Thursday, March 5

7:30 – 8:30: Registration and Coffee/Pastries

8:30 – 9:15: Welcome and Introduction (Wyatt Rotunda)
Tamra Stambaugh, Ph.D., Vanderbilt University

9:15 – 11:45: Breakout Session 1

Option 1: Differentiation 101: An Overview of Models and Curriculum for Gifted Students
Tamra Stambaugh, Ph.D., Vanderbilt University
New to the world of gifted or Vanderbilt Programs for Talented Youth (PTY)? Interested in exploring models and curriculum that support differentiated instruction for gifted students? In this session you will be introduced to a broad overview of curriculum and models used throughout our programs. From definitions to content-specific analysis wheels for adding complexity to strategies for adding depth through the exploration of debatable questions and multiple perspectives, this session is designed for those who are new to working with PTY and want to learn more about our approach to providing differentiated instruction for gifted students. Get ready to walk away from this session ready to implement new models as soon as you are back in the classroom on Monday!
Intended Audience: All (New to PTY/Gifted or Just Need a Review)

Option 2: Middle School ELA: Curriculum that Elevates, Extends, and Engages
Eric Fecht, Ed.D., Vanderbilt University
Are you a middle school teacher looking for models or curriculum units to integrate into your classroom? Look no further! In this session an overview of successful models and strategies for supporting middle school ELA will be introduced, with participants engaging in lessons that leave a lasting impression. This session draws on models and ideas used in PTY’s middle school ELA units designed by Dr. Tamra Stambaugh and Dr. Emily Mofield: In the Mind’s Eye: Truth vs. Perspective, I, Me, You, We: Individuality vs. Conformity, and Perspectives of Power. Discussions will range from developing concepts and generalizations to analysis of text, artwork, speeches, and more. Through modeling and discussions, you will come away ready to engage your gifted students and help them grow them academically.
Intended Audience: Upper Elementary/Middle School ELA Teachers

Option 3: Utilizing Instructional Strategies to Challenge Young Gifted Learners (PS-3rd)
Ellen Honeck, Ph.D., Denver Public Schools
Providing and using high quality culturally responsive curriculum is necessary for the 21st century. This session is specifically geared toward early childhood and primary classroom teachers. It will focus on concrete instructional strategies and activities to challenge young gifted and high ability children in the regular and pull out classroom. Identifying and recognizing instructional strategies within the four areas of differentiation—content, process, product, and environment—should be incorporated when planning lessons. Strategies, tools and activities will be shared across differentiation and content areas including language arts, math, science and social studies as well as integrated hands on lessons, activities and projects. Sample activities, curriculum materials, and resources will be shared so educators have something to take back to the classroom and put into practice. These strategies will engage students in an effort to foster growth and meet the unique needs of the young gifted learner!
Intended Audience: K-3 Teachers
Option 4: Questioning Across the Content Areas Using the Jacob’s Ladder Model
Sarah DeLisle, Ed.D. (Vanderbilt University) and Wendy Buchanan (Rutherford County Schools)
Jacob’s Ladder is a language arts curriculum supplement that was piloted and proven successful with low-income, high-ability students. In this session participants will learn how to use the scaffolded questioning approach of Jacob’s Ladder in both gifted and heterogeneous classrooms to create tasks and higher-order thinking questions that engage students in critical analysis. Originally designed to be a scaffolded approach to questioning with literature and nonfiction texts, the Jacob’s Ladder model can be used in other content areas as well. This session provides you with the knowledge to design and effectively implement your own questions and tasks using resources you already have in your classroom. This process can be utilized at all grade levels—all it takes is the “know how” to design your own ladders to push all students’ thinking to new levels and to bring rigor into your everyday instructional practices.

Intended Audience: All

11:45 – 1:00: Lunch (Wyatt Rotunda)

1:00 – 3:30: Breakout Session 2

Option 1: Complexity, Depth, and Concepts: Implementing Cross-Curricular ELA/Science Units in Elementary School  Eric Fecht, Ed.D., Vanderbilt University
In this session participants will use models and features embedded in curriculum developed for advanced learners, notably Interactions in Ecology and Literature and Space, Structure, and Story. From analysis wheels that add complexity to poems and short stories, to exemplar simulations that require students to explore the impact of variables and the emergence of patterns, participants will explore a variety of strategies to support gifted elementary students. Whether you want to walk away ready to implement a unit with fidelity or build upon existing ideas with the models and examples, this session can help you get there!

Intended Audience: Elementary Teachers

As educators, sometimes it is difficult to decide what questions are best to ask students to promote continued engagement with a topic. In this session various types and purposes of questions will be discussed in order to foster meaningful differentiation. Strategies using higher level Blooms Taxonomy, Depth of Knowledge, Critical Thinking tools, creative thinking strategies, Sandra Kaplan’s Depth and Complexity Framework and Hilda Taba’s questioning tools will be introduced and curriculum examples shared. Specific questioning techniques and stems will be provided to use with ANY topic. As children today have access to an immense amount of information it is imperative that educators know how to promote problem-solving skills. Utilizing appropriate questioning techniques is imperative for higher-level thinking. Participants will walk away with guidance and the opportunity to create a personalized questioning tool. Imagine the possibilities of asking quality questions in every classroom and across all content areas!

