

Session One 10:10-11:00 AM

Raj Shah Keys to Making Math Irresistible

Mathematician Paul Lockhart describes math as a “rich and fascinating adventure of the imagination.” Unfortunately, school math has been sterilized into a sequence of vocabulary, procedures, and facts to be memorized and then reproduced on standardized tests. The presenter will share three keys to bring magic and energy to math class.

Targeted Grade: 4-12
Room: Regent Ballroom 1 (seats 160)
ODE Competency: a, b
OAGC Strand: Year 3: Differentiation in the Regular Classroom

Kathy Frazier and Deborah Walker “Take Your Students Higher!” Integrate Creative Problem Solving!

Two roads diverged; we took the one less traveled, teaching the Creative Problem Solving Process. Join us on this journey. Challenge your students to analyze, evaluate, and create. Climb to new heights of depth and complexity. Learn to integrate the CPS process into multiple disciplines through an engaging simulation. A comprehensive handout will be provided.

Targeted Grade: K-12
Room: Easton Ballroom C&D (seats 120)
ODE Competency: a, b
OAGC Strand: Year 2: Higher Level Thinking & Complexity

Del Siegle Promising Practices in Gifted Education for Identifying Gifted EL Populations

Every child has a right to learn something new every day. Unfortunately, for many students from underserved populations this ideal is seldom realized. Traditionally, many gifted and talented programs have overlooked large numbers of highly talented students from underserved populations. The National Center for Research in Gifted Education has been studying schools that have proportional representation of underserved students in their gifted programs. We will share findings from NCRGE’s first three-year’s work on the importance of better identifying high talent underserved students with an emphasis on identifying EL students.

Targeted Grade: K-12
Room: Regent Ballroom 2 (seats 160)
ODE Competency: e
OAGC Strand: Year 1: Identification

Heidi Schuler-Jones and Sue Schuler Exploring Math Concepts with Games and Manipulatives

Participants will explore number and operation sense, strategy, and reasoning with our original math games and manipulatives. These educator-created resources use critical thinking to bridge procedure and conceptual understanding while creating space for social and emotional needs to be met for students gifted in math and those with math anxieties.

Targeted Grade: 1-8
Room: Easton Ballroom E (seats 60)
ODE Competency: a, c, d
OAGC Strand: Year 3: Differentiation in the Regular Classroom

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.

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

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

--Albert Einstein

Session One 10:10-11:00 AM

OAGC HQPD Team
 (Elizabeth Uptegrove and Sarah Schleeauf)
Data Drive Differentiation

Utilize ability data and games to develop an engaging differentiated system for growing critical reasoning. SOS! is a system developed to determine relative strengths and weaknesses of individual students in the area of critical reasoning. Students' reasoning ability is analyzed to determine where they could benefit from challenge or support. Students choose/play games from a carefully curated library during intervention. Data-driven grouping connects students who have similar strengths and weaknesses within the regular classroom.

Targeted Grade: K-8
Room: Juniper A and B (seats 120)
ODE Competency: a, b, c, f
OAGC Strand: Year 3: Differentiation in the Regular Classroom;

Coordinator Division
New Coordinator Session
 (double session)

If you are new to the world of coordination this session is for you. This session will introduce new coordinators to the roles and responsibilities related to coordination. Sections of the "What to Expect Guide" created by the coordinator division will be used as a resource to guide participants through all there is to know about coordination. Participants will be encouraged to answer questions and share their understanding through interactive activities throughout the session.

Targeted Grade: n/a
Room: Magnolia (seats 80)
ODE Competency: n/a
OAGC Strand: Year 5: Professional Growth

Lisa Packley
Talk Moves - Facilitating Meaningful
Discussion in Mathematics

Confidence in mathematics is effectively fostered through meaningful classroom discussion. Encouraging students to take risks, share ideas, elaborate, and explain their thinking lends to creative mathematical solutions. Learn how "Talk Moves" can address and correct students' misconceptions, while offering a forum for sharing a variety of methods for solving problems.

Targeted Grade: K-5
Room: Juniper C (seats 75)
ODE Competency: a, b
OAGC Strand: Year 3: Differentiation in the Regular Classroom

Michael Clay Thompson
The Importance of Poetics for Gifted Children

The neglected core component of language arts is poetics, a crucial body of knowledge that is often relegated to the sidelines of the language arts. As this session with Michael Clay Thompson will show, we ignore poetics at our peril. Not only are poets among the great creators in intellectual history and their masterworks among the best-known achievements, but poetics are commonly used in great prose as well as in poetry. Most great novelists wrote poetry as well. This session will focus understanding and teaching the elements of poetry, and will make a case that poetics must be one of the core components of formal language study.

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

The highest result of education is tolerance.
 - Helen Keller

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Session Two 11:10-12:00 PM

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Carol Strip Whitney
Helping Gifted Children Turn Stress to
Success with Executive Function

Executive Function refers to the metacognitive, organizational aspects of the brain that allow students to express what they know. The gifted brain is more intense so stressful emotions can create overwhelming anxiety and fear. The gifted child often struggles because of poor executive function difficulties. In some cases, our brightest students are failing – not for lack of knowledge, but failing because they cannot manage the stress related to organizational and expressive aspects of their giftedness. These stress issues can be decreased with strategies designed to help the child reach his/her full potential. Educational therapy for the gifted allows a three-part approach to the whole child: psychoeducational, social-emotional and academic.

