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Virginia Association  
for the Gifted

# Newsletter

Summer 2011

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Parents, Educators and Community Leaders Advocating Appropriate Instruction for All Gifted Learners in Virginia

## Language Arts Instruction for Highly Able Learners: Useful Resources

by Kimberley L. Chandler, Ph.D.  
Curriculum Director, Center for Gifted Education  
The College of William and Mary

### Author Biography

Kimberley Chandler, Ph.D., completed her Ph.D. in Educational Policy, Planning, and Leadership with an emphasis in gifted education at the College of William and Mary. Her professional background includes teaching gifted students in a variety of settings, serving as an administrator of a school district gifted program, providing professional development training for teachers and administrators, and leading academic review teams for the Virginia Department of Education. She serves on the VAG Board of Directors. For a complete biography, see page 11.

As a master's degree student at the College of William and Mary, I had the opportunity to work with Dr. Joyce VanTassel-Baska's team to develop a language arts unit titled *Literary Reflections*. This unit and others, widely used in gifted education programs, have recently been revised. In my work on these revisions and in conducting workshops, I have come across some useful resources that I would like to share. These materials are not directly tied to the William and Mary units, but are great supplements for them and other language arts programs.

### Reading

#### Resource book

- **Writing about Literature: Step by Step** by Patricia McKeague is one of the best books I have found for teaching the skills related to the literary elements. It provides instructional ideas and materials that work well in conjunction with a literature web. The book is available from Kendall Hunt Publishing ([www.kendallhunt.com](http://www.kendallhunt.com)) and is appropriate for those teaching students in grades 4 – 12.

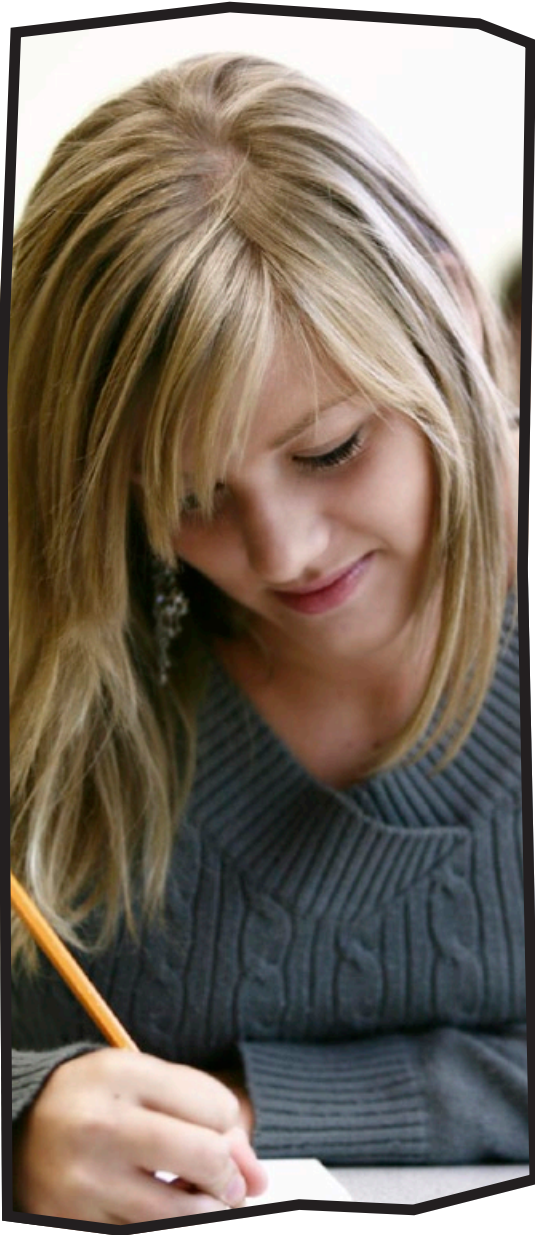
#### Websites

- **International Children's Digital Library:** The goal of ICDL is to create a digital library of more than 10,000 books in at least 100 languages that is freely available to children, teachers, and parents

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# Useful Resources

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throughout the world via the Internet. This site is particularly helpful for parents whose first language is not English, but who want to practice reading with their children.

<http://www.icdlbooks.org>

- **Storyline Online:** On this site, you can view videos of noted actors reading popular picture books. For example, actress Betty White reads *Harry the Dirty Dog*. It is sponsored by the Screen Actors Guild Foundation.  
<http://www.bookpals.net/storyline/index.html>
- **Tumble Books from the New York Public Library:** This is an online collection of animated, talking picture books for young children.  
[http://www.tumblebooks.com/library/asp/home\\_tumblebooks.asp](http://www.tumblebooks.com/library/asp/home_tumblebooks.asp)
- **Library of Congress reading portal:** This is a site for all ages that features resources related to books and reading-focused events. It includes a selection of classic books that have been digitized for online reading.  
<http://read.gov>
- **Just One More Book! Children's Book Podcast:** This site features audio files of children's book reviews and interviews with authors and illustrators. The book reviews can be used as examples for your students to write their own book reviews.  
<http://www.justonemorebook.com>
- **Google Lit Trips:** This site includes teacher-created Google Earth tours based on the actual locations mentioned in a variety of literary works. The site is categorized by according to grade level. The literature trips can be used as a model for students to develop their own.  
<http://googlelittrips.org>

