



# Hilton Richmond Hotel & Spa

12042 West Broad Street, Richmond, Virginia 23233

## Conference Schedule At-A-Glance

### MONDAY, OCTOBER 26

9:00 a.m.—1:30 p.m.

Registration

9:00 a.m.—9:45 a.m.

**Exhibit area and Capital Ballroom**

Networking

10:00 a.m.— 11:20 a.m. **Capital Ballroom**

General Session with Presentation of Awards and Keynote Address with Dr. John Almarode

11:30 a.m. — 12:30 p.m.

Breakout Session 1

12:30 p.m.—1:30 p.m. **Capital Ballroom**

Lunch—Networking, Regional Basket Raffle, Silent Auction of Student Art

1:45 p.m.—2:45 p.m.

Breakout Session 2

3:00 p.m.—4:00 p.m.

Breakout Session 3

4:15 p.m.—5:15 p.m.

Breakout Session 4

### TUESDAY, OCTOBER 27

7:30 a.m.—8:30 p.m. **Capital Ballroom**

Continental Breakfast

Sponsored by Pearson

8:45 a.m.—9:45 a.m.

Breakout Session 5

10:00 a.m.— 11:00 a.m.

Breakout Session 6

11:15 a.m. — 12:15 p.m.

Breakout Session 7

12:15 p.m.—1:15 p.m. **Capital Ballroom**

Lunch—Networking, Announcement of Raffle and Auction Winners

1:30 p.m.—2:30 p.m.

Breakout Session 8

2:45 p.m.-3:45 p.m.

Breakout Session 9

Share ideas and photos from sessions at

**#VAGifted2015**

Exhibitor tables will be open from 11:30 a.m.—6 p.m. on Monday and 8:00 a.m.— 4:30 p.m. on Tuesday.



# Breakout Session 1

## Monday, 11:30-12:30

<b>Capital A</b>	<b>Nurturing Potential and Advocating for Students in Underrrepresented Populations (Young Scholars)</b> Administrators, Teachers Grades K-8	Greene and Edwards
<b>Capital B</b>	<b>Creating a Classroom Community of Makers</b> Administrators, Teachers K-5	Caralivanos and Troxell
<b>Capital C</b>	<b>3D Printing &amp; Global Ed In the Classroom</b> Administrators, Teachers Grades 3-8	Rahim
<b>Capital D</b>	<b>Reaching Diverse Students: Cultural Proficiency for the Gifted Teacher</b> Administrators, Teachers K-12	Lawson-Davenport
<b>Henrico A</b>	<b>21st Century Skills: Using Student-Driven Learning to Engage Students and Increase Productivity</b> Administrators, Teachers K-5	Kimble and Hardt
<b>Henrico B</b>	<b>Introduction to Twice Exceptional Learners</b> Administrators, Teachers K-12	Huynh
<b>Conrad</b>	<b>Expertise, Connections, and Me</b> Teachers Grades 3-12	Kennedy
<b>Short Pump</b>	<b>Using Kaplan Icons or Prompts for Depth and Complexity in the Gifted Classroom</b> Administrators, Teachers K-12	Wilkins-McCorey
<b>Perfect Season</b>	<b>Cubes in Space</b> Administrators, Teachers Grades 6-12	Adkins and Agee-DeHart
<b>Coach's Corner</b>	<b>The DBQ Project</b> Administrators, Teachers Grades 6-12	Brady
<b>Winning Edge</b>	<b>Service Learning at the High School Level</b> Administrators, Teachers Grades 6-12	Sullivan



# Breakout Session 1

## Monday, 11:30-12:30

### Capital A

#### **Nurturing Potential and Advocating for Students in Underrrepresented Populations (Young Scholars)**

Come learn how a Title 1 School with a significant ESL and FRM population has worked to close the gifted achievement gap through teachers working as advocates. Through curriculum intervention, mentoring, and clustering, our school has been able to identify significant number of underrepresented students for AAP services.

Administrators, Teachers Grades K-8

Jacqui Greene and  
Patricia Edwards

Advanced Academic  
Resource Teachers  
Fairfax County Public  
Schools

### Capital B

#### **Creating a Classroom Community of Makers**

Want to truly tap into the creative problem solving abilities of your gifted learners? Interested in deepening the innovative thinking and the level of inquiry among your students? This session will focus on establishing classroom and library makerspaces in order to increase the level of rigor, promote relevance and authenticity, and build relationships. Participants will leave with a variety of applications for infusing meaningful tinkering opportunities and furthering the maker mindset.

Administrators, Teachers K-5

Leyla Caralivanos  
Fifth Grade Teacher

Christina Troxell  
Computer Resource  
Specialist

Kemps Landing/Old  
Donation School,  
Virginia Beach City  
Public Schools

### Capital C

#### **3D Printing & Global Ed In the Classroom**

Join us on a hands-on exploration of 3D printing in the classroom and hear about how teachers are using this cutting-edge technology to meet cross-curricular goals and challenge gifted students. Come roll up your sleeves and be prepared to get your hands working on 3D design using Computer Aided Design software that's appropriate for children aged 8+. You'll also hear about how you can explore the real life application of 3D printing through global virtual exchange. \* Please bring a laptop with the latest version of Firefox or Chrome loaded up and ready to go.

Administrators, Teachers Grades 3-8

Neesha Rahim  
Co-Founder  
Level Up Village

### Capital D

#### **Reaching Diverse Students: Cultural Proficiency for the Gifted Teacher**

Do you find it hard to meet the needs of your diverse student populations? Do you often feel that some underrepresented students are held back due to background knowledge? This session will assess your cultural proficiency and provide key strategies for helping you meet the needs of your diverse populations of gifted students. It will also include strategies for communicating and challenging underrepresented populations of gifted students.

Dr. Maria Lawson-  
Davenport  
Advanced Instruction  
Specialist  
Suffolk Public Schools

### Henrico A

#### **21st Century Skills: Using Student-Driven Learning to Engage Students and Increase Productivity**

Imagine what would happen if students could learn whatever they choose? What if they were allowed to develop a plan to create something from their own imagination? Gifted learners in the 21st century need to be innovators, critical thinkers and strong communicators. At two elementary schools, gifted teachers are working collaboratively with regular classroom colleagues to incorporate inquiry-based student directed learning into their week. Specific strategies, implementation ideas, project samples and results will be shared.

Krista Kimble and Amy  
Hardt  
Gifted Education  
Resource Teachers  
Prince William County  
Schools



# Breakout Session 1

## Monday, 11:30-12:30

### Henrico B

#### **Introduction to Twice Exceptional Learners**

This session will provide an overview of twice exceptional learners: students who demonstrate potential for high achievement and also evidence one more disabilities (including learning disabilities, emotional/behavioral disabilities, and physical disabilities). Participants will learn about: characteristics of twice exceptional learners, identification practices, collaboration to meet student needs, and differentiating for both social/emotional and academic needs.

Administrators, Teachers K-12

Morgan Huynh  
Advanced Academic  
Resource Teacher  
Fairfax County Public  
Schools

### Conrad

#### **Expertise, Connections, and Me**

The Parallel Curriculum provides a guide for teachers and curriculum leaders as they develop and implement units that challenge and engage students. From considering what a well-designed unit encompasses, to focusing on connections, expertise, and a personal relationship with the content, The Parallel Curriculum provides a meaningful way to meet the needs of gifted learners. In this interactive session, participants will explore the elements of each parallel and determine next steps with this extraordinary resource.

Teachers Grades 3-12

Barbara Kennedy  
Coordinator of Gifted  
Programs  
Virginia Beach City  
Public Schools

### Short Pump

#### **Using Kaplan Icons or Prompts for Depth and Complexity in the Gifted Classroom**

Gifted students normally grasp concepts quickly and are able to regurgitate information easily. In order to fully engage gifted students to ensure that students get a deeper understanding of content and the complexity of concepts. GRT's and general education teachers collaborated to infuse Kaplan's prompts for depth and complexity with content. Participants receive a full understanding of the prompts and how to use them to deepen student understanding in an integrated curriculum.