Targeted Grade: 3-12
Room: Regent Ballroom 1 (seats 160)
ODE Competency: d
OAGC Strand: Year 2: Characteristics of Gifted Children

**NO SESSION
 ROOM SET-UP
 FOR LUNCH**

Room: Easton Ballroom C (seats 60)

Del Siegle
Research is More Than Googling: Using
Technology to Conduct Authentic Research

When students think of research, they usually think about looking something up on the Internet and writing a report. However, a more exciting type of research exists that involves collecting and analyzing data. Students of all ages love to pose questions and search for answers. We will discuss hands-on activities that demonstrate different types of research. We will also share how to use existing or free software to better understand data and make research more meaningful for your students.

Targeted Grade: 4-12
Room: Regent Ballroom 2 (seats 160)
ODE Competency: c
OAGC Strand: Year 4: Independent Study

**NO SESSION
 ROOM SET-UP
 FOR LUNCH**

Room: Easton Ballroom D (seats 60)

ODE
Hot Topics in Gifted Education

This session will focus on issues that frequently come up as districts implement the 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 E (seats 60)

Session Two 11:10-12:00 PM

<p style="text-align: center;">OAGC HQPD Team (Heather Clark) Perfectionism in the Gifted: Characteristics, Coping, and Classroom Cases</p> <p>This presentation will begin with an interactive dive with the audience into healthy vs. dysfunctional perfectionism. After which a research-based discussion of the nine personality traits of a perfectionist will lead to takeaway strategies for coping with and soothing the perfectionist in your life. The presentation will conclude with the analysis of five brief case studies that successfully illustrate how varied perfectionism is within the classroom and beyond.</p> <p>Targeted Grade: K-12 Room: Juniper A and B (seats 120) ODE Competency: d OAGC Strand: Year 2: Characteristics of Gifted Children</p>	<p style="text-align: center;">Coordinator Division New Coordinator Session (double session)</p> <p>If you are new to the world of coordination this session is for you. This session will introduce new coordinators to the roles and responsibilities related to coordination. Sections of the “What to Expect Guide” created by the coordinator division will be used as a resource to guide participants through all there is to know about coordination. Participants will be encouraged to answer questions and share their understanding through interactive activities throughout the session.</p> <p>Targeted Grade: n/a Room: Magnolia (seats 80) ODE Competency: n/a OAGC Strand: Year 5: Professional Growth</p>
<p style="text-align: center;">Lisa Packley The Mathematician’s Journal - Thinking More Deeply</p> <p>Just as scientists journal to record their hypotheses and document findings, mathematicians benefit from journaling as well. After all, math is a science in itself. Writing about math, while using key vocabulary, provides opportunities for meta cognitive reflection, and is essential to a deeper understanding of more complex mathematical concepts.</p> <p>Targeted Grade: K-5 Room: Juniper C (seats 75) ODE Competency: a, b OAGC Strand: Year 3: Differentiation in the Regular Classroom</p>	<p style="text-align: center;">Michael Clay Thompson Interdisciplinary Vocabulary with Latin and Greek Stems</p> <p>If children are to have high achievement in the academic work that their future holds for them, they must have a foundation in the rigorous vocabulary that is dominant in the academic world. This means, especially, that children must know the Latin and Greek prefixes and roots that form the foundation of the English language, in all disciplines. These prefixes and roots are a central element of every subject, from mathematics to science to history, and they offer teachers a practical way to increase achievement in all subjects</p> <p>Targeted Grade: 3-12 Room: Lilac (seats 75) ODE Competency: a, b OAGC Strand: Year 3: Higher Level Thinking & Complexity</p>

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

CONFERENCE PLANNING GRID

Monday, October 21, 2019

MONDAY

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	Raj Shah Keys to Making Math Irresistible	Carol Strip Whitney Helping Gifted Children Turn Stress to Success with Executive Function	Coordinator Division HQPD	Susan Rakow Lost Potential: Executive Function and Gifted Learners
Regent Ballroom Salon 2 Seats 160	Del Siegle Promising Practices in Gifted Education for Identifying Gifted EL Populations	Del Siegle Research is More Than Googling: Using Technology to Conduct Authentic Research	Stefanie Hall Helping Children with Loss: Bringing Hope	Melissa Hinshaw Using Above-Grade Level Assessment to Inform Instruction in the Classroom
Regent Ballroom Salon 3 Seats 160	ODE State of the State	ODE Hot Topics	Dodie Merritt Primary Elementary Thinking (PETs)	Dodie Merritt Product Criteria Cards
Easton Grand Salon C&D Seats 120	Kathy Frazier "Take Your Students Higher!" Integrate Creative Problem Solving!	No Session <i>Room Set-Up for Lunch</i>	Curt Bradshaw So You Want to do S.O.L.E? (double session)	Curt Bradshaw So You Want to do S.O.L.E? (double session)
Easton Grand Salon E Seats 60	Heidi Schuler-Jones Exploring Math Concepts with Games and Manipulatives	No Session <i>Room Set-Up for Lunch</i>	Candice Sears Social Emotional Learning: An Understanding and Integrated Approach	Todd Stanley Creating Rubrics for Creative Thinking and Other Hard-to-Measure 21st Century Skills
Juniper Room A & B Seats 120	OAGC HQPD TEAM (Elizabeth Uptegrove) Data Driven Differentiation	OAGC HQPD Team (Heather Clark) Perfectionism	OAGC HQPD Team (Patty Clary) The Power of Universal Themes (double session)	OAGC HQPD Team (Patty Clary) The Power of Universal Themes (double session)
Juniper Room C Seats 75	Lisa Packley Talk Moves- Facilitating Meaningful Discussion in Mathematics	Lisa Packley The Mathematician's Journal - Thinking More Deeply	Nicci Lambright Identifying Behavioral Function to Overcome Underachievement	Jackie Reeves The Right Combination: Engaging Young Minds to Uncover the Magic of Science
Magnolia Room Seats 80	Coordinator Division New Coordinator Session (double session)	Coordinator Division New Coordinator Session (double session)	Aimee Ashcraft Habits of a Scholar	Vickie Driver Gaining Greater Utility from Your Ability Tests Results
Lilac Room Seats 80	Michael Thompson The Importance of Poetics for Gifted Children	Michael Thompson Interdisciplinary Vocabulary with Latin and Greek Stems	Joel Gulko College Board Updates: Advanced Placement, PSAT/SAT, Opportunity Scholarships	Kayla Horvath Engaged Kids; Happy Teacher: Projects, Menus, and Games. Oh, My!