## Writing

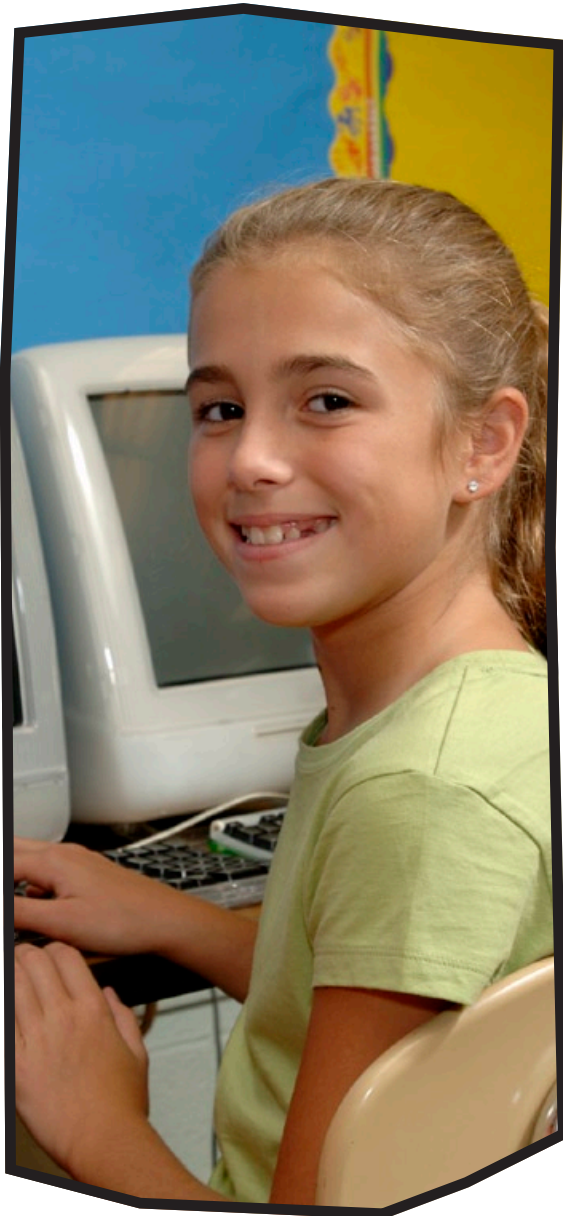
### *Resource books*

- *I Can Write Like That! A Guide to Mentor Texts and Craft Studies for Writers' Workshop, K-6*, written by Susan Ehmann and Kellyann Gayer, is an excellent book for use by teachers of students in the elementary grades. The book focuses on using mentor texts when teaching author's craft. The book is available from the International Reading Association: <http://www.reading.org>.
- *Caught'ya!: Grammar With a Giggle*, written by Jane Bell Kiester, is one of a series of books for various grade levels. The purpose of the books is to teach grammar and other writing skills integrated within the context of a story. The books are available from Maupin House Publishing, Inc., <http://www.maupinhouse.com>.

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# Useful Resources

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## **Website**

- **Museum Box:** This site provides the tools to build an argument or description of an event, person or historical period by placing items in a virtual box. This has great possibilities for an alternative to book reports!  
<http://museumbox.e2bn.org>

## **Web 2.0 Tools for Digital Storytelling**

There are many sites available for the purpose of digital storytelling. Some are free for certain versions, while others have an enrollment fee. These are a few that I have found useful:

- **50 Tools for Digital Storytelling:** This is a list of websites with various tools for digital storytelling.  
<http://cogdogroo.wikispaces.com/StoryTools>
- **Animoto:** The free version allows you to make a 30 second slideshow. This is a great tool for having students prepare brief presentations about themselves. It is very easy to use!  
<http://animoto.com/>
- **Glogster:** This features a teacher's section. Students can make posters to illustrate a concept or idea.  
<http://www.glogster.com>
- **XtraNormal:** This is an online movie-making tool.  
<http://www.xtranormal.com>

## **Web 2.0 Tools for Making Comic Strips**

- **Pixton:** This tool allows students to make interactive web comics. This provides the opportunity for students to complete a writing assignment in a unique format.  
<http://pixton.com>
- **Make Beliefs Comix:** Students can create their own comic strips on this site that includes animal and human characters with different moods, thought and talk

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# Useful Resources

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balloons to fill in with words in English or Spanish, and story prompts. After creating their comic strips, students can print them or email them to friends or family.

<http://www.makebeliefscomix.com>

## General Resources

### Websites

- **Read Write Think from NCTE and IRA:** This website features lesson plans, calendar activities, and interactive links for students.  
<http://readwritethink.org>
- **Great Websites for Kids from the American Library Association:** This website is sponsored by the American Library Association and features websites for children related to all areas of the school curriculum. Sites are categorized according to their appropriateness for different age groups.

<http://www.ala.org/greatsites>

### Conclusion

My intention in providing you with this list was to share some of the most helpful resources that teachers have shared with me for use in teaching language arts to gifted students. Please feel free to contact me at [klchan@wm.edu](mailto:klchan@wm.edu) if you have additional resources to share. I will post them on the Center for Gifted Education's website, <http://cfge.wm.edu/>.

## VAG Membership Application

Name \_\_\_\_\_ Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_ FaxNo. \_\_\_\_\_

Home Phone \_\_\_\_\_ Work Phone \_\_\_\_\_ E-mail \_\_\_\_\_

Check as appropriate:

\_\_\_\_ Parent \_\_\_\_\_ (Name of school division your child/children attend)

\_\_\_\_ Professional \_\_\_\_\_ (Name of school division where you are employed)

\_\_\_\_ 1 Year \$20.00 \_\_\_\_ 2 Years \$35.00 \_\_\_\_ New Member \_\_\_\_ Renewal – Membership No. \_\_\_\_\_

## Virginia Association for the Gifted

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Liz Nelson, *Executive Director*

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# President's Letter

As we begin another school year, it is a good time to reflect on what is working in gifted education and areas that can be strengthened and improved. A strong focus on curriculum, instruction, and assessment has broadened the impact of gifted education practices through advanced pedagogy designed to challenge and engage gifted learners in a way that ensures continuous intellectual growth. However, there are still populations that are overlooked and one important direction for future advocacy is a focus on the needs of twice exceptional learners.

Twice-exceptional learners have the ability to think, reason, and problem-solve at very high levels but they also have special education needs. These children are best served by teachers who recognize and build on their exceptional strengths while at the same time are flexible in areas where the student requires accommodations and support. For example, teachers may modify assignments, offer flexible timelines, provide alternative learning experiences, and employ other strategies that are often used with students who have special education needs.

Finding and serving twice exceptional learners is a complex task that requires commitment and support on multiple levels to ensure that every child who has the capacity to succeed in gifted education programs has access, accommodations, and support. In order to meet the unique learning needs of the wide range of twice exceptional students found in today's

classrooms, teachers and specialists must share expertise and work as collaborative teams to ensure that these learners have access to the services and accommodations that will support their success in advanced academic classrooms.

A new VDOE publication Supporting the Identification and Achievement of the Twice-Exceptional Student: Frequently Asked Questions available at [http://www.doe.virginia.gov/instruction/gifted\\_ed/twice\\_exceptional.pdf](http://www.doe.virginia.gov/instruction/gifted_ed/twice_exceptional.pdf) is an excellent resource for parents and educators. It highlights the importance of collaboration between special education and gifted education in order to raise teacher, parent, and student awareness of the need to identify and serve twice exceptional learners. Collaboration between gifted education staff and special education staff is a key component to ensuring the success of twice exceptional learners and VDOE has done an excellent job of modeling how powerful that collaboration can be.

