9:45-10:45am Breakout Session A

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Description</th>
<th>Shared -</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anna Armitage</td>
<td>M.A.</td>
<td>Increasing Opportunity: Integration of Choice for All</td>
<td>20</td>
<td>9:45</td>
<td>Cambridge</td>
</tr>
<tr>
<td>Joi Lin</td>
<td>M.S.</td>
<td>Exploring the Phenomena of Gifted Graduate Students Studying Gifted Education</td>
<td>20</td>
<td>9:45</td>
<td>Cambridge</td>
</tr>
<tr>
<td>Colleen Urlik</td>
<td>Ph.D.</td>
<td>Working with School Leaders</td>
<td>60 Minutes</td>
<td>9:45</td>
<td>Mountain View</td>
</tr>
<tr>
<td>Connie Brown</td>
<td>M.Ed.</td>
<td>From Socrates to STEAM: Student Agency Impacts the Future</td>
<td>30</td>
<td>9:45</td>
<td>Onyx</td>
</tr>
<tr>
<td>Terri Nielsen</td>
<td>M.A.</td>
<td>Sharpen Your Tools: The Endrew F. Supreme Court Decision</td>
<td>60 Minutes</td>
<td>9:45</td>
<td>Tudor (Upstairs, no elevator)</td>
</tr>
<tr>
<td>Benjamin Jennifer</td>
<td>M.S.</td>
<td>Transitions are Internal: Mindshift Matters</td>
<td>30</td>
<td>9:45</td>
<td>Windsor</td>
</tr>
<tr>
<td>Aleah Dacey</td>
<td>M.A.</td>
<td>The Harkness Method: 21st Century ‘Power’ Skills and Gifted Learners</td>
<td>30</td>
<td>9:45</td>
<td>Windsor</td>
</tr>
</tbody>
</table>

Anna Armitage, M.A. – Increasing Opportunity: Integration of Choice for All

James T. Webb Influence Scholar

Location: Cambridge

Increasing Opportunity: Integrating Choice for All will provide guidelines and examples for secondary teachers looking to start or increase their integration of choice in the classroom. Choice is essential for gifted students, but it benefits all. Guidelines will be differentiated for student needs’ and teacher comfort with choice in the classroom. Special attention will be paid to
creating choice for students who struggle with ambiguity, perfectionism, underdeveloped executive functioning skills, and work avoidance.

Bio: Anna is the Gifted/Talented and Advanced Programming Coordinator at Falcon Creek Middle School in the Cherry Creek School District, as well as a first-year student in the Doctor of Education: Curriculum & Instruction Gifted Specialization at the University of Denver. Her research and areas of practice include identification and talent development of underserved populations, Advanced Learning Plan implementation, teacher perceptions and understanding of giftedness, independent study for highly gifted students, creativity in the classroom, and meeting the unique needs of twice-exceptional students.

Joi Lin, M.S. – Exploring the Phenomena of Gifted Graduate Students Studying Gifted Education

James T. Webb Influence Scholar

Location: Cambridge

This session will reflect on the educational experiences of gifted graduate students who have taken graduate coursework in gifted education. A phenomenological research study was conducted using a convenience sample of the researcher's peers. Graduate students, who self-identified as gifted, completed two interviews designed to explore their experiences as a gifted student, experiences studying gifted education, and goals for their future impact as educators of gifted and talented students.

Bio: Joi is a former middle-school math teacher and a second-year graduate student working on an Ed.D. in Gifted Education at the Morgridge College of Education, University of Denver. She is interested in researching and supporting the career development and well-being of gifted and talented students and adults. Joi lives in Littleton with her partner and loves to karaoke.

Stephanie Peralta, M.A. – Early Childhood Gifted Students of Color: A Curriculum Implementation Exploration

James T. Webb Influence Scholar

Location: Cambridge

Early Childhood Gifted Students of Color are a population that needs further identification and support. This presentation will aim to answer questions about general educator knowledge surrounding the topic of early childhood gifted students of color, and how discrepancies between that of general educators and their knowledge of gifted students can be reconvened. The presentation will encapsulate the researcher's intent to collect data and the protocols to be used as mechanisms in understanding the discrepancies that may exist between general educator knowledge of gifted students of color and curriculum based in the literature.

Bio: Stephanie Peralta is a second year Ed.D. Curriculum and Instruction student at the Morgridge College of Education. She completed her Undergraduate and master’s degrees from DU as well. She is specializing in Gifted Education, with the hopes of becoming a Gifted
Coordinator in Denver Public Schools in the future. She hopes to provide and create safe spaces for students of color who may be gifted, to further their education, to be recognized and identified. Their access is her passion. She would like to thank Norma Hafenstein for believing in her and sparking her interest in Gifted Education, her family for being firm believers in education, her colleagues and classmates for being inspirational individuals and herself for taking a chance.

**Colleen Urlik, Ed.D. – Working with School Leaders**

**Location:** Mountain View

Building strong relationships with leaders who influence gifted programming at the school level is essential to providing equitable gifted programming. In a state where local control is implemented, it is critical for gifted leaders to understand how to best work with and support school leaders. During this session, we will analyze how collaboration with school leaders and challenges within the site based gifted programming have traditionally been approached. We will explore and apply a new framework to collaborating with school leaders, understanding issues within site based gifted programs, and creating long-lasting solutions.

Bio: Colleen holds her Doctorate in Curriculum and Instruction with a Specialization in Gifted Education from the University of Denver and is the Principal of Hulstrom K-8, the magnet school in Adams 12 School District for gifted and advanced learners. She also serves as the President-Elect for the Colorado Association for Gifted and Talented.