CONFERENCE PLANNING GRID

Tuesday, October 22, 2019

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	Dodie Merrit ICEbreakers and REPs for Student Engagement	Dodie Merrit The Differentiation KISS: Questioning	Carol Sparber What Are the Building Blocks for 2E Instruction	Melissa Hinshaw Ensuring Quality Data: Take Talent Identification from Good to Great
Regent Ballroom Salon 2 Seats 160	Rachel McAnallen This Isn't How We Did It When I Went to School	Rachel McAnallen The Easy Transition from Arithmetic to Algebra	Jennifer Groman The Creativity Project	Jennifer Groman The Bully's Face: Using Art to Understand Bullying in Gifted Children
Regent Ballroom Salon 3 Seats 160	Coordinator Division EMIS/Using Report Card Data	Sarah Schleeauf Rising Innovators	ODE State of the State	ODE Hot Topics
Easton Grand Salon C&D Seats 120	Beth Holtrey How Brain-Friendly is Differentiation?	No Session Room Set-Up for Lunch	Coordinator Division Roundtable Discussions (double session)	Coordinator Division Roundtable Discussions (double session)
Easton Grand Salon E Seats 60	Elizabeth Dooley A Creative Spark: Foundations of Creativity in the Classroom	No Session Room Set-Up for Lunch	Kelly Riley Mirrors and Windows: Picture Book Bibliotherapy	Trish Ebner Technology Tools Supporting Differentiation in the Classroom
Juniper Room A & B Seats 120	OAGC HQPD TEAM (Tara Toft) Curriculum Compacting	OAGC HQPD Team (Alesha Haybin) Motivating the Underachiever	OAGC HQPD TEAM (Lori Dreyer) A Classic Method for Fostering Critical Thinking and Collaboration	OAGC HQPD TEAM (Alesha Haybin) Using the SCAMPER Framework to Promote Creativity Thinking
Juniper Room C Seats 75	Lesley Wolf Gifted Kids Have All the Answers	Jodie Bailey A Journey into Mathematical Reasoning with 5th Grade	Leigh Ann Fish Learning from Nature: Getting Young Kids Outdoors in Ohio	Lori Dreyer Personalized Professional Development
Magnolia Room Seats 80	Denise Ahlquist Beyond Either/Or: Open-Ended Questions	Katie Pearson Creative Start	Dawn Schroeder Engaging Creative Thinkers through Passion Projects	Beth Wilson-Fish Identifying Young Children from Underrepresented Populations
Lilac Room Seats 80	Michael Thompson The Poetry of Romeo and Juliet	Michael Thompson Literature Trilogies for Gifted Children	Amy Cruse Talk Moves that Promote Higher Level Thinking	Chuck Wiggins Serving Gifted Learners with Commitment and Continuity

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Session Three 1:30-2:20 PM

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Coordinator Division HQPDP

In this session participants will explore the OAGC tools for professional development created with coordinators in mind. Tools we will explore will include FAQ information, Fidelity Statement, HQPD tracker as well as the resource guide created by ODE, summary of required clock hours, scenarios & documentation. Participants will leave with a good sense of the toolbox created to help make professional development manageable.

Targeted Grade: n.a
Room: Regent Ballroom 1 (seats 160)
ODE Competency: n/a
OAGC Strand: Year 5: Professional Growth

Curt Bradshaw and Kim K. Adams So You Want to START S.O.L.E. (Self-Organized Learning Environment) (double session)

Have you ever wondered about incorporating the use of a few devices, the Internet, and student inquiry into your classroom? Interested in creating a classroom environment that provides all students, including gifted learners, with more opportunities to apply critical thinking, collaboration, communication, and creativity, and the motivation to drive their own learning? Join us to participate in your first S.O.L.E. as we highlight best practices for establishing the Self-Organized Learning Environment strategy in your classroom.