Administrators, Teachers K-12

Dornswa'lo Wilkins-  
McCorey  
Gifted Assessment Spe-  
cialist  
Virginia Beach City  
Public Schools

### Perfect Season

#### **Cubes in Space**

We will examine an engaging STEM program developed through a partnership between idoodlelearning and the Colorado Space Grant Consortium with support from NASA's Earth Systems Science Pathfinder, Sounding Rocket, and Balloon Program Offices. The program encourages higher order critical thinking of middle and high school students as they study experimental design, rocketry, balloons and the atmosphere. Students between the ages of 11-18 can participate in various programs that culminate in the creation of an innovative experiment and written proposal. If selected, the experiment will be sent into the stratosphere in a cube on either a sounding rocket from NASA Wallops Flight Facility in Virginia or a high altitude balloon from NASA Colombia Scientific Balloon facility in New Mexico. Easy to follow lessons are provided and once a teacher registers, support for the free program is available!

Administrators, Teachers Grades 6-12

Kerry Adkins  
Gifted Resource Teacher  
Spotsylvania County  
Schools

Amber Agee-DeHart  
Chief Education Officer  
idoodlelearning



# Breakout Session 1

## Monday, 11:30-12:30

### Coach's Corner

#### **The DBQ Project**

The DBQ Project is designed to develop historical thinking by allowing students to practice close analysis of primary and secondary sources and by teaching powerful evidence-based persuasive writing. Skills developed include questioning; making observations; inferring; determining important information; sequencing; and, considering different perspectives. The DBQ Project provides increased rigor and helps students develop their ability to collaborate effectively.

Administrators, Teachers 6-12

Chip Brady  
The DBQ Project

### Winning Edge

#### **Service Learning at the High School Level**

Service learning is an opportunity for gifted learners to embrace social responsibility as stewards of the community while activating potential for leadership. Through service learning, gifted students make academic, social, and emotional investments with community issues that have real, impactful results. In this session service learning will be broken down into an action plan format and modeled for participants. Examples of students' direct, indirect, and advocacy projects will be shared.

Administrators, Teachers Grades 6-12

Missy Sullivan  
Virginia Beach City Public  
Schools

Please share ideas and photos from sessions at

**#VAGifted2015**



# Breakout Session 2

## Monday, 1:45-2:45

<b>Capital A</b>	<b>Nurturing Our Diverse Population: One Small School District's Journey in Implementing the FCPS Young Scholars Program</b> Administrators, Teachers K-5	Hayden
<b>Capital B</b>	<b>Throw Out a RAFT for Math</b> Teachers Grades 6-8	Collins and Loso
<b>Capital C</b>	<b>Adapting High-Quality Curriculum Options</b> Administrators, Teachers, Grades K-12	Hendricks and Worley
<b>Capital D</b>	<b>"Electives" for Elementary School Students</b> Administrators, Teachers K-5	Webb and Kershner
<b>Henrico A</b>	<b>8 Math Problem Solving Strategies</b> Parents/Guardians, Teachers Grades 3-12	Zaccaro
<b>Henrico B</b>	<b>Gifted Diversity: Using InView Abilities Assessment with ELL Students</b> Administrators, Teachers 3-12	Price
<b>Conrad</b>	<b>Promoting Written Communication and Discourse in the Math Classroom</b> Teachers K-5	Hufnagel and McIntyre
<b>Short Pump</b>	<b>Powerful Strategies to Enhance the Learning of Gifted Students</b> Administrators, Parents, Teachers K-8	Levy
<b>Perfect Season</b>	<b>The DBQ Project</b> Administrators, Teachers K-12	McGuire
<b>Coach's Corner</b>	<b>Problems with Organization, Procrastination, and Perfectionism in Gifted Children</b> Administrators, Teachers, Parents K-12	Kendall
<b>Winning Edge</b>	<b>The Brain Athlete in All of Us</b> Administrators, Teachers K-5	Collins and Mash



## Breakout Session 2

### Monday, 1:45-2:45

#### Capital A

##### **Nurturing Our Diverse Population: One Small School District's Journey in Implementing the FCPS Young Scholars Program**

Faced with the historical underrepresentation in gifted programs, schools need to continue to adapt to change this statistic. See how one small school district implemented the FCPS Young Scholars Model and the success that they had during their first year. Learn how small changes in the classroom combined with a summer program positively affected their students. Come see data and discuss how the Three As (advocacy, affirmation, and access) make all the difference!

Administrators, Teachers K-5

Stacy Hayden  
Alexandria City Public  
Schools

#### Capital B

##### **Throw Out a RAFT for Math**

The strategy for using RAFTs is frequently implemented in Language Arts/English but can be equally as effective as a differentiation strategy in Mathematics. Be prepared to learn what a RAFT is, create your own for many different learners' interests and abilities, view real-classroom examples, and leave with RAFTs to implement in your math classroom immediately.

Teachers Grades 6-8

Gail Collins  
Advanced Learning  
Supervisor,  
Harrisonburg City  
Schools

Anne Loso  
Math Coordinator, Har-  
risonburg City Schools

#### Capital C

##### **Adapting High-Quality Curriculum Options**

Effective curriculum engages students in authentic learning, higher level thinking processes, and focuses on enduring ideas. Teachers of gifted students are often left to create their own curriculum for students that accomplish all of these ideas and match standards and content being taught in general education classrooms. This session will assist attendees in identifying what "high quality" curriculum is and how to avoid pitfalls when creating extensions for gifted learners. ***This is an intermediate session. Some prior knowledge is helpful.***

Administrators, Teachers, Grades K-12

Paige Hendricks  
Adjunct Faculty and  
Doctoral Candidate,  
College of William &  
Mary

Dr. Bess B. Worley, II  
Instructional Supervi-  
sor, Gloucester County  
Public Schools

#### Capital D

##### **"Electives" for Elementary School Students**

"Electives" are a powerful way to utilize community members and parents to help your students engage in real world based problem/project based learning. Come learn about how one school implemented nine courses for 4th grade students to choose from that provided higher level learning to all students. By the end of this session, you too will feel empowered to start a program that helps your students feel like experts in a real world field.

Administrators, Teachers K-5

Andrew Webb  
Advanced Academic  
Resource Teacher  
Fairfax County Public  
Schools

Erin Kershner  
Principal,  
Charlottesville City  
Schools



# Breakout Session 2

## Monday, 1:45-2:45

### Henrico A

#### **8 Math Problem Solving Strategies**

Because problem solving can be difficult, even for gifted students, it is important for each student to have a "tool-belt" of problem solving strategies. Strategies presented in this session will force students to change their normal thinking patterns and approach problems in a different way. You will leave this session with many unique techniques that will help students be more successful at solving difficult math problems. ***This is an intermediate session. Some prior knowledge is helpful.***

Parents/Guardians, Teachers Grades 3-12

Ed Zaccaro  
Retired Teacher

### Henrico B

#### **Gifted Diversity: Using InView Abilities Assessment with ELL Students**

Learn how to use InView, a cognitive-abilities assessment, to not only help identify students for gifted and talented programs, but also to identify underrepresented populations and ELLs for gifted programs. We will examine score reports and how the non-verbal sections of InView can be used to identify gifted potential in various levels of English language learning for grades 2 - 12.

Administrators, Teachers 3-12

Rachel Price, M.S.  
Assessment Solutions  
Consultant  
  
CTB McGraw-Hill  
Education

### Conrad

#### **Promoting Written Communication and Discourse in the Math Classroom**

This session will focus on ways to increase effective communication in the mathematics classroom, both orally and in writing. We will explore ways to encourage students to engage in rich performance tasks and classroom discourse. Teachers will explore ways to differentiate for gifted learners through complex, open-ended tasks and questioning.

