From Equality to Equity in Gifted Education

Los Angeles Unified School District
Advanced Learning Options
Gifted/Talented Programs &
Greater Los Angeles Gifted Children's Association Present

45th Annual Los Angeles City/County Conference on Gifted/Talented Education

Saturday, June 1, 2019
Pasadena Convention Center
One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings. The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the child.

- Carl Jung
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<tr>
<td>7:00 - 7:40 a.m.</td>
<td>Registration</td>
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<td>7:00 - 8:00 a.m.</td>
<td>Continental Breakfast and Coffee Service</td>
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<td>(Civic Auditorium Terrace)</td>
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<td>7:00 a.m. - 1:00 p.m.</td>
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<td>7:40 - 8:00 a.m.</td>
<td>Welcome and Introductions</td>
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<td>Keynote Address</td>
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<td>9:10 - 10:10 a.m.</td>
<td>Session One</td>
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<td>10:20 - 11:20 a.m.</td>
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<td>11:20 - 11:35 a.m.</td>
<td>Light Snack</td>
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<td>(Conference Center &amp; Civic Auditorium)</td>
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<tr>
<td>11:35 a.m. - 12:45 p.m.</td>
<td>Session Three (Plenary Sessions)</td>
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Equity is the only acceptable goal.
- Paul Farmer
Wi-Fi Information

Wi-Fi is available at the Pasadena Convention Center
Network: PCOC_visitor
Password: gifted

Digital Resources

Some presenters have opted to provide digital resources rather than paper handouts for participants. Digital resources can be accessed online.

www.giftedchildrenla.org

Evaluation Information

We value your feedback! At the end of the day, please complete the brief online evaluation for the Conference on Gifted/Talented Education. The link can be accessed on wireless devices or by logging in at home.

Evaluation Link:
http://tinyurl.com/2019ConferenceEvaluation

Professional Development Records

Professional Development Records will be distributed in Session Three. It is the responsibility of participants to obtain their own Professional Development Record; these forms will not be distributed after the event or for participants who do not attend a Session Three workshop.
Welcome to the 45th Annual Los Angeles City/County Conference on Gifted Education at the beautiful Pasadena Convention Center and Civic Auditorium.

The conference is entitled *THRIVE: From Equality to Equity in Gifted Education*. We are here today to explore how we can help all gifted learners reach their full potential. A cactus requires sun and little water to grow, an anthurium needs partial shade and some water to spread out, and a dieffenbachia prefers low light with consistent water to flourish. These plants serve as exemplars in order to illustrate how we can help gifted learners thrive by promoting equitable practices that recognize and embrace the whole gifted learner – academically, socially, emotionally, linguistically and culturally. Gifted learners require different supports for optimal growth and development. Some students may require less sun or more sun – repetition of one concept and amplification of another to fully access the curriculum. It is the educational right of all gifted learners to be exposed to a complex and personalized curriculum that is tailored to meet their multi-faceted needs and push them to thrive. A solid foundation of differentiated instruction (depth, complexity, acceleration and novelty) ensures equity for diverse gifted learners.

We are delighted to welcome Dr. Donna Ford as our keynote speaker. Dr. Ford is a Professor of Education and Human Development and Cornelius Vanderbilt Endowed Chair at Vanderbilt University. Dr. Ford conducts research primarily in gifted education and multicultural/urban education. Dr. Ford is nationally-recognized as a key voice in the crucial pursuit of equity in gifted education.

All of the presenters today represent a highly curated group of experts and contributors to the field of education. Participants will be accommodated on a first-come, first-served basis, with the exception of two ticketed sessions, as noted in the program. (Limited tickets for these sessions will be distributed at the Solutions booth in the Civic Auditorium foyer before the keynote address.) Please note that the most popular topics and speakers appropriate for general audiences have been placed in the four largest venues – Civic Auditorium, Gold Room (Civic Auditorium), and Conference Center Rooms 106 and 107.

At the conclusion of the conference, all participants will receive a special poster that illustrates equal versus equitable differentiated practices. Additionally, participants will receive a SET game that promotes visual processing and a variety of other resources in their conference tote bag. Please browse the program to find out about book signing opportunities, exhibitors, and more.

On behalf of our community of gifted learners and educators, we thank you for your dedication and openness to learn new constructs for equitable practices in gifted education.

- Conference Committee
CONFERENCE MISSION

The Los Angeles City/County Conference on Gifted/Talented Education is designed to provide an opportunity for educators of gifted learners to discuss specialized topics and issues of vital importance to the development of quality educational programs for gifted students in Southern California schools, including the differentiated implementation of the California Standards. This conference addresses the diversity that exists among our gifted learners and provides information to support the academic and social-emotional growth of these students. There will be an array of sessions for teachers, administrators, and community members designed to meet the new realities of the 21st Century GATE student.