Targeted Grade: K-12
Room: Easton Ballroom C&D (seats 120)
ODE Competency: a, b, c, d, and f
OAGC Strand: Year 3: Differentiation in the Regular Classroom

Stefanie Hall Helping Children with Loss: Bringing Hope

Conflicting feelings are normal and natural after a loss (death, divorce, pet loss, moving, or any other loss) and can increase with overexcitabilities. We have been socialized to believe that these feelings are abnormal and unnatural. We will review the myths surrounding grief, and identify tools to help children.

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

Candice Sears and Amanda Deeter Social Emotional Learning: An Understanding And Integrated Approach

Do you find your gifted learners need support in learning social-emotional skills such as self-management? This session shares how we have integrated social emotional learning into a supplemental English-Language Arts curriculum. Participants will leave with sample curriculum, as well as, practical strategies that may be implemented into the classroom right away.

Targeted Grade: 4-5
Room: Easton Ballroom E (seats 60)
ODE Competency: d
OAGC Strand: Year 1: Characteristics of Gifted Students

Dodie Merritt Primary Elementary Thinking (PETS)

Join thinking specialists Dudley the Detective, Isabel the Inventor, Jordan the Judge, and friends for empowering whole class lessons and small group activities in divergent, convergent, evaluative, and visual thinking! Both instructional and diagnostic, PETS provides challenging activities for K-3 gifted learners while building behavioral portfolios for identification purposes.

Targeted Grade: K-3
Room: Regent Ballroom 3 (seats 160)
ODE Competency: b, e, f, g
OAGC Strand: Year 1: Higher-Level Thinking and Complexity

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

Small Session Descriptions

October 21, 2019

Session Three 1:30-2:20 PM

OAGC HQPD Team (Patty Clary) The Power of Universal Themes (double session)

Cross-curricular units related to universal themes promote higher level thinking, depth and breadth of learning, and build stronger cross-curricular and real-life relationships. With information given about universal themes, generalizations and cross-curricular unit development, members will actively participate in embedding themes into differentiated strategies and materials.

Targeted Grade: 3-8
Room: Juniper A and B (seats 120)
ODE Competency: a, b
OAGC Strand: Year 3: Higher Level Thinking & Complexity

Aimee Ashcraft Habits of a Scholar

Dr. Sandra Kaplan developed a set of habits most common in “scholars” while conducting research with gifted students. This session will provide a variety of ways to introduce and implement the habits of a scholar in your classroom to support the academic and social emotional needs of your gifted learners.

Targeted Grade: K-12
Room: Magnolia (seats 80)
ODE Competency: d
OAGC Strand: Year 2 - Characteristics of Gifted Children

Nicci Lambright Identifying Behavioral Function to Overcome Underachievement

Finding interventions that actually work to overcome underachievement can be very difficult. Determining the function, or motivation, behind a student’s behavior is the most effective way to establish interventions targeted at the specific reasons for underachievement. This presentation will cover the process of determining behavioral function to decrease underachievement.

Targeted Grade: K-12
Room: Juniper C (seats 75)
ODE Competency: d
OAGC Strand: Year 2: Characteristics of Gifted Children

Joel Gulko and Rashida Savage College Board Updates: Advanced Placement, PSAT/SAT Opportunity Scholarships

This session will focus on key updates such as: 1 - New resources for Advanced Placement that were released for this school year that are meant to support AP teachers and students. Other AP operational changes have been launched this year. 2 – PSAT Suite of Assessments & SAT: Updated online data reporting features and other assessment information. 3 – The College Board introduced Opportunity Scholarships last December. These are scholarships provided to students who take the necessary steps in planning for College.

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

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

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Session Four 2:30-3:20 PM

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Susan Rakow
Lost Potential: Executive Function and Gifted Learners

“If you’re so smart, then why...?” This question is often asked by teachers, parents, and learners themselves when students are underachieving. Our staff decided to answer the question with Executive Functioning (EF) Training for all our gifted students. Please attend this session as the presenters describe their journey with EF.

Targeted Grade: K-8
Room: Regent Ballroom 1 (seats 160)
ODE Competency: d
OAGC Strand: Year 2: Characteristics of Gifted Children

Curt Bradshaw and Kim K. Adams
So You Want to START S.O.L.E.
(Self-Organized Learning Environment)
(double session)

Have you ever wondered about incorporating the use of a few devices, the Internet, and student inquiry into your classroom? Interested in creating a classroom environment that provides all students, including gifted learners, with more opportunities to apply critical thinking, collaboration, communication, and creativity, and the motivation to drive their own learning? Join us to participate in your first S.O.L.E. as we highlight best practices for establishing the Self-Organized Learning Environment strategy in your classroom.

Targeted Grade: K-12
Room: Easton Ballroom C&D (seats 120)
ODE Competency: a, b, c, d, and f
OAGC Strand: Year 3: Differentiation in the Regular Classroom

Melissa Hinshaw
Using Above-Grade-Level Assessment
to Inform Instruction in the Classroom

Above-grade-level testing is a research-validated practice for measuring achievement and monitoring advanced learners’ growth. Make the most of this data by learning to: locate learning statements of student readiness and explore how data informs enrichment, acceleration grouping and differentiation. Practice cross-referencing the data from other assessments for a deeper understanding of academic readiness.

