

2018 Annual Fall Conference



2018 OAGC ANNUAL FALL CONFERENCE

Hilton Easton, Columbus, Ohio

October 14 - 16, 2018



OHIO ASSOCIATION for GIFTED CHILDREN

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OUR MISSION:

To promote & support the development of gifted students through dissemination of information, advocacy on their behalf, encouragement of affiliate organizations, and promotion of research & education for gifted children.

Special Note Regarding Session HQPD Coding

OAGC developed the four-year gifted HQPD plan based on national standards, state competencies, and best practices. The plan was created in order to prepare general education teachers for effectively teaching the gifted learners in their classrooms. Some topics repeat across multiple years, and we have recommended specific subtopics be aligned to each year simply to help providers of professional development organize their instruction. The codes used with each session description are meant to designate how conference sessions align to the OAGC gifted HQPD outline. Any designation of year indicates what topics in the HQPD document relate to the session; the year designation in the code is not an indicator of the level of difficulty or expertise required to attend the session nor is it an indicator that the attendee must have participated in some type of prerequisite professional development. Educators should select sessions based on their personal gifted professional development needs.

TIPS FOR NAVIGATING THROUGH THE NEXT TWO DAYS OR HOW TO USE THIS BOOKLET

For your ease in navigating our conference the following is provided as a guide:

PARENT DAY

Parents will gather on Sunday afternoon for Parent Day, an event which will provide information and resources regarding raising gifted children, advocating for gifted students, identification, and services.

REGISTRATION

The registration desk is located across from Regent Ballroom 3 in the main hallway. It will be manned during the hours of 5:00-7:00 PM on Sunday evening and from 7:30-9:30 AM on Monday and Tuesday.

CONTINENTAL BREAKFAST

The buffet tables are located in three places in the pre-function lobbies. You may sit in the Easton Grand Ballroom and stay for the Keynote Speakers.

LUNCH

Lunch will be served at 12:00 PM each day. Feel free to sit anywhere in the Easton Ballroom with old and new friends.

SCHEDULE

The conference schedule is located on the back page of this program. Changes are announced daily after breakfast in the Easton Ballroom.

SCHOLARSHIP RAFFLE

Each year, many generous supporters provide lovely baskets to raffle with the proceeds going to the OAGC Scholarship Fund for students. You may purchase tickets and slip them in the appropriate box in front of the basket(s) you would like to win.

KEYNOTE/FEATURED SPEAKERS

Our keynote speakers will present in the Easton Grand Ballroom from 9:00 AM until 10:00 AM. Brian Housand will present on Monday. Ian Byrd will present on Tuesday. In addition, several featured speakers will present small sessions throughout the conference. Please see pages 8-11 for more details.

SMALL SESSIONS

Descriptions of all the small session presentations start on page 12 of this program booklet. A planning grid is provided on pages 16 & 17 that you may use to record sessions you want to visit at specific times.

WELCOME CONFERENCE ATTENDEES!

AWARDS

OAGC awards will be presented during lunch each day of the conference.

NAME BADGES

Admission to all conference sessions is limited to persons wearing an official OAGC conference name badge. Lunch admission requires this name badge.

SOCIAL MEDIA

While you're at the OAGC fall conference, be sure to post updates and share photos of your conference highlights! Use **#oagc2018**.

EXHIBITS

Exhibits will be open during the hours of the conference in the pre-function lobbies. OAGC does not endorse products, software or services offered by third party vendors.

MEMBERSHIP MEETING

OAGC's Annual General Membership Meeting is scheduled between 8:00-8:30 AM in the Easton ballroom on Tuesday. All OAGC members are encouraged to attend.

CEUS

CEU credit certificates will be offered each day of the conference: 3 hours for Sunday sessions, 5 1/2 hours for Monday, and 5 1/2 hours for Tuesday attendance. They are available at the registration area at the conclusion of each day.

Ashland University College Credit

One hour of graduate credit is available for attending both days of the OAGC Annual Fall Conference and three hours on Sunday. Those interested should plan to attend an informational meeting at 12:30 PM on Monday, October 15, 2018 in Juniper C to pay fees and receive details. Tuition fees will be \$280 payable by check or charge at the Monday meeting. Class requirements are:

- Attendance at eight small sessions;
- Attendance at two plenary and keynote speaker sessions;
- **Mandatory attendance at three hours of Sunday sessions;**
- Attendance at Ashland Credit Meeting on Monday in Juniper C at 12:30 P.M.;
- Participation in activities and discussion during sessions as requested by session leaders;
- Recording of all sessions attended using the OAGC PD Tracker available at oagc.com.hqpd.asp; and
- Selection of two out of three following assignments:
 - Action plan to share OAGC conference learned information with colleagues in home district.
 - Reboot of existing lesson plan creating depth, complexity, and/or pace differentiated modifications
 - Select one of the keynote presentations (Brian Housand or Ian Byrd) and write a reflection how this will impact your practice when you return to your school district.
- Grades will be either satisfactory or unsatisfactory. Graduate credit will be granted upon completion of all requirements.
- CEU credit for Ashland participants will total 15 hours.

October 14, 2018

Dear Friends of OAGC:

Welcome to the 66th Annual OAGC Fall Conference! Given the major education reform changes we continue to experience, the conference committee has prepared a conference that will be thought-provoking, engaging, educational, and challenging. Most of all, we hope it will provide conference attendees with the information they need to best serve Ohio's gifted children in this time of change.

This year, we have selected quality small session presenters who offer a wide variety of topics, including sessions on creativity, written education plans, technology, social/emotional issues, project-based learning, and much more. In addition, we are delighted to have two national experts as our keynote speakers. On Monday, we will feature Brian Housand. His keynote, "How to Create a Culture of Creativity," is an excellent reminder that giftedness is not just about academics. On Tuesday, our keynote speaker is Ian Byrd. His keynote, "Cultivating Curious Kids," focuses on the need to ensure our gifted kids keep their essential inquisitive nature vibrant.

Our special featured speakers include Keith Polette, Michael Clay Thompson, Raj Shah, and Ed Zaccaro. They, along with our guest speakers, Eric Calvert, Patty Clary, Anne Flick, and Todd Stanley offer a combination of both the tried and true, as well as cutting edge, ideas in order to bring depth and breadth to our sessions.

Our vendors offer a wide variety of books, educational resource materials, and fun jewelry, as well as other interesting items. Please visit them before, between, and after sessions. In addition, raffle baskets contributed by groups and individuals from across the state are beautifully presented in the hallway outside the Regent Ballrooms. All proceeds from this raffle go to the OAGC Scholarship Fund. This fund supports many gifted children who wish to participate in extracurricular programs.

The gifted community in Ohio will continue to face many challenges. It is important to the OAGC Governing Board and the Conference Committee that we offer a conference that provides resources and ideas to meet these challenges. We also hope to provide you with time to network with other gifted professionals and parents as we work together to better meet the needs of Ohio's gifted children.

Have a great conference!