*Carol Horn*



The  
**MANY FACES**  
of  
**GIFTEDNESS**

**October 20-22, 2011**  
**Williamsburg, Virginia**  
**[www.vagifted.org](http://www.vagifted.org)**

The graphic features a row of seven stylized human silhouettes in various colors (blue, purple, yellow, green, red, orange, and pink) facing right. Below the silhouettes is the text 'The MANY FACES of GIFTEDNESS' in a bold, sans-serif font. At the bottom, the event dates and location are listed in a blue font, followed by the website URL.

### VAG 2010-2012 Board of Directors

Donna Williamson	Parent Region I
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Lori Lenz	Virginia Consortium for Gifted



## From the Executive Director

### VAG Fall Conference 2011

We are excited about bringing you another great VAG Conference, *The Many Faces of Gifted*. The conference will be held October 20-22, 2011, at the Williamsburg Marriott in Williamsburg.

Our pre-conference format will offer you a choice of one of four workshops from 1:00 – 4:00 p.m. on Thursday: **Total School Cluster Grouping: A Research-based Model for Improving Student Achievement, Identification Equity, and Teacher Practices** with Marcia Gentry; **Curriculum for Underserved Populations: Implications Research for Practice** with Kimberley Chandler; **Assessing for Growth in the 21st Century** with Carol Horn; or **Crafting the Warp and the Weft: Weaving Vertically and Horizontally Aligned Educational Service Options for Gifted Learners** with Gail Hubbard and Joan Brownlee.

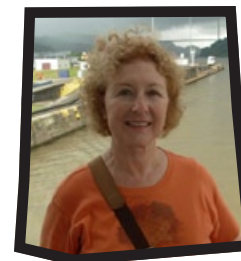
Sally Reis will deliver the keynote on Friday morning, **Why Gifted and Enrichment Programs Make a Difference in Students' Lives**. And a new feature on Saturday will be a mini-keynote by Tracy Cross, **The Social and Emotional Development of Gifted Students**. On Friday and Saturday you will have 100 sessions to choose from along with many exhibitors. Check our website, [www.vagifted.org](http://www.vagifted.org), frequently as we continue to update the conference information for 2011.

In order to receive the member's rate, your membership must be a current. If you are not a current member, you may still get the member rate by sending the membership form along with your dues and registration. Also, please include your e-mail address so we can confirm receipt of your registration.

One of the goals of VAG is to provide more opportunities and resources for parents. In an effort to address this goal, VAG is offering a special registration for parents for the Saturday strand of sessions. See the special parent registration information in the conference overview and on the registration form. This offer is only available to parents and may not be used with any other seminar registration. Use this opportunity to encourage members of local advisory committees and interested parents to learn more about the needs of gifted learners and how to work effectively with educators in meeting those needs.

We look forward to seeing you in Williamsburg.

*Liz Nelson*



### VAG Newsletter Dates and Deadlines

The VAG Newsletter is published online four times each year. Deadlines for items are August 15, November 15, February 15 and May 15. We invite you to submit your suggestions and/or articles you have written and would like to share with VAG members through this newsletter. Parents and teachers are especially encouraged to submit their children's original creative writing pieces. Email articles or photographs to [vagifted@comcast.net](mailto:vagifted@comcast.net) or mail to VAG, P. O. Box 26212, Richmond, VA 23260-6212. Black and white or color prints can be used, but will not be returned to you.

**Visit our web site – [www.vagifted.org](http://www.vagifted.org)**

# Legislative Visits

The Board of Directors for the Virginia Association for the Gifted met on February 13, for the annual winter meeting. On February 14, members met with legislators to advocate for gifted education. The board worked individually and in teams to visit with members of the General Assembly and to provide them with information about gifted education in the Commonwealth and the needs of the students, families, and educators that VAG represents.

*Delegate Paula Miller (left), 87th District, with Beverly Jackson, Region II.*



*Delegate Watkins Abbitt, Jr. (left), 59th District, with Gay Little, Region VIII.*



*Delegate Albert Pollard, Jr. (second from right), 99th District, with Jenni Jones (left) and students Lindsey Saunders and Jason Compton, Region III.*

*Delegate Gregory Habeeb (center), 8th District, with Diane Naff (left) and Brenda Mash, Region VI.*



*Senator Ralph Smith (right), 22nd District, with Kevin, Region VI and VAG Vice President.*



*Delegate Joe May (left), 33rd District, with Raye Tupper, Region IV West and VAG Secretary.*

# Communicating Powerful and Timely Advocacy Messages

by Julia Link Roberts and Tracy Inman

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## Authors Biography

**Julia Link Roberts, Ed.D.**, is the Mahurin Professor of Gifted Studies at Western Kentucky University. She serves as Executive Director of The Center for Gifted Studies and the Carol Martin Gatton Academy of Mathematics and Science in Kentucky. Dr. Roberts directs programming for young people in the summer and on Saturdays and provides professional development for educators across the country. She and Tracy Inman coauthored *Strategies for Differentiating Instruction: Best Practices for the Classroom* (2nd ed., 2009).

**Tracy Ford Inman, M.A.**, serves as Associate Director of The Center for Gifted Studies at Western Kentucky University. She has presented at the state, national, and international levels; trained hundreds of teachers in differentiation; published multiple articles; and served as writer and editor for The Center's award-winning magazine, *The Challenge*. She and Julia Link Roberts have coauthored another book project: *Assessing Differentiated Student Products: A Protocol for Development and Evaluation* (2009).

*Advocacy is all about working to convince those in decision-making positions that your cause is worthwhile. In order to be convincing, you have to know your message and to be timely in communicating that message. In real estate, they say what matters is location, location, location; in advocacy, it is communication, communication, communication.*

The message must be planned so that it resonates with others. The National Association for Gifted Children has three messages that will resonate with a variety of individuals in order to garner support for appropriate educational opportunities for gifted and talented children. Each one is important, and together they send critical messages about the impact of gifted education and all gifted children across the country, especially those from disadvantaged backgrounds.

