



Louisiana Lagniappe

June 6 - 9, 2017

Guide to Presenters & Sessions

Dr. Micah Bruce-Davis is an assistant professor at the University of Louisiana at Lafayette. She has been a classroom teacher and a research assistant at The National Research Center on the Gifted and Talented. Her research interests include specialized schools and programs, motivation, and the affective needs of gifted students.

*Also see **Dr. Cindy M. Gilson** on p. 5.*

Seven Strategies for Developing Social Justice Problem Seeking and Solving

(Bruce-Davis & Gilson)

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Enrichment for Teachers to Support the Creativity of Students

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Teachers can effectively engage and challenge gifted students by infusing artistic and creative enrichment experiences into the curriculum. To encourage students to discover their own untapped potential, take risks, and accept challenges, teachers may need to model a willingness to step outside the box. In this strand, teachers will experience what it is like to participate in enrichment experiences by creating their own work of art on canvas. While teachers paint, the presenters will discuss "how-to skills" related to infusing enrichment into the curriculum and establishing a classroom culture conducive to risk-taking.

Dr. Toby Daspit is an Associate Professor of Education and Co-Director of the National Writing Project of Acadiana at UL at Lafayette. He is the author of the chapbooks *Bar Coasters* and *Anatomy of a Ghost* (and other poems not about you). He completed his Masters of Gifted Education at the University of Southwestern Louisiana and taught middle and secondary school for six years in Iberia Parish.

Improving the Blank Page: From Inspiration to Revision (Daspit)

"Poetry should be made by all," the French author Lautréamont declared. Yet, the terror of the "blank page" confronts all writers, novice and expert. This workshop introduces engaging exercises that can be used by teachers and gifted/high ability students alike to spark creativity and refine the written word. Although creative writing, poetry and "flash" fiction, will be the focus, techniques will be shared that will improve writing for multiple purposes.

David Fox earned an MFA in sculpture and painting from the University of Colorado at Boulder. He teaches for the Talented Visual Arts Department with the Lafayette Parish School System and operates Fox Design Studio in Lafayette, specializing in site/subject specific artworks. Fox was the recipient of the ACADIANA ARTS AWARD from the Acadiana Center for the Arts. He has served as Artist in Residence for Lafayette Parish Schools, taught commercial design at the W.D. Smith Career Center and the Louisiana Technical College. Fox has been a presenter at the National Association for Gifted Children, Gifted Education's Lagniappe Summer Training Institute, the Summer Scholar Program, the Louisiana Writing Institute and the Dead of Winter workshop for young writers.

The Power of Paper (David Fox)

The vast creative potential of paper as a visual medium will be surveyed and explored in activities that will give participants powerful tools to integrate art across the curriculum. Simple step by step instruction will enable teachers to instigate highly differentiated, learner initiated experiences that use visual language to communicate meaning. The range of age and subject specific applications for using paper in arts integration include ELA, Science, Social Studies, Geometry and Design. Basic hand skills are all that are needed...even the most "artistically challenged" need not fear.