**Connie Brown, M.Ed. – From Socrates to STEAM: Student Agency Impacts the Future**

**Location:** Onyx

While Agency feels like a new buzzword in education, it has been around since the 5th Century, BCE. What does it really mean? Why does it matter? How has it changed (and stayed the same) throughout all these centuries? How can we help our students develop it, and why should we? This session is for any educator who is hoping to understand the meaning of this concept as well as explore opportunities to inspire and invigorate their most complex learners to become the best version of themselves.

Bio: Connie is a 30-year classroom veteran for middle and high school students, having served 10 years as lead teacher for a GT Center School. She is currently a GT Resource Teacher in Jefferson County, primarily focusing on secondary ALPs and gifted programming.

**Brenda Kay Hardman, Ed.D. & Dialne McCall, M.S. - The Secondary School Leader’s Role in Gifted Education: Building for Success?**

**Location:** Onyx

School administrators of the future have more ability then they realize over how to meet the gifted student’s needs. With knowledge of state and federal standards, the building administrator
can create innovate programs specific to their population. We present examples on how to staff a school and create consistent accountability structures at little or no cost. An innovative school leader is pivotal to the success of gifted secondary students as they build a master schedule which facilitates their diverse populations with unique curricular needs. Participants will be inspired to purposefully align scheduling and programs to meet the gifted student’s interests.

Brenda Kay Hardman Bio: Dr. Hardman, a third-generation educator, serves as a Coach in Training for Ford’s New Generation of Learning. In 2020 she will serve NGL communities nationwide in developing small learning communities. As a past IB middle and high school principal, her quest is to enhance the accelerated learner’s experiences.

Dee McCall Bio: Dee McCall 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.

Terri Lee Nielsen, M.A. - Sharpen Your Tools: The Endrew F. Supreme Court Decision
Location: Tudor (Upstairs, no elevator)

This session maximizes the opportunity to share our experiences with several important Education Law tools that may touch the lives of Gifted and other Learner types, such as ALPs, 504 Plans, IEPs, Reading Plans, Independent Learning Plans, FBAs, School-wide MTSS and PBIS planning, along with legislatively required (in Colo) ICAP career planning that often begins in "the middle years" but is required for 9th - 12th grade students, along with a quick magnifier on some specific criteria that help lay the foundation for success for these documents.

Bio: Terri was an early career K-12 educator and school psychologist intern, who then spent numerous years as a Project Manager / Investor for several Entrepreneurial projects including real estate investments, the Co-Founding of a Medical Device Distributorship, and the Founding of a small Education Advocacy organization 26 years ago called, Satori Alliance for Strong Schools. She is involved with the TQM and Agile communities in Denver and Boulder, and has enjoyed serving on numerous education advocacy boards and committees, including serving as the Resource Chair for JAG/T - Jefferson County Association for Gifted and Talented Learners many years ago, when her now young adult children were in elementary school. She enthusiastically cheers her daughter's three youngsters as they gain language, literacy, numeracy, artistic and athletic skills; while she herself enjoys rollerblading, tennis and skiing amidst Colorado's beautiful landscapes, and humpback whale watching in Hawaii, particularly during peak birthing season from New Years Day to Valentine's Day. Her son is a Radiologist physician for Univ of Colo, and her daughter is Vice-President of a financial firm in Denver.

Benjamin Hershelman & Jennifer Fredrickson - Transitions are Internal: Mindshift Matters
Location: Windsor
If change is external and transition is internal, what structures might support a MINDSHIFT that paves the way for a successful and smooth transition from elementary school to middle school? Investigating, strengths, super-powers, passions, challenges and catalysts WITH students allows teams to identify tools and resources that support the learner and the learning ahead of the transition. Explore how we embraced the transition MIND SHIFT and created partnerships and pathways to prepare for successful transitions to middle school for students, educators, and families!

JOINT Bio: Ben Hershelman and Jenny Fredrickson work as GT Resource Teachers in Northern Jefferson County. In their role, they support identification, programming, and whole child balance/health for student’s Pre-K through 8th grade.


Location: Windsor

Gifted learners have an opportunity to explore and receive feedback on 21st century ‘power’ skills, like communication, problem-solving, critical thinking, and collaboration, through the use of responsive, student-led Harkness discussions. This strategy encourages students to practice reasoning, analysis, and argument while simultaneously developing impulse control, taking risks, negotiating conflict, managing time, and practicing flexibility. In this session, attendees will receive an overview of the Harkness method and listen to samples of student-led discussions along with sample rubrics, student reflections, and feedback strategies.

