRH Commons).
SYMPOSIUM

POLICY & PRACTICE:
TRENDS AND CHALLENGES IMPACTING GIFTED LEARNERS
February 6, 2019

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

Featuring The Named Endowed Chairs
and Past Palmarium Recipient Dr. Marcia Gentry

Susan G. Assouline, PhD
Tracy L. Cross, PhD
Jann Leppien, PhD

Jonathan Plucker, PhD
Joseph S. Renzulli, PhD
Dorothy A. Sisk, PhD
Marcia Gentry, PhD

Moderated by
Norma Hafenstein, PhD
TRACY L. CROSS, PHD
35 Years of Research on the Lived Experience of Students with Gifts and Talents

Dr. Tracy L. Cross holds an endowed chair, the Jody and Layton Smith Professor of Psychology and Gifted Education, and is the Executive Director of the Center for Gifted Education and the Institute for Research on the Suicide of Gifted Students at The College of William & Mary. He has published over 150 articles, book chapters, and columns, made over 300 presentations, and published ten books. He is the President Emeritus of the National Association for Gifted Children (NAGC) and is the current President of The Association for the Gifted (TAG). He has edited seven journals and is the current editor of the Journal for the Education of Gifted. For nine years, he served as the Executive Director of the Indiana Academy for Science, Mathematics and Humanities; Indiana’s residential school for intellectually gifted adolescents. He received the Distinguished Service Award from TAG and NAGC, the Early Leader, Early Scholar and Distinguished Scholar Awards from NAGC, and in 2009 was given the Lifetime Achievement Award from the MENSA Education and Research Foundation.

DOROTHY A. SISK, EDD, PHD
Spiritual Intelligence: A Theory of Higher Consciousness

Dr. Dorothy A. Sisk is the C.W. and Dorothy Anne Conn Endowed Chair at Lamar University and directs the Gifted Child Center and the Center for Creativity, Innovation and Leadership. She specializes in the field of gifted education, focusing on creative behavior and leadership development. Dr. Sisk has authored and coauthored numerous chapters, articles, papers, and books. She has served as the director of the U.S. Office of Gifted and Talented; president, vice president, and executive administrator of the World Council for Gifted and Talented Children; and president of The Association for the Gifted (TAG). She was the first president of The American Creativity Association (ACA) and currently serves on the board of directors. She also serves on the editorial boards of a number of journals including: Journal of Talent Development and Creativity, Journal of Creative Education and Associate Editor of Gifted International.
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 (Fall, Winter, Spring), 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.

We now offer Colorado Department of Education-approved Endorsements in Gifted Education: Core, Specialist, and Director!

Course Offerings Include:
- Psychological Aspects of Giftedness
- Race, Class, and Gender
- Instructional Strategies/Curriculum 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

Learn More Today!
Contact our Morgridge College Office of Admissions Team:
303.871.2509
mce@du.edu

MORGRIDGE.DU.EDU/GIFTED_EDUCATION_SPECIALIZATION
ROOM 202
“Constraints as the Fuel for Creativity”
Jonathan Plucker, PhD
Strand: Curriculum/Programming
Constraints are often viewed as the enemy of creativity, but research suggests that constraints may be helpful to the creative process. Using a hands-on activity, we will explore the relationship between constraints and creativity and discuss specific ways to use these principles when working with students.

ROOM 204
“Closing Excellence Gaps by Broadening the Talent Pool with Above-Level Tests”
Susan G. Assouline, PhD
Strand: Identification/Special Populations
The intransigence of the “excellence gap” in education has long-ranging implications for high-potential students who do not have differentiated learning opportunities. Accessing advanced coursework well before students enter high school is an essential step to bridging the excellence gap. How can educators know who would benefit from advanced coursework and who might be unnecessarily frustrated by coursework that is too challenging? This workshop features a talent identification process for discovering students who are ready for advanced coursework. Above-level testing differs from traditional methods of identifying students for gifted programs. We will examine the origins, processes, and implications of these differences.

ROOM 304 Joint Session
“Equity in Gifted Education”
Marcia Gentry, PhD
Strand: Identification/Special Populations
Marcia will present on the state of underserved populations in gifted education, which is based on the conceptual foundations focus. National and state results will be presented from our recent work with the OCR data, including representation rates for Title 1 and Non-Title 1 schools and by race. Importantly, suggestions for mitigating underrepresentation will be offered.