ACKNOWLEDGMENTS

Sincere thanks to the Conference Committee: LaRoyce Bell, Executive Director, Greater Los Angeles Gifted Children’s Association; Dr. Lucy Hunt, Conference Chair; Dr. Nicole Niederdeppe and Erin Yoshida-Ehrmann, District Coordinators; Dr. Bob Grubb, District Specialist, Gifted/Talented Programs, Los Angeles Unified School District; Pearson Publishing; Pasadena Convention Center; Color TV Design, Conference Contributors.

Special appreciation to: Austin Beutner, Superintendent; Dr. Frances Gipson, Chief Academic Officer, Division of Instruction; Arzie Galvez, Director, Advanced Learning Options; Gifted/Talented Programs & Advanced Learning Options Staff, Los Angeles Unified School District.

Storms make trees take deeper roots.

-Dolly Parton
## ROOM CAPACITIES

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<tr>
<td>Civic Auditorium</td>
<td>2,500</td>
<td>Conference Center 106</td>
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<td>Civic Auditorium Gold Room</td>
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<td>Conference Center 212/214</td>
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Most workshops are “first-come, first-served,” as space is available. Ticketed sessions are noted on the at-a-glance and session description pages. Tickets will be distributed at the Solutions booth during registration.

SESSION I: 9:10 - 10:10 A.M.

First Choice:
Workshop Title ______________________________________________________
Room ______________________________________________________

Second Choice:
Workshop Title ______________________________________________________
Room ______________________________________________________

SESSION II: 10:20 - 11:20 A.M.

First Choice:
Workshop Title ______________________________________________________
Room ______________________________________________________

Second Choice:
Workshop Title ______________________________________________________
Room ______________________________________________________

SESSION III: 11:35 A.M. - 12:45 P.M.

First Choice:
Workshop Title ______________________________________________________
Room ______________________________________________________

Second Choice:
Workshop Title ______________________________________________________
Room ______________________________________________________
The keynote speaker is Donna Y. Ford, Ph.D., Professor of Education and Human Development and Cornelius Vanderbilt Endowed Chair at Vanderbilt University. Dr. Ford conducts research primarily in gifted education and multicultural/urban education. Dr. Ford, who has written over 200 articles and book chapters, has made over 1,000 presentations at professional conferences and organizations, and in school districts.

**Helping Gifted Students Thrive: Reversing Gifted Underachievement**

For educators and families, it may be difficult to believe that gifted students underachieve. This keynote explains reasons for underachievement, along with resources and strategies. Attention is also devoted to additional considerations for gifted students of color.
| Civic Auditorium | Developing Multicultural Differentiated Lessons for Gifted Students Using the Bloom-Banks Matrix (K-12) | Donna Ford, Ph.D. |
| Civic Auditorium | The TEMPEST Effect: Employing Equitable Practices to Foster Equalized Opportunities in Gifted Education (K-12) | Kristina Henry Collins, Ph.D. |
| Gold Room | Brave New Worlds: The Gifted, Gaming and Social Media (K-12) | Morgan Appel, Ph.D. |
| Room C-101 | Neuroscience of Anxiety in the Bright Brain (K-12) | Nicole A. Tetreault, Ph.D. |
| Room C-102 | Eight Ways to Spark Intellectual Curiosity and Passion in Mathematically Gifted Students (K-8) | Edward Zaccaro |
| Room C-103 | Everyone Can Code (K-12) | Sue Meyer |
| Room C-104 | Put Your Oxygen Mask On First: SEL Strategies for Educators and Students in Troubling Times (K-12) | Gail L. Thompson, Ph.D. |
| Room C-105 | Asking Better Questions (K-8) | Ian Byrd |
| Room C-106 | Literature Circles and Frames: Hands-On Scholarship (K-12) | David Chung |
| Room C-107 | AP Readiness – Supporting Student Success in Advanced Placement (9-12) | Michael Lovelady |
| Room C-204 | Everything You Ever Wanted to Know About Becoming a Schools for Advanced Studies (SAS) Site (K-12) | Robert Grubb, Ed.D. |
| Room C-207 | Students Thrive with Make and Take Books! (K-12) | Cheryl Lopez |
| Room C-208 | Ticketed Session; “first-come, first-served” tickets will be distributed at the Solutions booth during registration. |
| Room C-209/210 | Powerful Strategies to Enhance the Learning of Gifted Students (K-8) | Nathan Levy |
| Room C-211 | The Art of Storytelling (K-12) | Judi Garratt & Steven McCarthy, Ph.D. |
| Room C-212/214 | Equitable Grading with Mastery Learning & Schoology (K-12) | Rasienna Forss & Amy Pedersen |
Civic Auditorium

**Developing Multicultural Differentiated Lessons for Gifted Students Using the Bloom-Banks Matrix**

*Intended Audience: Teachers, Administrators, Coordinators, Psychologists & Parents (K-12)*

This session focuses on two curricular goals. Creating lesson plans that: (1) promote creative and critical thinking (Bloom) and (2) are culturally responsive at the highest level (Banks). Examples of culturally assaultive lesson plans are shared. Most attention is devoted to the Matrix, including samples: https://www.drdonnayford.com/resources-galleryPage.