- **Message #1**—Our nation's ability to compete tomorrow depends on how well schools challenge advanced students today.
- **Message #2**—When gifted students from disadvantaged backgrounds lose ground year after year, our nation leaves behind a national treasure.
- **Message #3**—Every child deserves to maximize his or her potential.

Let's look at the NAGC advocacy messages and a few facts to support each of the messages.

## **Message #1—Our nation's ability to compete tomorrow depends on how well schools challenge advanced students today.**

Not challenging gifted children to reach their potential creates a "quiet crisis," one that won't be noticed for a few years. In *National Excellence: A Case for Developing America's Talent* (1993), Richard Riley, former U.S. Secretary of Education, says it is a

"quiet crisis" that continues in how we educate top students. Youngsters with gifts and talents that range from mathematical to musical are still not challenged to work to their full potential. Our neglect of these students makes it impossible for Americans to compete in a global economy demanding their skills. (p. iii)

Fully aware of the world picture, two U.S. Senators requested that the National Academies identify actions that the U.S. must take in order to prosper in the global economy of the 21st century. *Rising Above the Gathering Storm: Energizing and Employing America for a Brighter Future* (2007) explores those recommendations. Recommendation C, the third of four recommendations, reads: "Make the United States the most attractive setting in which to study, perform research, and retain the best and brightest students, scientists, and engineers from

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# Advocacy

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within the United States and throughout the world” (p. 9). The National Academies fully realize the critical role that academic challenge plays in our country’s future. The report argues:

This nation must prepare with great urgency to preserve its strategic and economic security. ...the United States must compete by optimizing its knowledge-based resources, particularly in science and technology, and by sustaining the most fertile environment for new and revitalized industries and the well-paying jobs they bring. (p. 4)

The only way to optimize our knowledge-based resources is to make our children experience an academic sweat. Challenge is the key.

## **Message #2—When gifted students from disadvantaged backgrounds lose ground year after year, our nation leaves behind a national treasure.**

*VAG Board of Directors held its winter meeting in Richmond and spoke with state legislators about gifted education issues.*



“The talents of disadvantaged and minority children have been especially neglected” (Ross, 1993, p. 5). Authors of *Achievementtrap: How America is Failing Millions of High-Achieving Students From Lower-Income Families* (2007) state, “As we strive to close the achievement gaps between racial and economic groups, we will not succeed if our highest performing students from lower-income families continue to slip through the cracks” (p. 7). The report found that “high-achieving,

lower-income students mirror America both demographically and geographically,” but by the time they enter fifth grade, only 56% of them maintain their status as high achievers. Moreover, these same students have a high school dropout rate that doubles their high-achieving peers from higher economic levels. The trend continues in college. Only 59% will graduate from college while 77% of their peers will graduate. Advocating for all children of high ability pays off and creates more appropriate learning opportunities for children who may not have advocates to speak out for them.

## **Message #3—Every child deserves to maximize his or her potential.**

Each child goes to school to learn, and each one deserves to gain at least a year of achievement growth for that year of instruction. Such a simple goal is getting lost in many schools as the focus on proficiency dims the goal of continuous progress for each child. *High-Achieving Students in the Era of No Child Left Behind* (2008) explains that “the narrowing of the gap during the NCLB era is largely due to a significant improvement

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# Advocacy

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***Delegate Jennifer McClellan (center), 71st District, with Kimberley Chandler (left), The College of William and Mary, and Liz Nelson, VAG Executive Director, during a legislative visit.***

in the performance of low achievers and smaller gains by high achievers” (p. 23). Certainly, it is both admirable and imperative for all children to make achievement gains; however, it is unacceptable that “while the nation’s lowest-achieving youngsters made rapid gains from 2000 to 2007, the performance of top students was languid” (p. 1). The founder of the Value-Added Research and Assessment Center, William Sanders (1998) argues that “statewide aggregated evidence suggests students at the highest levels of achievement show somewhat less academic growth from year to year than their lower-achieving peers” (p. 3). This means that students who are gifted and talented may not even make a year’s progress in a year’s time!

Each of these messages plus your own advocacy message must be communicated in a timely manner. For example, because the Fordham Institute’s *High-Achieving Students in the Era of No Child Left Behind* was just released, you could probably assume that your legislators and district decision-makers haven’t had a chance to become familiar with it and its important implications for high-achieving students. Take the opportunity to share its message (and you could even hand them a copy of the report: download it from [http://www.edexcellence.net/detail/news.cfm?news\\_id=732&id=92](http://www.edexcellence.net/detail/news.cfm?news_id=732&id=92)). Timing is critical.

Advocacy messages are to convince others, including decision-makers, that it is imperative to include appropriately challenging educational opportunities for all children, including those children of high ability. Children who are gifted and talented come from all backgrounds, all socioeconomic levels, and all racial and ethnic groups. They possess high ability in a variety of talent areas—overall intellectual ability; specific academic ability in math, science, social studies, or language arts; creativity; leadership; or the visual and performing arts. Advocacy messages must educate decision-makers and others who influence them so they understand the imperative of developing the gifts and talents of our children. Individuals who believe the old myth that gifted children will make it on their own will feel no urgency to provide appropriate educational opportunities for gifted children.

Communicating powerful advocacy messages in a timely fashion can influence and change opinions and bring about support for practices, policies, and legislation that provide appropriate educational opportunities for children who are gifted and talented. To make the greatest difference, it is necessary to build relationships, and that is something that happens over time. Consequently, the most effective advocates begin to build relationships before they need them. Communication is part of what makes advocacy effective.

There are a few things to keep in mind as you generate your advocacy message. Make the message powerful, and deliver it in a timely manner so that you enhance your opportunity to be heard and to influence decisions. Remember—communication, communication, communication. That is what will optimize opportunities for children who are gifted and talented to achieve at levels commensurate with their abilities. Then we will have a win-win situation for our children and country.