Teachers K-5

Christine Hufnagel  
Elementary  
Mathematics  
Specialist  
  
Stephanie McIntyre  
Resource Teacher for  
Gifted  
  
Arlington Public  
Schools

### Short Pump

#### **Powerful Strategies to Enhance the Learning of Gifted Students**

Working with gifted children requires the use of engaging strategies that work. This workshop explores numerous, proven ways to challenge gifted learners. The objective is to have participants leave with a variety of new strategies and specific ideas to help pupils strengthen creative and critical thinking. Bring your thinking cap and your funny bone.

Administrators, Parents, Teachers K-8

Nathan Levy  
President  
Nathan Levy Books,  
LLC

### Perfect Season

#### **The DBQ Project**

The DBQ Project is designed to develop historical thinking by allowing students to practice close analysis of primary and secondary sources and by teaching powerful evidence-based persuasive writing. Skills developed include questioning; making observations; inferring; determining important information; sequencing; and, considering different perspectives. The DBQ Project provides increased rigor and helps students develop their ability to collaborate effectively.

Administrators, Teachers 3-8

Margaret McGuire  
Advanced Academic  
Resource Teacher  
Fairfax County Public  
Schools



## Breakout Session 2

### Monday, 1:45-2:45

#### Coach's Corner

##### **Problems with Organization, Procrastination, and Perfectionism in Gifted Children**

Parents and teachers are often at a loss when a child who seems so bright is so distracted and disorganized that it impedes his or her academic performance. Other students are such perfectionists that they suffer paralysis when attempting to begin projects. This presentation offers theories on perfectionism that debate whether it is a "fault" that needs to be cured or whether it is helpful in a drive for success. Possible remedies for stress and related social issues will be presented and discussion with session participants will be encouraged.

Administrators, Teachers, Parents K-12

Kevin Kendall  
Principal, Valley Elementary  
School  
Bath County Public Schools

#### Winning Edge

##### **The Brain Athlete in All of Us**

Mindset - Growing Neurons - Elasticity. . . This session will explore these ideas and how they can positively influence gifted students' learning. Strategies, literature, and web-based resources will be shared that foster a growth mindset and assist in the instruction of the brain and its functions. Participants will walk away ready to teach their brain athletes how to use their most powerful tool, the brain.

Administrators, Teachers K-5

Jane Collins and Brenda  
Mash  
Gifted Resource Teachers  
Montgomery County Public  
Schools

Please share ideas and photos from sessions at

**#VAGifted2015**



# Breakout Session 3

## Monday, 3:00-4:00

<b>Capital A</b>	<b>Escaping From the Land Down Under: Parenting a Gifted Child, Underachievement of Gifted Students</b> Administrators, Parents, Teachers K-12	Wilson
<b>Capital B</b>	<b>Implementing SEM-Reading in the 2nd-5th Grade Classroom</b> Administrators, Teachers 2-5	Clark and Tareen
<b>Capital C</b>	<b>Understanding Problem Based Learning (PBL)</b> Administrators, Teachers K-12	Hendricks
<b>Capital D</b>	<b>Introduction to Concept-Based Instruction</b> Teachers Grades K-5	Tempel-Milner and Bedsole
<b>Capital E</b>	<b>Socratic Seminar: Implementing Open-Ended Discussions in Elementary Classrooms</b> Administrators, Teachers K-8	Mitchell
<b>Henrico A</b>	<b>Nurturing a Mathematical Gift into a Passion</b> Parents, Teachers Grades 3-8	Zaccaro
<b>Henrico B</b>	<b>Host a Multi-School Festival: Film, Theatre or Other!</b> Administrators, Parents, Teachers Grades 3-12	Mallan
<b>Conrad</b>	<b>University K-12 Partnerships: Making them Work</b> Teachers K-12	Hunter
<b>Short Pump</b>	<b>Practical Ideas for Improving Critical Thinking and Writing</b> Administrators, Parents, Teachers K-8	Levy
<b>Perfect Season</b>	<b>Contraption Carnival</b> Teachers Grades 3-8	Lunsford and Smith
<b>Coach's Corner</b>	<b>Providing Gifted Students with the Tools to Understand and Manage Their Social-Emotional Needs</b> Administrators, Parents, Teachers K-5	Bielmann Cabotaje
<b>Winning Edge</b>	<b>Hooking Gifted Students with LEGO Robotics</b> Teachers Grades 3-8	Sinnett



# Breakout Session 3

## Monday, 3:00-4:00

### Capital A

#### **Escaping From the Land Down Under: Parenting a Gifted Child, Underachievement of Gifted Students**

The underachievement of gifted learners is puzzling and frustrating to teachers and parents. This workshop will address frequently asked questions such as: What are the characteristics of an underachiever and how do I identify whether my child/ student is one? What causes underachievement and what are some strategies to reverse it? This session will also include suggested readings and additional practical resources.

Administrators, Parents, Teachers K-12

Martha Wilson  
Instructor,  
The Governor's  
School of Southside  
Virginia

### Capital B

#### **Implementing SEM-Reading in the 2nd-5th Grade Classroom**

This session will look at the practical application of the Schoolwide Enrichment Model-Reading (SEM-R) which embraces a readers' workshop approach. This presentation will show teachers how to take workshop to the next level with strategies like book hooks, conferencing with engaging bookmark questions, reading responses and projects. Learn how to do it yourself from teachers who have made it work in their classrooms.

Administrators, Teachers 2-5

Pamela Clark  
Resource Teacher for  
Gifted

Nivvi Tareen  
Classroom Teacher

Arlington Public  
Schools

### Capital C

#### **Understanding Problem Based Learning (PBL)**

Problem based learning (PBL) began as a medical teaching model to assist students in understanding problems rather than facts. Today, PBL is an engaging and stimulating curricular model allowing learners to problem-solve, self-reflect, and creatively work toward a goal. In this session, attendees will focus on understanding PBL and the supporting research, watching PBL in action, participating in a PBL problem, and reflecting on PBL as a rigorous curricular process used with gifted learners.

Administrators, Teachers K-12

Paige Hendricks  
Adjunct Faculty and  
Doctoral Candidate,  
College of William &  
Mary

### Capital D

#### **Introduction to Concept-Based Instruction**

Concept-based curriculum and instruction is organized around key concepts and generalizations that are applied to multiple content areas. When curriculum is organized around key concepts, it promotes the integration of learning across the disciplines, incorporates new knowledge into prior knowledge, and facilitates multi-age learning experiences under one theme.

Teachers Grades K-5

Megan Tempel-  
Milner  
Advanced Academic  
Programs Specialist

Lori Bedsole  
Instructional Support  
Teacher  
Fairfax County Public  
Schools

### Capital E

#### **Socratic Seminar: Implementing Open-Ended Discussions in Elementary Classrooms**

Socratic Seminar is an instructional strategy that can be used with all students to help them engage in open-ended discussion and higher level thinking about something they have read, watched, or observed. This session will focus specifically on implementation, and will include information on format, scaffolding tips, and potential topics (aligned to Virginia SOLs) for all elementary grade levels, K-6. Participants will also have an opportunity to experience a mock version of an actual seminar.