Bio: Aleah Dacey is a writer and educator with over 15 years of experience in responsive education, school administration, museum education, design thinking, project management, and instructional design; she has an M.A. in English, an M.A. in Teaching and Technology, and a B.A. in English and Art History.
**11:00-12:00pm Breakout Session B**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Degree</th>
<th>Topic</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sylvia Rimm</td>
<td>Gifted Curriculum and Social-</td>
<td>Ph.D.</td>
<td>Gifted Curriculum and Social-Emotional Health—The</td>
<td>60 Min</td>
<td>Cambridge</td>
</tr>
<tr>
<td>Julia Link Roberts</td>
<td>Emotional Health—The Crucial</td>
<td>Ed.D.</td>
<td>Crucial Connection</td>
<td>11:00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Connection</td>
<td></td>
<td></td>
<td>AM</td>
<td></td>
</tr>
<tr>
<td>Marla Caviness-French</td>
<td>Connecting to the Quantitative</td>
<td>M.Ed.</td>
<td>Connecting to the Quantitative Strengths of Gifted</td>
<td>Shared</td>
<td>Onyx</td>
</tr>
<tr>
<td></td>
<td>Strengths of Gifted Readers</td>
<td></td>
<td>Readers</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11:00</td>
<td></td>
</tr>
<tr>
<td>Molly Lin Isaacs-McLeod</td>
<td>Making a Case: Advocating</td>
<td>M.S. J.D.</td>
<td>Making a Case: Advocating for Math Acceleration</td>
<td>Shared</td>
<td>Onyx</td>
</tr>
<tr>
<td></td>
<td>for Math Acceleration</td>
<td></td>
<td></td>
<td>30</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11:00</td>
<td></td>
</tr>
<tr>
<td>Anna Voth Polk</td>
<td>Affective Goal Setting with the</td>
<td>M.Ed.</td>
<td>Affective Goal Setting with the Habits of Mind</td>
<td>Shared</td>
<td>Onyx</td>
</tr>
<tr>
<td>Molly Lin Isaacs-McLeod</td>
<td>Affective Goal Setting with the Habits of Mind</td>
<td>M.Ed.</td>
<td>Affective Goal Setting with the Habits of Mind</td>
<td>Shared</td>
<td>Onyx</td>
</tr>
<tr>
<td>Michelle Oslick Cawley Armour</td>
<td>Unplugged: Frank Conversations About Supporting Gifted Learner’s Social Emotional Needs</td>
<td>M.A. L.P.C. M.S.W.</td>
<td>Unplugged: Frank Conversations About Supporting Gifted Learner’s Social Emotional Needs</td>
<td>Shared</td>
<td>Onyx</td>
</tr>
<tr>
<td>Renee Allison</td>
<td>Unplugged: Frank Conversations About Supporting Gifted Learner’s Social Emotional Needs</td>
<td>M.A. L.P.C. M.S.W.</td>
<td>Unplugged: Frank Conversations About Supporting Gifted Learner’s Social Emotional Needs</td>
<td>Shared</td>
<td>Onyx</td>
</tr>
<tr>
<td>Felicia Lowman-Sikes</td>
<td>Is this Child Gifted?</td>
<td>Ed.D.</td>
<td>Is this Child Gifted? Characteristics Prevalent in</td>
<td>60 Min</td>
<td>Windsor</td>
</tr>
<tr>
<td></td>
<td>Characteristics Prevalent in</td>
<td></td>
<td>Underserved Populations</td>
<td>11:00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Underserved Populations</td>
<td></td>
<td></td>
<td>AM</td>
<td></td>
</tr>
</tbody>
</table>

**Sylvia Rimm, Ph.D. & Julia Link Roberts, Ed.D. – Gifted Curriculum and Social-Emotional Health—The Crucial Connection**

**2013 & 2015 Palmarium Award Recipients**

**Location:** Cambridge

Curriculum that is challenging is a necessary component of appropriate schooling for high-ability students. Strategies must remove the learning ceiling at the same time that learning opportunities are built around complex content. Rigor and relevance combine to encourage the development of confident, creative and competent learners.

In the early days of gifted education, educators assumed that advanced curriculum alone would ensure dedicated learning. While some students adjusted well to new challenges, others equally gifted, defensively avoided them. Some struggled with perfectionistic anxiety and ignored challenges that demanded discipline and concentration. Some came from enriched home environments. Others came from environments that were not enriched, but were expected to function at high levels. Even when students came from enriched environments, they struggled with the isolation of their unique ability, which could lead to feelings of being misunderstood or unappreciated.
environments, while others came from diverse backgrounds that obscured their giftedness. Still others masked their giftedness because of disabilities or emotional exceptionalities.

Educators, counselors and families discovered the crucial connection of social-emotional needs with advanced curriculum. That challenge continues and leads to under identification and underachievement of gifted students. Our presentation will emphasize that crucial connection of curriculum and social-emotional learning and how educators and parents can deliver the appropriate magical combination.

Rimm Bio: Dr. Sylvia Rimm is a psychologist who directs the Family Achievement Clinic in Ohio and specializes in working with gifted children and adults. She is also a clinical professor at Case Western Reserve University School of Medicine and counsels at Menlo Park Academy, a K-8 charter school for gifted children. Dr. Rimm speaks and publishes internationally on parenting, giftedness, creativity and underachievement. Among her many books are Education of the Gifted and Talented, Why Bright Kids Get Poor Grades and What You Can Do About It, How to Parent So Children Will Learn, Keys to Parenting the Gifted Child, See Jane Win®, How Jane Won, and See Jane Win for Girls. See Jane Win® was a New York Times Best Seller and was featured on The Oprah Winfrey Show and in People magazine. Her newest book is Jane Wins Again: Can Women Have It All? A Fifteen Year Follow Up. Dr. Rimm was a longtime contributor to NBC’s Today Show, hosted Family Talk on public radio nationally, and served on the Board of Directors of the National Association for Gifted Children. She has received the prestigious Anne F. Isaacs, Robert Rossmiller and Palmarium awards for her lifetime contributions to gifted children.

Roberts Bio: Dr. Julia Link Roberts is the Mahurin Professor of Gifted Studies at Western Kentucky University. She is also the Executive Director of The Center for Gifted Studies and The Carol Martin Gatton Academy of Mathematics and Science in Kentucky. She is active in international, national, and state organizations. Dr. Roberts is one of seven members of the Executive Committee of the World Council for Gifted and Talented Children, past-president of The Association for the Gifted (a division of the Council for Exceptional Children), co-chair of the Legislative and Advocacy Committee for the National Association for Gifted Children, a member of the Kentucky Advisory Council for Gifted and Talented Education, and a board member of the Kentucky Association for Gifted Education. Her writing has focused upon differentiation, assessment, STEM schools, advocacy, and gifted education. Dr. Roberts received the first NAGC David Belin Advocacy Award, the 2011 Acorn Award as the outstanding professor at a Kentucky four-year college or university, and the 2011 William T. Nallia Award for innovative leadership from the Kentucky Association for School Administrators. Dr. Roberts was the recipient of the 2015 Palmarium Award. She directs summer and Saturday programming for gifted children as well as travels internationally with high school students.