Sincerely,
Colleen Boyle and Ann Sheldon
OAGC Conference Co-Chairs

2018-2019 OAGC GOVERNING BOARD

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 Keynotes & Featured Speakers _____ Ann Sheldon
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 Scholarship Raffle _____ Rachel Smethers-Winters & Tara Toft
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 Parent Division Liaison _____ Monica Shaner
 Teacher Division Liaison _____ Sarah Schleeauf

Parent Day Schedule

TIME	ACTIVITY	LOCATION
2:00 PM - 6:00 PM	Registration	Pre-function Lobby
2:30 PM - 3:00 PM	Welcome & Announcements	Easton A
3:00 PM - 4:00 PM	Keynote - Brian Housand	Easton A
4:00 PM - 6:00 PM	Small Session Breakouts	Easton A

Sunday Session Descriptions

Keynote

“The Geeks Have Inherited the Earth” -- Dr. Brian Housand

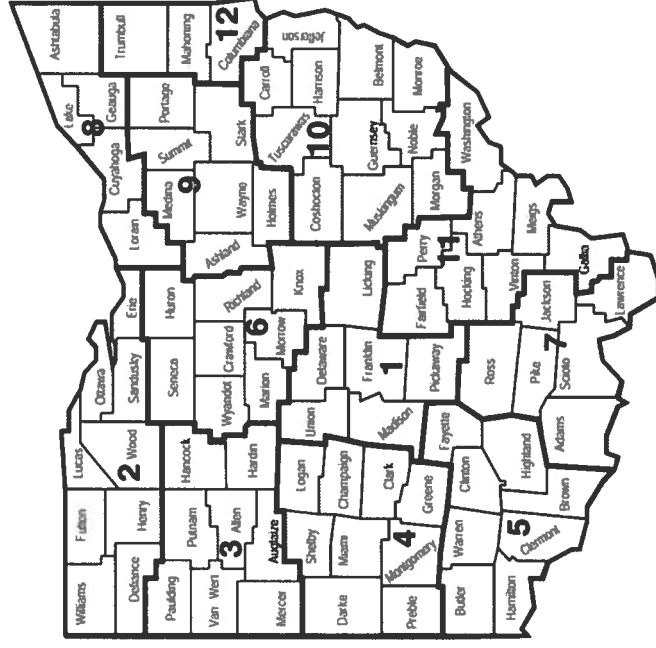
Breakout Sessions

“WEPs Decoded” -- Parent/Teacher Panel

The Written Education Plan (WEP) guides gifted service and is the primary tool parents and teachers use to communicate about differentiation for gifted students. The panel will discuss the information contained in the WEP, including how to understand what service(s) will be provided, how differentiation will be applied in the classroom, and how growth will be measured for your student's individualized goals. In addition, we will explore ways in which this tool can be used to build communication and solve problems between home and school.

Getting Things Done..Sharpening and Supporting Executive Function - Renee Mattson

It is important to help the gifted child with the day-to-day skills they need to succeed. This session will help the audience understand executive function skills and they will walk away with practical resources and strategies to help kids prioritize, focus and sustain their work.



OUR KEYNOTES

Dr. Brian Housand, is the coordinator of the Academically or Intellectually Gifted program at University of North Carolina Wilmington. Dr. Housand earned a Ph.D. in educational psychology at the University of Connecticut with an emphasis in both gifted education and instructional technology. He served two terms on the National Association for Gifted Children's Board of Directors. He co-authored *Using the Schoolwide Enrichment Model with Technology*. He is also the author of *Fighting Fake News! Teaching Critical Thinking and Media Literacy in a Digital Age*. Brian has worked in education as a classroom teacher, a teacher of the gifted, and a university professor for over twenty years. Brian is a lover of technology, Star Wars, video games, and fonts, and he proudly identifies himself as a geek. You can learn more on his website at brianhousand.com and by following him on Twitter @brianhousand.

Brian will be providing the Sunday keynote, "Geeks Have Inherited the Earth" as well as the Monday keynote, "How to Create a Culture of Creativity."

In addition, Brian will present two sessions (presented twice) on Monday, including "Increasing Student Engagement with Choice, Creativity, Complexity, and Curiosity" and "Becoming a Meddler-in-the-Middle."

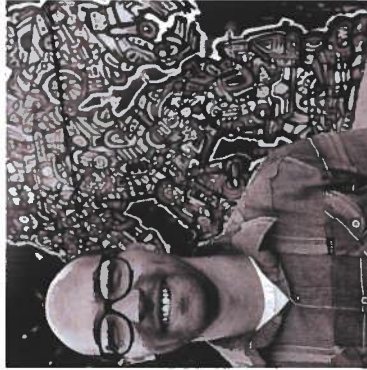
Ian Byrd taught gifted students in Garden Grove, California where he grew up as a gifted kid himself. On his journey to become a teacher, he earned a degree in Computer Science, briefly played bass in an almost successful rock band, and married a fashion designer. He writes about gifted education at Byrdseed.com to an audience of over 30,000 monthly visitors and develops videos at Byrdseed.TV.

Ian will be providing the keynote on Tuesday morning, "Cultivating Curious Kids."

In addition, Ian will present two sessions on creativity on Tuesday, "Depth and Complexity - Level 1" and "Asking Better Questions."



Brian Housand
Sunday and Monday
Keynotes
Monday Small Sessions



Ian Byrd
Tuesday Keynote
Tuesday Small Sessions



Keith Polette

Dr. Keith Polette is a specialist in children's literacy and the Director of the English Education program in the Department of English at the University of Texas at El Paso. At UTEP, he is a Professor of English and teaches undergraduate courses in Children's Literature, Writing Processes of Children, Reading and Writing Nonfiction, The Dynamics of Language, and graduate courses in Methods of Teaching Children's Literature, Methods of Teaching Writing, Methods of Teaching English/Language Arts, Writing for Children, and Poetry and Personal Poetics.

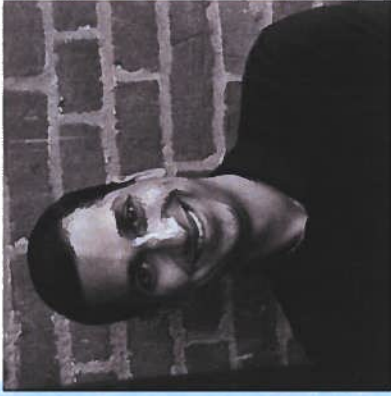
Keith earned a Ph.D. in English from Saint Louis University, two Masters degrees from Idaho State University-one in English and one in Drama-and a B.A. in English from Central Methodist College.



Michael Clay Thompson

Michael Clay Thompson is a writer, consultant, and presenter. He has served on the Board of Directors of the National Association for Gifted Children and is past president of the Indiana Association for the Gifted. He was an instructor in Northwestern University's LearningLinks program, offered by the Center for Talent Development. Michael Clay Thompson has been a classroom teacher of English, Spanish, or history since 1969. He has written over seventy textbooks on gifted education. Today, Michael is once again teaching online classes through the Royal Fireworks Press Online Learning Community.

OUR FEATURED SPEAKERS



Raj Shah has always had an affinity for math. Powered by his love of math, he earned a Ph.D. in Physics in 1999 which led to a career in R&D at Intel. In 2008, he quit his job and founded Math Plus Academy, an after-school STEM enrichment program for kids from ages 5 – 14. his mission is to introduce kids and adults to the wonders of mathematics. He is also a founding member of the Global Math Project and contributes his to Math Teacher Circles and the Julia Robinson Math Festival. Dr. Shah believes that everyone can enjoy math, develop strong number sense, and become a perseverant problem solver.