Donna Ford, Ph.D., Professor, Peabody College of Education, Vanderbilt University

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Civic Auditorium Gold Room

**The TEMPEST Effect: Employing Equitable Practices to Foster Equalized Opportunities in Gifted Education**

*Intended Audience: Teachers, Administrators, Coordinators, Psychologists & Parents (K-12)*

Transforming Programming & Teaching, Part 1: This presentation, delivered as two independent workshops, offers evidence-based transformational teaching strategies and novel program approaches to meet the needs of diverse gifted learners. Programming, pedagogy, and curriculum communicate the beliefs, or “official” knowledge, and practices within any discipline or field of study. They can also serve as motivational (or de-motivational) tools to influence recruitment and retention of underserved students, especially in gifted and advanced programs where consistent gaps in diverse representation exist, perpetuated by culture-blindness (Ford, Grantham & Collins, 2018). As such, there is a compelling consequence to substantially transform programming and teaching practices in gifted and talented education (GATE).

Kristina Henry Collins, Ph.D., Assistant Professor, Talent Development, Curriculum & Instruction, Texas State University

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Room C-101

**Brave New Worlds: The Gifted, Gaming and Social Media**

*Intended Audience: Teachers, Administrators, Coordinators, Psychologists & Parents (K-12)*

Social media is ubiquitous and pervasive in our daily existence, but its fluid, magnetic and at times chaotic nature affects the gifted and talented in distinctive ways. Brave New Worlds offers a robust synopsis of the dynamic roles played by social media in the lives of students, educators and families, including advocacy and policymaking; access and equality; and acquisition of resources for academic and metacognitive support. Impacts of social media use on mental and physical well-being; cognitive and socioemotional development; creativity and critical thinking; perfectionism/impostor syndrome; dual exceptionality; cultivating resilience and growth mindset; technology overuse/addiction; among others will also be explored. The session will also examine the unique case of multiplayer gaming platforms (such as Fortnite) as they relate to cyberbullying and managing online relationships. Practical resources for practitioners, administrators and parents will be provided, with attention to developing collaborative and cohesive strategies for responsible use in school and home.

Morgan Appel, Ph.D., Assistant Dean, K-12 Professional & Continuing Education, University of California, San Diego Extension
Room C-102

Neuroscience of Anxiety in the Bright Brain

Intended Audience: Teachers, Administrators, Coordinators, Psychologists & Parents (K-12)

Bright individuals may be more prone to the disabling and destructive elements of anxiety because they typically have expanded emotional brain networks, increased sensory processing, and elevated physiological responses to stressors, both real and imagined. Intelligent people report 25% greater rates of anxiety compared to the national average. In particular, the brain circuitry, hormonal stress response, and bodily reactions to stress can become hard-wired, where bright individuals can get stuck in a negative cycle. Effectively, the body moves into three states – fight, flight, and freeze – where the inflammatory response is elevated. In turn, a low-level stress response is continuously activated, causing the individual to experience the world on “pins and needles.” Guiding the child to recognize the trigger is the first step. This presentation will provide encouraging strategies to help reduce the adverse effects of the stress response in bright individuals. Evidence supports cognitive behavioral therapy, mindfulness, exercise, healthy sleep and eating habits to rewire healthy brain circuitry so positive hormones and decision-making can allow gifted individuals to live a full life. When we support the mind, body, and spirit of the child, the child is unbound and thrives.

Nicole A. Tetreault, Ph.D., Neuroscientist, Researcher, Author & Speaker

Room C-103

Eight Ways to Spark Intellectual Curiosity and Passion in Mathematically Gifted Students

Intended Audience: Teachers, Coordinators & Parents (K-8)

Learn eight ways to nurture your students’ curiosity and creativity by presenting them with real world situations that require insight, creative problem-solving and collaboration. These investigations allow students to (1) Simulate an engineering team, (2) Take on the role of lawyers who are analyzing how statistics have been manipulated, (3) Learn about the role of mathematically gifted individuals who used their gifts to save lives such as Dr. Alice Stewart, who saved thousands of young children from leukemia in the 1950’s and 1960’s by using mathematics during an epidemiological investigation of an epidemic of leukemia deaths, and (4) Become a team of journalists looking at why the math in several news articles is incorrect. These classroom ideas will help students become passionate about mathematics while developing a deeper understanding of its real world uses. Mathematics is a discipline that is too often taught as all scales and no music. These math investigations will show students that math is much more than rote learning and formulas. It involves creativity, challenge and the joy of discovery!