“Strengths and Challenges of Place in Serving Rural Gifted Students”
Norma Hafenstein, PhD, and Kristina Hesbol, PhD
Strand: Identification/Special Populations
Right4Rural was a three-year federally-funded research study conducted in Colorado to address barriers in gifted identification of historically marginalized students in rural schools. Analysis revealed deeply rooted attitudes and beliefs that were both challenges and supports at each site, which helped to provide perspective on individual district and cultural needs. Results indicate positive change in identification of and service to students who identify as Native American, Latino, English Language Learners and students who are economically under-resourced. Descriptions of interventions, and applications for practice, research, and policy will be offered.
ROOM 401 Joint Session
“Using a Multi-Media Text Set to Support Educators with Affective Goal Setting”
Lindsey Reinert, EdD
Strand: Social-Emotional/Mental Health
Exceptional Children’s Educational Act (ECEA) Rules defines an “Advanced Learning Plan” as: a written record of a gifted student’s strengths, academic and affective learning goals and the resulting programming utilized with each gifted child. 12.01(2) We will discuss how using a MMTS focused around affective goal setting options can guide educators in the process of crafting and progress monitoring meaningful, manageable, and quality affective learning goals. The ECEA argues that key indicators for affective goals are to reflect development of personal, social, communication, leadership, and/or cultural competency. Learn about the 8 different options for entering into affective goal setting that address these social-emotional needs.

“Empowering the Teenage Brain”
Jessica Howard, EdD
Strand: Social-Emotional/Mental Health
This presentation will delve into the importance of offering specific affective instruction to adolescents and young adults. The majority of middle, high school, and college students do not receive any instruction around specific social and emotional topics or strategies to cope with these issues. Small numbers of students receive direct counseling and the larger population usually receives information through school-wide assemblies overviewing general topics. This session will include current research findings including a case study examining affective learning opportunities for adolescents as well as strategies and new programming options to reach adolescents and young adults.

ROOM 408 Joint Session
“Socioemotional Development of Gifted Children”
Stephen Chou, PsyD, and Sheila Abichandani, MA
Strand: Social-Emotional/Mental Health
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 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.

“Theory INTO Practice: Moving Dabrowski into the Classroom”
Robert Seney, EdD
Strand: Curriculum/Programming & Social-Emotional/Mental Health
Dabrowski’s Theory of Overexcitabilities is becoming as much a part of the “gifted” vocabulary as Bloom’s Taxonomy. Why not put them together? In this session, we will look at a curriculum unit that investigates and applies selected Overexcitabilities (OEs) using questioning strategies based on Bloom’s Taxonomy. The picture books of author and illustrator Suzy Lee provide the focus. Little has been done to support and nurture gifted learners’ OEs in the classroom. This session is one response to fill that gap. The unit is designed for upper elementary, but adaptations and adjustments for both younger and older students will be provided.
JOSEPH S. RENZULLI, PHD
The School-wide Enrichment Model

Dr. Joseph S. Renzulli is the Lynn and Ray Neag Chair for Gifted Education and Talent Development at the University of Connecticut, where he also serves as director of the Renzulli Center for Creativity, Gifted Education, and Talent Development. He is an international leader in gifted education and applying the pedagogy of gifted education teaching strategies to total school improvement. His work on the The Schoolwide Enrichment Model, and the use of instructional technology to assess student strengths and match resources to students’ electronic profiles were pioneering efforts to make the field more flexible and to place the focus on talent development in all students. He has obtained more than 50 million dollars in research grants and the American Psychological Association named him among the 25 most influential psychologists in the world. In 2009 he received the Harold W. McGraw, Jr. Award for Innovation in Education and he was recently listed as one of the world’s top 30 international education professionals by the Global Guru Annual Survey.

JANN LEPPIEN, PHD
Quality Curriculum and Instruction for Advanced Learners: A Look at Essential Elements

Dr. Jann Leppien is the Margo Long Endowed Chair in Gifted Education and Professor in the Graduate School of Education at Whitworth University. Whitworth’s Center for Gifted Education supports policies that encourage the diverse expressions of gifts and talents and offers a Gifted Education Specialty Endorsement and Master of Arts in Teaching: Emphasis in Gifted and Talented programs. She is the co-author of The Multiple Menu Model: A Practical Guide for Developing Differentiated Curriculum, and The Parallel Curriculum: A Design to Develop High Potential and Challenge High-Ability Students. She has served on the board of the National Association for Gifted Children and currently serves on the Gifted Advisory Board for Washington, the 2e Center for Research and Professional Development for 2e students. She is President of Edufest, a summer teaching and learning institute in gifted education. She provides professional development in the areas of identification, program services, and advanced curriculum design.
Presentation of Palmarium Award

Lunchtime Address

Palmarium Award Winner, Dr. Frank C. Worrell

“The Lack of Diversity in Gifted Education: Addressing the Elephant in the Room”