Raj Shah

Eric Calvert, Ed.D., is Associate Director of Northwestern University's Center for Talent Development (CTD), where he oversees online learning, service learning, and summer residential programs for gifted and advanced students, facilitates professional development programs for educators, and provides program design and evaluation services for K-12 schools. He previously served as assistant director for gifted education at the Ohio Department of Education, where he oversaw the revision of the state's gifted education operating standards for K through 12 schools, administered university-based summer programs for gifted students, and oversaw the development of the state's policy on academic acceleration. Calvert's background also includes serving as director of youth programs at Purdue's Gifted Education Resource Institute.

Patty Clary is a retired classroom teacher, elementary school principal and gifted intervention specialist. Still wearing several professional hats after retirement, she started her own educational consulting business, Entrusted Teacher Consulting, so she could continue to share her passion and ideas about gifted education with others. It has been very rewarding to spend time with schools, administrators and teachers to improve gifted services and practices. Creating materials for gifted ed. is also a part of her loves. She also works with Cleveland State University as an instructor in the gifted program.



Ed Zaccaro is a retired teacher and popular presenter at math and gifted education conferences around the country. He has taught students of all ages and abilities and has been an advocate for gifted education as a parent, teacher, and school board member. His ability to make math fun and challenging as well as his unique sense of humor comes through in his classes and workshops. Zaccaro has an undergraduate degree from Oberlin College, a Masters degree in Gifted Education from the University of Northern Iowa, and is the author of several mathematics books for mathematically gifted students including Challenge Math used by the Belin-Blank Center for the Challenge Math Program.

Ed Zaccaro

Anne Flick, M.Ed., is a gifted instructional specialist and educational consultant who has presented at both gifted and content-area national and state conferences. Among the topics she specializes in are College Credit Plus, credit flexibility, acceleration, differentiation, continuum of gifted services, assessment and grading, college planning and application, and the social and emotional needs of gifted students. She provides consultation to educators at all levels and presents regularly to parent groups in between teaching accelerated reading and accelerated math to middle school students.

Todd Stanley is the author of eleven teacher-education books including Project-Based Learning for Gifted Students: A Handbook for the 21st Century Classroom and his latest, When Smart Kids Underachieve. He was a gifted classroom teacher for 18 years and is currently the gifted services coordinator for Pickerington Local Schools where he lives with his wife and two daughters.

OUR FEATURED SPEAKERS

Session One 10:10-11:00 AM

Coordinator Division
Supporting the Social Emotional
Needs of Gifted Students

Kathy Frazier
Creative Encounters in Differentiation
through Lyric Learning

Although the academic aspect of gifted education is really important, equally, if not more important, are the social and emotional needs of this particular group of children. What does that look like? Gahanna City Schools will share how they address this need through student advisory groups.

Music is a universal language. This session is designed for educators who wish to integrate engaging Lyric Learning lessons into their curriculum that promote creative thinking and problem solving, address the social and emotional needs of the gifted, and support depth of learning. A comprehensive handout will be provided.

Targeted Grade: N/A
Room: Regent Ballroom 1 (seats 160)
ODE Competency: d
OAGC Strand: Year 2: Characteristics

Targeted Grade: K-12
Room: Easton Ballroom C&D (seats 120)
ODE Competency: b, d, e
OAGC Strand: Year 1: Higher Level Thinking & Complexity

Brian Housand
Increasing Student Engagement with Choice,
Creativity, Complexity, and Curiosity

Melanie Bondy
Next Level Independent Projects!
Inspire Creative Choice within a Structure

This interactive session is one part Choose Your Own Adventure and one part professional development, where you are in the driver's seat! Together we will explore a menu of instructional strategies designed to meaningfully engage your students in the learning process. Your choices and interests will guide you through a series of creativity activities designed to pique and develop students' curiosity. Regardless of the choices, everyone will leave with access to all of the resources!

Excite students with fun real-world topics to explore and research. Provide a framework, yet allow interests, ability and learning style to guide content, process and product. This teacher presentation demonstrates project creation and management. Provide high-level, interdisciplinary challenge while alleviating your workload. View student portfolios/exhibits. Excellent handouts!

Targeted Grade: K-12
Room: Regent Ballroom 2 (seats 160)
ODE Competency: a, b
OAGC Strand: Year 3: Higher Level Thinking & Complexity

Targeted Grade: 1-8
Room: Easton Ballroom E (seats 60)
ODE Competency: a, b, c
OAGC Strand: Year 2 - Lesson Design

ODE Gifted Consultants
State of the State

In this session, ODE staff will provide an annual status report on gifted education in Ohio and will review state education policy initiatives and new resources relevant to gifted educators. The presentation will also provide a preview of events, issues, and activities on the horizon for the year ahead to help educators plan and collaborate.

**It is the supreme art of the
teacher to awaken joy in creative
expression and knowledge.**

--Albert Einstein

Targeted Grade: N/A
Room: Regent Ballroom 3 (seats 160)
ODE Competency: n/a
OAGC Strand: Year 4: Professional Growth

Session One 10:10-11:00 AM

OAGC HQPD Team (Karen Rumley)
Growing Together: Grouping Strategies
to Enhance Student Learning

Ed Zaccaro
10 Challenging Math Problems and
Strategies to Successfully Solve Them

Creating differentiated tasks is one thing, managing them in a diverse classroom is another. Investigate evidence-based grouping practices that provide all students, including the gifted, access to appropriately challenging and complex learning experiences. Practical application will focus on classroom-based strategies, with some discussion about cluster grouping as a service model.

Because problem solving can be difficult - even for gifted students - it is important for each student to have a "tool-belt" of problem solving strategies. Many of the strategies presented in this session will force students to change their normal thinking patterns and approach each problem in a different way.

Targeted Grade: K-12
Room: Juniper A and B (seats 120)
ODE Competency: a, b, c, f
OAGC Strand: Year 4 - Differentiation in the Regular Classroom

Targeted Grade: 5-12
Room: Magnolia (seats 80)
ODE Competency: a, b
OAGC Strand: Year 3: Higher Level Thinking & Complexity

Renee Mattson
Getting Things Done...
Sharpening and Supporting Executive Function

Michael Clay Thompson
Literature Trilogies for Gifted Children

It is important to help the gifted child with the day-to-day skills they need to succeed. This session will help the audience understand executive function skills and they will walk away with practical resources and strategies to help kids prioritize, focus and sustain their work.

A strong literature program not only exposes students to literary themes and stories, it also builds the strong foundation of vocabulary, grammar, punctuation, and writing that makes students stronger in every subject. This presentation will provide a practical strategy for cumulative literature trilogies, with multiple options for high-level evaluation. Teachers will receive a differentiated approach for presenting literature to gifted children. They will learn methods for teaching cumulatively and for emphasizing exciting Socratic essay questions that identify common themes and similar characters, taking literature to a higher order of thinking than simple novels in isolation can do.

Targeted Grade: 4-8
Room: Juniper C (seats 75)
ODE Competency: d
OAGC Strand: Year 1: Characteristics

Targeted Grade: 3-12
Room: Lilac (seats 75)
ODE Competency: a, b
OAGC Strand: Year 3: Higher Level Thinking & Complexity

The highest result of education is tolerance.
- Helen Keller

Session Two 11:10-12:00 PM

Raj Shah
Curiosity Driven Mathematics

Teachers will learn a powerful framework for presenting problems, puzzles, and games that piques students' curiosity and gets them intrinsically motivated. Get ready to do hands-on math activities and spark your own mathematical curiosity. While taking on these tasks, we will dive deep into what makes problems especially engaging and ways to make small changes to existing problems to supercharge their curiosity factor.