Edward Zaccaro, Retired Teacher & Author, Hickory Grove Press

Please visit this exhibitor in the Conference Center (lower level).

That’s at the core of equity: understanding who your kids are and how to meet their needs. You are still focused on outcomes, but the path to get there may not be the same for each one.

- Dr. Pedro Noguera
Room C-104

Everyone Can Code

Intended Audience: Teachers, Administrators, Coordinators, Psychologists & Parents (K-12)

Learning to code can help students gain essential skills such as critical thinking, problem solving and collaboration. Join us to learn about Everyone Can Code, a program from Apple that includes comprehensive curriculum to help any teacher bring coding into the classroom, no matter what their experience. In this session participants will write their first lines of code in Swift and experience lessons on iPad that make it easy to teach, write and learn code.

Sue Meyer, Apple Education
Please visit this exhibitor in the Conference Center (lower level).

Room C-105

Put Your Oxygen Mask On First: Standard English Learner (SEL) Strategies for Educators and Students in Troubling Times

Intended Audience: Teachers, Administrators, Coordinators, Psychologists & Parents (K-12)

A recent study revealed that “nearly 35 million children” in the U.S. have experienced trauma. This includes identified and unidentified GATE students. Researchers have found that adverse childhood experiences can have numerous negative effects on students, especially behavioral and academic problems. This session will provide attendees with related research, stories, and most important, effective socio-emotional, Positive Behavioral Interventions and Supports (PBIS), and instructional strategies for students and themselves.

Gail L. Thompson, Ph.D., Founder & CEO, Inspirations by Gail LLC

Steven McCarthy, Ph.D. & Judi Garratt
Gail L. Thompson, Ph.D.
Cheryl Lopez
Session One
9:10 - 10:10 A.M.

Room C-106

Asking Better Questions

Intended Audience: Teachers & Parents (K-8)

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 statistics on questioning in classrooms and then look at simple ways to get better at asking questions that push students' thinking.

Ian Byrd, Founder, Byrdseed

Room C-107

Literature Circles and Frames: Hands-On Scholarship

Intended Audience: Teachers & Parents (K-12)

Renew, refresh and reignite successful, scholarly “literary experiences” using the dimensions of depth and complexity with Literature Circle Roles integrated into Frames. Literature Circle Frames allow teachers to provide concrete pathways for students to actively engage in the literacy tasks needed for reading comprehension, analysis, and creative expressions. Workshop participants will be provided with ready-to-use differentiated Literature Circle Roles each in a frame format with the purpose of immediate implementation.


Room C-204

AP Readiness – Supporting Student Success in Advanced Placement

Intended Audience: Teachers, Administrators, Coordinators & Parents (9-12)

This session will highlight LAUSD's efforts to expand the Advanced Placement (AP) program creating equity and access for all students. We will also share information about the AP Readiness program, a District partnership with UCLA Center X, which provides rigorous, supplemental instructional support to AP students in STEM and Humanities courses, and course-specific learning for AP teachers.

Michael Lovelady, Coordinator, Advanced Learning Options, Los Angeles Unified School District
Room C-207

*Everything You Ever Wanted to Know About Becoming a Schools for Advanced Studies (SAS) Site*

**Intended Audience:** LAUSD Teachers, Administrators & Coordinators (K-12)

Schools for Advanced Studies (SAS) demonstration sites receive the SAS designation for their exemplary Gifted and Talented Education (GATE) implementation. By providing high-quality differentiated instruction with an emphasis on depth, complexity, acceleration and novelty, SAS sites offer high-level academic opportunities that meet the unique educational needs of K–12 gifted learners. If your school is interested in applying for the LAUSD SAS designation, this session will describe the SAS application process and how to collect evidence at your school site of exemplary GATE implementation in preparation for the 2019-2020 application period for the next SAS cycle beginning in 2021.

Robert Grubb, Ed.D., District Specialist, Gifted/Talented Programs, Los Angeles Unified School District

Room C-208

*Students Thrive with Make and Take Books!*

**Intended Audience:** Teachers, Administrators, Coordinators, Psychologists & Parents (K-12)

Come and see how easy it can be to integrate different types of student-created books with Project Based Learning. You already have all the materials you need in your classroom to make these books: paper, scissors, and your students’ imaginations.

Cheryl Lopez, Teacher, Los Angeles Unified School District

Ticketed Session; “first-come, first-served” tickets will be distributed at the Solutions booth during registration.

