Louisiana Lagniappe*
*a little something extra

June 12 - 13 2023

Sponsored by

The Center for Gifted Education
(337) 482-6701
gifted@louisiana.edu

Christine Briggs, Ph.D.
Conference Director

Generously Hosted by
Episcopal School of Acadinana

Wireless Network: Lagniappe
Password: Education
Welcome to the Louisiana Lagniappe Conference, one of the premier education conferences in the South! Lagniappe features several of the top experts in giftedness in the nation, along with local and regional experts. Lagniappe isn’t just for teachers of the gifted; it’s for teachers, administrators, parents, and counselors of all populations to enable them to identify and develop the gifts of all learners.

Acknowledgements

Thank you to Dr. Paula Montgomery, Interim Dean of the College of Education and Human Development at the University of Louisiana at Lafayette. We truly appreciate the support and recognition of the importance of high-end learning for all students and advanced strategies for educators, administrators, counselors and parents which Dr. Montgomery provides.

Heartfelt thanks to a small group of behind the scenes folks who give their time, energy, and expertise to make 2024 Lagniappe happen.

Elizbeth Pham                Paulette Counce
Alaina Markey               Alaura Raila
Bob McIntire                 Kathleen McIntire

We would like to extend a special thank you to the faculty and staff of the Episcopal School of Acadiana. We sincerely appreciate your willingness to share your home with us.
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<th>Session</th>
<th>Presentation &amp; Presenter</th>
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<td>1</td>
<td><strong>Addressing the Social-Emotional Needs of Twice-Exceptional Students</strong>&lt;br&gt;Dr. C. Matthew Fugate</td>
<td>Enrichment Center</td>
<td>Students who are twice exceptional possess a variety of strengths while also facing challenges related to being Gifted &amp;. While a great deal of focus has been on their academic strengths and challenges, their unique social-emotional needs must also be recognized and addressed within the educational setting. This session will focus on the understanding of the unique social and emotional needs of twice-exceptional students. Participants will explore characteristics of this gifted population and their needs, developmental traits, and vulnerabilities. Additionally, an introduction to current educational approaches and guidance will be discussed.</td>
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<td>1</td>
<td><strong>Breaking out of a Teaching Rut: Sharing Breakthroughs and Transforming Teaching</strong>&lt;br&gt;Dr. Michelle Kreamer</td>
<td>Enrichment Center</td>
<td>The daily grind. An educational rut. Impacts of burnout. Unfortunately, these have become common phrases in the world of education. But what if we replaced these with words like “epiphany” and “breakthrough”? How can an “ah-ha moment” transform a teacher, their classroom, and their students? In today’s classrooms, teachers need to explore new ideas and approaches, infuse creativity into their instruction, and leverage their expertise to best meet the needs of students. In this strand, participants are encouraged to unearth breakthrough moments in their teaching and consider ways to apply this to their instruction. Guided by principles of the National Writing Project, the presenter will lead attendees in a series of writing exercises designed to encourage discovery, analysis, and reflection on how formal and informal learning experiences influenced them personally and professionally.</td>
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| 2       | **Have Fun Learning the Math Facts**  
*Dr. Rachel McAnallen* | Enrichment Center | There are two reasons why a student (any age) won’t learn the basic math facts: they can’t or they just don’t want to. It is the instructor’s job as the salesperson to sell the ideas that learning the math facts are fun and relatively easy for that student who chooses not to learn the facts. This workshop will use polyhedral dice and playing cards to help teachers and parents turn learning the basic math facts from a boring tedious task to a fun and playful activity. Come prepared to laugh and have fun! |
| 2       | **Rigor Not Rigor Mortis: Escalating ELA, Literacy & Thinking for High Ability Students**  
*Dr. Susannah Richards* | Enrichment Center | What are the characteristics of an effective and relevant ELA curriculum for high ability language users? This strand highlights dozens of effective practices for escalating ELA and literacy instruction for both expressive (speaking and writing) and receptive (listening and reading) literacies. The focus is on relevant literacy experiences that increase students’ skills and content knowledge. Strategies for literary discussion that focus on big ideas and not specific texts, suggestions for response to text, incorporating diverse voices into established “canons”, and examples of writing for authentic audiences will be incorporated throughout the strand. Technologies and model literacy experiences will be highlighted throughout the strand with examples of a variety of high-quality texts featuring complex language structure, great vocabulary, complex characters, and/or complex ideas. |
Our Presenters