Marla Caviness-French, M.Ed. - Connecting to the Quantitative Strengths of Gifted Readers

Location: Onyx

Understanding and developing the quantitative strength areas of gifted and talented readers leads to deeper, richer thinking. Incorporating quantitative strategies into literacy classes will inspire
readers to engage in text using a very different cognitive thinking style. Quantitative reasoning strategies are necessary job skills that need to be regularly incorporated into a wide variety of content areas to adequately prepare our students for their future career environment.

Bio: Marla Caviness-French has 29 years of experience in education. As the CogAT coordinator in Jeffco Public Schools, Marla helps schools understand how to use CogAT data to guide and inform instruction to help all students expand their reasoning abilities in areas that relate to school success.

Joi Lin, M.S. & Molly Isaacs-McLeod, J.D. - Making a Case: Advocating for Math Acceleration

Location: Onyx

As educators, it is our responsibility to educate students at their true level of learning. Often, this requires advocating for student acceleration in any areas of advanced aptitude. In this session, we will reflect on the research surrounding the effectiveness and social and emotional impact of different types of math acceleration; discuss impacts of math acceleration interventions; and celebrate stories from the perspectives of a student who was accelerated in math, a teacher of accelerated math, and a parent who advocated for math acceleration. Join us to discuss tips for advocating for the appropriate math acceleration of your students.

Joi Lin Bio: Joi Lin is a former middle and high school math teacher who is pursuing an Ed.D. in Gifted Education at the University of Denver. She encourages educators to advocate for appropriate learning experiences for their gifted and twice-exceptional students in math class and beyond.

Molly Isaacs-McLeod Bio: Molly A. Isaacs-McLeod, J.D., LLM, is a publisher, advocate, mediator, and educator. She is President and founder of Gifted Unlimited, LLC., a niche publishing company providing content pertinent to the gifted community, including titles formerly provided by Great Potential Press. She is a partner and co-founder of Practical Resolutions, LLC, and provides advocacy services to families seeking appropriate accommodation for their gifted children. In addition to having homeschooled her children, Molly has taught online classes at Athena’s Advanced Academy. Molly serves on the Planning Committee of the Institute for Special Education Advocacy at William and Mary Law School, 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. She co-founded 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.

Anna Voth, M.Ed. & Jennifer Polk, M.Ed. - Affective Goal Setting with the Habits of Mind

Location: Tudor (Upstairs, no elevator)

High levels of achievement are often the results of non-intellectual factors. Using the Habits of Mind to teach our students how to be successful thinkers is one way to reach those high levels of achievement. Changing the state of mind of our students and changing the ways they approach
problems and situations can give them the skills needed to be successful in college and career. Using the work of Costa and Kallick I hope to give teachers the tools to write effective affective goals that will change the way our gifted students think about school and themselves as learners.

Anna Voth Bio: Anna has her Master's in Educational Leadership and has been involved in Gifted education for 20 years. She supports various schools district wide by facilitating professional development and implementing gifted curriculum for all district stakeholders.

Jennifer Polk Bio: Jennifer has her Master's in Gifted Education and is a 4th grade classroom teacher at Shelton Elementary. She serves on the district Gifted Advisory council and is the gifted building liaison for her school. She uses Habits of Mind with her students in her classroom to develop their love of learning.


Location: Tudor (Upstairs, no elevator)

In a time when reports of childhood mental health disorders are on the rise, and the capacity of mental health staff cannot keep pace with demand, meeting the social emotional needs of gifted learners can seem daunting.

During this session, presenters will reflect on the past by sharing real world experiences and resources developed to provide vertically aligned SEL outcomes integrating NAGC and CAS standards as well as the CASEL model as a foundation for universal social emotional instruction. They will also share their vision of how these resources will impact the future of social Emotional Learning for gifted students.

Oslick Bio: Michelle Oslick supports mental health providers and educators of gifted students in Douglas County, CO with over 14 years of experience working with gifted students. Her expertise includes providing coaching and professional development in order to develop mental health supports for gifted students through multiple tiered systems of support.

Cawley Bio: Renee Cawley is a licensed professional counselor working for eleven years in a middle school setting and focusing on the development of affective curriculum and service models that meet the needs of gifted adolescents using a cluster group model.

Armour Bio: Allison Armour is a school social worker providing support for universal, targeted, an intensive mental health support for all learners and specializing in supporting teachers, students, and families of highly gifted learners whose needs are extensive that they require center-based instruction since 2005.


Location: Windsor
This workshop will utilize profiles of gifted learners (K-12) from underserved populations to assist teachers and administrators as they learn characteristics that are present in rural students, English language learners, twice-exceptional students, and/or those who live in poverty. Workshop participants will work together to analyze student profiles and determine whether or not they would refer each student for a gifted education evaluation. Upon collaborating, participants will discover the true results from each student’s evaluation process, including special characteristics that may have hindered their identification. Participants will learn who initiated the referral process, none of whom were classroom teachers, and why classroom teachers often overlook similar students.