Room C-209/210

*Powerful Strategies to Enhance the Learning of Gifted Students*

**Intended Audience:** Teachers, Administrators, Coordinators, Psychologists & Parents (K-8)

This workshop, by noted *Stories with Holes* author Nathan Levy, explores numerous, proven ways to reach gifted learners in challenging ways. Participants will leave with a variety of new strategies and specific ideas to help pupils become better creative and critical thinkers. A variety of successful teaching and parenting techniques relating to social and emotional needs will be shared. Bring your thinking caps and your funny bones to this dynamic presentation.

Nathan Levy, Author & Consultant, Nathan Levy Books LLC

Please visit this exhibitor in the Conference Center (lower level).

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*It is not equitable to present the same level of difficulty in the same manner to all students in a mixed ability classroom.*

- Dr. Bertie Kingore
Room C-211
The Art of Storytelling
Intended Audience: Teachers, Administrators, Coordinators, Psychologists & Parents (K-12)
Participants will dramatize an immigration story using a protocol that can be used for transforming stories and events into theatre. Music and visual arts analysis as well as a group writing activity will be included. This process uses multiple learning strategies to reach all students. GATE students thrive while making creative choices and solving problems. We will demonstrate ways to challenge the gifted learner to be spontaneously creative, to communicate effectively, and to work cooperatively within small and large groups. This active workshop provides opportunities for teachers to be creative and work with one another.

Judi Garratt, Professional Expert & Steven McCarthy, Ph.D., Director, Arts Education Branch, Los Angeles Unified School District

Room C-212/214
Equitable Grading with Mastery Learning & Schoology
Intended Audience: LAUSD Teachers, Administrators, Coordinators & Parents (K-12)
In this session, participants will get an overview of the main points of Mastery Learning and Grading in terms of access and equity for our students. Participants will also get an in-depth view and resources on how Mastery Learning and Grading can be set up in Schoology for both primary and secondary grades.

Rasienna Forss, Teacher Expert & Amy Pedersen, STEM/STEAM Coordinator, Los Angeles Unified School District
| Room/C-101  | The FIT Test: Understanding Implicit Bias and Its Impact on Recruitment and Retention of Diverse Gifted Learners (K-12)  
| Kristina Henry Collins, Ph.D. |
| Room C-102  | Through the Looking Glass: Holistic Approaches to Serving the Visually/Artistically Gifted and Talented (K-12)  
| Morgan Appel, Ph.D. |
| Room C-103  | Ten Challenging Math Problems and the Problem-Solving Strategies to Successfully Solve Them (6-12)  
| Edward Zaccaro |
| Room C-104  | Everyone Can Create (K-12)  
| Don Orth |
| Room C-105  | Integrating Culturally Relevant Practices to Support Underrepresented Populations (K-12)  
| Pamela Lovett |
| Room C-106  | Good Differentiation, Bad Differentiation (K-8)  
| Ian Byrd |
| Room C-107  | Think Like a Disciplinarian: Literature Circles (K-12)  
| David Chung |
| Room C-204  | Holding Gifted Students Accountable: Defending Learning Through Writing (6-12)  
| Edwin Galan |
| Room C-207  | An Introduction to Instructional Strategies Designed to Meet the Needs of Gifted Students (K-8)  
| Robert Grubb, Ed.D. |
| Room C-208  | Students Thrive with Make and Take Books! (K-12)  
| Cheryl Lopez |
| Room C-209/210  | Practical Ideas for Improving Critical Thinking and Writing (K-8)  
| Nathan Levy |
| Room C-211  | Making It All Add Up: Culturally and Linguistically Responsive Mathematics (K-8)  
| Regina Myles |
| Room C-212/214  | Digital Tools That Bring the ISTE Standards to Life for GATE Students (K-12)  
| Paige Lahaise & Taylor Wichmanowski |
Civic Auditorium

Meaningful Differentiation for Gifted Learners

Intended Audience: Teachers, Administrators, Coordinators, Psychologists & Parents (K-12)

Differentiation for gifted learners is more than just assigning a more challenging activity or giving more work. It is important that we understand today’s gifted learners and what they need at school to not only be engaged but empowered. Designing meaningful learning experiences for gifted learners rather than just assigning activities is essential if we want them to grow and achieve both inside and outside of the classroom. In this session, the presenter will share practical ways that educators can provide meaningful differentiation in the classroom for today’s gifted learners.

Andi McNair, Author, Consultant & Speaker

Please note that the book signing for this author will be held from 9:10 – 10:10 a.m. in the Conference Center at the Greater Los Angeles Gifted Children’s Association table.