Holly Mitchell  
Advanced Academic  
Resource Teacher  
Fairfax County Public  
Schools



# Breakout Session 3

## Monday, 3:00-4:00

<p><b>Henrico A</b></p>	<p><b>Nurturing a Mathematical Gift into a Passion</b></p> <p>Children who are talented in mathematics must not only progress through their curriculum at the proper pace, but also must be exposed to material that lights a fire and nurtures their gift. A failure to find mathematics challenging, interesting, or relevant are significant factors that may cause talented students to lose interest in mathematics. This session will give teachers information that will help them nurture their students' passion for mathematics.</p>	<p>Ed Zaccaro Retired Teacher</p>
<p><b>Henrico B</b></p>	<p><b>Host a Multi-School Festival: Film, Theatre or Other!</b></p> <p>Arlington Student Filmfest founder—Arts teacher Tom Mallan—discusses the core principles, key steps and inexpensive approach that launched this countywide festival just three years ago. Harnessing students' and teachers' intense desire for connection with peers and feedback from real audiences beyond their school, the Festival uses inclusiveness, friendly competition and social media to build community. Tom has done the same with theatre festivals: brainstorm at the workshop to apply it to your discipline!</p> <p>Administrators, Parents, Teachers Grades 3-12</p>	<p>Tom Mallan Film/Photo/ The Teacher  Arlington County Public Schools</p>
<p><b>Conrad</b></p>	<p><b>University K-12 Partnerships: Making them Work</b></p> <p>Universities and K-12 partnerships offer students valuable learning experiences but often benefit one group more than the other. This presentation outlines a parallel learning experience between undergraduate and gifted elementary students that could serve as a design template for academically equitable partnerships. Because problem-based strategies are efficacious for both populations, students worked on interdependent problem-based units and engaged together in rigorous, 21st century learning not found in traditional curricula and teaching. <i>This is an intermediate session. Some prior knowledge is helpful.</i></p> <p>Teachers K-12</p>	<p>Peggi Hunter Curriculum Designer University of Virginia</p>
<p><b>Short Pump</b></p>	<p><b>Practical Ideas for Improving Critical Thinking and Writing</b></p> <p>Critical thinking in writing is an essential element of what gifted children need to do well. This workshop will help teachers assist their children in developing fluency of writing and thinking through problem-solving opportunities. Participants will gain time-saving strategies and creative ideas. A variety of writing and critical thinking activities that have been used successfully with gifted children will be shared in this engaging presentation.</p> <p>Administrators, Parents, Teachers K-8</p>	<p>Nathan Levy President Nathan Levy Books, LLC</p>
<p><b>Perfect Season</b></p>	<p><b>Contraption Carnival</b></p> <p>You are invited to participate in the Contraption Carnival, inspired by Caine's Arcade, <a href="http://www.youtube.com/watch?v=falFNkdq96U">www.youtube.com/watch?v=falFNkdq96U</a>. In this session, you will become a student inventor to create and design your own STEM project and keep track of your progress and modifications in your own Inventor's log book. Please join us as we incorporate science, technology, engineering, and math into our Contraption Carnival!</p> <p>Teachers Grades 3-8</p>	<p>Amy Lunsford and Angela Smith Gifted Resource Teachers  Montgomery County Public Schools</p>

# Breakout Session 3

## Monday, 3:00-4:00



### Coach's Corner

#### **Providing Gifted Students with the Tools to Understand and Manage Their Social-Emotional Needs**

Feeding the cognitive aspect of gifted students only serves half the person. To assist them in persisting to reach their potential, they require strategies to manage characteristics and needs of gifted individuals. Learn about a year-long series of monthly learning experiences in grades K-5 that are unique to each grade level and build from year to year. Plans involve parents and integrate growth mindset, gifted characteristics, the Curriculum of Identity, gifted benchmarks, and SOLs.

Administrators, Parents, Teachers K-5

Kim Biemann  
Cabotaje  
Gifted Resource  
Teacher  
Virginia Beach  
City Public  
Schools

### Winning Edge

#### **Hooking Gifted Students with LEGO Robotics**

As a recipient of the 2014-15 VAG Innovative Grant, I will share the honest successes and challenges of implementing a LEGO Robotics program with no prior knowledge of programming. I will walk the participants step by step through the entire process from writing the grant to working robots in motion on the classroom floor. The main goal is to encourage other gifted teachers to embrace the STEM challenge by hooking students through robots, even though they may have limited knowledge of programming.

Teachers Grades 3-8

Shanda Sinnett  
Gifted Specialist  
Carroll County  
Public Schools

Please share ideas and photos from sessions at

**#VAGifted2015**



# Breakout Session 4

## Monday, 4:15-5:15

<b>Capital A</b>	<b>Recreational and Competitive Robotics Programs</b> Administrators, Parents/Guardians, Teachers Grades 3-8	Jurenko
<b>Capital B</b>	<b>Differentiation: Responsive Teaching through a Growth Mindset Lens</b> Administrators, Parents, Teachers Grades K-12	Fucella Burgos, Reed, Benante
<b>Capital C</b>	<b>Makerspace Designers: Building Excitement for STEM</b> Administrators, Parents, Teachers Grades 3-9	Martin and Hine
<b>Capital D</b>	<b>Facilitating Open Inquiry with Gifted Learners Using Wassermann's Play-Debrief-Replay</b> Administrators, Teachers K-12	Schumaker
<b>Henrico A</b>	<b>Project SOAR Talent Development Model</b> Administrators, Teachers K-5	Albaugh, Sutton, Fohl
<b>Henrico B</b>	<b>The All-in-1: A Frame for Self-Paced and Self-Reported Learning</b> Teachers Grades 3-12	Mallan
<b>Conrad</b>	<b>Serving Advanced Learners in Rural Elementary School Settings</b> Administrators, Parents, Teachers K-5	Hubbard
<b>Short Pump</b>	<b>"Electives" for Elementary School Students</b> Administrators, Teachers K-5	Webb and Kershner
<b>Perfect Season</b>	<b>So You Think You Have Problems: Using Data to Guide Problem Based Learning</b> Administrators, Teachers K-5	McIntyre, Sydney
<b>Coach's Corner</b>	<b>Teach Problem-Solving and Mathematical Logic with Chess</b> Administrators, Parents, Teachers Grades 3-8	Schneider
<b>Winning Edge</b>	<b>Student Driven Socratic Discussion</b> Teachers K-5	Gemmill



# Breakout Session 4

## Monday, 4:15-5:15

### Capital A

#### Recreational and Competitive Robotics Programs

First Lego League ([www.firstlegoleague.org](http://www.firstlegoleague.org)) sponsors a competitive and demanding program for late elementary and middle school aged children. Combining Research, Technology, and Core Values, teams conduct research and present product ideas, build and program robots, and learn important values that teach healthy competition skills and develop character. This session will provide ideas on how to start a recreational program, leading up to regional and state-level competition.

Administrators, Parents/Guardians, Teachers Grades 3-8

Beverly Jurenko  
President, Fairfax  
County Association  
for the Gifted

### Capital B

#### Differentiation: Responsive Teaching through a Growth Mindset Lens

Inspired by Dweck's growth mindset research, Arlington resource teachers designed professional development using Ricci's text, *Mindsets in the Classroom*. Teachers experienced differentiation strategies for rigor and enrichment including brain research to implement a culture supporting growth mindset in their schools. Participants will be provided an overview of this professional development and will interact in a lesson about brain malleability or neuroplasticity, discussing its impact on learning and equitable education.

Administrators, Parents, Teachers Grades K-12

Elizabeth Fucella  
Burgos  
Anne Reed  
Hunter Benante  
Resource Teachers  
for the Gifted  
Arlington Public  
Schools

### Capital C

#### Makerspace Designers: Building Excitement for STEM

Roller coasters, rockets, and racers excite the interest of young future engineers, but how can two teachers take these activities and challenge their advanced students to create an action plan that will inspire more students in STEM learning? Two different Fairfax Title I schools collaborated to help students learn more about energy, force, and motion by helping them to design an Energy Makerspace. Students are challenged to learn more about science process and design thinking through this small-scale PBL.

Administrators, Parents, Teachers Grades 3-9

Linda Martin and  
Jennifer Hine  
Advanced Academic  
Resource Teachers  
Fairfax County Public  
Schools

### Capital D

#### Facilitating Open Inquiry with Gifted Learners Using Wassermann's Play-Debrief-Replay

In this session, participants will explore an instructional approach for providing student-centered learning experiences for gifted students by using Wassermann's Play-Debrief-Replay method of open inquiry. Participants will have opportunities to discuss the ways in which gifted learners can benefit from purposeful infusion of this approach in curriculum and instruction. Examples of learning activities and open-ended questions for potential use will be provided. ***This is an intermediate session. Some prior knowledge is helpful***

Administrators, Teachers K-12

Robin Schumaker  
Gifted Program  
Coordinator, Virginia  
Beach City Schools



# Breakout Session 4

## Monday, 4:15-5:15

### Henrico A

#### **Project SOAR Talent Development Model**

Project SOAR is a talent development program of mini-lessons which were designed to provide students with the skillset to be active learners who could engage in productive thinking, ask critical questions, and investigate problems, regardless of transiency, socioeconomic status, race, etc. that can lead to tracking into less rigorous, more remedial work. Goals included exposing students to critical thinking, creative thinking and problem-solving at higher levels; developing critical and creative reasoning skills in verbal, quantitative and non-verbal domains; increasing the number of referrals from underrepresented populations; and increasing the number of students eligible for accelerated math opportunities.