Bio: Felicia Lowman-Sikes is currently the Facilitator of Gifted Education Programs for Washington County Virginia Public Schools. In addition to a B.A. and M.Ed. she holds a graduate endorsement in Gifted Education from the University of Virginia and is currently an Ed.D. candidate at the University of South Carolina where she is studying the impacts of authentic assessments on student engagement among gifted learners. With twenty years of experience in public education, Ms. Lowman-Sikes strives to provide teachers and administrators with simple tools that can impact how they serve gifted learners. Ms. Lowman-Sikes is the past chairperson of the Region VII Consortium of Gifted Education Administrators and currently serves on the Virginia Consortium of Gifted Education Administrators’ State Executive Committee.
**1:00 – 2:00 pm Breakout Session C**

<table>
<thead>
<tr>
<th>Speaker</th>
<th>Title</th>
<th>Duration</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frank Worrell, Ph.D.</td>
<td>Motivating Gifted Students</td>
<td>60</td>
<td>1:45</td>
<td>Cambridge</td>
</tr>
<tr>
<td>Emmaly Perks, M.A.</td>
<td>Implementing Transitional Talent Development Programs to Support Multipotentiality</td>
<td>Shared - 30</td>
<td>1:45</td>
<td>Onyx</td>
</tr>
<tr>
<td>Lindsey Jessica Reinert, Ed.D. Howard</td>
<td>Educational Pathways: Thinking Outside the Box &amp; Advocacy</td>
<td>Shared - 30</td>
<td>1:45</td>
<td>Onyx</td>
</tr>
<tr>
<td>Courtney Kendra Klein, Psy.D. Doukas</td>
<td>The Resilience Project: Understanding School Violence</td>
<td>Shared - 30</td>
<td>1:45</td>
<td>Tudor (Upstairs, no elevator)</td>
</tr>
<tr>
<td>Traci Leena Glover, M.Ed. Ed.S. Weaver</td>
<td>Emotional Regulation in the World of Gifted and Talented</td>
<td>Shared - 30</td>
<td>1:45</td>
<td>Tudor (Upstairs, no elevator)</td>
</tr>
<tr>
<td>Korrie Allen, Psy.D.</td>
<td>Understanding the Twice- Exceptional Learner</td>
<td>60 Minutes</td>
<td>1:45</td>
<td>Windsor</td>
</tr>
</tbody>
</table>

**Frank Worrell, Ph.D. – Motivating Gifted Students**

**2019 Palmarium Award Recipient**

**Location:** Cambridge

There is an assumption that gifted and talented students are always intrinsically motivated. However, these students are not always motivated to do what you want them to do and it is important that teachers know how to motivate gifted and talented students. In the first part of this presentation, Dr. Worrell will review several motivational frameworks that are useful for educators to know. In Part 2, participants will work on translating the frameworks into activities for the classroom so that participants have a chance to practice applying the motivational frameworks.

Bio: 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 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 (the 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, Trinidad and Tobago, Turkey, and the United Kingdom.

Emmaly Perks, M.A., CC - Implementing Transitional Talent Development Programs to Support Multipotentiality

Location: Onyx

From an early age, gifted students are often told they can excel in any career they imagine—they need only to choose. However, many gifted students experience difficulty selecting careers due to multipotentiality, or increased aptitude across multiple domains. One solution is to implement transitional talent development programs (TTDPs). Through the framework of a TTDP at the University of Colorado, this session will provide information on developing TTDPs for students of all ages. Attendees will learn how to identify multipotentiality, resolve issues around multipotentiality, and leave feeling empowered to select and develop high-quality TTDPs for gifted students in their lives.

Bio: Emmaly Perks received her Masters of Education from the University of Denver. She is the Director of the Psychiatry Research Education Core at the University of Colorado. Her work focuses on the intersection between educational, career and socio-emotional development. She has taught gifted students from elementary school through adulthood.

Lindsey Reinert, Ed.D. & Jessica Howard, Ed.D. - Educational Pathways: Thinking Outside the Box & Advocacy

Location: Onyx

As we are well aware, the traditional school system often does not meet the intellectual and/or social-emotional needs of our gifted children. Luckily, in this age of technology, transition and open-enrollment, there are many options available for families. How can we leverage advocacy to address these options available to families? Advocacy is "standing up or speaking up" (Corbell, 2000, p. 1) or "giving active support to a cause, putting out a call to take a position on an issue, and acting to see that it is resolved in a particular way" (Dettmer, 1995, p. 389). Through the lens of giftedness, Gallagher (1983) defined advocacy for gifted education as "a set of activities designed to change the allocation of resources to improve opportunities for the education of gifted and talented students" (p. 1).

Lindsey Reinert Bio: Dr. Lindsey Reinert is an adjunct faculty at the University of Denver in Curriculum & Instruction, a GT Resource Teachers 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 is the presiding secretary for the Gifted Education State Advisory Committee (GE-SAC) and is Co-Presiding Governor for the Colorado Academy of Educators for the Gifted, Talented and Creative (CAEGTC). She has actively worked in the field of gifted education for the past 20 years.
Jessica Howard Bio: Dr. Howard has been teaching children and adults for over 20 years and recently completed her Doctorate in Gifted Education at the University of Denver. She is the founder and owner of The SEAD program provides social and emotional learning through an individualized engaging Online platform. She has worked in the gifted education office at the Colorado Department of Education as well as in the special education and gifted education departments at Jeffco Public Schools. Her work is focused in the area of social-emotional needs of children, adolescents, and young adults.


Location: Tudor (Upstairs, no elevator)

Traumatic situations such as school violence and other life-threatening acts against children and adults continue to impact our community. We look back at our experiences and work to support parents, teachers, and other community members who need to be better equipped to take care of themselves and to speak with their children about understanding, recognizing, and preventing violence through knowledge and improved mental health care. Looking forward we need to increase stress management techniques, self-care for all ages, and understanding of when to be afraid, when to react, and when to enjoy life with security. Ardent Grove presenters will help adults to recognize and address signs of trauma in themselves and children.