C. Matthew Fugate, Ph. D.
Dr. Fugate is Provost and Chief Academic Officer at Bridges Graduate School of Cognitive Diversity in Education. He received his doctorate in Gifted, Creative, and Talented Studies from Purdue University. His research interests include twice-exceptional students and students from underrepresented populations. He has presented to audiences nationally and internationally on a variety of topics including twice exceptionality, creativity, and culturally responsive practice in gifted education. Matthew is the President of the Texas Association for Gifted and Talented (TAGT) and has held a variety of leadership roles in the National Association for Gifted Children (NAGC). He has received the NAGC Early Leader Award, the Dr. Marcia L. Gentry Special Populations Early Career Award from the NAGC Special Populations Network and named one of Variations magazine’s “22 People to Watch in the Neurodiversity Movement”. Matthew serves as the Associate Editor of Teaching for High Potential and has published several articles, book chapters, and books related to his work.

Michelle Kreamer, Ed.D.
Dr. H. Michelle Kreamer is an Assistant Professor of Educational Curriculum and Instruction at UL Lafayette. Prior to this, she was a high school English Language Arts teacher. Dr. Kreamer serves as Director for the National Writing Project of Acadiana (NWP-A) and enjoys engaging with students and teachers to support writing and writing instruction. In this role, she works with students, teachers, and community members through various writing events and initiatives. Though most of her writing is currently academic in nature, she is continually inspired by the written word and believes everyone is a writer!

Rachel McAnallen, Ph.D.
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 more than 60 years, she travels the globe teaching her subject at every grade level. 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, reading fictional mystery novels, and mathematical modular origami, though not always in that order. Recently Rachel has co-authored with Carol Williams, children’s math books and teaching manuals that accompany the books. 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.

Susannah Richards, Ph.D.
Dr. Richards is an Associate Professor of Education with a specialty in literacy, books for youth, and English Language Arts curriculum at Eastern Connecticut State University. She loves books, and may often be found with a pile of books to share. She served on the 2013 Newbery Award committee, the 2017 Geisel Award, and many other book award committees and is currently serving on the committee to choose the Malka Penn Award for Human Rights in Children’s Literature books. She is an advocate for all reading, anytime and anywhere. She combines her knowledge of gifted education, science based literacy development, curriculum development and delivery, and books for youth to create relevant classroom practices for highly able students. She has presented in person and virtually at hundreds of international, national, state, local, and district conferences including the International Literacy Association, National Association for Gifted Children, National Science Teachers Association, and American Library Association. She occasionally tweets about education, books, and literacy @SussingOutBooks on X and shares books, cooking, sewing, gardening and other items of interest @SussingOutBooks on Instagram.

Presenters Bios
Later this week, participants will receive an online implementation plan form via email that includes the questions below. On Thursday, all participants will be asked to submit a general description of how they will implement the information they’ve gained in each strand.

To help participants prepare for the online form, the questions for the implementation plan are included below. Please submit responses via the online form.

Thank you!

Center for Gifted Education
University of Louisiana at Lafayette

Knowledge/Skills Focus

♦ Describe what strategy/skill are you planning to use in your teaching/school next year.

♦ Who is your audience (grade level, parent group, fellow teachers)?

♦ When do you plan on including this?

♦ What resources shared in the strand do you want to include?
Strands completed

Registrants attended two three hour sessions per day for two days of in-depth learning.

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<td>Session 2</td>
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Notes:

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DOCTORATE IN EDUCATIONAL LEADERSHIP
WITH A CONCENTRATION IN EXCEPTIONAL LEARNERS

Exceptional Learners are present in every school and at all grade levels. Exceptional learners include students with disabilities, gifted, and twice-exceptional learners.

Educational leaders need to know the needs, legal requirements, and best practices in serving these students. This eighteen (18) hour concentration provides students with critical information on who are exceptional learners, what are the legal responsibilities for this population, and what needs to happen instructionally to support teachers in order for their students to reach their potential.

WHO IS ELIGIBLE TO APPLY
Anyone who has a Master’s degree in Educational Leadership, Curriculum & Instruction, Special Education, Gifted Education, or a similar education field.

WHAT WE OFFER
An opportunity to specialize in both ends of the special education continuum in order to make informed decisions for schools and the students they serve.

HOW THE PROGRAM WORKS
Coursework is offered using the executive/blended format plus extensive field experience in the community. Courses are offered Fall, Spring, and Summer semesters. Two courses per session.