<p>Julie Fox has focused professionally on the visual arts as a practicing artist, teacher and as project director for two consecutive USDOE funded arts grant projects. ArtTIME, the most recent grant project, involved professional development in Visual Thinking Strategies in combination with the Kennedy Center Arts Integration model with the goal of improving education through the arts. The nationally recognized project was the subject of a documentary detailing the project's impact and can be viewed at www.arttimeinacadiana.com. Julie is currently facilitating professional development as Visual Thinking Strategies Turnaround Arts regional trainer. She is also serving as a teaching artist through the Acadiana Center for the Arts.</p>	<p style="text-align: center;">Introduction to Visual Thinking Strategies (VTS) (Julie Fox)</p> <p>Visual Thinking Strategies (VTS) is a discussion - based teaching and learning method that uses art to develop observational skills, visual literacy, critical thinking skills, and communication skills. Goals include participating in VTS discussions of various images as well as developing facilitation skills through practice of using three questions, paraphrasing and pointing while leading discussions with workshop peers. Participants will explore multiple applications of the VTS discussion protocol to the curriculums of both generalists and subject specific teachers. Upon workshop completion, all participants should be ready to apply VTS skills to their own teaching.</p>
<p>Cheryl Friberg, Ed.D., NBCT SMP Gifted Resource Center, Servicing Breaux Bridge, Cecilia, and Stephenville</p> <p>Originally from the Pacific Northwest, Cheryl lives in the heart of Cajun Country. With a background in early childhood and gifted education, Cheryl received a doctorate in Educational Leadership from the University of Louisiana at Lafayette. For the past fourteen years, Cheryl has worked as an Enrichment Specialist in St. Martin Parish, Louisiana. She is the mother of three amazingly resilient adults and the grandmother to two future leaders. Cheryl's educational motto is: "Teacher- Leaders walk in the presence of the future; therefore, lead in a manner that will continue to make a difference one hundred years from now."</p>	<p style="text-align: center;">An Early Childhood Approach to Creativity, Critical Thinking and Crystallized Intelligence (Friberg)</p> <p>This session will provide teachers, parents and caregivers of young children, the background knowledge and hands on experiences to create an active "now place" learning environment. Come and participate in methods and activities where creativity, critical thinking and crystallized intelligence become the breaths of fresh air for moving students forward.</p>

Matt Fugate is assistant professor, Educational Psychology, at the University of Houston-Downtown. He received his doctorate in Gifted, Creative, and Talented Studies from Purdue University and his Masters from the University of Connecticut. Previously, Matthew worked as an elementary teacher, Gifted Coordinator, and Magnet Coordinator in the Houston Independent School District. His research interests include twice-exceptional students and students from underserved populations. Matthew has presented to audiences nationally and internationally on topics related to twice exceptionality, Total School Cluster Grouping, program development, and creativity. He is an active member of NAGC and is the Associate Editor of *Teaching for High Potential*.

Hyperactive Giftedness (Fugate)

Teachers understand the importance of creativity in education for both the individual and society as a whole. To nurture creativity in the classroom, education must be approached from a strength-based perspective. This is especially beneficial for gifted students with ADHD. We will examine the gifted-ADHD research and explore the implications that the findings have for educators working to build creative classrooms. Through these discussions, we will see these students as Attention *Divergent* Hyperactive *Gifted* (ADHG), shifting the focus from their challenges by highlighting their motivation, strengths, perseverance, and resilience; those innate qualities that make them so very special.

Hidden potential: Uncovering the strengths of the twice-exceptional learner (Fugate)

The potential for giftedness in students with specific learning disabilities often goes unrecognized by well-meaning educators who focus on their challenges without recognizing the strengths that these students may possess. In this session, we will discuss the research around twice exceptionality and the importance of shifting the paradigm from a deficit perspective to one that is focused on nurturing the intellectual abilities of these gifted students. Participants will have the chance to “live a day in the life” of the twice-exceptional student, and discuss ways in which their strengths may be used to mitigate the challenges that they face.

Dr. Cindy M. Gilson is an assistant professor in the Special Education and Child Development Department at University of North Carolina at Charlotte. She was an elementary education teacher in CT and NY for 11 years prior to returning to graduate school at University of Connecticut to pursue her Ph.D. in educational psychology with an emphasis on gifted education and talent development. As a graduate student, she helped establish a Renzulli Academy for gifted students. Her current research interests include classroom discourse, teachers' listening orientations, specialized STEM schools, and differentiated curriculum and instruction for gifted students.

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An educator for more than 40 years, **Kris Haslund** earned an M.A. in Gifted, Creative, Talented Education from the University of St. Thomas, Minnesota, and a 6th year degree in Gifted Ed. from the University of CT. Kris has taught in both “regular” and “gifted” classrooms and for many years as an enrichment specialist in urban and small town schools in Minnesota and Wisconsin.