Targeted Grade: K-8
Room: Regent Ballroom 1 (seats 160)
ODE Competency: a, b
OAGC Strand: Year 1: Higher Level Thinking & Complexity

Brian Housand
Becoming a Meddler-in-the-Middle

Rather than being a Sage-on-the-Stage or a Guide-on-the-Side teachers of the gifted should strive to become the Meddler-in-the-Middle. Instead of rushing in to save students with the right answer, the Meddler-in-the-Middle intentionally creates puzzling situations to stretch gifted students' thinking. Come experience a collection of activities designed to promote meddler, curiosity, risk-taking, and creativity in you and your students.

Targeted Grade: K-12
Room: Regent Ballroom 2 (seats 160)
ODE Competency: a, b
OAGC Strand: Year 3: Higher Level Thinking & Complexity

ODE

Hot Topics in Gifted Education

This session will focus on issues that frequently come up as districts implement the new gifted operating standards.

Targeted Grade: N/A
Room: Regent Ballroom 3 (seats 160)
ODE Competency: N/A
OAGC Strand: Year 5: Professional Education

NO SESSION
ROOM SET-UP
FOR LUNCH

Room: Easton Ballroom C (seats 60)

NO SESSION
ROOM SET-UP
FOR LUNCH

Room: Easton Ballroom D (seats 60)

NO SESSION
ROOM SET-UP
FOR LUNCH

Room: Easton Ballroom E (seats 60)

Session Two 11:10-12:00 PM

OAGC HQPD Team
(Stephanie Rymer and Chrystal Cotner)
Using Technology to Scaffold Learning for Gifted Students

Learn how to integrate technology to support your gifted students and design assignments and deliver lessons that already have embedded scaffolding. After seeing math and language arts teachers' experiences, explore how to get started or build on technology in your classroom.

Targeted Grade: 4-12
Room: Juniper A and B (seats 120)
ODE Competency: a, b, c
OAGC Strand: Year 4: Differentiation in the Regular Classroom

Aimee Ashcraft
Genius Hour

Differentiate learning and increase student engagement by letting students learn more about a topic or passion of their choice. Participants will learn how Genius Hour changed my students and my teaching. This experience is far greater than independent projects. Are you ready to take your classroom to the next level?

Targeted Grade: 4-12
Room: Juniper C (seats 75)
ODE Competency: a, b, c
OAGC Strand: Year 4: In-depth or Independent Study

Rhonda Kates and Julianne Ware
Making Progress with Gifted Progress Reports

Following a workshop model and using a variety of resources, teachers will learn to connect WEP goals, curricular interventions and methods of evaluation with progress monitoring techniques. Teachers will evaluate progress report narratives using grading criteria to assess the quality of WEP goals, methods of differentiation, and methods of evaluation.

Targeted Grade: K-12
Room: Magnolia (seats 80)
ODE Competency: h
OAGC Strand: Year 3: Development of WEPs

Michael Clay Thompson
Introduction to Four-Level Grammar Analysis

This intensive session is for teachers who are new to Michael Thompson's four-level analysis method of grammar instruction and would like an introductory overview. Four-level analysis gives teachers a practical way to compact grammar instruction and launch it early in the year, so that grammar can be used throughout the year as a way of thinking about language, resulting in more effective writing and vocabulary usage. Participants will leave the workshop with an understanding of how four-level analysis gives students a clear, understandable approach to grammar that makes real application possible.

Targeted Grade: 3-12
Room: Lilac (seats 75)
ODE Competency: a, b
OAGC Strand: Year 3: Higher Level Thinking & Complexity

Remember to Support Scholarships for Ohio's Gifted Student via the OAGC Scholarship Raffle!

CONFERENCE PLANNING GRID					Monday, October 15, 2018			
Session/ Rooms	Session 1 10:10-11:00	Session 2 11:10-12:00	Session 3 1:30-2:20	Session 4 2:30-3:20				
Regent Ballroom Salon 1 Seats 160	Coordinator Division Supporting the Social Emotional Needs of Gifted Students	Raj Shah Curiosity Driven Mathematics	Eric Calvert Evaluating Gifted Services: Useful Strategies and Lessons Learned	Anne Flick College Credit Plus 4.0: Supporting Students through Major Changes				
Regent Ballroom Salon 2 Seats 160	Brian Housand Increasing Student Engagement with Choice, Creativity, Complexity, and Curiosity	Brian Housand Becoming a Meddler-in-the-Middle	Brian Housand Increasing Student Engagement with Choice, Creativity, Complexity, and Curiosity (repeat from AM)	Brian Housand Becoming a Meddler-in-the-Middle (repeat from AM)				
Regent Ballroom Salon 3 Seats 160	ODE State of the State	ODE Hot Topics in Gifted Education	Keith Polette Reading Between the Lines: Inference Made Easy	Keith Polette Higher Order Literacy: The Keys to Comprehension				
Easton Grand Salon C&D Seats 120	Kathy Frazier Creative Encounters in Differentiation through Lyric Learning	No Session Room Set-Up for Lunch	Coordinator Division What to Expect When Coordinating Gifted Services (double session)	Coordinator Division What to Expect When Coordinating Gifted Services (double session)				
Easton Grand Salon E Seats 60	Melanie Bondy Next Level Independent Projects! Inspire Creative Choice Within a Structure	No Session Room Set-Up for Lunch	Amy Havens - Creating a Supportive Classroom Culture for Stressed-Out Gifted Kids	Elizabeth Geckler On the Road Again - Pack Your Bags Part 2				
Juniper Room A & B Seats 120	OAGC HQPD Team (Karen Rumley) Grouping Strategies to Enhance Student Growth	OAGC HQPD Team (Stephanie Rymer) Using Technology to Scaffold Learning for Gifted Students	OAGC HQPD Team (Allison Schleichert) Project Based-Learning through Self-Paced Math Stations	OAGC HQPD Team (Erin Muck) A Centers Approach to Language Arts				
Juniper Room C Seats 75	Renee Mattson Getting Things Done... Sharpening and Supporting Executive Function	Aimee Ashcraft Genius Hour	Joel Gulko College Board Updates	Becca Fredmonsky Social Emotional Support in the Mathematics Classroom				
Magnolia Room Seats 80	Ed Zaccaro 10 Challenging Math Problems & Strategies to Successfully Solve Them	Rhonda Kates Making Progress with Gifted Progress Reports	Laura Weaver BREAKOUT EDU - Escape into the World of Active Learning (double session)	Laura Weaver BREAKOUT EDU - Escape into the World of Active Learning (double session)				
Lilac Room Seats 80	Michael Thompson Literature Trilogies for Gifted Children	Michael Thompson Introduction to Four-Level Grammar Analysis	Michael Thompson The Poetry of Prose	Joyce Christman Get the Hot Scoop for Your Lunch Table!				