# The Many Faces of Giftedness

October 20-22, 2011

Williamsburg Marriott • 50 Kingsmill Road • Williamsburg, Virginia



The Virginia Association for the Gifted (VAG) will host the 14th Virginia Conference on Gifted Education for learners of all ages and professions. We promise to stimulate your thinking, extend your knowledge base, and provide opportunities for you to network and share ideas. The following goals will guide us in delivering to each of you a conference filled with many, varied offerings to meet your unique learning needs as a parent or educator:

- To provide innovative strategies and best practices for educating gifted learners
- To share ideas about how to challenge gifted learners within the SOL and NCLB frameworks
- To facilitate networking opportunities
- To explore exhibits with the latest materials

## Pre-conference for Thursday, October 20, 2011 – 1:00 - 4:00 p.m.

Choose one from these four sessions:

### 1• Total School Cluster Grouping: A Research-based Model for Improving Student Achievement, Identification Equity, and Teacher Practices

*Marcia Gentry, Ph.D., Director of Education Resource Institute and Professor of Educational Studies at Perdue University*  
Target Audience: Teachers and Administrators K-6

Total School Cluster Grouping (TSCG) is an effective, research-based programming model for use in schools. By focusing on differentiation and flexible grouping, it provides full-time services to gifted students and benefits all students and teachers in the school. Research on TSCG has shown that student achievement increases, teachers widely implement gifted education strategies with all students, more students are identified as high-achieving, and fewer students are identified as low-achieving (including students from economically disadvantaged families and diverse cultural and linguistic backgrounds). Participants will learn why and how to successfully implement TSCG and leave with site-specific tools to increase the achievement and motivation of all learners, while providing the academic challenge and individual responsiveness essential to gifted learners.

*Dr. Gentry's* research has focused on the use of cluster grouping and differentiation; the application of gifted education pedagogy to improve teaching and learning; student perceptions school, and on non-traditional services and underserved populations—areas in which she has over 50 publications. She developed and studied the Total School Cluster Grouping Model and is engaged in continued research on its effects concerning student achievement and identification and on teacher practices, most recently beginning a five-year, national scale-up study with 110 schools across the county funded by the Javits program. Dr. Gentry is concluding a three-year study of the effects of enrichment programming on children from low-income families. She currently works with colleagues to make developing talents among Native American children a national priority.



Marcia Gentry

### 2• Curriculum for Underserved Populations: Implications of Research for Practice

*Kimberley L. Chandler, Ph.D., Center for Gifted Education, College of William & Mary*  
Target Audience: Teachers and Administrators K-12

In order for the needs of underserved gifted students to be addressed effectively, it is essential that curriculum interventions be designed and delivered in specific ways. In this session, the presenter will delineate the key elements of research-based interventions so that practitioners will have an easy reference for directing their efforts. The session will include information regarding the efficacy of various curriculum interventions with this target population, including a review of the extant materials and their common features. The presenter will also share practical, evidence-based recommendations that have been derived from the research for use by various stakeholders.

*Dr. Chandler* is the Curriculum Director at the Center for Gifted Education at the College of William and Mary. Kimberley completed her Ph.D. in Educational Policy, Planning, and Leadership with an emphasis in gifted education at the College of William



Kimberley Chandler

and Mary. Her professional background includes teaching gifted students in a variety of settings, serving as an administrator of a school district gifted program, providing professional development training for teachers and administrators, and leading academic review teams for the Virginia Department of Education. She has also taught gifted education endorsement courses for The College of William and Mary, the University of Virginia, the College of Charleston, and CaseNEX, Inc. She has conducted workshops on a variety of topics for parents, teachers, and administrators in numerous states and in several foreign countries. Kimberley is the past chair of the NAGC Early Childhood Network, co-chair of the NAGC Education Committee, and Member-at-Large Representative of the AERA Research on Giftedness and Talent SIG.

### 3• **Crafting the Warp and the Weft: Weaving Vertically and Horizontally Aligned Educational Service Options for Gifted Learners**

*Gail Fischer Hubbard and Joan Brownlee, Prince William County Public Schools*

**Target Audience: Teachers and Administrators K-12**

Developing and maintaining continuous and sequential services for gifted learners in a school division with limited resources can be a daunting task. Learn how one school system uses collegial agreement on big ideas and concepts to construct vertical alignment of educational service options and carefully designed templates, rubrics, and plans to structure horizontal alignment of service options. Procedures for assessing academic growth are an integral component of the design. Participants will receive copies of the templates, the rubrics, and the plans used to weave a design for continuous and sequential gifted education service options as well as the assessment procedures developed to assess academic growth in gifted learners.

**Mrs. Hubbard** has been the Supervisor of Gifted Education for Prince William County Public Schools since 1986. Before that time, she was a high school gifted education resource teacher for a decade. Mrs. Hubbard has served as the President of Northern Virginia Council for Gifted/Talented Education, as President of the Virginia Association for the Gifted, as Chairperson of the Virginia Consortium of Administrators of Gifted Programs, and as Chairperson of the Virginia Advisory Committee for the Education of the Gifted.

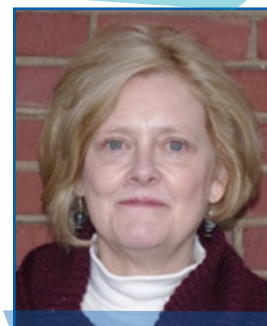
Mrs. Hubbard received her A.B. from Bryn Mawr College and her Masters of Arts in Teaching from Harvard University. She taught in Washington, D. C., in Niagara Falls, New York, and in Ithaca, New York before moving to Virginia.

**Mrs. Brownlee** has been the Gifted Education Specialist for Prince William County Public Schools since 2005. Prior to that she was a gifted education resource teacher in Prince William County. Ms. Brownlee is the author of The Products Toolbag, a rubric-based assessment tool for grades kindergarten through grade eight. She is a co-author of Geofinity, a math adventure for elementary students. Ms. Brownlee serves as treasurer for the Northern Virginia Council for Gifted/Talented Education.

Ms. Brownlee received a B.A. from Washington University in St. Louis. She also holds a Masters of Liberal Studies from Mary Washington College and a Masters of Arts in Education from George Mason University.



Gail Fischer Hubbard



Joan P. Brownlee

### 4• **Assessing for Growth in the 21st Century**

*Carol V. Horn, Ph.D., Fairfax County Public Schools*

**Target Audience: Teachers and Administrators K-12**

How do we account for the achievement and progress of gifted learners in today's classrooms? How do you design an assessment system that incorporates 21st Century skills and accommodates high levels of performance? Participants will explore and identify criteria for student performance that documents in-depth knowledge, an advanced application of skills, and a deep understanding of the content, issues, and problems inherent in a field, subject area, or discipline. They will discover how high quality curriculum, complex performances, real-world applications, and/or simulations may be integrated into the learning process to prepare students for the challenges of the 21st century and to document and report advanced intellectual growth.