Targeted Grade: 4-8
Room: Regent Ballroom 2 (seats 160)
ODE Competency: f, g
OAGC Strand: Year 2: Lesson Design

Todd Stanley
Creating Rubrics for Creative Thinking and Other Hard-to-
Measure 21st Century Skills

There are many valuable skills we teach in our gifted classrooms such as creative thinking, problem solving, collaboration, and adaptability. The challenge becomes how do we measure these when standardized tests do not? The solution is rubrics. This session will show you how you can make rubrics that measure these “soft” skills.

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

Dodie Merritt
Product Criteria Cards and Rubrics for Student Success

Clearly stated, rational guidelines in differentiated product rubrics -- whether simple, complex, formative, or summative -- support uniform standards as well as focus and motivate gifted students to meet expectations successfully. Teacher-created models for formative criteria cards, primary-level task checklists, and rubrics that streamline this assessment approach will be shared.

Targeted Grade: K-8
Room: Regent Ballroom 3 (seats 160)
ODE Competency: f, g
OAGC Strand: Year 2: Lesson Design

**Education is not preparation for life;
education is life itself.**

--John Dewey

Session Four 2:30-3:20 PM

OAGC HQPD Team (Patty Clary)
The Power of Universal Themes
 (double session)

Cross-curricular units related to universal themes promote higher level thinking, depth and breadth of learning, and build stronger cross-curricular and real-life relationships. With information given about universal themes, generalizations and cross-curricular unit development, members will actively participate in embedding themes into differentiated strategies and materials.

Targeted Grade: 3-8
Room: Juniper A and B (seats 120)
ODE Competency: a, b
OAGC Strand: Year 3: Higher Level Thinking & Complexity

Vickie Driver
Gaining Greater Utility from
Your Ability Test Results

Making your abilities testing data work harder for you in the identification process - facilitating equity, comparing achievement test results with ability test results, and when planning classroom instruction. Going this session to hear strategies to get greater utility from the the information schools already have available to support identification and differentiation.

Targeted Grade: K-5
Room: Magnolia (seats 80)
ODE Competency: f, g
OAGC Strand: Year 1: Identification

Jackie Reeves
The Right Combination: Engaging Young
Minds to Uncover the Magic of Science

Scientific reasoning, problem solving, and imagination have long been recognized as key aspects to higher level learning. Empathy is essential to collaboration, imagination, design, and invention. In this session, the presenter from Steubenville City Schools will model strategies to integrate science and empathy across grade levels, focusing on elementary and high school connections.

Targeted Grade: K-12
Room: Juniper C (seats 75)
ODE Competency: a, d
OAGC Strand: Year 3: Higher Level Thinking and Complexity

Kayla Horvath, Amy Pelletier, and Lindsay Slamer
Engaged Kids; Happy Teacher:
Projects, Menus, and Games. Oh, My!

Have you ever felt short on time when trying to incorporate projects and cover all the needed curriculum? During this session we will equip you with tools to connect math standards to real world projects, games, and menus. Math can be meaningful and engaging with student mastery of standards.

Targeted Grade: 3-5
Room: Lilac (seats 75)
ODE Competency: a, b,c
OAGC Strand: Year 4: Independent Study

Be sure to post your photos and tweets from the conference!
Use #oagc2019

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Session One 10:10-11:00 AM

<p style="text-align: center;">Dodie Merritt ICEbreakers and REPs for Student Engagement</p> <p>Stimulate primary gifted students to demonstrate mastery on pretests or finish their work swiftly and accurately by offering ICEbreakers or REPs during the time they “buy back.” ICEbreakers are critical/creative thinking activities, while REPs are mini-independent studies. Management strategies, organizational materials, and assessment tools will be shared.</p> <p>Targeted Grade: K-3 Room: Regent Ballroom 1 (seats 160) ODE Competency: a, b, c, f, g OAGC Strand: Year 4: In-depth or Independent Study</p>	<p style="text-align: center;">Beth Holtrey, Lori Dreyer, and Tammy Zimmer How Brain-Friendly is Differentiation?</p> <p>Is differentiation brain friendly? We explored this through our study on <i>Differentiation and the Brain</i> by Sousa and Tomlinson. During this session, let’s explore how to create an environment for students to reach their full potential. By connecting differentiation to brain compatibility, we can see the needs of gifted learners!</p> <p>Targeted Grade: K-12 Room: Easton Ballroom C&D (seats 120) ODE Competency: a OAGC Strand: Years 3: Differentiation in the Regular Classroom</p>
<p style="text-align: center;">Rachel McAnallen This Isn’t How We Did It When I Went to School.</p> <p>Adults often remember the “know how” which is the procedural knowledge of arithmetic but they might not have been taught the “know why” which is the conceptual knowledge of mathematics. In this session, the presenter will share creative ways that instructors can help their talented learners to understand the “know why” not just the “know how” of the mathematical algorithms. Be prepared to laugh and have fun in this session.</p> <p>Targeted Grade: K-12 Room: Regent Ballroom 2 (seats 160) ODE Competency: OAGC Strand: Year</p>	<p style="text-align: center;">Elizabeth Dooley and Erin Chesar A Creative Spark: Foundations of Creativity in the Classroom</p> <p>What is creativity? How can we foster creativity to help prepare students for 21st Century learning? We will explore creativity models, experience ways to develop creativity confidence, try strategies to infuse creativity into lessons, and investigate ways to build an environment that fosters, strengthens and promotes ALL learners.</p> <p>Targeted Grade: K-5 Room: Easton Ballroom E (seats 60) ODE Competency: a, b, c OAGC Strand: Year 3: Higher Level Thinking & Complexity</p>
<p style="text-align: center;">Coordinator Division EMIS/Using Report Card Data</p> <p>We all get data from the report card, but how do we use this data to help us make informed decisions and advocate for our gifted students? Join us to see the connection between what we report to what we receive that enables us to use this data productively.</p> <p>Targeted Grade: n/a Room: Regent Ballroom 3 (seats 160) ODE Competency: n/a OAGC Strand: Year 5: Professional Growth</p>	<p style="text-align: center;">When you have something important to say, use your waterproof voice, and don’t let them drown you out.</p> <p style="text-align: center;">--Lucy VanPelt (Peanuts)</p>