CONFERENCE PLANNING GRID					Tuesday, October 16, 2018			
Session/ Rooms	Session 1 10:10-11:00	Session 2 11:10-12:00	Session 3 1:30-2:20	Session 4 2:30-3:20				
Regent Ballroom Salon 1 Seats 160	Ian Byrd Depth and Complexity - Level 1	Ian Byrd Asking Better Questions	Anne Flick Step-by-Step Guide to Breakout Game Creation for You and Students	Todd Stanley How to Engage Learners by Creating an Authentic Classroom				
Regent Ballroom Salon 2 Seats 160	Brian Housand Increasing Student Engagement with Choice, Creativity, Complexity, and Curiosity	Brian Housand Becoming a Meddler-in-the-Middle	John Kuzma High Quality WEP Goals	John Kuzma Pivot Your Thinking to Create a Culture of Learning				
Regent Ballroom Salon 3 Seats 160	ODE State of the State	ODE Hot Topics in Gifted Education	ODE State of the State	ODE Hot Topics in Gifted Education				
Easton Grand Salon C&D Seats 120	Amy Alexander Boosting Student Voice and Choice with Padlet	No Session Room Set-Up for Lunch	Coordinator Division Roundtables: WEPs, Acceleration, EMIS and HQPD (double session)	Coordinator Division Roundtables: WEPs, Acceleration, EMIS and HQPD (double session)				
Easton Grand Salon E Seats 60	Lesley Wolf The Overexcitable Brain - A Student Perspective	No Session Room Set-Up for Lunch	Jeanna Heuring Killing Classroom Creativity: Guilty as Charged?	Scott Ervin Building Functional Classrooms by Building Functional Kids				
Juniper Room A & B Seats 120	OAGC HQPD Team (Heather Clark) Supporting Gender and Cultural Differences in the Gifted	OAGC HQPD Team (Colleen Boyle) Meeting the Needs of Ohio's Diverse Students	OAGC HQPD Team (Jen Molitor) Differentiation Delivered: Make Your Own Choice Boards (double session)	OAGC HQPD TEAM (Jen Molitor) Differentiation Delivered: Make Your Own Choice Boards (double session)				
Juniper Room C Seats 75	Ed Zaccaro 8 Ways to Spark Curiosity and Passion in Gifted Students	Stacie Hutton Meta-Cognition in the Classroom	Patty Clary The Words We Choose Matter	Patty Clary Tiering - Where Can I Go?				
Magnolia Room Seats 80	Keith Polette Building Vivid Vocabulary	Keith Polette Comprehending Nonfiction/Research without Copying	Debra Smith Adding Depth and Complexity through Art and Problem Solving	Sharon Kaye P4K: Philosophy for Kids in Middle School				
Lilac Room Seats 80	Michael Thompson The Mystery of Verbal Phrases	Michael Thompson Literature YES. Literature Vocabulary for Gifted Readers	Jennifer Groman Creativity: The Seven Is	Dawn Schroeder Engaging Creative Thinkers through Passion Projects				

Session Three 1:30-2:20 PM

Eric Calvert
Evaluating Gifted Services:
Useful Strategies and Lessons Learned

Standards and national research indicate big picture "best practices." But, local stakeholder values, program goals, community characteristics, district structures, and individual student needs vary, change over time and all influence the success and sustainability of gifted service models. Effective program evaluations help schools identify priorities, select appropriate strategies, and create coalitions for change. This session will explore design principles for multi-faceted evaluations of gifted services and strategies for engaging stakeholders in improvement. Success stories, cautionary tales, and breakthroughs from evaluations of urban, suburban, and rural districts will be shared.

Targeted Grade: 4-8
Room: Regent Ballroom 1 (seats 160)
ODE Competency: f, g
OAGC Strand: Year 5: Professional Growth

Brian Housand
Increasing Student Engagement with Choices,
Creativity, Complexity, & Curiosity (repeat from AM)

This interactive session is one part Choose Your Own Adventure and one part professional development, where you are in the driver's seat! We will explore a menu of instructional strategies designed to meaningfully engage your students in the learning process. Your choices and interests will guide you through a series of creativity activities designed to pique and develop students' curiosity. Everyone will leave with access to the resources!

Targeted Grade: K-12
Room: Regent Ballroom 2 (seats 160)
ODE Competency: a, b
OAGC Strand: Year 3: Higher Level Thinking

Keith Polette
Reading Between the Lines: Inference Made Easy

What to do when students fail to read "between the lines," when they can't seem to be able to make inferences necessary for the creation of deep meaning? Use new, explicit techniques that help struggling readers develop the inferential skills they need to become independent readers. This workshop will demonstrate powerful, effective, and ready-to-use "best practices" to help all students develop essential skills to read both inferentially and connotatively. All activities are based on common core standards.

Targeted Grade: K-12
Room: Regent Ballroom 3 (seats 160)
ODE Competency: b
OAGC Strand: Year 1: Higher Level Thinking

Coordinator Division
What to Expect When Coordinating Gifted Services
(double session)

New Gifted Coordinators are invited to attend an interactive presentation focusing on OAGC Coordinator Division's Handbook "What to Expect When You're Coordinating Gifted Services." This is one of the best resources to guide you on your journey through the Ohio Revised Code, operating standards, and the essential documents required in your new role. The itinerary highlights a suggested timeline, assessments, services, acceleration, college and career counseling, district accountability, HQPD, and resources.

Targeted Grade: N/A
Room: Easton Ballroom C&D (seats 120)
ODE Competency: N/A
OAGC Strand: Year 5: Professional Growth

Amy Alexander
Safe Havens: Creating a Supportive
Environment Culture for Stressed-Out Kids

Return to school with strategies you can utilize tomorrow to make your classroom a place of refuge from a world that can make sensitive students feel anxious and overwhelmed. Learn why giftedness can be a "double-edged sword" in an academic setting. Explore specific ways you can help the intellectuals, the quirky kids, and the free spirits all feel that they have a place where they belong and have a voice - in YOUR classroom.

Targeted Grade: K-12
Room: Easton Ballroom E (seats 60)
ODE Competency: d, e
OAGC Strand: Year 2: Characteristics

Are you receiving the OAGC Monthly News Flash? If not, please contact Kay at sktarbutton@sbcglobal.net to update your address.

Session Three 1:30-2:20 PM

OAGC HQPD Team (Allison Schleichert)
Project Based-Learning through Self-Paced Math Stations

Finding the delicate balance of incorporating project based learning, while ensuring that your students still learn the curriculum you need them to learn can be challenging. After a few years of trial and error, and many modifications while I learned what worked best for me and my students, I will share with you my tidbits, tips, and lessons learned to make this classroom structure less stressful, and more manageable for the busy teacher - you! This session will provide you with background information, a simulation, and finally an opportunity to ask questions. Get ready to join me and have some fun!

Targeted Grade: K-12
Room: Juniper A and B (seats 120)
ODE Competency: a, b, c
OAGC Strand: Year 4: Differentiation in the Regular Classroom

Joel Gulko and Rashida Savage
College Board Updates

Beginning with the 2019-2020 school year, all AP teachers will be provided with free and enhanced resources. A variety of key processes related to AP will be different for the 2019-2020 school year. It's imperative that administrators, principals, AP coordinators and AP teachers are aware of the coming changes. Other College Board updates will be included in this session.

Targeted Grade: 9-12
Room: Juniper C (seats 75)
ODE Competency: f
OAGC Strand: Year 5: Professional Growth

Laura Weaver
BREAKOUT EDU - Escape into the
World of Active Learning (double session)

Breakout EDU is a unique game experience for gifted students to work collaboratively while solving critical thinking puzzles to open a locked box. Use of digital technology and hands-on clues for grades K-12 to play cross-curricular, CCSS-based games. Learn how to easily create exciting PBL opportunities to promote active learning.