2019 PALMARIUM AWARD RECIPIENT

FRANK C. WORRELL, PHD

Dr. Frank C. Worrell is a Professor in the Graduate School of Education at the University of California, Berkeley, where he serves as Director of the School Psychology Program, Faculty Director of the Academic Talent Development Program, and Faculty Director of the California College Preparatory Academy. He also holds an affiliate appointment in the Social and Personality Area in the Psychology Department, and was a Visiting Professor in the Faculty of Education and Social Work at the University of Auckland (2014–2017). His areas of expertise include at-risk youth, cultural identities, gifted education/academic talent development, scale development and validation, teacher effectiveness, time perspective, and the translation of psychological research findings into school-based practice. Dr. Worrell served as Co-Editor and Editor of Review of Educational Research from 2012 to 2016 and as a Member at Large (2016 – 2018) on the Board of Directors of the American Psychological Association (APA). He is a Fellow of the Association for Psychological Science, the American Educational Research Association, and five divisions of APA, and an elected member of the Society for the Study of School Psychology and the National Academy of Education. Dr. Worrell is a recipient of UC Berkeley’s Chancellor’s Award for Advancing Institutional Excellence (2011), the Distinguished Scholar Award from the National Association for Gifted Children (2013), the Distinguished Contributions to Research Award from Division 45 (Society for the Psychological Study of Culture, Ethnicity, and Race) of APA (2015), and the Outstanding International Psychologist Award from Division 52 (International Psychology) of APA (2018). Dr. Worrell has ongoing international collaborations in China, Ethiopia, Germany, Iran, Israel, Italy, Japan, New Zealand, Nigeria, Peru, Slovenia, Sweden, Turkey, and the United Kingdom.
DIY Differentiation: Unit Differentiation in Secondary Classrooms
Anna Armitage, MA
DIY Differentiation provides teachers with a hands-on practical way to begin differentiating and tiering on a large scale, using a unit conceptualization template. Differentiation is a hot topic in education, and experts agree that it is only effective with dedicated planning and guidelines for teachers to follow. My presentation will provide teachers with a template that is tried and true for differentiating/tiering distinct curricular units. It provides fill-in-the blank style planning that incorporates choice, creativity, project, and inquiry based learning—specifically designed and used for addressing the challenges of serving gifted learners in heterogeneously grouped classes.

Learning for Life: A Financially Literate Generation
Nicole Kruse, MEd, and Kristina Scala, MEd
The Aspen Entrepreneurial Institute seeks to create a ground shift that will establish a nation of financially self-sustaining individuals and economy expanders developed through habits and practices. By inculcating this learning into schools, it will impact teachers and students, aim to have a longitudinal impact on our nation, and have a country that grows in entrepreneurial endeavors. Attendees will learn techniques and ideas for integrating financial instruction as professional development for faculty and data often prevent them from identifying minority gifted students.

Fostering Career Success and Satisfaction for Gifted and Talented Students
Joi Lin, MS, and Rachel Lim, MM
P-20 gifted education focuses on developing student potential but young gifted and talented adults sometimes struggle to prepare a career path that allows for their demonstration of extraordinary skill and supports their life satisfaction. We will explore curricular opportunities for career development, affective strategies that support worker productivity and well-being, and programming options to foster career success for gifted and talented students.

Flipped Learning: A Classroom Strategy that Promotes Gifted Learning
Jessie Matthews, MAT
Flipped learning utilizes videotaped lessons to provide students with the ability to preview lessons before class, leaving class time for discussions, projects, activities, and more. This learner-centric model allows for personal, individualized, engaging experiences benefitting the gifted learner in many different classroom settings. Participants will not only learn about flipped learning but will have the opportunity to explore and begin developing a flipped video for their site.

Preparing for and conducting student-led ALP meetings
Amy Ortega, MA
Student-led ALP meetings for GT identified students can be conducted simultaneously in one 1-2 hour meeting which saves time when compared with holding individual meetings. The student-led format promotes student ownership and input into the development of their ALP. We use an instructional report from STAR and input from classroom teachers to develop standards-based academic goals. We use parent & student surveys to develop affective goals. Students look over their ALPs with guidance from a GT staff member in preparation for the meeting and present their goals, current test data and grades to parents. We will share the tools and strategies used in order to assist educators in other districts to host student-led ALP meetings.
What Worries Gifted Children Most: Examining School Related Anxiety
Emmaly Perks, MA, CCRP
Gifted youth demonstrate high potential for academic success, given appropriate learning contexts. There is much debate as to whether common characteristics of the gifted, including asynchronous development, overexcitabilities, and emotional intensity places them at greater risk for development of psychopathology and school maladjustment. Data from 71 teens (n gifted= 19) was analyzed to identify patterns of worry in gifted versus normative youth, particularly as it relates to school. A discussion of these results, the socio-emotional characteristics that make some gifted youth more vulnerable to mental health concerns, and classroom strategies to address school-related anxiety will be covered.

Becoming a Scholarly Practitioner in a Doctoral Cohort: Lessons Learned
Lindsey Reinert, EdD
“Scholar-practitioners bridge the gap between academia and the real world, blending scholarly research with practical application to solve complex problems in their profession” (Walden University, 2017). Learn from a panel of educators who participated in a recent doctoral cohort as they share how they found balance with careers, study, and family life. Hear how this cohort of colleagues worked as a community to explore problems of practice and resolve issues in the field of gifted education. Scholarly practitioners constantly evolve in their careers as they research, learn, teach, and grow.