Klein Bio: Courtney is a Licensed Clinical Psychologist, Clinical Associate at The Catalyst Center, Executive Director of the Ardent Grove Foundation, and serves as a member on the Board of Psychological Examiners, DORA Colorado. She obtained her graduate degrees from the University of Denver’s Graduate School of Professional Psychology Center and has worked at various roles treating and training on trauma in private practice, community mental health centers, and in crisis care in the hospital system.

Doukas Bio: Kendra is a Licensed Marriage and Family Therapist, the Assistant Director of The Catalyst Center, and Clinical Supervisor and Community Presenter at the Ardent Grove Foundation. She obtained her advanced degrees from Colorado State University and has advanced knowledge in trauma treatment modules with children, families, and adults.

Traci Glover, M.Ed. & Leena Weaver, Ed.S. - Emotional Regulation in the World of Gifted and Talented

Location: Tudor (Upstairs, no elevator)

When it comes to emotional well-being, gifted and talented students come with a unique set of challenges. Many students struggle with frustration tolerance and emotional regulation. We’ll review healthy versus unhealthy development and underlying causes of severe behavior including trauma, attachment, temperament, development, and entitlement, and how they play out with gifted and talented students. Participants will learn what an emotionally healing environment is and the need for healthy boundaries while building healthy relationships with students. This leads to a deeper connection between educator and student which will enhance the student's emotional and academic growth.
Traci Glover Bio: Traci is a School Counselor, Licensed Social Worker and Licensed Professional Counselor. Traci is trained in EMDR Therapy (Eye Movement Desensitization Reprocessing), Attachment Therapy, Love and Logic and trained in Restorative Circles and Restorative Justice. She received the Friend of the School Psychologist and Elementary School Counselor of the Year.

Leena Weaver Bio: Leena is a school psychologist and has her Education Specialist Degree. She is a Nationally Certified School Psychologist, trained in Love and Logic School, Restorative Circles and Restorative Justice. She received the School Psychologist of the Year Award from the Idaho Association of School Psychologists in 2011.

**Korrie Allen, Psy.D. – Understanding the Twice-Exceptional Learner**

**Location:** Windsor

Twice exceptional children often demonstrate performance that falls on both ends of the learning spectrum and represent a diverse group of individuals with a wide range of gifts, talents, and accompanying disabilities (Neihart, 2008; Trail, 2012). These learners tend to be misjudged, misunderstood, and mistreated in the educational setting, and often fall through the cracks because their gifted characteristics can mask the disability, or the disability can mask their gifted potential (Cline, 1999; Brody & Mills, 1997). The goal of this presentation is to review recent findings from the research and discuss practical implications for educators, parents, psychologists, and counselors.

Bio: Korrie Allen, PsyD, ABSNP is a Visiting Assistant Professor at the University of Denver. She founded Innovative Psychological Solutions. Dr. Allen has received funding from the Commonwealth Health Research Board, U.S. Department of Education, and the Society School Psychology Research to conduct research in the areas of autism and ADHD.
# 2:00 – 2:30 pm Poster Presentations

**Location:** Onyx

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Title</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laura Boroughf</td>
<td>M.A.</td>
<td>Creating Relevant Curriculum Through Current Events in the Secondary Classroom</td>
<td>2:00 PM</td>
<td>Onyx</td>
</tr>
<tr>
<td>Katie Coggin</td>
<td>M.A.</td>
<td>English Language Proficiency and General Intellectual Ability: Is there a correlation?</td>
<td>2:00 PM</td>
<td>Onyx</td>
</tr>
<tr>
<td>Clare Heather</td>
<td>Ed.D. M.A.</td>
<td>Engaging Documentation: Verbatim and Reflective Practices</td>
<td>2:00 PM</td>
<td>Onyx</td>
</tr>
<tr>
<td>Sydney Slifka</td>
<td>M.A.</td>
<td>Preparing Preservice Teachers for Working with Gifted Students</td>
<td>2:00 PM</td>
<td>Onyx</td>
</tr>
<tr>
<td>Anna Armitage</td>
<td>M.A.</td>
<td>Increasing Opportunity: Integration of Choice for All</td>
<td>2:00 PM</td>
<td>Onyx</td>
</tr>
<tr>
<td>Stephanie Peralta</td>
<td>M.A.</td>
<td>Curriculum Impact for Early Childhood Gifted Students of Color</td>
<td>2:00 PM</td>
<td>Onyx</td>
</tr>
<tr>
<td>Joi Lin</td>
<td>M.S.</td>
<td>Educational Experiences of Gifted Graduate Students Studying Gifted Education</td>
<td>2:00 PM</td>
<td>Onyx</td>
</tr>
</tbody>
</table>

**Laura Boroughf, M.A. - Creating Relevant Curriculum Through Current Events in the Secondary Classroom**

Using current events to connect students to the curriculum. This poster will show how to make deeper meaning with the content. Websites, resources and lesson ideas will be shared.

Bio: Laura is a DU graduate student for Gifted Education with 13 years of experience teaching in middle school. She has 3 children, 5 chickens, 1 dog, 2 rabbits, and a hedgehog.

**Katie Coggin, M.A. – English Language Proficiency and General Intellectual Ability: Is there a correlation?**

This presentation would present research findings from my doctoral research proposal. This research will use a quantitative correlational design to investigate the relationship among English language proficiency and general intellectual ability of English language learners for identification in gifted programs. This will be done by correlating test results from ACCESS, a measure of English language proficiency, and the Naglieri Nonverbal Ability Test (NNAT), a test of general intellectual ability commonly used in gifted identification.