Administrators, Teachers K-5

Susan Albaugh-  
Instructional  
Specialist for  
Gifted Education

Elizabeth Sutton  
Gifted Education  
Instructional  
Consultant

George Fohl  
Gifted Education  
Instructional Con-  
sultant

Chesterfield County  
Public Schools

### Henrico B

#### **The All-in-1: A Frame for Self-Paced and Self-Reported Learning**

Open-ended, self-defined learning through google classroom, class websites and inventive shared docs. Tom Mallan—Film, Photo and Theatre teacher at H-B Woodlawn (Arlington)—demonstrates his simple 'All-in-1' document, where students self-pace and self-report their learning, turning a large class into a highly individualized experience with open-ended prompts that let students share work, reflect and perform to their own level. Brainstorm with Tom to apply to your domain.

Teachers Grades 3-12

Tom Mallan  
Film/Photo/The  
Teacher

Arlington Public  
Schools

### Conrad

#### **Serving Advanced Learners in Rural Elementary School Settings**

As a contributor to the recently published *Serving Gifted Students in Rural Settings*, the presenter will examine research-based curriculum and instructional strategies designed to expand appropriate program services for advanced learners in rural settings. Participants will have an opportunity to explore and discuss these strategies in terms of the needs of their rural elementary schools and their school systems. Handouts will highlight specific resources found effective in meeting the needs of rural advanced learners.

Administrators, Parents, Teachers K-5

Gail Hubbard  
Supervisor of Gifted  
Education, Retired  
Prince William  
Public Schools

### Short Pump

#### **"Electives" for Elementary School Students**

"Electives" are a powerful way to utilize community members and parents to help your students engage in real world based problem/project based learning. Come learn about how one school implemented nine courses for 4th grade students to choose from that provided higher level learning to all students. By the end of this session, you too will feel empowered to start a program that helps your students feel like experts in a real world field.

Administrators, Teachers K-5

Andrew Webb  
Advanced Academ-  
ic Resource Teacher  
Fairfax County Pub-  
lic Schools

Erin Kershner  
Principal,  
Charlottesville City  
Schools



# Breakout Session 4

## Monday, 4:15-5:15

### Perfect Season

#### **So You Think You Have Problems: Using Data to Guide Problem Based Learning**

In this presentation, we will discuss different tools for preassessment and student interest surveys to inform instruction that is differentiated for student needs. We will share how we have used data to plan and teach project/problem based units that are tailored to students' interests and strengths, and the use of performance tasks to assess student learning.

Administrators, Teachers K-5

Stephanie McIntyre  
Resource Teacher  
for the Gifted

Kate Sydney  
Instructional Lead  
Teacher

Arlington Public  
Schools

### Coach's Corner

#### **Teach Problem-Solving and Mathematical Logic with Chess**

Chess-related problems address complex spatial tasks and relationships, provide collaborative or competitive challenges, and allow students to intuit and explain reasoning. Championship Chess Director Stephen Schneider will demonstrate how chess can provide puzzles and problems that will focus on deductive/inductive reasoning, spatial awareness and visualization and enhance cognitive outcomes.

Administrators, Parents, Teachers Grades 3-8

Stephen Schneider  
Director  
Championship Chess

### Winning Edge

#### **Student Driven Socratic Discussion**

After years of using The Great Book series, we have tweaked and molded our own approach to Socratic discussion. Learn how students can prepare for, manage, and participate in their own quality discussions. Presenters will discuss how to have students reread with purpose using student-generated, theme-centered, directed notes. Teach students to create their own "secret weapon" questions to use during the discussion. Learn how to introduce the basic rules of a Socratic discussion using a game. Empower students to self-evaluate their contributions and the group dynamics using data. Learn about accommodations you can make to support and scaffold reluctant students. See how the process can lead to quality written responses to reading using evidence to support student thinking.

Eliza Gemmill  
Gifted Resource  
Teacher  
Hanover Public  
Schools

Please share ideas and photos from sessions at

**#VAGifted2015**



# Breakout Session 5

## Tuesday, 8:45-9:45

<b>Capital A</b>	<b>Got Growth? Using Good Assessment Data for the Gifted</b> Administrators, Teachers K-12	Edwards
<b>Capital B</b>	<b>Promoting Place: Using Place-based Pedagogy in Language Arts Instruction for Gifted Students in Rural Areas</b> Administrators, Parents/Guardians, Teachers Grades K-5	Caughey, Callahan, Tackett, Azano
<b>Capital C</b>	<b>Assessment Practices for Democracy and Diversity</b> Administrators, Teachers Grades K-12	King, Horak
<b>Capital D</b>	<b>Barriers, Mindsets, and Possibilities: A Thoughtful Look at the Social and Emotional Development of Gifted Students with Learning and Attention Differences</b> Administrators, Parents, Teachers K-12	Harrison
<b>Henrico</b>	<b>Finding and Nurturing Young Scholars through CaseNEX Online Learning</b> Administrators, Teachers K-12	Bedsole, Cooper and Boykins
<b>Conrad</b>	<b>Socratic Seminar: Building 21st Century Skills</b> Teachers Grades 3-8	Trainor
<b>Short Pump</b>	<b>Math/Science Integration for Earth's Sake</b> Teachers Grades 6-8	Stohr-Hunt
<b>Perfect Season</b>	<b>Student Leadership Academy: A College &amp; Career Readiness Program for Upper Elementary Students</b> Administrators, Teachers Grades 3-8	Mitchell
<b>Coach's Corner</b>	<b>Collaboration and Communication - Building Dialogue and Discussion into Standard Lessons</b> Administrators, Teachers K-12	Iseminger
<b>Winning Edge</b>	<b>Creating the Cross-Curricular Experience: How One Middle School Reimagined Its Middle School Gifted Program</b> Administrators, Parents, Teachers Grades 6-8	Hale



# Breakout Session 5

## Tuesday, 8:45-9:45

### Capital A

#### **Got Growth? Using Good Assessment Data for the Gifted**

Got growth? An informational session about using computer adaptive assessment data to show organic growth of students and drive instruction daily in the classroom. The Measures of Academic Progress (MAP) assessment is used widely throughout the state. We will discuss its application and success with the gifted population.

Administrators, Teachers K-12

Jeanine Edwards  
Senior Account Executive,  
Northwest Evaluation Association

### Capital B

#### **Promoting Place: Using Place-based Pedagogy in Language Arts Instruction for Gifted Students in Rural Areas**

Promoting Place (Place, Literacy, Achievement, Community, and Engagement) integrates the award-winning CLEAR curriculum model into a place-based curriculum designed to meet the needs of historically underserved gifted students in rural areas. The curriculum is infused with place-based pedagogy that celebrates students' unique lived experiences and their connections to rural communities. Activities focus on complex literary skills, increasing self-efficacy, engagement, and growth mindset, and reducing stereotype threat, all within the authentic context of rural life.