Intended Audience: All
**Option 4: M2 and M3: Math Curriculum for Advanced Learners**  
*Jennifer Holt, Williamson County Schools*

In this session participants will have the opportunity to explore advanced curriculum units developed by Dr. Kathy Gavin and colleagues at the University of Connecticut. From measurement concepts and high-level proportional reasoning from *In Search of the Yeti* to working with variables and equations in *At the Mall with Algebra*, you will have the opportunity to engage in multiple lesson and activities, discovering along the way criteria to look for in exceptional math curriculum for your gifted and high achieving students. Help your students think and act like mathematicians as they talk and write about their findings and come to love mathematics.  
*Intended Audience: Elementary Teachers*

**Friday, March 6**

7:30 – 8:30: Registration and Coffee/Pastries

8:30 – 8:45: Reflections

9:00 – 11:30: Breakout Session 3

**Option 1: Hidden in Plain Sight: The Illuminating Lives of George Ferris and Raye Montague**  
*Christine Dietz, Ed.D. & Kristy Kidd, M.Ed., University of Arkansas at Little Rock*

Join us for an exciting session inspired by George Ferris, inventor of the Ferris Wheel, and Raye Montague, the Navy's own hidden figure who was the first person to design a ship using a computer. Participants will receive curriculum materials designed to teach award-winning biographies to elementary students, experience a hilarious engineering design challenge inspired by Disney's Imagineers, and solve an "unplugged" computer coding challenge (no computer required!).  
*Intended Audience: Elementary Teachers*

**Option 2: Integrating Affective Learning into Everyday ELA Lessons**  
*Tamra Stambaugh, Ph.D., Vanderbilt University*

Have you ever thought “I don’t have time in the day to do it all!”? Teachers of gifted students are often tasked with supporting students’ academic and affective development, and often see those lessons happening in isolation of one another. Look no further, as affective Jacob’s Ladders are designed to support both ELA and affective growth. Affective skills that support academic risk taking, developing excellence, overcoming adversity, and regulating emotions can be taught and integrated within a language arts curriculum. In this session we will examine the new affective ladders, discuss how these apply to common affective dispositions that promote talent development, and link these features to ELA standards and common readings. Come prepared to learn new ladder frameworks and write your own affective ladders based on reading prompts or media used in your classroom.  
*Intended Audience: All*
Option 3: Complexity in ELA: Encounters with Archetypes
Eric Fecht, Ed.D., Vanderbilt University
What patterns exist in literature? How do authors use symbols to promote meaning? How does a character’s encounter with an obstacle reveal the theme? Join us as we explore the different features of one of PTY’s newest curricula: Encounters with Archetypes. From literary, rhetorical, and visual analysis wheels, to developing the concept of encounters, participants will learn how models and strategies can be used to implement lessons that are not only fun and engaging, but promote interest and critical thinking as well.
Intended Audience: Upper Elementary and Middle School ELA Teachers

Option 4: Communication, Concepts, and Connections: Strategies for Supporting Mathematical Thinking
Jennifer Holt, Williamson County Schools
One size does not fit all, and unlocking the potential of gifted and high-ability math students in mixed-ability classrooms can be a daunting task. This session will explore the following questions: How can concepts be used in math? What does it mean to be a mathematician? How do mathematicians communicate? Research-based strategies will be shared that can help teachers support students in developing mathematical expertise. Concept applications such as balance, patterns, order and systems, will be shared and discussed within the context of applying and modifying strategies for gifted students in this practical hands-on session.
Intended Audience: Elementary Teachers

11:30 – 12:45: Lunch (Wyatt Rotunda)

12:45-3:15: Breakout Session 4

Option 1: Prisms, Light, and Balancing Bobbles
Christine Dietz, Ed.D. & Kristy Kidd, M.Ed., University of Arkansas at Little Rock
In this session, participants will experience the best of Sir Isaac Newton and Alexander (Sandy) Caulder through lessons inspired by the iconic scientist and the non-conformist artist. We will break apart and experiment with light, create persuasive writing samples, and investigate balanced three-dimensional designs. Activities are designed to engage elementary learners in critical and creative thinking, and help teachers spot emerging talent.
Intended Audience: Elementary Teachers

Option 2: Transformations in Stories and Arguments: Using Fictional and Argumentative Analysis Models to Develop Writing Skills Among Elementary Students
Eric Fecht, Ed.D., Vanderbilt University
How do authors take different elements of writing, such as perspective, setting, or characters, and turn them into a story, message, or argument? In this session, we explore how teachers can use field tested models to help young budding writers find their voice and develop fiction and argumentative piece using the tools and models of experts. Join us as we take an in-depth look at Transformations in Stories and Arguments, curriculum developed by Programs for Talented Youth.
Intended Audience: Elementary Teachers

Option 3: Inspiring Creativity in Students of All Ages
What Works: Curriculum Resources & Design for the Gifted Learner #WhatWorksGifted2020
Ellen Honeck, Ph.D., Denver Public Schools
Far too often, creativity diminishes once a child enters school. This session will emphasize the importance of creativity across content areas and ages. You will dive into the creative process and participate in some hands-on experiences. These experiences will frame your understanding of curiosity, creativity, common misconceptions about creativity, positive and negative aspects of creativity as well as the creative process. The development of a creative environment will be addressed, and specific suggestions provided. Creative thinking skills will be identified, and participants will acquire strategies that foster development and implementation of these across all domains as well as curricular activities. The goal will be to walk away with the creative spark to enhance your lessons!

Intended Audience: All

Option 4: Mixing it Up: Strategies and That Move Complex and Differentiated Questioning
Off the Wheel Tamra Stambaugh, Ph.D., Vanderbilt University
Comfortable using the analysis wheels in whole group settings as a discussing tool? What do you do next? If you are looking for ways to move beyond pencil and paper when considering analysis this is the session for you! In this session, we will explore strategies for getting students up and moving while thinking critically about the content they have been exploring. From inner/outer circles that get everyone talking to tiered assignments and questions that provide students with just the right level of challenge, join us as we explore a variety of strategies that will have your students engaged in new ways and provide you with new ways to differentiate instruction using the analysis wheels as a model or guide.

Intended Audience: All

3:15 – 3:30: Reflection and Application