A longtime instructor at the Univ. of St. Thomas in the Gifted Ed. Dept., she has taught at gifted summer institutes in Connecticut, Idaho, Montana and right here at Lagniappe in its early years. She served on the Board of the National Assoc. of Gifted Children for six years and has presented creativity workshops in many U.S. cities. Kris also works with an educational trust in Kenya to help provide gifted education to their needy, high potential learners.

Kris keeps busy in her semi-retirement with taking her therapy dog, Legacy, to hospitals, senior homes, schools and libraries. She loves children’s lit and just this year had her first kids’ book published! Kris also likes to spend her days outside hiking, canoeing and skiing in and on Minnesota’s beautiful Northwoods lakes and trails.

ALL Kids Want and Need Enrichments: Even the Tigers at the Zoo Get Them! (Haslund)

On Halloween, at the zoo, I saw a tiger chasing a pumpkin down a hill, the monkeys were playing with crepe paper and the polar bear was excited about a true tub of lard, while in schools we try to excite our students with word search worksheets...what’s wrong with this picture?!

Our kids need some extra pizzazz in their school days, too!

This hands-on session will let you experience up close and personal the best creative books, thinking games and other assorted learning and teaching resources that will enhance your classroom, no matter what age your students!

Then it’s up to you to find ways to get these materials into the kids’ hearts and minds through developing vibrant curriculum that will allow them to become the creative thinkers which our world is in desperate need of now!

Creative to the Core: Building Students’ Creative Capacity (Haslund)

Come and find out how creativity plays an important role in providing the necessary skills our 21st century learners are expected to know, understand and do! You’ll discover how to build creative capacity in your students (no matter what grade level!) using both original and “tried, kid-tested and trusted” techniques and activities. You will be encouraging divergent thinking while meeting standards across the curriculum. Best of all these creative opportunities can be infused right into your current lessons and teaching practice, immediately and with no extra money, fuss or bother!

Dr. Tom Hebert is the author of the award-winning text [*Understanding the Social and Emotional Lives of Gifted Students*](#). An internationally recognized educational psychologist, researcher, and Professor of Gifted and Talented Education at the University of South Carolina, Dr. Hebert has published widely, including over 100 refereed journal articles, book chapters, and scholarly reports. Dr. Hebert serves on the editorial review boards of *Gifted Child Quarterly*, *Journal for the Education of the Gifted*, *Journal of Advanced Academics*, and *Roepers Review*. He also serves on the editorial advisory board of *Gifted Child Today*. Dr. Hebert has received numerous research and teaching awards including the 2000 Early Scholar Award from the National Association for Gifted Children, and the 2012 Distinguished Alumni Award from the Neag School of Education at the University of Connecticut.

Educating Bright Boys (Hebert)

Boyhood is filled with delightful possibilities and difficult challenges. Guys growing up gifted today must negotiate a culture that might not be supportive of their talents, interests, and favored ways of learning. This interactive seminar will focus on teaching and mentoring strategies to provide gifted males the tools they need to succeed. We will examine methods for keeping young men actively engaged in school and achievement-oriented. We will explore how to connect curriculum to the varied interests of boys and develop those interests into creative productivity. We will examine athleticism and the important role of involvement in extracurricular activities. This seminar will also provide participants with strategies to address social and emotional challenges specific to gifted males and examine ways to support boys in building authentic friendships and maintaining healthy father-son relationships.

Understanding the Social and Emotional Lives of Gifted Students (Hebert)

In order to understand the complexity of gifted students' development, educators must come to appreciate and respect their life experiences as gifted young individuals. Reaching that understanding involves examining their social and emotional development. Through shared activities we will explore the social and emotional characteristics and traits of today's bright students. We will also explore the environmental influences that shape their lives and examine the identity development process. We will explore the role of family and peer relationships on their development. Special attention will be paid to the psychosocial issues influencing the lives of twice-exceptional students, underachievers, and gifted culturally diverse students. Throughout the institute, participants will engage in a variety of classroom strategies and methods designed to enhance the social and emotional development of their students.