Administrators, Parents/Guardians, Teachers Grades K-5

Melanie Caughey  
Graduate Student, UVA  
  
Dr. Carolyn Callahan  
Professor of Education, UVA  
  
Mary Tackett  
Virginia Tech  
  
Dr. Amy Azano  
Assistant Professor,  
Virginia Tech

### Capital C

#### **Assessment Practices for Democracy and Diversity**

In our global society, many challenges exist to education for gifted children being simultaneously democratic and diverse. As the phenomenon of the Excellence Gap suggests (Plucker, Burroughs & Song, 2010), one issue is the intense focus on assessment for accountability. Practices such as performance based assessment can support gifted students by providing them with the opportunity to develop their identity, demonstrate growth and cultivate the complex skills necessary to fulfill their potential as leaders. ***This is an intermediate session. Some prior knowledge is helpful***

Administrators, Teachers Grades K-12

Dr. Shannon King  
Manager, Best Practices, Fairfax County Public Schools  
  
Dr. Anne Horak  
Coordinator, Project ExCEL,  
George Mason University

### Capital D

#### **Barriers, Mindsets, and Possibilities: A Thoughtful Look at the Social and Emotional Development of Gifted Students with Learning and Attention Differences**

This session will provide an overview of the three types of gifted students with learning disabilities and how the right environment and outlook can provide a doorway to success. Tips for helping both teachers and their students to move beyond simply "coping" with difficulties and on to experiencing feelings of accomplishment, purpose, and self-efficacy will be at the heart of the presentation.

Administrators, Parents, Teachers K-12

Rebecca Harrison  
Instructor  
University of Virginia



# Breakout Session 5

## Tuesday, 8:45-9:45

### Henrico

#### **Finding and Nurturing Young Scholars through CaseNEX Online Learning**

Gifted potential in students from diverse ethnic, cultural, and linguistic backgrounds is often overlooked and unrecognized. Fairfax County Public Schools' (FCPS) Young Scholars model is designed to find students with high academic potential from diverse backgrounds at an early age, and to nurture abilities and academic identity that will prepare students for advanced learning opportunities as they progress through grade levels. Participants will learn how FCPS partnered with CaseNEX online learning company to create a case-study approach to support educators in implementation. Participants will have the opportunity to practice CaseNEX's research-based, five-step methodology of case analysis. Research on the impact of the model and lessons learned over a fifteen year period will be shared.

Administrators, Teachers K-12

Lori Bedsole and  
DonnaLynn Cooper,  
Instructional Support  
Teachers, Advanced  
Academic Programs,  
Fairfax County Public  
Schools

Jan Boykins  
Regional Vice Presi-  
dent, CaseNEX

### Conrad

#### **Socratic Seminar: Building 21st Century Skills**

Socrates once stated: "The unexamined life is not worth living." In this session, we will explore the ways in which Socratic seminar, a shared-inquiry approach to teaching and learning 21st century skills improves comprehension while challenging students to think and apply knowledge at increasingly higher levels. This session will provide an overview of Socratic seminar, practical strategies for implementation across content areas, resources for conducting a seminar, and a chance to participate.

Teachers Grades 3-8

Kevin Trainor  
Resource Teacher for  
the Gifted

Arlington Public  
Schools

### Short Pump

#### **Math/Science Integration for Earth's Sake**

In this hands-on workshop, participants will engage in innovative activities that illustrate the science and math behind real-world ecology concepts such as carrying capacity, natural resource use, and how humans are changing Earth's landscape, habitats and biodiversity. Presented strategies include group problem-solving, graphing/analysis, and role-playing simulations. CD of lessons provided.

Teachers Grades 6-8

Patricia Stohr-Hunt  
Assistant Professor,  
Elementary  
Education  
University of  
Richmond

### Perfect Season

#### **Student Leadership Academy: A College & Career Readiness Program for Upper Elementary Students**

Student Leadership Academy is an after school program offered to sixth graders in Fairfax County that focuses on helping students research potential careers and explore colleges. Using the Scratch coding program, students develop academic habits such as grit and perseverance, while creating their own games and career projects. The target population for this program is Young Scholars, or students who exhibit gifted potential, but have been historically underrepresented in gifted programs.

Administrators, Teachers Grades 3-8

Holly Mitchell  
Advanced Academic  
Resource Teacher  
Fairfax County Public  
Schools



# Breakout Session 5

## Tuesday, 8:45-9:45

### Coach's Corner

#### **Collaboration and Communication - Building Dialogue and Discussion into Standard Lessons**

Even gifted students are bringing gaps in oral language development to the school setting in the 21st Century. Face-to-face communication is evidencing a decline in both the home and school environments as more interaction is directed to the digital world. This session will provide strategies and activities that infuse standards-based lessons with student-to-student dialogue and rich discussion of the content. These strategies are designed to address the skills of collaboration, communication and critical thinking, as well as to develop empathy among classmates.

Administrators, Teachers K-12

Bob Iseminger  
Consultant/  
Author  
Pieces of  
Learning, Inc.

### Winning Edge

#### **Creating the Cross-Curricular Experience: How One Middle School Reimagined Its Middle School Gifted Program**

Cross-curricular learning often ends in elementary school, yet our ever-changing world presents a need for collaborative, synthesized learning in the upper grades. Learn how one middle school developed and implemented an interdisciplinary program that builds on the foundation of a well-established GT program to extend student learning and engagement through synthesis of concept-based instruction, problem- and project-based learning, curriculum compacting, flipped lessons, Habits of Mind, and Growth Mindset. ***This is an intermediate session. Some prior knowledge is helpful.***

Administrators, Parents, Teachers Grades 6-8

Samantha Hale  
Advanced  
Academic  
Science Teacher  
Fairfax County  
Public Schools

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# Breakout Session 6

## Tuesday, 10:00-11:00

<b>Capital A</b>	<b>Refocusing Learning Intentions and Outcomes for High-Ability Learners</b> Administrators, Teachers K-12	Worley, II
<b>Capital B</b>	<b>Windows, Mirrors and Bridges: Primary Sources from The Library of Congress for the Gifted Classroom</b> Administrators, Parents, Teachers, Grades 3-12	Levitt, Szwajkowski
<b>Capital C</b>	<b>Infusing Creativity and Critical Thinking in a Standards Based English Classroom</b> Administrators, Teachers Grades 6-8	Fraley, Sutterluety
<b>Capital D</b>	<b>SRBCSS Training for Teachers in Rural Schools</b> Administrators, Teachers K-8	Brodersen, Callahan, and Azano
<b>Capital E</b>	<b>Developing Mathematical Thinking Skills to Increase Rigor and Relevance</b> Administrators, Parents, Teachers K-5	Edwards
<b>Henrico</b>	<b>Identifying Gifted Children Using NNAT3</b> Administrators, Parents/Guardians, Teachers, Grades K-8	Naglieri
<b>Conrad</b>	<b>Reversing Underachievement in High School Students: One School's Plan</b> Administrators, Parents, Teachers Grades 9-12	Sullivan
<b>Short Pump</b>	<b>Building Capacity with Habits of Mind</b> Administrators, Parents, Teachers K-12	Ashmore
<b>Perfect Season</b>	<b>Processing and Your Child</b> Administrators, Teachers, Parents K-12	McLean
<b>Coach's Corner</b>	<b>Choice and Challenge: Engaging Gifted Students Through Effective Anchor Activities and Independent Study</b> Teachers K-12	Iseminger
<b>Winning Edge</b>	<b>Introduction to Concept-Based Instruction</b> Teachers Grades K-5	Tempel-Milner and Bedsole



# Breakout Session 6

## Tuesday, 10:00-11:00

### Capital A

#### **Refocusing Learning Intentions and Outcomes for High-Ability Learners**

Effective instruction should engage students throughout the learning experience, especially high-ability learners. This session will use several resources from professional standards to observational tools to help participants refocus instruction for high-ability learners, regardless of grouping, placement options, or content and cognitive level. *This is an intermediate session. Some prior knowledge is helpful.*

Administrators, Teachers K-12

Dr. Bess B. Worley, II  
Instructional Supervisor,  
Gloucester County Public  
Schools

### Capital B

#### **Windows, Mirrors and Bridges: Primary Sources from The Library of Congress for the Gifted Classroom**

The Library of Congress provides discovery and learning from a source unlike any other. Analyzing primary sources is a powerful way to help students ask engaged, probing questions, develop critical thinking skills and construct knowledge. Participants will explore millions of free, unique primary sources from the world's largest online collection of historical artifacts: maps, photographs, historic newspapers, music, oral histories, historic films and more. Primary Source-based inquiry belongs in every classroom, whatever the subject or grade level.