Civic Auditorium Gold Room

The FIT Test: Understanding Implicit Bias and Its Impact on Recruitment and Retention of Diverse Gifted Learners

Intended Audience: Teachers, Administrators, Coordinators, Psychologists & Parents (K-12)

Transforming Programming & Teaching, Part 2: This presentation, delivered as two independent workshops, offers evidence-based transformational teaching strategies and novel program approaches to meet the needs of diverse gifted learners. Programming, pedagogy, and curriculum communicate the beliefs, or “official” knowledge, and practices within any discipline or field of study. They can also serve as motivational (or de-motivational) tools to influence recruitment and retention of underserved students, especially in gifted and advanced programs where consistent gaps in diverse representation exist, perpetuated by culture-blindness (Ford, Grantham & Collins, 2018). As such, there is a compelling consequence to substantially transform programming and teaching practices in gifted and talented education (GATE).

Kristina Henry Collins, Ph.D., Assistant Professor, Talent Development, Curriculum & Instruction, Texas State University
SESSION TWO  10:20 - 11:20 A.M.

Room C-101

Through the Looking Glass: Holistic Approaches to Serving the Visually/Artistically Gifted and Talented

Intended Audience: Teachers, Administrators, Coordinators & Parents (K-12)

This interactive session offers unique insights into the colorful world of the visually/artistically gifted and talented, including defining cognitive and socioemotional characteristics and developmental benchmarks in artistic pursuits. With emphases on cultivating talent and holistic approaches to arts integration, Through the Looking Glass delivers concrete, practitioner-friendly strategies for metacognitive support and promoting growth mindset. Contextualized in the neuroscience of teaching and learning, an in-depth exploration of fluency of imagination; perceptual discrimination; creative interpretation; commitment; among other features will serve as a catalyst for meaningful engagement across the curriculum, including science, technology, engineering, arts and mathematics (STEAM). Examples of proven practice will be drawn from two University of California initiatives: ArtsBridge and the Sally Ride Science Junior Academy. Resources for teachers, parents and administrators will be provided, with special emphasis on cultivating an interest in cross-disciplinary, project-based work. Expertise and/or prior experience in arts teaching are not required.

Morgan Appel, Ph.D., Assistant Dean, K-12 Professional & Continuing Education, University of California, San Diego Extension

Room C-102

Guiding Twice Exceptional Students to Thrive

Intended Audience: Teachers, Administrators, Coordinators, Psychologists & Parents (K-12)

Twice exceptionality goes beyond just learning in the classroom – it is a way of being and navigating in the world. Twice exceptional children express great gifts and challenges where their efforts do not match their imagination and original ideas. Often these children appear as asynchronous and test all over the map leaving them deflated, anxious, drained, and demotivated. Understanding the brain processing and nontraditional learning styles of twice exceptional students opens for the development of creative teaching strategies and solutions. With the advancements in neuroscience and psychology research, we can design education specific to the individual while meeting the needs of the whole person. Join this session to understand ways to activate and encourage positive neural pathways and mindful techniques to nurture a divergent thinker and mind. Guide your twice exceptional student to thrive.

Nicole A. Tetreault, Ph.D., Neuroscientist, Researcher, Author & Speaker
They tried to bury me, but they did not know I was a seed.

- Mexican Proverb
SESSION TWO  
10:20 - 11:20 A.M.

Room C-106  
**Good Differentiation, Bad Differentiation**  
**Intended Audience: Teachers & Parents (K-8)**  
Let's look at some poorly differentiated lessons and see how we can improve them! Examples will be taken from textbooks and online resources, and then fixed up with differentiation recipes that you can use with your own lessons. We'll tear apart and rebuild an example from each of the core content areas.  
Ian Byrd, Founder, Byrdseed

Room C-107  
**Think Like a Disciplinarian: Literature Circles**  
**Intended Audience: Teachers & Parents (K-12)**  
Revitalize the analysis of literature, non-fiction texts, and/or media to another level of sophistication! Using four academic disciplinary approaches (Think Like a Sociologist, Historian, Philosopher and Linguist) integrated with literary skills and tasks from Literature Circles, students can engage with literary texts in multifaceted ways. Intellectually rigorous, standards relevant, and flexible to student learning levels, discover how Think Like a Disciplinarian (TLAD), Literature Circles, and the World Cafe allow teachers to provide accessible, concrete, sustainable and complex pathways for students to actively engage in the discipline-specific research skills and literacy tasks needed for in-depth analyses and creative expression. Workshop participants will be provided with ready-to-use differentiated TLAD Circles frames and other classroom-tested organizers with the intent of immediate and practical implementation.  