Underrepresentation of Minority Gifted Students within the Public School System
Lora Romero, MBA, Debra Maldonado, MA, and Darrell Trujillo, MA
One of the researchers’ goals is to advocate for minority students who are underrepresented and identified in gifted education. In order to provide all students with an equitable education, we need to recognize culturally diverse students who are underrepresented. Another goal is to educate parents on the importance of giftedness of their child and what that means, including the support systems that are available to them. The final goal is to help educators be more aware of the underlying biases that often prevent them from identifying minority gifted students.

Engaging Students in Math Discussion
Anita Schuh, MA
Highly gifted math students need opportunities to engage in mathematical discussion and problem solving activities appropriate to their level. In this session, participants will discover ways to develop creative and critical thinking opportunities while supporting reasoning and problem solving in the classroom. They will learn how to communicate with precise mathematical language in verbal and written application as well as promote “numbertalk” to foster the love of math. Participants will explore ways to engage students with investigations, projects and simulations to promote higher level thinking skills that also motivates, challenges and engages the mathematically talented students.

School Psychologists’ Role in Gifted Identification
Ashley Vacante, EdS, NCSP
School psychologists are skilled in identification and assessment, educational services and differentiated education plans, consultation and collaboration, advocacy and research. The following doctoral research project will examine the current roles and perspectives school psychologists hold in the gifted identification process through a survey and interviews administered through the members of the Colorado Society of School Psychologists. Results will be analyzed to provide further understanding of school psychologists’ skillset and how it can benefit the gifted community through appropriate identification systems.
Free Guide in Your Bag

Check your conference bag for this comprehensive guide, which has helpful checklists and research-backed recommendations for creating an effective acceleration policy that fits your district.

Opportunities for High-Ability Students

• Early entrance to college through the Bucksbaum Academy: belinblank.org/academy
• Summer and academic-year programs for students in grades 2-12: belinblank.org/students
• Above-level testing through the Belin-Blank Exceptional Student Talent Search (BESTS): belinblank.org/talent-search
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10TH ANNIVERSARY GIFTED EDUCATION POLICY SYMPOSIUM & CONFERENCE

January 29 - 30, 2020

Reflecting
ON OUR PAST

Impacting
OUR FUTURE

The 10th Anniversary Conference will feature our past Palmarium Award Recipients. Please plan to join us for this landmark event!
ROOM 202
“Enrichment Clusters: Using Technology for a Whole School Enrichment Program”
Joseph S. Renzulli, PhD
Strand: Curriculum/Programming
Enrichment Clusters are non-graded groups of students who share common interests and come together during specially designated time blocks to pursue these interests. The open-ended nature of the Enrichment Clusters and the availability of personalized enrichment from modern day technology allow for differentiated levels of motivation and performance to be displayed by students of varying interest and potential. Teachers assume the role of “Guide-On-The-Side” rather than the traditional presenters of information that characterizes regular teaching. All activity is directed toward creative productivity, critical thinking, and problem based inquiry; and all knowledge and thinking skills are developed within a need-to-know context geared toward the development of creative products.

ROOM 204
“Mindfulness as a Pathway to Well-being for Gifted Students and their Teachers: Using Mindfulness to Cope with Stress and Anxiety”
Dorothy A. Sisk, EdD, PhD
Strand: Social-Emotional/Mental Health
Mindfulness is both an ancient and contemporary practice that has support as an evidence-based practice that serves as a coping mechanism for reducing stress and anxiety. Incorporating mindfulness in the classroom has the added benefit of strengthening executive function, enhancing self-awareness and self-regulation and promoting a sense of self-control and well-being for gifted students. Teachers who use mindfulness practices find that the daily stresses and challenges diminish as they use mindfulness practices to develop a caring and responsive classroom environment. This session will provide specific mindfulness practices combined with practical suggestions for home and school to develop inner awareness and to meet the affective needs of gifted students. This interactive presentation will give participants an opportunity to experience some mindfulness practices and to share resources.

ROOM 304
“Why Gifted Education and Talent Development are Indistinguishable”
Frank C. Worrell, PhD
Strand: Identification/Special Populations
Individuals argue over the terms “gifted” vs. “talented,” and considerable energy is spent debating whether a child should be given one label or the other. Dr. Worrell contends that the debate is already settled. Whatever label is given to a child, the role of gifted education is to meet that child where he or she is and help them to enhance their skills so that they move to the next level. In this presentation, we will review several major models of giftedness and show that they all rest on a talent development framework. Next, we will use the talent development megamodel (Subotnik, Olszewski-Kubilius, & Worrell, 2011, 2018) to review the major contributors to outstanding performance, distinguish between performance and production domains, articulate the developmental nature of giftedness within domains, and suggest strategies for increasing outstanding performance.
ROOM 401  Joint Session
“Culturally Responsive Gifted Education: Si, Se Puede (Yes, We Can)”
Robin Greene, EdD
Strand: Curriculum/Programming & Identification/Special Populations
Language and culture camouflage our gifted learners by acting as barriers for identification, programming and equitable access, and our students often hide in plain sight. In understanding how culturally responsive education theories intersect with gifted education theories, educators will begin to identify opportunities in their own classrooms to implement gifted culturally responsive education. This session will provide educators with tools for removing the camouflage, developing culturally responsive programming, including gifted culturally responsive classroom environments, and nurturing talent so these students are no longer hiding in plain sight.