Administrators, Parents, Teachers, Grades 3-12

Sherry Levitt  
Executive Director

Dr. Cynthia  
Szwajkowski

Teaching with Primary  
Sources, Northern  
Virginia

### Capital C

#### **Infusing Creativity and Critical Thinking in a Standards Based English Classroom**

Mandated state assessments don't mean that you need to "teach to the test." This session will guide you through a year long journey to design curriculum that is highly engaging to middle school students while rigorous and connected to curriculum standards.

Administrators, Teachers Grades 6-8

Kristen Fraley  
Gifted Resource Teacher

Mary Sutterluety  
Advanced English 8  
Teacher

Virginia Beach City Public  
Schools

### Capital D

#### **SRBCSS Training for Teachers in Rural Schools**

The Scales for Rating Behavioral Characteristics of Superior Students (SRBCSS) is a valid checklist for assessing gifted behaviors within and outside the classroom. Training on 3 sub-scales will be provided that is specifically targeted toward rural and/or low-income students. This interactive session provides video examples and guided discussion on how gifted characteristics and behaviors can look different in this unique population of students. A sample rating is provided.

Administrators, Teachers K-8

Annalissa V. Brodersen  
Doctoral Student

Dr. Carolyn M. Callahan  
Commonwealth  
Professor

University of Virginia

Dr. Amy Azano  
Assistant Professor  
Virginia Tech



# Breakout Session 6

## Tuesday, 10:00-11:00

### Capital E

#### **Developing Mathematical Thinking Skills to Increase Rigor and Relevance**

It is beneficial to expose all students to the advanced academic mathematics curriculum, because it helps to foster their mathematical thinking. General Education students at our Title 1 school were introduced to the Project M3 (Mentoring Mathematical Minds) and performance tasks to deepen understanding of mathematical concepts. Learn how the M3 curriculum and approaches were beneficial to ESL, special education, gifted, and general education students as they took part in discussions requiring deeper mathematical thinking.

Administrators, Parents, Teachers K-5

Patricia Edwards  
Advanced Academic  
Resource Teacher  
Fairfax County  
Public Schools

### Henrico

#### **Identifying Gifted Children Using NNAT3**

Dr. Jack Naglieri will discuss the importance of nonverbal tests, such as the Naglieri Nonverbal Ability Test (NNAT), in helping identify gifted children who may not have the academic skills or command of the English language to do well in school, but they can become very talented, given the opportunity to learn. Dr. Naglieri will then describe how the NNAT3 works, and why it is effective for schools.

Administrators, Parents/Guardians, Teachers, Grades K-8

Dr. Jack Naglieri  
Research Professor,  
UVA

### Conrad

#### **Reversing Underachievement in High School Students: One School's Plan**

Getting students to achieve in school can prove to be difficult. Getting an underachieving gifted student to "buy in" to classes where they are failing can be even more challenging. In this workshop participants will learn the current research about underachieving gifted students. Participants will view video where teachers, and students discuss this issue. Participants will be given ideas for implementation based on the intervention.

Administrators, Parents, Teachers Grades 9-12

Missy Sullivan  
Virginia Beach City  
Public Schools

### Short Pump

#### **Building Capacity with Habits of Mind**

This session will provide an overview of the 16 Habits of Mind identified by Arthur L. Costa and Bena Kallick. Participants will engage in an interactive analysis of these "attributes that human beings display when they behave intelligently." We will discuss and plan for implementing the Habits of Mind in classrooms and at home, teaching our students how to behave when they don't know the answer.

Administrators, Parents, Teachers K-12

Mary Ashmore  
Advanced Academic  
Resource Teacher  
Fairfax County  
Public Schools



# Breakout Session 6

## Tuesday, 10:00-11:00

### Perfect Season

#### **Processing and Your Child**

Processing skills are very misunderstood. They are the building blocks with which we become successful or struggle. Understanding the role they play in our lives helps us to understand the ways our children perform in school and in life. Processing skills are often invisible and are rarely in the forefront of parents' minds. Paying attention to how we learn is more important than what we are learning- understanding how to harness our thinking plays a part in determining our success and lifelong learning.

Administrators, Teachers, Parents K-12

Annette McLean  
Director  
LearningRx

### Coach's Corner

#### **Choice and Challenge: Engaging Gifted Students Through Effective Anchor Activities and Independent Study**

This session will provide participants with a variety of new projects and anchor assignments that will engage gifted students in challenging work beyond the general standard classroom curriculum. The assignments address integration of the four core subject areas, incorporate student choice in completing the final products, and move gifted students beyond the regular standards-based instruction. Participants will model the anchor activities, facilitated by the presenters.

Teachers K-12

Bob Iseminger  
Consultant/Author  
Pieces of Learning,  
Inc.

### Winning Edge

#### **Introduction to Concept-Based Instruction**

Concept-based curriculum and instruction is organized around key concepts and generalizations that are applied to multiple content areas. When curriculum is organized around key concepts, it promotes the integration of learning across the disciplines, incorporates new knowledge into prior knowledge, and facilitates multi-age learning experiences under one theme.

Teachers Grades K-5

Megan Tempel-  
Milner  
Advanced Academic  
Programs Specialist

Lori Bedsole  
Instructional Support  
Teacher  
Fairfax County  
Public Schools

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# Breakout Session 7

## Tuesday, 11:15-12:15

<b>Capital A</b>	<b>Making Local Assessment Guidelines Work for High-Ability Learners</b> Administrators, Teachers K-12	Worley
<b>Capital B</b>	<b>If You Can Dream, You Can Do It: Assessment of Gifted learners in Secondary Language Arts Classes</b> Administrators, Teachers Grades 6-12	Peyton, Starkey
<b>Capital C</b>	<b>Girl Geeks</b> Administrators, Teachers K-12	White and Agee
<b>Capital D</b>	<b>Introduction to Twice Exceptional Learners</b> Administrators, Teachers K-12	Huynh
<b>Henrico</b>	<b>Flipped Instruction: Changing the Landscape of Differentiation</b> Teachers K-5	Firster, Joyner
<b>Conrad</b>	<b>Math Buddies: Fostering Social and Emotional Growth Through Math Mentoring</b> Teachers K-5	Wadsworth and West
<b>Short Pump</b>	<b>Build Your Own Dynamic Gifted Resource Site</b> Administrators, Teachers K-12	Naff and Vangelos
<b>Perfect Season</b>	<b>Kaplan Connections</b> Teachers K-5	Reidelbach
<b>Coach's Corner</b>	<b>The Poetry of Art and Artful Poetry</b> Parents, Teachers K-12	Kendall
<b>Winning Edge</b>	<b>Top Ten Myths about Gifted Students and Programs</b> Administrators, Parents, Teachers K-12	Coil



# Breakout Session 7

## Tuesday, 11:15-12:15

### Capital A

#### **Making Local Assessment Guidelines Work for High-Ability Learners**

Effective teaching requires a variety of effective assessment strategies. The 2014 Local Assessment Guidelines ensure flexibility for divisions to create standards-based assessments. This session will use several resources from professional standards, curriculum development, and instructional leadership to help participants evaluate local assessment guidelines for demonstrating growth and proficiency of high-ability learners. ***This is an intermediate session. Some prior knowledge is helpful***

Administrators, Teachers K-12

Dr. Bess B. Worley, II  
Instructional Supervisor,  
Gloucester County Public Schools

### Capital B

#### **If You Can Dream, You Can Do It: Assessment of Gifted learners in Secondary Language Arts Classes**

Come see a glimpse of how I design and administer assessments that support gifted students in a creative classroom. We will analyze and explore project based learning options that differentiate and support creative thinking with gifted learners in secondary language arts.