**Dr. Horn** is coordinator of Advanced Academic Programs for Fairfax County Public Schools in Northern Virginia. She has worked in gifted education for over 20 years and is a National Board Certified Teacher. Carol has a Master of Education in Educational Psychology with an Emphasis on Gifted from the University of Virginia and a doctorate in Teacher Preparation and Special Education from The George Washington University. She is the 2002 recipient of the Hollingsworth Award from the National Association for Gifted Children for outstanding research study in the field of gifted education. Dr. Horn has worked extensively to develop and implement the Young Scholars model, a comprehensive approach to finding and nurturing advanced academic potential in young learners from underrepresented populations. In 2010 she received the first Outstanding Leader Award by the Center of Gifted Education at the College of William and Mary.



Carol V. Horn

## Friday and Saturday Conference Sessions for Parents, Teachers, and Administrators

Over 90 sessions presented by educators from across the Commonwealth, focusing on an array of offerings including differentiation strategies to enhance the fine arts, language arts, social studies, mathematics, science and technology; meeting the needs of students through an understanding of social-emotional and special populations issues; and examining staff development training. On Friday there will be a special strand of sessions for administrators of gifted programs and on Saturday a special strand for parents of gifted learners will be offered.

### Friday Conference Day, October 21, 2011 – 8:00 a.m. - 4:00 p.m.

#### **8:00 a.m. – Keynote Address – Sally M. Reis, Ph.D., University of Connecticut** **Why Gifted and Enrichment Programs Make a Difference in Students' Lives**

Several recent studies provide compelling evidence about the difference that gifted programs make in the lives of children and youth. This keynote presents exciting evidence that gifted programs can profoundly influence the lives of our students and suggests ways to help students develop their gifts and talents by focusing on their strengths and interests.

**Dr. Reis** is a Board of Trustees Distinguished Professor and a Teaching Fellow in the Educational Psychology Department at the University of Connecticut where she also serves as Principal Investigator for the National Research Center on the Gifted and Talented. She was a teacher for 15 years, 11 of which were spent working with students on the elementary, junior high, and high school levels. She has authored more than 250 articles, books, book chapters, and monographs and technical reports.

Her research interests are related to enrichment and differentiation of instruction, as well as under-achievement. She is also interested in special populations of gifted and talented students, including: students with learning disabilities, gifted females and diverse groups of talented students. She has spent most of her career helping to implement Schoolwide Enrichment Model programs for both gifted and talented students and as a way to expand offerings and provide general enrichment to identify talents and potentials in students who have not been previously identified as gifted.

She has traveled extensively conducting workshops and providing professional development for school districts on gifted education, enrichment programs, and talent development programs. She is a past President of the National Association for Gifted Children and a Fellow of the American Psychological Association.



Sally M. Reis

### Saturday Conference Day, October 22, 2011 – 8:45 a.m. - 12:15 p.m.

#### **8:45 a.m. – Mini-keynote Address – Tracy L. Cross, Ph.D., College of William and Mary** **The Social and Emotional Development of Gifted Students**

This presentation will introduce issues in the social and emotional development of gifted students. Identity formation, perfectionism, feelings of difference, and unchallenging school work will be emphasized. Common coping strategies will also be presented. Strategies and techniques for helping parents will conclude the session.

**Dr. Cross** is the Jody and Layton Smith Professor of Psychology and Gifted Education and the Executive Director of the William and Mary Center for Gifted Education. Previously he served as the George and Frances Ball Distinguished Professor of Psychology and Gifted Studies in Teachers College at Ball State University and as the Associate Dean for Graduate Studies, Research, and Assessment. He is the editor of the *Journal for the Education of the Gifted* and president emeritus of CEC TAG. For nine years he served as the Executive Director of the Indiana Academy for Science, Mathematics and Humanities, a residential high school for gifted adolescents. He has published four books, well over 100 articles and book chapters and received the distinguished service award from both the National Association for Gifted Children and the Council for Exceptional Children division, The Association for the Gifted.



Tracy Cross

### Special Parent Strand on Saturday, October 22

Attend the conference strand for parents on Saturday, October 22, 8:45 a.m. - 12:15 p.m., for only \$30 per person.  
*See registration form for sign-up.*

### Exhibits

Exhibits will be open throughout the conference on Friday and Saturday.

## Conference Registration Form

(Please print or type)

**Registration is Limited**

Name \_\_\_\_\_ Membership # \_\_\_\_\_ Attending Conference primarily as:  
 Address \_\_\_\_\_  Teacher  Student  
 \_\_\_\_\_  Parent  Administrator  
 City & State \_\_\_\_\_ Zip \_\_\_\_\_  Other \_\_\_\_\_  
 Home Phone (\_\_\_\_\_) \_\_\_\_\_ Work Phone (\_\_\_\_\_) \_\_\_\_\_  
 E-mail Address \_\_\_\_\_ School Division \_\_\_\_\_  
 (Confirmation of registration will only be made to e-mail addresses.)

### Conference Fees

**VAG Cancellation Policy** – To receive a refund, cancellations must be received *in writing* by the VAG office no later than October 6, 2011. All refunds are subject to a \$25 processing fee and will be issued after January 1, 2012.

	<b>VAG Member</b>		<b>Non-Member</b>		<b>Total</b>
	<i>(Postmarked before Oct. 1)</i>	<i>(After Oct. 1)</i>	<i>(Before Oct. 1)</i>	<i>(After Oct. 1)</i>	
<b>Total Conference Package</b>					
<b>Thursday-Saturday</b>	<b>\$225</b>	<b>\$250</b>	<b>\$255</b>	<b>\$280</b>	<b>\$ _____</b>
(Includes Thursday Pre-Conference Sessions, Friday and Saturday Conference Sessions, Friday morning coffee/pastries, luncheon and Saturday continental breakfast)					
<b>Thursday Only (1:00 - 4:00 p.m.)</b>	<b>\$ 90</b>	<b>\$115</b>	<b>\$120</b>	<b>\$145</b>	<b>\$ _____</b>

**Thursday Sessions – Choose One:**

- \_\_\_ (1) Total School Cluster Grouping: A Research-based model for improving student achievement, identification equity, and teacher practices
- \_\_\_ (2) Curriculum for Underserved Populations: Implications of Research for Practice
- \_\_\_ (3) Crafting the Warp and the Weft: Weaving Vertically and Horizontally Aligned Educational Service Options for Gifted Learners
- \_\_\_ (4) Assessing Growth in the 21st Century

<b>Friday (8:00 a.m. - 4:00 p.m.)</b>	<b>\$195</b>	<b>\$220</b>	<b>\$225</b>	<b>\$250</b>	<b>\$ _____</b>
<b>and Saturday (8:45 a.m.- 12:15 p.m.)</b>					
(Includes Friday and Saturday Conference Sessions, Friday morning coffee/pastries, luncheon and Saturday continental breakfast)					

**Special Parent Registration for Saturday Only (No Meals and No Refunds) \$30** **\$ \_\_\_\_\_**

**VAG Dues:   1   year/\$20     2   years/\$35      Member Renewal      New Member** **\$ \_\_\_\_\_**  
 (Please mail your membership application with your conference payment and conference registration form.)