“When Today Meets Tomorrow: Are Students Ready?”
Theresa Newsom, PhD
Strand: Curriculum/Programming & Identification/Special Populations
If students don’t learn the way we teach, maybe we should teach the way they learn. ~ Ignacio Estrada (2018). Are students ready to own their learning and collaborate with unknown entities to advance self and others to live productively, purposefully and happily? Yet, too often students are still learning the constructs of yesterday’s formats of widget making versus learning through instructional strategies best suited for individualized needs. This session integrates Personalized Learning (PL) with culturally responsive strategies and leadership attribute development to support the social emotional needs of gifted students in diverse spaces for student success and learning.

ROOM 408
“From Affective Dysregulation to Improved Behavioral Expression in Gifted Children”
Paul Beljan, PsyD, ABPdN, ABN
Strand: Social-Emotional/Mental Health
Gifted children who display asynchronous development behaviors may not respond to traditional forms of behavior management. The presenter will teach a behavioral management approach that is based in the neuropsychology of asynchronous development and executive functioning. This effective intervention assists the child with maintaining thinking control over their emotional feelings. Behavioral intervention concepts specifically focused on include: Priming, Previewing, Pre-empting, Disengagement, and Re-engagement. Practical explanations for imposing structure, consistency, and routine also will be discussed.
ROOM 202
“The Having of Wonderful Ideas: Facilitating and Inspiring Student Research”  
Jan Leppien, PhD  
Strand: Curriculum/Programming  
Through independent or group investigations, students can experience how their ideas and solutions can make a positive change in their schools, communities, or the world. But, how can we inspire our students to tackle real world problems and persevere throughout the process? This session will focus on introducing the process of research to students; acquiring strategies for embedding research into the curriculum; teaching advanced research methodologies and tools to your young researchers; and accessing sites and apps that support student research.

ROOM 204
“The School-Based Psycho-Social Curriculum Model”  
Tracy L. Cross, PhD  
Strand: Social-Emotional/Mental Health  
Psychosocial needs of gifted students have often been addressed in a haphazard fashion, without a comprehensive, theory-driven approach to guide them. In this session, Dr. Cross will describe a program of psychosocial development based on the work of Erik Erikson, the father of psychosocial development theory. The School-Based Psychosocial Curriculum Model (SPCM) emphasizes the development of psychological and social skills by way of students’ ego strength. After the model is presented, a discussion about encouraging psychosocial development of gifted students will be held.

ROOM 304 Joint Session
“Strength-Based Programming: Shifting Thinking on Classroom Strategies”  
Cynthia Rundquist, MEd, MA, MFA, and Colleen Anthony  
Strand: Curriculum/Programming & Identification/Special Populations  
Why focus on strengths? It is the most prevailing factor in developing a positive growth mindset, healthy self-esteem, strong self-efficacy and higher academic achievement (World Conference: 2017). Time to focus on interests and strengths and discover and develop is critical. Focusing on strengths rather than deficits provides opportunities for high-level thinking, creativity, and problem solving, especially for underachievers and 2e learners. Defining strengths-based programming, strategies, and sharing research to support this work is the focus. As educators we have the power to change frustration to engagement and promote interests and abilities. Let’s shift our thinking and start with strengths!

“Identifying Gifted in High School: A 3 Year Study”  
Brenda Hardman, EdD, and Dialne McCall, MS  
Strand: Curriculum/Programming & Identification/Special Populations  
The Freshman Gifted Initiative was the result of a principal seeing the need for more supports and resources for her accelerated learners. The initiative was met with barriers until the school district saw the results. We are in our 3rd year and the trend data shows students are experiencing a high success rate academically and emotionally following their identification and receipt of resources. The high school years are the final public school years where students can be identified and served. It is our responsibility to meet the student’s needs so they can discover their true potential for a lifetime. This study is easily replicated on a national scale.
BREAKOUT SESSIONS C, CONTINUED

ROOM 401
“Voices from Young Adulthood: Applied, Cooperative Wisdom; A Student Panel”
Brian Weaver, MA, and Student Panel
Strand: Curriculum/Programming & Social-Emotional/Mental Health
What is the nature of competing, gifted young adults in our world class city? How can we engage our students with the challenges, joys, rigors and goals of young adulthood? Join a student panel on all things “Generation Z.” Listening to students’ voices on the sometimes ironic interplay between competition and cooperation, we model listening and learning for the sake and love of gifted people’s ideas and intellectual camaraderie. Simplification includes the presenter’s AGILE model (Authentic, Gifted, Immediate Listening Experiences). In this session, we will model AGILE strategies to foster excellence through encouraging cooperative meaning-making, curiosity, passions, talents, and ideation.