Session One 10:10-11:00 AM

OAGC HQPD TEAM (Tara Toft and Julie McDonald)
Curriculum Compacting

Curriculum compacting is a viable option for many gifted students, but should not be entered into lightly. More than simply breezing through grade level content, compacting should be a purposeful balance of vertically aligned content and deeper study along the way to formal acceleration. We will delve into the various trajectories of compacting and how the needs of our gifted learners can be met with this strategy.

Targeted Grade: K-12
Room: Juniper A and B (seats 120)
ODE Competency: c, g
OAGC Strand: Year 3: Differentiation in the Regular Classroom

Denise Ahlquist and Sheli Amato
Beyond Either/Or: Open-Ended Questions

Open-ended questions challenge yet support academic AND social-emotional growth of gifted students. Divergent thinking may initially be unsettling; with practice, students communicate unique perspectives, support claims with evidence, and use others' insights to stretch their thinking. Reflect on ways to improve questioning as you participate in a Shared Inquiry™ discussion.

Targeted Grade: K-8
Room: Magnolia (seats 80)
ODE Competency: a, b, c, d, f
OAGC Strand: Year 2: Higher-Level Thinking & Complexity

Leslie Wolf and Joanne Neely
Gifted Kids Have All the Answers

This presentation will revolve around a panel of gifted middle school students who will share observations. Students will lead a question and answer session about their experience of being gifted and how this has influenced them. Come prepared to ask questions directly to students about what affects them on a daily basis.

Targeted Grade: 5-8
Room: Juniper C (seats 75)
ODE Competency: d
OAGC Strand: Year 1: Characteristics of Gifted Children

Michael Clay Thompson
The Poetry of Romeo and Juliet

Shakespeare's Romeo and Juliet is often read with attention focused on plot and character, but close attention to the language reveals that the play is among the crown jewels of English poetry. From the Prologue to the dialogue of the characters, the play uses devices of poetics to communicate meaning. To be unaware of the poetics is to be adrift in interpretation, having no grasp of the guides that Shakespeare provided in the poetics. Romeo and Juliet is a powerful demonstration case that the study of the devices of formal poetics cannot be relegated to the sidelines of language arts for gifted children, but must be a core component of language arts instruction.

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

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

Small Session Descriptions

October 22, 2019

Session Two 11:00-12:00 PM

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<p style="text-align: center;">Dodie Merritt The Differentiation KISS!: Questioning!</p> <p>Keep It Satisfyingly Simple! Use questions aligned to the readiness levels of your gifted students to guide them into making in-depth, creative connections. Consider questioning etiquette, questioning time zones, active questioning, and leveled questions keyed to Bloom's classic taxonomy to engage interest, stimulate high level critical thinking, and encourage creativity.</p> <p>Targeted Grade: K-5 Room: Regent Ballroom 1 (seats 160) ODE Competency: a, b OAGC Strand: Year 2: Higher Level Thinking & Complexity</p>	<p style="text-align: center;">NO SESSION ROOM SET-UP FOR LUNCH</p> <p>Room: Easton Ballroom C (seats 60)</p>
<p style="text-align: center;">Rachel McAnallen The Easy Transition from Arithmetic to Algebra</p> <p>As an algebra teacher, have you ever wondered why we teach students to add the ones first in arithmetic and yet in algebra, we work in order of descending powers? In arithmetic, it is unacceptable to subtract a bigger number from a smaller number, but it is allowed in algebra. In arithmetic, it is called "partial products" but in algebra it is referred to as the "distributive property." In this presentation, the participants will learn how to gently transition their students from doing rote algorithms which they don't understand to becoming mathematical thinkers that understand the process.</p> <p>Targeted Grade: K-12 Room: Regent Ballroom 2 (seats 160) ODE Competency: a, b OAGC Strand: Year 3: Differentiation in the Regular Classroom</p>	<p style="text-align: center;">NO SESSION ROOM SET-UP FOR LUNCH</p> <p>Room: Easton Ballroom D (seats 60)</p>
<p style="text-align: center;">Sarah Schleeauf, Candice Sears, and Lahela Snyder Rising Innovators</p> <p>This session shares a curricular opportunity, building capacity and boosting confidence around National Science standards in primary grades. Teachers can confidently serve early identified gifted students through a designed interdisciplinary PBL package that includes career connections, professional development, and the platform to offer real-world problem solving challenges to students.</p> <p>Targeted Grade: K-5 Room: Regent Ballroom 3 (seats 160) ODE Competency: a, b, c OAGC Strand: Year 2: Higher Level Thinking & Complexity</p>	<p style="text-align: center;">NO SESSION ROOM SET-UP FOR LUNCH</p> <p>Room: Easton Ballroom D (seats 60)</p>

Small Session Descriptions

October 22, 2019

Session Two 11:10-12:00 PM

OAGC HQPD TEAM (Alesha Haybin) Motivating the Underachiever

Motivation can be a tough sell in a gifted classroom. Many students have learned habits of underachievement over time. This session will help you to break through those habits to more effectively connect with your students. Receive practical strategies to motivate those disengaged, disinterested, and underachieving students in your classroom.