Targeted Grade: K-12
Room: Magnolia (seats 80)
ODE Competency: a, b, c
OAGC Strand: Year 3: Higher Level Thinking & Complexity

Michael Clay Thompson
The Poetry of Prose

Poetry is an oft-neglected element of the language arts. Classroom practice often focuses on a surface interpretive approach, neglecting the technical details of poetics that distinguish poetry from prose. Relegating poetry to the sidelines is a mistake, however, because these techniques are important not only in poetry but in prose as well. Students need to know them in order to write beautifully, and they also need to be able to notice them when they are reading classic English literature. Novelists from Hemingway to Hawthorne to Melville also wrote poetry and incorporated their poetic techniques into the sentences of their novel paragraphs. This session will survey the important techniques of poetics and present examples of their use both in poetry and in prose.

Targeted Grade: 3-12
Room: Lilac (seats 75)
ODE Competency: b
OAGC Strand: Year 3: Higher Level Thinking & Complexity

Would you like to participate in planning next year's OAGC fall conference? Leave a note with your contact information at the OAGC table.

Session Four 2:30-3:20 PM

Anne Flick
College Credit Plus 4.0: Supporting Students through Major Changes

Coordinator Division
What to Expect When Coordinating Gifted Services (double session)

As College Credit Plus (CCP) enters year 4, dramatic changes pose hurdles for students. We'll briefly review accomplishments to date, then turn to the dizzying new mandates. Understand new eligibility requirements, course restrictions, and probation procedures so you can support gifted learners as they explore this valuable option as early as middle school.

New Gifted Coordinators are invited to attend an interactive presentation focusing on OAGC Coordinator Division's Handbook "What to Expect When You're Coordinating Gifted Services." This is one of the best resources to guide you on your journey through the Ohio Revised Code, operating standards, and the essential documents required in your new role. The itinerary highlights a suggested timeline, assessments, services, acceleration, college and career counseling, district accountability, HQPD, and resources.

Targeted Grade: 7-12

Room: Regent Ballroom 1 (seats 160)

ODE Competency: d, g

OAGC Strand: Year 5: Professional Growth

Brian Housand

Becoming a Meddler-in-the-Middle (Repeat from AM)

Rather than being a Sage-on-the-Stage or a Guide-on-the-Side teachers of the gifted should strive to become the Meddler-in-the-Middle. Instead of rushing in to save students with the right answer, the Meddler-in-the-Middle intentionally creates puzzling situations to stretch gifted students' thinking. Come experience a collection of activities designed to promote meddler, curiosity, risk-taking, and creativity in you and your students.

Targeted Grade: K-12

Room: Regent Ballroom 2 (seats 160)

ODE Competency: a, b

OAGC Strand: Year 3: Higher Level Thinking & Complexity

Keith Polette

Higher Order Literacy: Keys to Comprehension

Spice up your reading curriculum with higher order literacy! This dynamic, interactive workshop will deliver a plethora of ideas to help all language arts students develop and strengthen higher order literacy skills. This session will focus on innovative, cutting-edge "best practices" to help students enhance literacy skills, discover the love of reading, develop higher order thinking skills.

Targeted Grade: K-12

Room: Regent Ballroom 3 (seats 160)

ODE Competency: a, b

OAGC Strand: Year 1: Higher Level Thinking & Complexity

Session Four 2:30-3:20 PM

OAGC HQPD Team (Erin Muck)
A Centers Approach to Language Arts

Laura Weaver
BREAKOUT EDU - Escape into the World of Active Learning (double session)

The concept of centers has been around for years, but with the evolution of technology within schools it has brought this approach back to the forefront of educational discussions. With the use of centers and blended learning, I developed a READ approach to teaching. Each station of READ allows for an organization of the English Language Arts curriculum in a structured and manageable way. This approach incorporates and encourages one-on-one, small group and whole class interactions. Using the READ method allows for teachers to differentiate and meet the needs of the variety of learners in the classroom.

Breakout EDU is a unique game experience for gifted students to work collaboratively while solving critical thinking puzzles to open a locked box. Use of digital technology and hands-on clues for grades K-12 to play cross-curricular, CCSS-based games. Learn how to easily create exciting PBL opportunities to promote active learning.

Targeted Grade: K-12

Room: Juniper A and B (seats 120)

ODE Competency: a, b, c

OAGC Strand: Year 4: Differentiation in the Regular Classroom

Becca Fredmonsky and Erika Poston
Emotional Support in the Mathematics Classroom

The mathematics classroom is often times a different beast for teachers and students. How can we support the social emotional needs of our gifted students in this environment? Join us as we explore ways the Standards for Mathematical Practice can provide academic depth and challenge while building social emotional competencies.

Targeted Grade: K-12

Room: Magnolia (seats 80)

ODE Competency: a, b, c

OAGC Strand: Year 3: Higher Level Thinking & Complexity

Joyce Christman, Michael McNeil, and Ben Wenger
Get the Hot Scoop for Your Lunch Table!

This session will demonstrate a project-based learning opportunity for 5th grade cognitively gifted students by being responsible for a weekly, prerecorded news show, directed to the interests of our elementary school community. This session will show how the show developed, through extensive collaboration among staff and students, into an event that positively impacts the entire school culture. The project challenges students to create products for real world purposes and audiences.

Targeted Grade: K-12

Room: Juniper C (seats 75)

ODE Competency: a, d

OAGC Strand: Year 2 & 3: Characteristics and Higher Level Thinking & Complexity

Targeted Grade: 4-8

Room: Liliac (seats 75)

ODE Competency: a, b,

OAGC Strand: Year 1: Higher Level Thinking & Complexity

Session One 10:10-11:00 AM

Ian Byrd
Depth and Complexity - Level 1

In this session, Ian Byrd will introduce the eleven prompts of depth and complexity and their applications across grade levels and content areas.

Amy Alexander
Boosting Student Voice and Choice with Padlet

Padlet is an easy, free app that offers students (and teachers!) more voice and choice in class presentations. Giving students the option to access content, show/share their learning, and provide feedback on Padlet engages students on all devices, and differentiates for all types of learners. Add Padlet to your toolbox!

Targeted Grade: K-12
Room: Regent Ballroom 1 and 2 (seats 320)
ODE Competency: a, b
OAGC Strand: Year 3: Higher Level Thinking & Complexity

Targeted Grade: K-12
Room: Easton Ballroom C&D (seats 120)
ODE Competency: a, b,
OAGC Strand: Year 4: Differentiation in the Regular Classroom

Lesley Wolf and Joanne Neely
The Overexcitable Brain - A Student Perspective

The presentation will revolve around a panel of gifted middle school students who will share their personal experiences in dealing with overexcitabilities. This student led and student prepared presentation will include definitions, effects of overexcitabilities, and advice for how teachers can be of assistance in helping students manage their overexcitabilities.

Regent Ballroom 1 and 2 are combined for Ian Byrd's session. See above session description

Targeted Grade: 5-8
Room: Easton Ballroom E (seats 60)
ODE Competency: d
OAGC Strand: Year 2: Characteristics

Coordinator Division
Coordinating Secondary Services Panel Discussion

Many districts aspire to provide a continuum of services for gifted services. This session will provide an overview of options which may be used for high school students, including mentorships, and individual advisory sessions.

Targeted Grade: N/A
Room: Regent Ballroom 3 (seats 160)
ODE Competency: N/A
OAGC Strand: Year 5: Professional Growth

When you have something important to say, use your waterproof voice, and don't let them drown you out.