Bio: Katie Coggin is the Gifted Learning Teacher for Challenge School in Cherry Creek Public Schools. She is in her 13th year as an educator and has devoted her education and career to gifted diverse learners. She has been a teacher, GT teacher, GT Liaison, and GT Coordinator. She has an extensive background in professional development to help other educators understand how to serve gifted learners.
**Clare Hammoor, Ed.D. & Heather Mock, M.A. - Engaging Documentation: Verbatim and Reflective Practices**

Many schools share frequent documentation of children with families and the larger community. These photos and blurbs form the basis of parents’ understanding of their children’s day-to-day activities. They also support our students as they articulate their experiences and learning.

This poster is particularly interested in discovering ways in which this practice can expand beyond the scope of photographs and adult-written notes and into the voices and actions of young people. By sharing more complicated and engaging documentation of children’s projects, relationships and interactions, we can more clearly identify and support talent in our young people.

Hammoor Bio: Clare is a playful educator whose practice is animated by inquiry and joy. Currently the Director of Inquiry and Instruction at Compositive Primary, he is fascinated by arts integration and collaboration. Clare has taught at Blue School, New York University, and University of Denver among other institutions. He has led classes and workshops internationally and his writing appears in articles, chapters, and journal editorships. He has also taught university courses and directed theatre in prisons for the past nine years. Clare earned an Ed.D. from NYU where his research focused on the agencies of children and things in play.

Mock Bio: An engaging and energetic leader, Heather Bushnell Mock is the founding head of school at Compositive Primary. In her 22 years as an educator, she has worked with students at all stages of the primary through secondary journey. Heather came to Compositive Primary from Dawson School where she was the Associate Head of School and K-8 Director. Prior to Dawson, Heather was an upper school class dean at Kent Denver School. Heather has also held teaching and/or administrative positions at The Maple Street School (Manchester, Vt.), The Head-Royce School (Oakland) and Sandia Preparatory School (Albuquerque). A graduate of The Spence School in New York, Heather earned a bachelor’s degree in art history from Princeton University and a master’s degree in elementary education from Teachers College at Columbia University.

**Sydney Slifka, M.A. – Preparing Preservice Teachers for Working with Gifted Students**

What research has explored the preparation of preservice teachers teaching gifted students? This literature review reflects upon current trends in academic research on preservice teachers' preparedness for working with gifted students. Current areas of need and recommendations for impacting the fields of gifted education and teacher preparation will also be identified.

Bio: Sydney Slifka, M.A., is a teacher at an elementary school in Jefferson County. She is pursuing an Ed.D. at the University of Denver in the Curriculum and Instruction with an emphasis in Gifted Education. Her passion and research focus is impacting preservice teachers’ understanding of gifted students.

**Anna Armitage, M.A. – Increasing Opportunity: Integration of Choice for All**

James T. Webb Influence Scholar
This poster will provide examples of strategies to support secondary teachers in increasing integration of choice in their classrooms.

Bio: Anna is the Gifted/Talented and Advanced Programming Coordinator at Falcon Creek Middle School in the Cherry Creek School District, as well as a first-year student in the Doctor of Education: Curriculum & Instruction Gifted Specialization at the University of Denver. Her research and areas of practice include identification and talent development of underserved populations, Advanced Learning Plan implementation, teacher perceptions and understanding of giftedness, independent study for highly gifted students, creativity in the classroom, and meeting the unique needs of twice-exceptional students.

**Joi Lin, M.S. – Educational Experiences of Gifted Graduate Students Studying Gifted Education**

**James T. Webb Influence Scholar**

This poster will share a horizon of quotes of gifted graduate students studying gifted education related to their educational experiences in elementary school, secondary school, and higher education. A convenience sample of eight graduate students were interviewed as part of a phenomenological research study.

Bio: Joi is a former middle-school math teacher and a second-year graduate student working on an Ed.D. in Gifted Education at the Morgridge College of Education, University of Denver. She is interested in researching and supporting the career development and well-being of gifted and talented students and adults. Joi lives in Littleton with her partner and loves to karaoke.

**Stephanie Peralta, M.A. – Curriculum Impact for Early Childhood Gifted Students of Color**

**James T. Webb Influence Scholar**

Ms. Peralta, M.A., has chosen to display the potential impact of curriculum usage in general education classrooms for early childhood gifted students of color. Three mechanisms are used to understand what is currently happening in the classroom and the comparison to vital current literature.

Bio: Stephanie Peralta is a second year Ed.D. Curriculum and Instruction student at the Morgridge College of Education. She completed her Undergraduate and master’s degrees from DU as well. She is specializing in Gifted Education, with the hopes of becoming a Gifted Coordinator in Denver Public Schools in the future. She hopes to provide and create safe spaces for students of color who may be gifted, to further their education, to be recognized and identified. Their access is her passion. She would like to thank Norma Hafenstein for believing in her and sparking her interest in Gifted Education, her family for being firm believers in education, her colleagues and classmates for being inspirational individuals and herself for taking a chance.
Tracy Cross, Ph.D. – Providing for the Positive Psychological Development of Students with Gifts and Talents

2020 Palmarium Award Recipient

Location: Cambridge

In this session, I will discuss challenges to gifted students’ psychosocial functioning. The day-to-day lived experience of gifted students can include a variety of stressors unique to them. Peers, teachers, and family members may support or undermine their psychological functioning. Using developmental and motivation theory, I will discuss what the research on gifted students tells us about challenges to their happiness, mental health, and productivity. From there, I will explore options for the adults in their lives to provide the support they need.