Targeted Grade: K-8
Room: Juniper A and B (seats 120)
ODE Competency: d
OAGC Strand: Year 2: Characteristics of Gifted Students

Katie Pearson and Kayla Horvath Creative Start

Creativity is essential in developing the whole child. In this session participants will explore the why of creativity. Incorporating creativity into the classroom allows us to teach our students how to think flexibly and how to be creative. This session will provide real life experience of creativity in the classroom.

Targeted Grade: K-3
Room: Magnolia (seats 80)
ODE Competency: a, b, c
OAGC Strand: Year 2: Higher Level Thinking & Complexity

Jodie Bailey A Journey into Mathematical Reasoning with 5th Grade

Join me to hear about my journey as the teacher of a 5th grade mathematics class designed for gifted students. I will share successes, challenges, and lessons learned. Through the design of this compacted course, we focused on connections between mathematical ideas, relational thinking, and a variety of representations.

Targeted Grade: 5
Room: Juniper C (seats 75)
ODE Competency: a, b
OAGC Strand: Year 3: Differentiation in the Regular Classroom

Michael Clay Thompson Literature Trilogies for Gifted Children

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

**Please mark your calendar for the
OAGC Spring Teacher Academy
February 24-25, 2020!**

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Session Three 1:30-2:20 PM

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Carol Sparber
What Are the Building Blocks for 2E Instruction?

Addressing the needs of twice-exceptional (2E) learners can be difficult. These learners present an enigma for educators because of their exceptional strengths and challenges. This session offers a framework for providing meaningful and effective instruction for meeting the academic and affective needs of twice exceptional learners.

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

Coordinator Division
Roundtables: Various Topics
(double session)

This session gives participants a variety of options to explore topics in the world of coordination. Tables will be facilitated by experience coordinators to both share information and answer questions. Topics to be included in this session include: creativity identification and service, visual and performing arts identification, service models, innovative service options brainstorming, parent engagement and approaches to professional development. This year we will also have a "Bring your Own Question" table to allow participants the opportunity to share questions and experiences with like minded individuals. Participants will also have the opportunity to take an online survey to share their thoughts on future professional development for Gifted Coordinators.

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

Jennifer Groman
The Creativity Project

This session presents research from a statewide survey of K-12 school personnel on their understanding and implementation of gifted identification and service in Creative Thinking Ability. The presenter shares responses and themes and participants discuss the impact of the results on their work and professional development needs in Creative Thinking.

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

Kelly Riley and Lynne Helmer
Mirrors and Windows: Picture Book Bibliotherapy

Bibliotherapy can help children learn to solve problems, regulate their emotions, and understand themselves and others. This session will share a variety of picture books to help elementary gifted students understand intensities, develop growth mindset and grit, cope with perfectionism, learn about the experiences of eminent individuals, and more.

Targeted Grade: K-5
Room: Easton Ballroom E (seats 60)
ODE Competency: d, e
OAGC Strand: Year 1: Characteristics of Gifted Children

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.

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

**Be sure to post your photos
and tweets from the conference!**
Use #oagc2019

Session Three 1:30-2:20 PM

OAGC HQPD TEAM (Lori Dreyer)
A Classic Method for Fostering Critical Thinking and Collaboration

A Socratic Seminar is an “exploratory intellectual conversation centered on a text.” (Chorzempa & Lapidus, 2009, P.55) This group discussion model is designed to resemble Socrates’ instruction-through-questioning method. Through thoughtful conversation, students are encouraged to think critically, analyze text and synthesize their thinking. This method is student-led, allowing students to take ownership of their learning. Participants of this session will leave ready to implement this classic method in their classroom.

Targeted Grade: 3-6
Room: Juniper A and B (seats 120)
ODE Competency: a, b
OAGC Strand: Year 3: Higher Level Thinking & Complexity

Dawn Schroeder and Amy Pelletier
Engaging Creative Thinkers through Passion Projects

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-8
Room: Magnolia (seats 80)
ODE Competency: a, b, c
OAGC Strand: Year 4: In-depth/Independent Study

Leigh Ann Fish and Patti Ensel Bailie
Learning from Nature: Getting Young Kids Outdoors in Ohio

Nature benefits *everyone*, yet children are spending less time outdoors than ever. Being in nature is a perfect place for gifted and talented learners to grow and flourish across all domains. We’ll discuss research-based reasons to get the gifted outdoors and share specific ideas for learning from nature in Ohio.

Targeted Grade: K-5
Room: Juniper C (seats 75)
ODE Competency: c
OAGC Strand: Year 5: Professional Growth

Amy Cruse and Heather Miller
Talk Moves that Promote Higher-Level Thinking

Participants will engage in professional learning to increase effective student discourse by implementing talk moves that promote higher-order thinking. Teachers will leave with strategies and resources, including structured student-to-student talk prompts, teacher moves, and engaging tasks, which promote a collaborative, supportive learning community.