Room C-204  
**Holding Gifted Students Accountable: Defending Learning Through Writing**  
**Intended Audience: Teachers & Parents (6-12)**  
The focus of this workshop is writing to enhance students' understanding of math concepts at ALL levels of the math continuum. Participants in this workshop will make use of grade appropriate math vocabulary and grade appropriate math content to write "I Am Monologues." Participants will engage in a peer-to-peer critique and revision session and perform their monologues in front of the class.  
Edwin Galan, Teacher, Los Angeles Unified School District

*Equity means that every child gets what he or she needs to succeed, as opposed to everyone gets the same thing.*  
- Alan Blankstein
Room C-207

An Introduction to Instructional Strategies Designed to Meet the Needs of Gifted Students

Intended Audience: Teachers, Administrators, Coordinators & Parents (K-8)

Gifted students, as a group, possess unique needs, interests, and abilities. Teachers new to gifted education are not always given concrete strategies to meet the needs of this diverse group. This session will introduce specific instructional strategies that can be used to create meaningful learning experiences for gifted learners. The strategies introduced in this session include: acceleration, enrichment, curriculum compacting, tiered assignments, and depth and complexity.

Robert Grubb, Ed.D., District Specialist, Gifted/Talented Programs, Los Angeles Unified School District

Room C-208

Students Thrive with Make and Take Books!

Intended Audience: Teachers, Administrators, Coordinators, Psychologists & Parents (K-12)

Come and see how easy it can be to integrate different types of student-created books with Project Based Learning. You already have all the materials you need in your classroom to make these books: paper, scissors, and your students’ imaginations.

Cheryl Lopez, Teacher, Los Angeles Unified School District

Ticketed Session; “first-come, first-served” tickets will be distributed at the Solutions booth during registration.

Room C-209/210

Practical Ideas for Improving Critical Thinking and Writing

Intended Audience: Teachers, Administrators, Coordinators, Psychologists & Parents (K-8)

This workshop will help teachers assist children in developing fluency of writing and thinking. Participants will develop options for problem-solving and critical thinking and will learn time-saving strategies and creative ideas. Writing and critical thinking activities that have been used successfully with gifted children will be shared in this engaging, interactive presentation.

Nathan Levy, Author & Consultant, Nathan Levy Books LLC

Please visit this exhibitor in the Conference Center (lower level).
Room C-211

Making It All Add Up: Culturally and Linguistically Responsive Mathematics

Intended Audience: Teachers, Administrators & Parents (K-8)

This session will focus on the connection between Culturally and Linguistically Responsive pedagogy, math identity, and mathematical mindset. Participants will explore how to utilize students’ cultural and linguistic capital while implementing effective mathematics teaching practices. Attendees will experience highly-engaging instructional activities that are intentionally designed to ignite and extend opportunities for collaboration and independent learning. Educators will explore mathematics resources to prepare them to meet the needs of gifted Standard English Learners (SELS) through rigorous math instruction for higher-level mathematics thinking that will ensure students move from dependent to independent and highly successful learners.

Regina Myles, Standard English Learner Instructional Specialist, Academic English Mastery Program, Los Angeles Unified School District

Room C-212/214

Digital Tools That Bring the ISTE Standards to Life for GATE Students

Intended Audience: Teachers, Administrators, Coordinators & Parents (K-12)

LAUSD is the first large school district in the United States to adopt the International Standards for Technology in Education (ISTE). This session will focus on freely available digital resources that empower GATE students to master each of the seven ISTE standards. After attending this session, you will walk away with tools and strategies to incorporate the ISTE standards into your existing curriculum as well as lesson plans you can implement right away for each of the standards.

Paige Lahaise, Instructional Technology Facilitator & Taylor Wichmanowski, New Teacher Induction Mentor, Los Angeles Unified School District
# Session Three At-a-Glance

11:35 A.M. - 12:45 P.M.

## Plenary Sessions

| Civic Auditorium | The 6 Ps of Genius Hour (K-12) | Andi McNair  
| Civic Auditorium |  | Please note that the book signing for this author will be held from 9:10 – 10:10 a.m. in the Conference Center at the Greater Los Angeles Gifted Children's Association table.  
| Gold Room | Enhancing Emotional Intelligence: Embracing Equity in Gifted Education (K-12) | Thema Bryant-Davis, Ph.D.  
| Room C-106 | The Future of Education and Learning with Apple (K-12) | Sue Meyer & Don Orth  
| Room C-107 | Documentary Screening: 2e: Twice Exceptional |  

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**Andi McNair**

**Thema Bryant-Davis, Ph.D.**

**Documentary Screening: 2e: Twice Exceptional**
Civic Auditorium

The 6 Ps of Genius Hour

Intended Audience: Teachers, Administrators, Coordinators, Psychologists & Parents (K-12)

Every student deserves an opportunity to pursue his or her passion during the school day. In this learning experience, the presenter will explain how Genius Hour can be used to encourage today’s learners to be innovative and think differently. By sharing the 6 P’s - Passion, Pitch, Plan, Project, Product, and Presentation, the presenter will explain how the Genius Hour process can be manageable for educators and meaningful for students. Educators will leave this experience with technology tools for each of the 6 P’s and practical ideas regarding outside experts and weaving standards into each project. This is the one training every educator who is considering implementing Genius Hour MUST have!