ROOM 408
“James T. Webb, PhD - A Retrospective”
Molly Isaacs-McLeod, JD, LLM, Stephen Chou, PsyD, and Paul Beljan, PsyD, ABPdN, ABN
Strand: Social-Emotional/Mental Health
This presentation will be a celebration of and tribute to the legacy of James T. Webb, PhD, and his many contributions to the field of giftedness and gifted individuals. We will offer a history of Dr. Webb’s rich and multi-faceted career. After visiting the past, we will look forward to potential next steps, informed by Dr. Webb’s legacy, for those of us working- and living- in the field. Educators, mental health professionals, and parents have been influenced in some way by Dr. Webb’s impact on the field of gifted. He had a long reach! In light of Dr. Webb’s recent death, it seems good time to reflect, celebrate, and to move forward, as we are sure he would urge us to do.
SUSAN G. ASSOULINE, PHD  
JONATHAN PLUCKER, PHD  
Co-Presenting  

Sitting in an ‘Endowed Chair’:  
Responsibility and Accountability to Gifted Education

**Dr. Susan G. Assouline** is the director of the Belin-Blank Center, holds the Myron and Jacqueline N. Blank Endowed Chair in Gifted Education, and is a professor of school psychology at the University of Iowa. Upon completion of her doctorate, she was awarded a two-year post-doctoral fellowship at the Study of Mathematically Precocious Youth (SMPY) at Johns Hopkins University. Throughout her career, she has been especially interested in identification of academic talent in elementary students, academic acceleration as an intervention for advanced students, and twice-exceptionality. She is a co-developer (with Nicholas Colangelo and Ann Shoplik) of the Iowa Acceleration Scale, a tool designed to guide educators and parents through decisions about grade-skipping students. In 2015, she co-edited with Nicholas Colangelo, Joyce Van Tassel-Baska, and Ann Lupkowski-Shoplik, *A Nation Empowered: Evidence Trumps the Excuses Holding Back America’s Brightest Students*. She received the NAGC 2016 Distinguished Scholar Award.

**Dr. Jonathan Plucker** is the Julian C. Stanley Endowed Professor of Talent Development at Johns Hopkins University, where he works in the Center for Talented Youth and School of Education. Previously, he was Raymond Neag Endowed Professor of Education at the University of Connecticut and Professor of Educational Psychology and Cognitive Science at Indiana University, where he was the founding director of the Center for Evaluation and Education Policy. He graduated with a BS in chemistry education and MA in educational psychology from the University of Connecticut, then after briefly teaching at an elementary school in New York, received his PhD in educational psychology from the University of Virginia. His research examines talent development, educational psychology, and education policy, with over 300 publications to his credit and over $40 million in external funding to support his work. His recent books include *Excellence Gaps in Education* with Scott Peters (Harvard Ed Press) and *Creativity and Innovation* (Prufrock Press), both of which have received the NAGC Book Award. He is an APA, APS, AERA, and AAAS Fellow and recipient of the 2012 Arnheim Award for Outstanding Achievement from APA and 2013 Distinguished Scholar Award from the National Association for Gifted Children. He is president-elect of NAGC.
CLOSING KEYNOTE

NORMA HAFENSTEIN, PHD
Theory and Practice: Insight, Impact, and Inspiration

RECEPTION

Please join us for a reception in the KRH Commons following the closing keynote.

We sincerely hope that this conference has provided you with new insights and inspired you as you continue to serve gifted and exceptional learners around the nation.

SURVEY

We strive to make the annual Gifted Education Conference and Policy Symposium an enriching experience for all attendees. Please take a moment to fill out our survey. You will be emailed a link at the end of the conference. It can also be accessed here:

https://udenver.qualtrics.com/jfe/form/SV_0pjZmuqAmGNlfoh
PRESENTER BIOGRAPHIES

Abichandani, Sheila: Sheila Abichandani is a therapist in Boulder, CO who serves the holistic needs of complex individuals. Sheila received her BS in Biology and Neuroscience from Emory University and her MA in Mental Health Counseling from Northwestern University. She has supported Gifted and Profoundly Gifted children and their families for over 10 years in a range of capacities. While her clinical practice is informed by training in evidence-based practices and extensive study of psychodynamics, attachment theory, and existential therapy, her role as mother of a complex child also serves as a touchstone of skill, compassion, surrender, and empowerment.

Anthony, Colleen: Colleen Anthony, Twice-Exceptional Consultant with the Office of Gifted Education at the Colorado Department of Education, has worked in the field of gifted education for 30 years. She has published and presented at the county, state, and national levels on topics supporting gifted education and math.

Armitage, Anna: Anna Armitage, MA, is in her fourth year teaching middle grades social studies with both gifted and non-gifted students in heterogeneously grouped classes. She has served as a school leader in supporting gifted 8th graders’ transition to high school, identifying underserved populations, and differentiating curriculum to meet all students’ needs.