--Lucy VanPelt (Peanuts)

Session One 10:10-11:00 AM

OAGC HQPD TEAM (Heather Clark)
Supporting Gender and Cultural Differences in the Gifted

As gifted students develop, an understanding of themselves and others often depends on gender roles and cultural expectations. Learn what an educator can do to support these differences as we explore the characteristics of gifted girls on their way to eminence and the challenges of being a gifted minority boy.

Keith Polette
Building Vivid Vocabulary

Because reading comprehension is based on a strong working vocabulary, students will become more skilled readers if they learn to expand their vocabularies. This session will present new, dynamic ways to teach students how to develop the critical vocabulary skills they need to become more effective readers.

Targeted Grade: 4-12
Room: Juniper A and B (seats 120)
ODE Competency: d, e
OAGC Strand: Year 2: Characteristics

Ed Zacarro
8 Ways to Spark Curiosity and Passion in Gifted Students

Learn eight ways to nurture your students' curiosity and creativity by presenting them with real world situations and dilemmas that require insight, creative problem-solving and collaboration. These classroom ideas help students become more passionate about mathematics while developing a deeper understanding of its real world uses.

Targeted Grade: K-12
Room: Magnolia (seats 80)
ODE Competency: a, b
OAGC Strand: Year 3: Differentiation in the Regular Classroom

Michael Clay Thompson
The Mystery of Verbal Phrases

One of the paradoxes of gifted education is that gifted children often do not receive the academic or intellectual foundation they need to succeed in the advanced high school and university courses they join. Nothing is more important in this scenario than grammar--the foundation of academic writing and speaking. Within grammar, a critical component is the verbal phrases--the gerunds, participles, and infinitives--that are essential to understanding the rest of grammar. Without understanding verbal phrases, it is impossible truly to understand nouns, or subjects, or subject/verb agreement, or punctuation, or pronouns, yet verbal phrases are often omitted from grammar instruction. This session will clear the matter up for all participants.

Targeted Grade: 4-12
Room: Juniper C (seats 75)
ODE Competency: a, b, c
OAGC Strand: Year 2: Lesson Design

Targeted Grade: 3-12
Room: Lilac (seats 75)
ODE Competency: a, b
OAGC Strand: Year 3: Differentiation in the Regular Classroom

Ohio's gifted students need you: Visit the Scholarship Raffle and bid on your favorite baskets!

Session Two 11:00-12:00 PM

Ian Byrd
Asking Better Questions

Asking questions is a basic tool for teachers, yet how much training have you received? What type of questions do teachers ask? How often? How quickly? And to whom? We'll dive into some fascinating stats on questioning in classrooms and then look at simple ways to get better at asking questions that push students' thinking.

Targeted Grade: K-12
Room: Regent Ballroom 1 and 2 (seats 320)
ODE Competency: a, b
OAGC Strand: Year 1: Higher Level Thinking and Complexity

Regent Ballroom 1 and 2
are combined for Ian Byrd's session.
See above session description

Coordinator Division
Creative Thinking Identification and Service

Join us to explore options for our future innovators as we consider identification and service for our creatively gifted students. Participants will gain insight regarding creativity characteristics, various checklists, programming, and strategies.

Targeted Grade: N/A
Room: Regent Ballroom 3 (seats 160)
ODE Competency: b, g
OAGC Strand: Year 3: Higher Level Thinking & Complexity

NO SESSION
ROOM SET-UP
FOR LUNCH

Room: Easton Ballroom C (seats 60)

NO SESSION
ROOM SET-UP
FOR LUNCH

Room: Easton Ballroom D (seats 60)

NO SESSION
ROOM SET-UP
FOR LUNCH

Room: Easton Ballroom D (seats 60)

Session Two 11:10-12:00 PM

OAGC HQPD TEAM (Colleen Boyle)
Meeting the Needs of Ohio's Diverse Students

This presentation will explore recent research in identifying and serving gifted students from diverse populations historically underrepresented in gifted education, with a focus on a paradigm change away from a deficit model and toward policies and practices that embrace the unique strengths each child brings to the school community.

Targeted Grade: N/A
Room: Juniper A and B (seats 120)
ODE Competency: d, e
OAGC Strand: Year 2: Characteristics

Stacie Hutton
Meta-Cognition in the Classroom

How can teachers best facilitate self-awareness in the classroom? This session will demonstrate how to teach students to recognize how they are connecting and/or not understanding a passage or content. Included in the session will be the metacognitive strategies students can use while reading.

Targeted Grade: K-4
Room: Juniper C (seats 75)
ODE Competency: a, d
OAGC Strand: Year 3: Higher Level Thinking and Complexity

Keith Polette
Comprehending Nonfiction/Research without Copying

Students sometimes wrestle with nonfiction texts. This workshop will present ways to teach students to learn to comprehend nonfiction - and to love doing so! This session will also present sure-fire ways to keep students from ever copying or downloading research reports again.

Targeted Grade: K-8
Room: Magnolia (seats 80)
ODE Competency: a, c
OAGC Strand: Year 3: Higher Level Thinking & Complexity

Michael Clay Thompson
Literature? YES. Literature Vocabulary
for Gifted Readers

Rigorous reading is a necessity for the academic education that gifted children need. Middle grades gifted children are beginning to read great literature, but they may not be prepared for the literary vocabulary included in American and British literature. This session will present a differentiated vocabulary curriculum based on extensive research into the literary words that actually appear in the classics of British and American literature, words such as *countenance*, *profound*, *visage*, *serene*, and others. Studying classic vocabulary at the right time is a critical differentiation strategy for gifted middle grade classrooms, providing students with the reading foundation that will make them stronger students in every subject.

Targeted Grade: 3-12
Room: Lilac (seats 75)
ODE Competency: a, b,
OAGC Strand: Year 3: Differentiation in the Regular Classroom

Please mark your calendar for the
OAGC Spring Teacher Academy
February 25-26, 2019!

Session Three 1:30-2:20 PM

Anne Flick and Torrie Fielden
Step-by-Step Guide to Breakout Game Creation -
for You and Students

Coordinator Division
Roundtables: WEPs, Acceleration, EMIS and HQPD
(double session)

Don't be intimidated! You can design clues—perfectly aligned to your curriculum or PD—for youth or adult learners to eagerly unlock the Breakout box before time is up. And you can address gifted kids' needs by having students author a game! Resources will be shared, from specific lock clue ideas to student lessons and rubrics. We'll practice by creating gifted PD clues together.

We all have questions, right? Join us for rotating roundtable conversations with fellow coordinators. Topics of focus will center around High Quality Professional Development, Visual Performing Arts, Written Education Plan goals, Written Acceleration Plan, EMIS, and differentiation. See you for one or both sessions.

Targeted Grade: K-12
Room: Regent Ballroom 1 (seats 160)
ODE Competency: a, c
OAGC Strand: Year 3: Higher Level Thinking and Complexity

Targeted Grade: N/A
Room: Easton Ballroom C&D (seats 120)
ODE Competency: N/A
OAGC Strand: Year 5: Professional Growth

John Kuzma and Dawna Rappach
High Quality WEP Goals

Following a workshop model and using a variety of resources, teachers will evaluate sample content-specific WEP goals using exemplars and a one-point rubric. Authentic student WEP goals will be created that intentionally connect to the methods of differentiation as well as accountability measures.