<p>Loren Klein is the sixth grade science and social studies teacher at Jefferson Island Road Elementary School in New Iberia. He has bachelor's degrees in aerospace engineering and history as well as a master's in gifted education. He has been teaching for nine years with a focus on engineering principles in science, but before that, he worked in the mechanical and civil engineering fields as a field engineer. In addition to his teaching, he writes STEM-based curriculum for educational publishers in both the US and Europe.</p>	<p style="text-align: center;">Science: Now in 4-D! (Klein)</p> <p>Starting in 2017, teachers and students across Louisiana will begin using the new Louisiana Science Standards. What are they? What's new? What's the same? More importantly, how do these new standards affect our advanced learners? In this session, a member of the workgroup that developed the standards will help unpack the new content, explain the thought process in developing the standards, and show how gifted teachers can more easily integrate science content in their lessons to meet their students' needs.</p>
<p>Known simply as "Ms. Math" to children across the country, Dr. Rachel McAnallen has devoted her life to sharing the joy and beauty of mathematics with learners of all ages. A professional educator for over 57 years, she travels the globe teaching her subject at every grade level.</p> <p>In addition to her experience in the classroom, Rachel has served as a department chair, a school board member, and a high school administrator. She claims the latter position is responsible for the majority of her grey hairs. She has a passion for teaching, golf, and mathematical modular origami, though not always in that order. A life-long learner, Rachel approaches the world around her with a boundless curiosity and a playful sense of humor that is reflected in her teaching style. She believes that mathematics is a language to be spoken, a music to be heard, an art to be seen, and a dance to be performed. Rachel loves to dance.</p>	<p style="text-align: center;">Fractions from a Fun Conceptual View Point (McAnallen)</p> <p>Actions Fractions is a "hands-on" workshop that begins by introducing the learners to the language of "fractionize." This language can be taught as early as kindergarten, but it must be taught to all students if they are to grasp the basic concepts of fractions. Through the use of pattern blocks, fraction strips and polyhedral dice, one can learn how to add and subtract fractions mentally without having to find a common denominator. Multiplication and division of fractions can even be understood with the fraction strips. (Wowee) Included in this workshop are loads of fun, laughter and humor.</p> <p style="text-align: center;">Creative Problem Solving for the Spatially Talented Student (McAnallen)</p> <p>Tangrams are probably the least expensive but the most powerful set of manipulatives in the math teacher's geometry toolbox. Beginning with flips, slides, and turns, (reflections, translations, and rotations) proceeding through geometric vocabulary, similarity and congruence, then concluding with the grand finale of the Pythagorean Theorem, the tangrams can be used for teaching geometry at any grade level. Besides using the tangrams for geometry, in depth fractional problem solving at an algebraic level can challenge the most mathematically talented student in the classroom. This age old puzzle can bring excitement and fun into the math classroom and turn around those students who have been traditionally bored with the memorization of geometric terms and vocabulary.</p>

Carol Ann Williams, M. Ed., received her degree from UConn in Gifted Studies and continues to co-chair the Curriculum Awards for NAGC. She has over twenty-five years of teaching experience in gifted education at the K-8 level. After retiring as Supervisor of Curriculum and Instruction, Carol was hired as an Educational Consultant for Stockton University.

Carol has presented at various state, regional, and national conferences specializing in gifted education, curriculum, and technology and has been a guest speaker and teacher of graduate studies at both Rutgers and Stockton Universities. Carol is also an NAGC award winner in curriculum and graduate studies, an editor, a soon-to-be published children's book author and a very proud grandmother of four.

**Dendrites, Neurons, Memory, OH MY!!
Lions, Tigers, Music, OH MY!!
Emotions, Movement, and Time, Oh MY!!
(Williams)**

What does all this have to do with learning? The brain is a magnificent organ. Neuroscience is just beginning to uncover her secrets and the implications for the field of teaching and learning. Lots has been written, lots has been interpreted... some correctly, some incorrectly. Find out in this workshop how you can use this information to make your classroom a dynamic place for student learning. Learn the latest about the brain! Use the tools of timing, movement, sound, emotion and memory acquisition to their best advantage for your students!