Membership Number \_\_\_\_\_ (Must include membership number for member rate; will be verified)  
 If you wish to join VAG and receive the member discount, please send your payment and membership application (on page 4) with your conference registration.

**Total Payment Due:** **\$ \_\_\_\_\_**

Method of Payment:	Please make checks payable to:	<b>VAG</b>
___ Personal Check # _____	Send registration and payment to:	VAG Conference Registration
___ School District Check # _____		PO Box 26212
___ School District Purchase Order # _____		Richmond, VA 23260-0212

- Please note:**
1. Purchase orders are accepted in good faith that a check for full payment will be received within 30 days.
  2. Mail-in registrations will not be accepted after October 6, 2011.
  3. On-site registrations may not include meals.
  4. Hotel reservations must be made directly with the Williamsburg Marriott: 757-220-2500 or 800-442-3654.

**Credit Cards accepted with On-line Registration.**

**Hotel Reservations:** (Please note that check-in for the hotel will begin after 4:00 p.m. – You will not be able to check-in prior to the 1:00 p.m. pre-conference session on Thursday.) For hotel reservations at the Marriott Hotel, call 757-220-2500 or toll free 800-442-3654.

**Ask for Virginia Association for the Gifted Seminar room block.** Single and double rooms will cost \$138 plus applicable taxes. Reserve your room on-line at [www.vagifted@comcast.net](http://www.vagifted@comcast.net). The cut-off date for hotel reservations is Thursday, September 29, 2011.

**Directions:** I-64 (East or West) towards Williamsburg; Take exit 242-A to Rt. 60 East; turn right at 4th light (Kingsmill Road) off Route 60 East.

# Tentative Program Break-out Sessions

## Friday, October 21, 2011

9:45 – 10:45	11:00 – 12:00	1:45 – 2:45	3:00 – 4:00
<b>Dr. Tracy Cross</b> Teachers as Counselors and Counselors as Teachers: Working with Gifted Students <i>P, E, M, S</i>		<b>Dr. Kelly Hedrick</b> Developing Benchmarks to Assess Gifted Learner Growth <i>P, E, M, S</i>	
<b>Dr. Marcia Gentry</b> Student Focused Differentiation <i>P, E, M, S</i>	<b>Dr. Sally Reis</b> Talented Readers <i>P, E, M</i>	Library of Congress Primary Sources in the Gifted Classroom <i>P, E, M, S</i>	The Poetry of Art and Artful Poetry <i>E, M, S</i>
<b>Great Divide: Splitting            Responsibilities without            a Splitting Headache</b> <i>P, E, M, S</i>	<b>Dr. Marcia Gentry</b> Gifted Teachers: What Makes Them Tick? <i>P, E, M, S</i>	<b>Opening Spratley Gifted            Center</b> <i>M, S</i>	<b>Finding &amp; Nurturing            Young Scholars</b> <i>P, E, M</i>
Setting the Pace: Moving from “Show, Don’t Tell” to “Slow and Show” <i>M</i>	Infusing Civic Engagement Everywhere <i>P, E, M</i>	Connecting Mathematical Thinking to Digital Fabrication <i>P, E, M, S</i>	Looking at Curriculum & Student Works: Are We on the Same Page? <i>E, M, S</i>
Assessing Adolescent Learning in the 21st Century <i>E, M, S</i>	Teaching Gifted Students? There’s an App for That! <i>M, S</i>	RTI & Differentiated Instruction: How They Work Together <i>P, E, M</i>	Brain Based Learning and Its Implication for Classroom Teachers <i>P, E, M</i>
Fraud, Deception & Betrayal: Using Children’s Literature to Solve Economic Dilemmas <i>E, M</i>	Using a Continuum of Rubric Based, Real World Performance Assessments to Support Young Gifted Learners <i>P</i>	Instructional Strategies for Teaching Advanced Students in Traditionally Under-represented Populations <i>P, E, M, S</i>	What Color is Your Thinking? Using Wait Time as a Metacognitive Assessment <i>P, E, M, S</i> <span style="float: right;">(REPEAT)</span>
BIG Ideas Little People – Nanotechnology and Engineering <i>P, E</i>	Curriculum Ideas That Work for School Enrichment Model <i>P, E</i>	Supporting the Identification and Achievement of Twice- Exceptional Students <i>P, E, M, S</i>	Using Developmental Grouping to Differentiate Math Instruction <i>E</i>
Making Problem-based Learning Happen <i>P, E</i>	Powerful Strategies to Enhance Learning <span style="float: right;">(REPEAT)</span> <i>P, E, M, S</i>	Chess in a Differentiated Classroom <span style="float: right;">(REPEAT)</span> <i>P, E</i>	Math Enrichment: Symmetries <i>M</i>
Creative Problem Solving & SOLs Can Work Together <i>P, E, M, S</i>	Avoiding the Consolation Prize: The Mathematics of Game Shows <i>M</i>	Using “The Hunger Games” to Teach Economics, Ethics, and Ecology <i>M, S</i>	Demystifying UbD & DI: A Professional Development Approach <i>P, E, M, S</i>
Anything Goes! A Model for Independent Research <i>E, M</i>	Full STEAM Ahead <i>P, E, M, S</i>	Strategies Lab <i>P, E</i>	Get a GRIP on Differentiation <i>P, E</i>
Muggins Math: Aerobics for the Mind <i>P, E, M, S</i>	Habits of Mind are Habits of Life <i>P, E, M, S</i>	Creativity in the Classroom <i>P, E, M, S</i>	Grandfather Tang with a Side of Tangrams <i>P, E</i>
Using Real World Data to Connect Algebra and Science <i>M, S</i>	Making Science Cool <i>P, E</i>	Creating a Profile: A Process for Identifying Primary Students <i>P, E</i>	Discovering GEMS & Going Beyond the Books <i>P, E, M</i>
Why Should I Do This? <span style="float: right;">(REPEAT)</span> Making Education Valuable to Students <i>P, E, M, S</i>	Fostering Hope: Ensuring the Success of Gifted African American Males <i>E, M, S</i>	Welcome to Threekwell: Social & Emotional Development of Gifted <i>P, E, M, S</i>	Increasing ELL Students in Gifted: Using the Naglieri Nonverbal Ability Tests <i>P, E, M</i>
Predicting Confederate or Union in the Elementary History Classroom <i>E, M</i>	Being Smart is Easy. Life is Hard. What Now? <i>E, M, S</i>	Tools & Strategies for Promoting 21st Century Literacy for Young Gifted Students <i>P, E</i>	Sharing a World of 7 Billion: Lessons for Global Citizenship <i>E, M</i>
AP Challenge: Socio-emotional Aspects of Enrollment of Unde-represented in AP <i>S</i>	Brain Food: Word Games That Teach Kids to Think <i>E, M, S</i>	Increasing Low-Income Minority Participation & Success in AP Exams <i>S</i>	Educating Artfully: Combining Arts and Curriculum Stnadards <i>P, E, M</i>
Creativity X2 <i>P, E</i>	Countywide Collaborative: Let Freedom Ring <i>E</i>	The Nex Generation of the CogAT <i>P, E, M, S</i>	Conflict Resolution for Teens <i>M, S</i>