Targeted Grade: K-8
Room: Lilac (seats 75)
ODE Competency: a, c, g
OAGC Strand: Year 2: Higher Level Thinking & Complexity

The OAGC Coordinator Division Workshop will be held on December 6, 2019. Hope to see you there!

Session Four 2:30-3:20 PM

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<p>Melissa Hinshaw Ensuring Quality Data: Take Talent Identification from Good to Great</p> <p>School systems use data across all areas of service, including talent identification. Often, systems fail to engage in “data quality” analysis. Understanding the factors that affect the quality of the data a system collects can lead to improved identification practices and a more robust data culture. Discover strategies to shift a data culture from good to great, or beyond.</p> <p>Targeted Grade: K-12 Room: Regent Ballroom 1 (seats 160) ODE Competency: f OAGC Strand: Year1: Identification</p>	<p>Coordinator Division Roundtables: Various Topics (double session)</p> <p>This session gives participants a variety of options to explore topics in the world of coordination. Tables will be facilitated by experience coordinators to both share information and answer questions. Topics to be included in this session include: creativity identification and service, visual and performing arts identification, service models, innovative service options brainstorming, parent engagement and approaches to professional development. This year we will also have a “Bring your Own Question” table to allow participants the opportunity to share questions and experiences with like minded individuals. Participants will also have the opportunity to take an online survey to share their thoughts on future professional development for Gifted Coordinators.</p> <p>Targeted Grade: N/A Room: Easton Ballroom C&D (seats 120) ODE Competency: n/a OAGC Strand: Year 5: Professional Growth</p>
<p>Jennifer Groman The Bully’s Face: Using Art to Understand Bullying in Gifted Children</p> <p>This session presents research and practical work exploring the gifted child as victim <i>and</i> bully. The presenter shares themes from the literature, and discusses her use of depth psychology, visual arts, and creative writing to help students gain insight into the thoughts and feelings of the bully and the victim.</p> <p>Targeted Grade: K-12 Room: Regent Ballroom 2 (seats 160) ODE Competency: d OAGC Strand: Year 2: Characteristics of Gifted Children</p>	<p>Trish Ebner Technology Tools Supporting Differentiation in the Classroom</p> <p>This session will begin with brainstorming the benefits of utilizing technology as a tool in differentiation, using a couple of different Padlets to showcase how Padlet can be useful in differentiating as well as a springboard for lessons and learning. Then the session will provide participants with the opportunity to try out several technology tools that can support differentiation, including TES Blendspace, Learning Management System Tools (demo with Google Classroom), Assessment Tools (Edulastic, Edcite), and InfOhio - Research.</p> <p>Targeted Grade: 3-12 Room: Easton Ballroom E (seats 60) ODE Competency: a, b, c OAGC Strand: Year 3: Differentiation in the Regular Classroom</p>
<p>ODE Hot Topics in Gifted Education</p> <p>This session will focus on issues that frequently come up as districts implement the gifted operating standards.</p> <p>Targeted Grade: N/A Room: Regent Ballroom 3 (seats 160) ODE Competency: n/a OAGC Strand: Year 5: Professional Growth</p>	<p>To be able to be caught up into the world of thought – that is being educated</p> <p>--Edith Hamilton</p>

Session Four 2:30-3:20 PM

OAGC HQPD TEAM (Alesha Haybin)
Using the SCAMPER Framework to
Promote Creative Thinking

Creative thinking is something that we strive for in our classrooms. But often it can be difficult to define and even harder to quantify. Once the foundation for creative thinking is established, how do you promote it within the classroom? Come Learn about a practical framework for creative thinking and how to incorporate creative thinking into every subject on a day-to-day basis.

Targeted Grade: K-8
Room: Juniper A and B (seats 120)
ODE Competency: a, b
OAGC Strand: Year 2: Higher Level Thinking & Complexity

Beth Wilson-Fish
Identifying Young Children from
Underrepresented Populations

Students from underrepresented populations remain at risk for both gifted identification and service in Ohio schools. Learn how one school district has made a commitment to find children at an early age, nurture talents and high abilities, and ultimately grow identification, educational opportunities, and gifted service in the district.

Targeted Grade: K-2
Room: Magnolia (seats 80)
ODE Competency: e
OAGC Strand: Year 1: Identification

Lori Dreyer, Beth Holtrey, and Tammy Zimmer
Personalized Professional Development

Teachers need differentiated instruction! In this session, participants will learn how to revitalize professional development. Personalized professional development strives to align teachers' individual goals as the aim to meet the gifted competencies. This session will explore the idea of using collaboration and creativity to engage faculty personal learning plans!

Targeted Grade: K-12
Room: Juniper C (seats 75)
ODE Competency: n.a
OAGC Strand: Year 5: Professional Growth

Chuck Wiggins, Lori Dreyer, and Andrea Cook
Serving Gifted Learners with
Commitment and Continuity

Use stakeholder needs, best practices, and long term planning to create a continuum of services to best fit the needs of students now and in the future. Participants will review data gathering, strategic planning, and service creation at a building and district level to provide needed services.

Targeted Grade: K-12
Room: Lilac (seats 75)
ODE Competency: f, g
OAGC Strand: Year 5: Professional Growth

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

- Margaret Mead

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