Andi McNair, Author, Consultant & Speaker

Please note that the book signing for this author will be held from 9:10 – 10:10 a.m. in the Conference Center at the Greater Los Angeles Gifted Children’s Association table.

Civic Auditorium Gold Room

Enhancing Emotional Intelligence: Embracing Equity in Gifted Education

Intended Audience: Teachers, Administrators, Coordinators, Psychologists & Parents (K-12)

Our students face internal and external challenges in the educational processes. Addressing these barriers effectively requires a holistic view of ourselves and our students including awareness of power, privilege, and oppression. Intersectionality in education calls for us to recognize the various identities of our students and the ways in which multiple forms of oppression impact their lives. This workshop will give a framework and specific approaches to integrate in our schools to allow us to educate and counsel with emotional intelligence. Attendees will discover ways to utilize self-awareness, self-management, empathy, and social awareness to empower students to thrive.

Thema Bryant-Davis, Ph.D., Professor, Graduate School of Education & Psychology, Pepperdine University

No group has a monopoly on giftedness, regardless of its form. It is illogical and statistically impossible for giftedness to be the prerogative of one racial, gender, or socioeconomic group.

- Dr. Donna Ford
Room C-106
The Future of Education and Learning with Apple
Intended Audience: Teachers, Administrators, Coordinators, Psychologists & Parents (K-12)
How do we help our students learn today and prepare them for a rapidly changing world? A driving force behind this change is technology. It affects the way we live, the way the world works, and the kind of skills needed to thrive. Technology presents a unique opportunity for a new approach to learning. Join Apple as we explore design principles that can help shape the future of education and learning, and what we’re doing to help schools get there.
Sue Meyer & Don Orth, Apple Education
Please visit this exhibitor in the Conference Center (lower level).

Room C-107
Documentary Screening: 2e: Twice Exceptional
Intended Audience: Teachers, Administrators, Coordinators, Psychologists & Parents (K-12)
2e: Twice Exceptional follows the personal journeys of a unique group of high school students in Los Angeles who have been identified as “twice exceptional” – gifted or highly gifted individuals with learning disabilities or differences. They are geniuses, mavericks and dreamers – Malcolm Gladwell’s budding “outliers.” Featuring illuminating and thought-provoking interviews with students, parents, teachers, psychologists and therapists, 2e: Twice Exceptional is produced and directed by Thomas Ropelewski (Child of Giants: My Journey with Maynard Dixon and Dorothea Lange).

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Greater Los Angeles Gifted
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IN MEMORIAM

We honor the legacy of these individuals who contributed to the field of Gifted and Talented Education and supported the Los Angeles City/County Conference on Gifted Education.

Michelle King, Ed.D.

Michelle King, Ed.D., had deep roots in Los Angeles. A graduate of the Los Angeles Unified School District, she spent nearly 33 years working for L.A. Unified, starting as a teacher’s aide and rising through the administrative ranks, from assistant principal to superintendent. Dr. King is remembered for her warmth, professionalism, and dedication to students.

James Webb, Ph.D.

James Webb, Ph.D., was a well-known author and publisher who wrote and edited numerous books. After retiring as an Associate Dean and professor from Wright State University, he started the publishing company, Great Potential Press, through which he published dozens of books on different topics in the gifted field. He was a pioneer in the field of social and emotional needs of the gifted, for which he founded SENG (Supporting Emotional Needs of the Gifted). He was the recipient of many awards for his work, including the SENG Lifetime Achievement Award.

Patricia Leadbeater

Patricia Leadbeater was an educator, GATE coordinator and President of Engine-uity, Ltd. Many educators benefited from her presentations and instructional resources, such as the popular Product Pouch. She was a passionate advocate for gifted education, particularly for student-driven, novel instruction.
The first step is here.

As your students approach the next step in their education and beyond, their writing skills become more important than ever. College entrance exams, scholarship essays, and eventually their resume will all require exceptional wordsmithing to paint them in the best possible light. From this day forward, writing will pave the way to their success.

Being a good writer requires the ability to organize thoughts, feelings, beliefs, and facts into a construct that gives simple words life.

“13 out of my 52 seventh graders earned a perfect score on the state writing exam!”
Terri Daisted, middle school writing teacher
Thank you for attending the 2019 Los Angeles City/County Conference on Gifted/Talented Education

With Deep Appreciation for your Contribution and Support

Sponsor Acknowledgment

Gifted/Talented Programs (GATE)
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