Bio: Dr. Tracy Cross holds an endowed chair, 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 William & Mary. He has published well over 200 articles, book chapters, and columns; made over 300 presentations at conferences, and has published ten books; number 11 is in press. He has edited five journals in the field of gifted studies (Journal for the Education of the Gifted, Gifted Child Quarterly, Roeper Re-view, Journal of Secondary Gifted Education, Research Briefs) and two general education journals (The Teacher Educator and the Journal of Humanistic Education). He received the Distinguished Scholar Award in 2011 from the National Association for Gifted Children (NAGC), and the Distinguished Service Award from both The Association for the Gifted (TAG) and NAGC. He also received the Early Leader and Early Scholar Awards from NAGC and in 2009 was given the Lifetime Achievement Award from the MENSA Education and Research Foundation. In 2004, he was named the Outstanding Researcher for Ball State University.
Mark Hess, M.Ed. - Yellow Labs, Grizzly Bears: Social-Emotional Lives of Gifted Boys

Location: Onyx

Gifted boys, like all gifted children, are wrapped in intensities. How do we invite boys—who might lack the basic vocabulary of emotions--into social-emotional classroom lessons in a non-threatening way? How can we invite them to move beyond the stereotypical roles of masculine from our past and reach out with empathy and understanding to propel us into the future? This session will examine the wonderful (and conflicted) world of "boyness" and suggest ways we can use humor, hands-on learning, mystery, and activities to engage boys in social-emotional lessons. Each participant will receive a fully developed lesson plan.

Bio: Mark Hess has spent 31 years teaching gifted learners. He is the Pikes Peak Association for Gifted Students president and state board member for the Colorado Association for Gifted and Talented. As Portable Gifted and Talented, he trains teachers and has published 225 units specifically designed for gifted learners.

Lindsey Reinert, Ed.D. & Kimberly Schmidt, Ph.D. – Best Practices for Culturally and Linguistically Diverse Learners in Gifted Education

Location: Mountain View

Culturally and linguistically diverse learners have inequitable access to gifted programming, curricula and services; therefore, they do not receive instruction that nurtures their learning talents, culture, and emergent bilingualism. Siegle and colleagues report (2016) that “students from culturally, linguistically, and economically diverse communities represent disproportionately low numbers of students scoring at the highest levels of achievement, rendering concerns that students in today’s schools are potentially being “intellectually barred” from achieving their obvious, emergent, and latent talents and abilities.” (p. 105) Because of this divide, we argue that giftedness programming and identification must also include culturally responsive curricula, build from language strengths and needs of students, and provide access to gifted programming that includes enriched curriculum, cluster groups, differentiated learning experiences, critical thinking. Community-based projects are culturally responsive building from Freire’s conceptions of problem-posing that encourage students to explore the problems, concerns, and needs of their communities through inquiry-based approaches in small groups.

Lindsey Reinert Bio: Dr. Lindsey Reinert is an adjunct faculty at the University of Denver in Curriculum & Instruction, a GT Resource Teachers 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 is the presiding secretary for the Gifted Education State Advisory Committee (GE-SAC) and is Co-Presiding Governor for the Colorado Academy of Educators for the Gifted, Talented and Creative (CAEGTC). She has actively worked in the field of gifted education for the past 20 years.

Kimberly Schmidt Bio: Dr. Schmidt spent 23 years in public and private education in a variety of contexts as a teacher, professional developer and researcher. Her teaching and research interests include culturally responsive pedagogy, literacy, teacher education, and gifted education for
Culturally and Linguistically Diverse Learners. She won the Literature Sig Dissertation Award in the American Education Research Association in 2018.

Debra Maldonado, M.A. & Darrell Trujillo, M.A.T. - Underrepresentation of Minority Gifted Students within the Public School System

Location: Tudor (Upstairs, no elevator)

One of the 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. Finally, the last goal, is to help educators be more aware of the underlying biases that often prevent them from identifying minority gifted students.

Bio: Debra L. Maldonado, retired teacher of Denver Public Schools. I taught sixth grade but most of my teaching was in the primary grades. I also had the opportunity to long term sub in schools with a population of kindergarten through eighth. Currently, I am working on creating an indigenous curriculum for primarily sixth grade students for English and Social Studies. I plan to get my doctorate in Gifted curriculum and instruction. My research focus will be an indigenous study of underrepresentation of Native Americans in gifted education

Bio: Darrell Trujillo is currently a Social Studies GT teacher at Ken Caryl Middle School. This is his fourth year teaching and his second career. When he is not working with his gifted students, he is working on his Ed.D. 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.

Paul Viskanta, M.A. – Serving Gifted & Talented GLBTQ+ Students: Supporting CO/CA/NJ/IL Legislation

Location: Windsor

This workshop will focus on this special population by exploring the similarities and differences in each of the states’ (CO/CA/NJ/IL) legislation. We will then review the research regarding how to support this population from a lens of gifted and talented education. Finally, we will collectively study several of the most prominent curricular resources currently available for educators to satisfy the different legislative requirements, then determine strategies to specifically differentiate the content for gifted and talented students. The study of curricular resources will identify specific areas of opportunity, so as to “Impact the Future,” as more states mandate curriculum that is inclusive of the GLBTQ+ population and its accomplishments.

Bio: Paul Viskanta is a 3rd year Ed.D. student in the Curriculum and Instruction program at the University of Denver, and will receive a Gifted and Talented certification for Colorado. His primary research focus is on secondary writing pedagogy. Additional interests include teacher resilience, GLBTQ+ students, and grassroots organizing as it relates to teaching and education. Previously, he taught English for 17 years in underserved schools in Los Angeles.