Assouline, Susan: See page 26

Beljan, Paul: Paul Beljan, PsyD, ABPdN, ABN, is an expert in evaluating and understanding gifted children and their common misdiagnoses and dual-diagnoses. Along with Dr. James Webb, he co-authored Misdiagnosis and Dual Diagnosis of Gifted Children and Adults: ADHD, BiPolar, OCD, Depression, and Other Disorders.

Chou, Stephen: Stephen H. Chou, PsyD, is a licensed clinical psychologist at the Summit Center and at his private practice in Burlingame, CA and in Lafayette, CO. Dr. Chou leads Summit Center’s doctoral Training and Research programs, supervising doctoral-level psychology students, and conducting research within the field of gifted/twice-exceptionality. He is also an adjunct professor with the University of Denver and the co-founder and Director of 2e Assessment and Research with FlexSchool, the independent private micro-schools for gifted and 2e students in the New York Tri-State Area.

Cross, Tracy: See page 12

Gentry, Marcia: Marcia Gentry, PhD, is the director of the Gifted Education Resource Institute, Professor of Educational Studies, and Director of Doctoral Studies in Gifted, Creative, and Talented Education at Purdue University. She has been a board member of the National Association for Gifted Children and has received multiple grants in support of her work with programming practices and underrepresented populations in gifted education. She serves on the board of the AERA SIG, Research on Giftedness, Creativity, and Talent, actively participates in NAGC, frequently contributes to the gifted education literature, and regularly serves as a speaker and consultant. She is the 2014 recipient of the NAGC Distinguished Scholar Award and the 2018 recipient of the Palmarium Award.

Greene, Robin: Robin Greene, EdD, is in her 18th year in education and her 17th in gifted education. She is a manager of the gifted and talented department in Denver Public Schools and is deeply passionate about creating equitable access for gifted culturally linguistically diverse learners. Dr. Greene holds her EdD from the University of Denver in Curriculum and Instruction with an emphasis in Gifted Education.
PRESENTER BIOGRAPHIES

Hafenstein, Norma: See page 7

Hardman, Brenda: Brenda Hardman, EdD, is a third generation educator whose steady career focus is to “do what is right for students.” She serves as the principal of an International Baccalaureate High School in Florida. Her quest is to enhance the learning environment of the accelerated learner through pervasive student supports, and a superior curricular focus.

Hesbol, Kristina: Kristina Hesbol, PhD, is an assistant professor in the Educational Leadership and Policy Studies Department at the Morgridge College of Education. As an investigator on a Jacob K. Javits Gifted and Talented Students Education Grant, she studied the underrepresentation of traditionally marginalized gifted students in rural contexts. She recently launched a Rural Innovative School Leadership Networked Improvement Community, using improvement science tools with university faculty and rural practitioners to accelerate improvement.

Howard, Jessica: Jessica Howard, EdD, is the founder of the SEAD (Social Emotional Adolescent Development) online program and a private practice providing cognitive and achievement assessments to children. Jessica has worked at the Colorado Department of Education as well as in the special education, early childhood, and gifted education departments at Jeffco Public Schools.

Isaacs-McLeod, Molly: Molly A Isaacs-McLeod, JD, LLM, is an attorney, mediator, and educator. She is President and founder of Gifted Unlimited, LLC, and partner and co-founder of Practical Resolutions, LLC. Molly works with Great Potential Press as an Associate for Outreach Operations. She has an active mediation practice, and 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 to 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 has served as a SENG Model Parent Group facilitator and trainer. 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.

Kruse, Nicole: Nicole Kruse, MEd, worked from 2003 to 2016 as a middle school language arts teacher at Aspen Academy before becoming the Aspen Entrepreneurial Institute coach. She feels that helping students create memories and watching students develop possibilities is one of the most worthwhile opportunities she’s ever had. She loves that Aspen Academy teaches students to become lifelong leaders who think creatively, lead passionately, and live authentically.

Leppien, Jann: See page 16

Lim, Rachel: Rachel Lim is a first-year EdD student in Curriculum and Instruction at the University of Denver and an academic advisor at DU’s Lamont School of Music. Rachel earned her MM in Music Theory from Florida State University and her BM in Music Education with honors in flute performance from Samford University.
### Presenter Biographies

**Lin, Joi:** Joi Lin is working on her EdD in Gifted Educational Leadership at the University of Denver Morgridge College of Education. She holds a BS in Mathematics & Secondary Education and an MS in Industrial and Organizational Psychology. Her research focuses on the areas of career development and virtual enrichment programs for the gifted.

**Maldonado, Debra:** Debra L. Maldonado, MA, is a retired teacher from Denver Public Schools. She taught primary grades up through the sixth grade. Currently, she is working on creating an indigenous curriculum for primarily sixth grade students for English and Social Studies. She plans to obtain her doctorate in Gifted Curriculum and Instruction with a research focus on the indigenous study of underrepresentation of Native Americans in gifted education.