# Tentative Program Break-out Sessions

## Saturday, October 22, 2011

8:45 – 9:45	10:00 – 11:00	11:15 – 12:15
<b>Dr. Tracy Cross</b> Mini-Keynote: The Social & Emotional Development of Gifted Students <span style="float: right;"><i>P, E, M, S</i></span>	Fitting In: Managing Faces in Middle and High <span style="float: right;"><i>M, S</i></span>	Building Optimism and Reducing Stress in Gifted Adolescents <span style="float: right;"><i>E, M, S</i></span>
No Child Left Unchallenged: Identifying and Challenging Diverse Learners <span style="float: right;"><i>P, E, M, S</i></span>	“Caring for the Earth and Your Child” – A Science Activity You Can Do at Home <span style="float: right;"><i>P</i></span>	Life Coaching for Self-Understanding and Fulfilled Potential <span style="float: right;"><i>S</i></span>
An Administrator’s Toolbox: Blueprint for Facilitating Implementation of Gifted Curriculum <span style="float: right;"><i>P, E, M, S</i></span>	Organizing Partnerships: Leveraging Resources Across the Gifted Community <span style="float: right;"><i>P, E, M, S</i></span>	Teacher Observations: Triumph or Trauma? <span style="float: right;"><i>P, E, M, S</i></span>
Formative Assessment as a Strategy to Improve Learning for Gifted Students <span style="float: right;"><i>P, E, M</i></span>	Cultivating a Mindset for Growth and Achievement <span style="float: right;"><i>P, E, M, S</i></span>	Problems with Organization, Procrastination, and Perfectionism <span style="float: right;"><i>P, E, M, S</i></span>
Percy Jackson and the Olympians: Researching Unsolved Mysteries <span style="float: right;"><i>E, M</i></span>	Creative Research: Using Unique Questions to Prompt Innovative Student Products <span style="float: right;"><i>P, E, M, S</i></span>	Destination Imagination®: Creative Problem Solving in the 21st Century <span style="float: right;"><i>P, E, M, S</i></span>
Case Study Analysis – The Intellectual & Social-Emotional Effects of Whole Grade Acceleration <span style="float: right;"><i>P, E</i></span>	What Color is Your Thinking? Using Wait Time as a Metacognitive Assessment Tool <span style="float: right;"><i>(REPEAT)</i> <i>P, E, M, S</i></span>	Why Should I Do This? Making Education Valuable to Students. <span style="float: right;"><i>(REPEAT)</i> <i>P, E, M, S</i></span>
Inquiry-Based Learning: Ask Questions or Answer Question? <span style="float: right;"><i>P, E, M</i></span>	Johns Hopkins University’s Center for Talented Youth: The Student Experience <span style="float: right;"><i>E, M, S</i></span>	Gifted 101 (or How to Actually Use Bloom’s Taxonomy) <span style="float: right;"><i>P, E, M, S</i></span>
Odyssey of the Mind in the Classroom <span style="float: right;"><i>P, E</i></span>	Beyond Basals <span style="float: right;"><i>P, E, M</i></span>	Teaching Research and Invention at NORSTAR <span style="float: right;"><i>S</i></span>
Advocating for the Newly Identified High School Gifted Student <span style="float: right;"><i>S</i></span>	Differentiating Instruction Using the Common Core Standards <span style="float: right;"><i>P, E, M</i></span>	Infusing Creativity into the Standard Curriculum <span style="float: right;"><i>P, E, M</i></span>
Demystifying Differentiating in Elementary School <span style="float: right;"><i>P, E</i></span>	Filling Up on Strategies <span style="float: right;"><i>P, E</i></span>	Young Scholars Program <span style="float: right;"><i>M</i></span>
Giftedness: What It Is, What It Isn’t <span style="float: right;"><i>P, E, M</i></span>	iPod, iPad, iBook ... I Wonder Which Tool <span style="float: right;"><i>P, E, M, S</i></span>	I will read all day, but don’t ask me to write anything! <span style="float: right;"><i>P, E</i></span>
Wikis, Blogs and Working on the Web <span style="float: right;"><i>P, E, M, S</i></span>	Powerful Strategies to Enhance Learning <span style="float: right;"><i>(REPEAT)</i> <i>P, E, M, S</i></span>	Chess in a Differentiated Classroom <span style="float: right;"><i>(REPEAT)</i> <i>P, E</i></span>



### Session Notes

- This is a tentative schedule and subject to change.
- All conference participants may attend any session scheduled.
- Sessions in **black type** have a focus for **teachers**.
- Sessions in **green type** have a focus for **parents**.
- Sessions in **red type** have a focus for **administrators**.