REQUIRED RESEARCH CORE
EDFL 571 Applied Statistics in Education
EDLD 800 Introduction to Research Design in Educational Leadership
EDLD 801 Writing for Research in Educational Leadership
EDLD 802 Quantitative Methods in Educational Leadership
EDLD 803 Qualitative Methods in Educational Leadership

EXCEPTIONAL LEARNER CONCENTRATION (18 hrs.) + LEADERSHIP COURSES (18 hrs.)
EDLD 820 Legal Issues and Ethics in Educational Organization
SPED 890 Contemporary Issues in the Education of Exceptional Learners
SPED 891 Supervision of Educational Services for Exceptional Learners
SPED 892 Social, Emotional, and Behavioral Leadership Supports for Exceptional Learners
SPED 893 Accommodations, Modifications, and Interventions for Exceptional Learners: A Leader’s Role
SPED 894 Collaborative Leadership to Support Exceptional Education
SPED 895 Leadership in Encouraging Creative and Critical Thinking Learning Environments

DISSERTATION COURSES
EDLD 900 Doctoral Dissertation Seminar
EDLD 999 Dissertation Research & Dissertation

For more information on the Exceptional Learner Concentration, contact:
Dr. Christine Briggs | christine.briggs@louisiana.edu
Dr. Donna Wadsworth | donna.wadsworth@louisiana.edu

For more information on the Doctoral program, contact:
Dr. Amanda Mayeaux amayeaux@louisiana.edu
MASTER OF EDUCATION (M.ED) IN SPECIAL EDUCATION: GIFTED
The Master of Education (M.Ed) in Special Education: Gifted Program at UL Lafayette can help make a difference for able and gifted learners in gifted classrooms, or in a general educational setting. Upon completion, candidates are eligible to add gifted education to their teaching certificate in their certification area. The program is now 100% online, and its 30-course-hours requirements can be completed in just two years!

APPLICATION PROCESS
Visit gradschool.louisiana.edu to learn more about our graduate programs. To apply, click on the online application link gradschool.louisiana.edu/apply and follow the instructions.

OTHER REQUIREMENTS
Three letters of reference and a cover letter are required for application to Graduate School. The persons who complete the letters of reference should submit them online to the Graduate School: gradschool@louisiana.edu
Transcripts should be sent to the Graduate School.
Graduate Record Exam (GRE) is no longer required!

GIFTED EDUCATION FACULTY
Three faculty members hold terminal degrees from the University of Connecticut or the University of Virginia. Both UConn and UVA are leaders in Gifted Education research giving these faculty members cutting edge experiences in Gifted Education and Programming. Additional faculty hold credentials in Gifted Education or related fields that support Gifted Education.

For more information, visit gradschool.louisiana.edu/current-students/teacher-tuition-incentive-program
Tuition Incentive Award is not guaranteed—Candidates must apply each semester to be considered.

GIFTED COURSE CYCLE

SPED 500
Social and Emotional Needs of the Gifted (3 hours)

SPED 506
Nature and Needs of the Gifted (3 hours)

EDCI 508
Research to Impact Student Achievement (3 hours)

EDCI 507
Writing for the Responsive Professional (3 hours)

SPED 503
Developing Creativity in the Classroom (3 hours)

SPED 509
Instructional Strategies for Teaching the Gifted (3 hours)

SPED 510
Curriculum Development for the Gifted (3 hours)

IRED 501
Integration of technology in Instructional Resources in Education (3 hours)

SPED 592
Capstone I in Gifted Education (3 hours)

SPED 593
Capstone II and Practicum in Gifted Education (3 hours)

For more information on the Master of Education (M.Ed) in Special Education: Gifted program, contact:
Dr. Christine Briggs | Director, Center for Gifted Education | christine.briggs@louisiana.edu
Certificate of Completion

This is to certify that

____________________________________

completed two days of professional development at the

Louisiana Lagniappe Education Conference

in Lafayette, Louisiana, on June 12th, 2024—June 13th, 2024

Christine J. Briggs

Christine J. Briggs, Ph.D., Director
The Center for Gifted Education
Louisiana Lagniappe Education Conference
Choose one strand per time slot; follow it for two days (six hours) of in-depth learning.

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<td>8:15 - 8:30 - Wed/Th</td>
<td>Welcome and Announcements</td>
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<tr>
<td>8:30 - 11:30</td>
<td>Addressing the Social-Emotional Needs of Twice-Exceptional Students</td>
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<td>Dr. Michelle Kreamer</td>
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<td>11:30 - 12:30</td>
<td>Lunch is provided on-site both days of the conference.</td>
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Thank you for attending:

2024 Louisiana Lagniappe Educators Conference