**Matthews, Jessie:** Jessie Matthews, MAT, is a 6th-grade teacher in Craig, CO. As a teacher, she is always searching for engaging instructional strategies to reach all levels found in the classroom. She is currently working on her EdD in Curriculum and Instruction with a focus in Gifted Education through the University of Denver.

**McCall, Dialne:** Dee McCall, MS, is a lifelong educator. She has worked at College of the Desert, Macomb Community College, Delgado Community College and Embry Riddle Aeronautical University. She currently serves as an Itinerant Teacher of the Gifted in Bartow, Florida. Her goal is to help gifted students realize their full potential.

**Newsom, Theresa:** Theresa Y. Newsom, PhD, is a Gifted Resource Teacher, Consultant, and Social Emotional Facilitator for parent groups and former School Administrator. Dr. Newsom integrates standards, personalized learning and divergent thinking strategies with learning while developing leadership potential in youth. Her mantra: You do not have to diminish yourself to empower others!

**Ortega, Amy:** Amy Ortega, MA, has served as an educator and administrator for 17 years. She taught high school math & science before moving to roles in administration. She has served as the building Gifted and Talented coordinator for several years and also serves as the district Gifted and Talented coordinator for Alamosa Schools in Colorado.

**Peralta, Stephanie:** Stephanie Peralta is a second year EdD Curriculum and Instruction student at the Morgridge College of Education. She completed her undergraduate and graduate degrees from DU as well. She is specializing in Gifted Education, with the hopes of becoming a Gifted Coordinator for Denver Public Schools in the future.

**Perks, Emmaly:** Emmaly Perks, MA, CCRP, received her Master’s from the Morgridge College of Education. She is an Education and Training Manager at Children’s Hospital of Colorado’s Pediatric Mental Health Institute. She co-directs an undergraduate research program and manages a pediatric anxiety lab at the University of Colorado. She is a former teacher of the gifted.

**Plucker, Jonathan:** See page 26

**Renzulli, Joseph:** See page 16

**Reinert, Lindsey:** Lindsey Reinert, EdD, is an adjunct professor at the University of Denver in Curriculum & Instruction, a GT Resource Teacher for Jefferson County Public Schools supporting pre-K through 12th grade students, schools, and families, and has her own educational consulting business; Little Red Backpack, LLC. She has actively worked in the field of gifted education for the past 20 years.
PRESENTER BIOGRAPHIES

Romero, Lora: Lora Romero, MBA, has spent the past three years as an educator at Lotus School For Excellence where she has had the privilege of working with third grade honors students. Lotus is a very culturally diverse school, where most students speak a primary language other than English. She is currently in her second year of the EdD program in Curriculum Instruction with an emphasis in Gifted Education.

Rundquist, Cynthia: Cynthia Rundquist, MEd, MA, MFA, has a mission to use current research and proven strategies to increase the well-being and success of gifted students. Through the Office of Gifted Education at the Colorado Department of Education, she supports professional development for educators across the state.

Scala, Kristina: Kristina Scala, MEd, is a thoughtful and creative leader, passionate entrepreneur, as well as an enthusiastic educator and facilitator who presents topics of education and personal, leadership, entrepreneurial, and parenting development. She works to inspire and motivate people to live a purposeful and authentic life through being kind, doing good, and making the world a better place through what we think, say, and do.

Schuh, Anita: Anita Schuh, MA, is currently working as the gifted facilitator at Bear Creek Elementary in Lewis Palmer School District. Prior to arriving in Colorado, she was a gifted coordinator for Mary Ellen Henderson Middle School in Falls Church, VA, and a gifted teacher in Fairfax County, VA. Along with her teaching duties, Anita is a grad student through the University of Connecticut, studying gifted education.

Seney, Robert: Bob Seney, EdD, 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.

Sisk, Dorothy: See page 12

Trujillo, Darrell: Darrell Trujillo, MA, is a 6th grade teacher at a Title I elementary school in Jefferson County. This is his third year teaching and his second career. When he is not working with his 6th grade class, he is working on his EdD degree at the University of Denver in the Curriculum and Instruction program focusing on Gifted Education. When he finds a bit of free time, he enjoys playing hockey and collecting arrowheads.

Vacante, Ashley: Ashley Vacante is earning her Doctorate in Education at the University of Denver. As a nationally certified school psychologist, she has extensive experience with current cognitive, achievement and behavioral assessments to identify twice exceptionalities, giftedness, learning differences, and social emotional concerns.

Weaver, Brian: Brian Weaver, MA, is on the DPS Leadership Team. He represents Denver CD-1 Educators on the State Advisory Committee, and serves on The Shannon B. Jones Passion Pursuit for Creative Learning Board. Brian is an affiliate faculty member at DU. He enjoys student advisories and activities that promote voice and intellectual camaraderie.

Worrell, Frank: See page 17
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