Targeted Grade: K-12
Room: Regent Ballroom 2 (seats 160)
ODE Competency: h
OAGC Strand: Year 2: Development of WEPs

Targeted Grade: K-12
Room: Easton Ballroom E (seats 60)
ODE Competency: a
OAGC Strand: Year 1: Higher Level Thinking & Complexity

ODE
State of the State

In this session, ODE staff will provide an annual status report on gifted education in Ohio and will review state education policy initiatives and new resources relevant to gifted educators. The presentation will also provide a preview of events, issues, and activities on the horizon for the year ahead to help educators plan and collaborate.

**Be sure to post your photos
and tweets from the conference!
Use #oagc2018**

Targeted Grade: N/A
Room: Regent Ballroom 3 (seats 160)
ODE Competency: N/A
OAGC Strand: Year 5: Professional Growth

Session Three 1:30-2:20 PM

OAGC HQPD TEAM (Jen Molitor)
Differentiated Delivered: Make Your Own Choice Boards
(double session)

Debra Smith and Amy Willging
Adding Depth and Complexity
through Art and Problem Solving

We'll create a powerful tool for extending learning in both gifted and typical classrooms. Choice Boards are perfect for those students who finish work & learn new concepts quickly. Use this supercharged plan time to create choice boards using templates and thought-provoking questions to make bigger impacts with gifted students.

Looking for breadth and depth in math? Have students who are conceptual learners but can't explain the powerful concepts rolling around in their heads? Learn how to use the power of a sketchbook for merging problem solving and artistic creativity. Leave with concrete ideas to go deeper into the standards.

Targeted Grade: K-4
Room: Juniper A and B (seats 120)
ODE Competency: a, b, c
OAGC Strand: Year 2: Differentiation in the Regular Classroom

Targeted Grade: K-8
Room: Magnolia (seats 80)
ODE Competency: a, b
OAGC Strand: Year 3: Higher Level Thinking & Complexity

Patty Clary
The Words We Choose Matter

In this session, we will explore the power of our words in developing curriculum with higher level thinking, depth, complexity and challenge. Varied differentiated curriculum areas will be incorporated through active participation and dialogue - objectives, statements, questioning, and activity creation.

This session outlines Dr. Jane Piirto's research in creativity as creative individuals do it. You will learn the Core Attitudes, experience them firsthand, consider possible WEP goals, and learn ways the Core Attitudes can help enhance and support creativity in you and your students.

Targeted Grade: K-8
Room: Juniper C (seats 75)
ODE Competency: a, b, c
OAGC Strand: Year 3: Differentiation in the Regular Classroom

Targeted Grade: K-12
Room: Lilac (seats 75)
ODE Competency: a, d, h
OAGC Strand: Year 1: Higher Level Thinking & Complexity

**The OAGC Coordinator Division Workshop will be
held on December 7, 2018. Hope to see you there!**

Session Four 2:30-3:20 PM

OAGC HQPD TEAM (Jen Molitor) Sharon Kaye and Maria Genova
Differentiated Delivered: Make Your Own Choice Boards P4K: Philosophy for Kids in Middle School
 (double session)

We'll create a powerful tool for extending learning in both gifted and typical classrooms. Choice Boards are perfect for those students who finish work & learn new concepts quickly. Use this supercharged plan time to create choice boards using templates and thought-provoking questions to make bigger impacts with gifted students.

P4K is a partnership between higher education and public school in which undergraduate interns teach gifted middle school students philosophy. In this session, we'll explain how P4K works and how you can replicate it. Then we'll examine a chapter from our new curriculum and work through some exercises together.

Targeted Grade: K-4
Room: Juniper A and B (seats 120)
ODE Competency: a, b, c
OAGC Strand: Year 3: Differentiation in the Regular Classroom

Targeted Grade: 5-8
Room: Magnolia (seats 80)
ODE Competency: a, b
OAGC Strand: Year 3: Higher Level Thinking & Complexity

Patty Clary
Tiering - Where Can I Go?

Do you know the definition of differentiation and tiering, but are not sure of where we can go to begin? Through dialogue and creating examples, we explore varied perspectives and approaches that help guide differentiation and tiering procedures and options.

This session will present ideas for meeting the new requirements for identification of creative thinking ability in elementary and secondary classrooms. Our team will describe how we scaffold the passion projects/genius hour classroom implementation to promote creative thinking with teachers and with students.

Targeted Grade: K-12
Room: Juniper C (seats 75)
ODE Competency: a, b, c
OAGC Strand: Year 2: Lesson Design

Targeted Grade: K-8
Room: Lilac (seats 75)
ODE Competency: a, b, c
OAGC Strand: Year 3: Differentiation in the Regular Classroom

We must educate our children in what no one knew yesterday, and prepare our schools for what no one knows yet.
 - Margaret Mead

Session Four 2:30-3:20 PM

Todd Stanley Coordinator Division
How to Engage Learners by Roundtables: WEPs, Acceleration, EMIS and HQPD
Creating an Authentic Classroom (double session)

This session will discuss how authentic learning engages students and makes them more connected to what they are learning. This is especially pertinent with gifted students who are more likely to become bored with what is going on in the classroom and shutting down as a result. The session will begin by giving a rationale for why authentic learning is effective in the classroom, specifically giving examples of its effectiveness with gifted students. Then the presenter will give an overview of the authentic learning framework.

We all have questions, right? Join us for rotating roundtable conversations with fellow coordinators. Topics of focus will center around High Quality Professional Development, Visual Performing Arts, Written Education Plan goals, Written Acceleration Plan, EMIS, and differentiation. See you for one or both sessions.

Targeted Grade: K-12
Room: Regent Ballroom 1 (seats 160)
ODE Competency: b, c, d
OAGC Strand: Year 3: Differentiation in the Regular Classroom

Targeted Grade: N/A
Room: Easton Ballroom C&D (seats 120)
ODE Competency: N/A
OAGC Strand: Year 5: Professional Growth

John Kuzma, Julianne Ware, Rhonda Kates, and Keri Gries
Pivot Your Thinking to Create a Culture of Learning

Scott Ervin
Building Functional Classrooms by Building Functional Kids

Change your Thinking. Change your Impact. Tired of hearing, This kid isn't gifted? Aided by the research of Carol Dweck, Angela Duckworth, and Ron Ritchhart, teachers will see the power of growth mindset in relation to gifted students. The 8 Cultural Forces will serve as the vehicle to pivot negative presuppositions, often associated with gifted students, into positive perceptions.

This presentation teaches participants how to guide gifted children to exhibit positive, pro-social behaviors in a low-stress manner. Attendees will learn Skill #1 of the *Nine Essential Skills for the Love and Logic Classroom™*. This skill, Neutralizing Student Argument, will show participants a quick, easy strategy for eliminating arguments in the classroom. It requires no materials or prior planning, and it is a skill that can be used immediately. This skill will allow participants to never have an argument with a student ever again. Participants will also hear brief explanations of the additional eight skills in this series.

Targeted Grade: K-12
Room: Regent Ballroom 2 (seats 160)
ODE Competency: d, e
OAGC Strand: Year 2: Characteristics

Targeted Grade: K-12
Room: Easton Ballroom E (seats 60)
ODE Competency: d
OAGC Strand: Year 2: Characteristics

ODE
Hot Topics in Gifted Education

This session will focus on issues that frequently come up as districts implement the new gifted operating standards.

Targeted Grade: N/A
Room: Regent Ballroom 3 (seats 160)
ODE Competency: N/A
OAGC Strand: Year 5: Professional Growth

To be able to be caught up into the world of thought – that is being educated
 --Edith Hamilton