Administrators, Teachers Grades 6-12

Charlotte Peyton  
Language Arts Teacher

Mary Beth Starkey  
Gifted Language Arts Teacher

Prince William County Public Schools

### Capital C

#### **Girl Geeks**

Creating a series of events for Girl Geeks is easier than it seems and encourages girls, who are underrepresented in STEM fields to consider a STEM (or STEAM) occupation. Come learn how a group of gifted resource teachers banded across a county to provide experiences for girls in all schools. These ideas can be adapted to any audience--ours was just elementary girls.

Administrators, Teachers K-12

Paula White and Betsy Agee  
Gifted Resource Teacher

Albemarle County Schools

### Capital D

#### **Introduction to Twice Exceptional Learners**

This session will provide an overview of twice exceptional learners: students who demonstrate potential for high achievement and also evidence one more disabilities (including learning disabilities, emotional/behavioral disabilities, and physical disabilities). Participants will learn about: characteristics of twice exceptional learners, identification practices, collaboration to meet student needs, and differentiating for both social/emotional and academic needs.

Administrators, Teachers K-12

Morgan Huynh  
Advanced Academic Resource Teacher  
Fairfax County Public Schools

### Henrico

#### **Flipped Instruction: Changing the Landscape of Differentiation**

Flipped Learning is changing the way teachers provide differentiated instruction by reimagining traditional teaching methods and engaging students in the learning process. Flipping allows for differentiation and yields more classroom time for collaboration and higher order thinking skills. In this session, teachers will experience a variety of Flipping strategies. We'll answer the 'what,' 'how,' and 'why' and look at examples of implementing this form of blended learning. The role of formative assessment and possible challenges and limitations teachers face by not using Flipped Instruction will be discussed.

Teachers K-5

Jacqueline Firster  
Resource Teacher for the Gifted

Darryl Joyner  
Instructional Technology Integration Analyst

Arlington Public Schools



# Breakout Session 7

## Tuesday, 11:15-12:15

### Conrad

#### **Math Buddies: Fostering Social and Emotional Growth Through Math Mentoring**

An Advanced Academics fourth grade class buddied with a first grade class to mentor younger students in math as part of a school pilot program. This session will share implementation strategies, resources and tips for starting a similar program at your school. This project was designed to help the identified gifted students learn how to engage with a younger child in an authentic teaching task and will share our experiences implementing a VAG grant.

Teachers K-5

Diane Wadsworth  
Advanced Academic  
Resource Teacher

Leone West  
Advanced Academic  
Center Teacher

Fairfax County  
Public Schools

### Short Pump

#### **Build Your Own Dynamic Gifted Resource Site**

Effectively reaching, teaching, and assessing gifted students, requires resources, guidance, and communication...at your fingertips! Learn how the MCPS gifted department created and incorporated a Gifted Resource Site designed for sharing curriculum and supporting teachers. This dynamic site provides web-based training and methods for sharing differentiated lesson plans and digital resources. The presenters will demonstrate how they created this digital learning community using Google to assist in the delivery of instruction and learning for high ability and gifted students.

Administrators, Teachers K-12

Diane Naff  
Supervisor of Gifted  
Education

Terri Vangelos  
Gifted Resource  
Teacher

Montgomery County  
Public Schools

### Perfect Season

#### **Kaplan Connections**

Examples of how Dr. Sandra Kaplan's Model of Depth and Complexity will be shared including using her newest thinking prompts. What does the model look like in the classroom? In student work? In curriculum? Participants will walk away with ideas on how to incorporate Kaplan connections as soon as you return to the classroom. Teachers from novices to practitioners will benefit from this session.

Teachers K-5

Karen Reidelbach  
Gifted Resource  
Teacher  
Virginia Beach City  
Public Schools

### Coach's Corner

#### **The Poetry of Art and Artful Poetry**

The departmentalization of knowledge, especially at the elementary and middle school levels has gutted the thematic and interdisciplinary units that were the hallmarks of developmentally appropriate and highly engaging curriculum for young learners. Many schools have cut the frequency of art and music instruction leaving voids that need to be filled, especially for our most gifted, creative, and passionate learners. This session seeks to revive the critical and creative thinking skills that allow learners to answer such questions as: What can art do that poetry cannot? What can poetry do that art cannot? How is art "poetic"? How is poetry "artful"? The session includes poems about major works of art such as DaVinci's Mona Lisa, Gustav Klimt's The Kiss, and Van Gogh's Starry Night. Poetry by W.H. Auden and art by Henri Matisse will also be featured. The session will also include some references to music, especially Don McLean's Starry, Starry Night. Several ideas for moving music out of the background and into the foreground and an emphasis on the vocabulary of literary analysis, art critique, and aesthetics will be explored.

Parents, Teachers K-12

Kevin Kendall  
Principal, Valley Ele-  
mentary School  
Bath County Public  
Schools

### Winning Edge

#### **Top Ten Myths about Gifted Students and Programs**

Myths about the gifted abound! In this session, we will examine ten myths and explain why they are not true or have a biased point of view. If you are new to gifted education, are in situations where you have to explain that gifted kids have unique needs, or are a veteran educator but want additional answers, this session is for you! This presentation is based on Carolyn Coil's article published in CNN's Schools of Thought blog.

Administrators, Parents, Teachers K-12

Carolyn Coil  
Educational  
Consultant and  
Author  
Pieces of Learning



# Breakout Session 8

## Tuesday, 1:30-2:30

<b>Capital A</b>	<b>Using Google Hangouts to Foster Great Debates</b> Administrators, Teachers Grades 3-8	Bede
<b>Capital B</b>	<b>Gamifying Giftedness</b> Administrators, Teachers K-12	Vargas
<b>Capital C</b>	<b>Using SCRATCH to Create Project Based Learning Experiences in the Classroom</b> Administrators, Parents, Teachers Grades 3-8	Occhuizzo
<b>Capital D</b>	<b>Assessing GT Strategies: An Administrator's Guide</b> Administrators	Van Gemert
<b>Capital E</b>	<b>Challenging Gifted Learners in the Elementary Classroom</b> Teachers K-5	Trainor and Chapius
<b>Henrico</b>	<b>Community Action and the Gifted Learner- How Service Learning Can Enrich the Gifted Classroom Experience</b> Administrators, Teachers K-12	McDowell, Fritzingler
<b>Conrad</b>	<b>Girls Save: Featuring a Bike, a Chair, and a Shiny Green Car</b> Teachers K-5	Farrell, Stover
<b>Short Pump</b>	<b>Overcoming Obstacles for Student Success with Underrepresented Populations</b> Administrators, Parents, Teachers K-12	Wilkins-McCorey
<b>Perfect Season</b>	<b>Using Design Challenges to Enrich and Assess Math Standards</b> Teachers Grades 3-5	Gulino and Doss
<b>Coach's Corner</b>	<b>An Army of One: Gifted Coordinators who Teach, Administrate, and Juggle Multiple Hats to Do Their Best for Gifted Children</b> Administrators	Kendall
<b>Winning Edge</b>	<b>Developing 21st Century Self-Management Skills for Gifted Students</b> Administrators, Parents, Teachers Grades 3-12	Coil



# Breakout Session 8

## Tuesday, 1:30-2:30

### Capital A

#### Using Google Hangouts to Foster Great Debates

Debating is an activity that develops research and writing skills, in addition to creativity, communication, and collaborations skills. Its benefits are numerous but it can also be initially daunting for teachers. This session aims to teach teachers how to begin to implement and facilitate debates between schools using technology to open this experience to more students and broader audiences.

Administrators, Teachers Grades 3-8

Alicia Bede  
Advanced  
Academic Resource  
Teacher  
Fairfax County  
Public Schools

### Capital B

#### Gamifying Giftedness

One of the biggest problems in today's classrooms, particularly among gifted students, is boredom. Students rather surf the internet or play a game. Why not transform your classroom into a modern game? Learn how to integrate Google and other 21st century tech tools into curriculum to make exciting and engaging lessons. We will lead you in an educational, technology-filled game session complete with points and a winner!

Administrators, Teachers K-12

Anthony Vargas  
Teacher  
Manassas Park City  
Schools

### Capital C

#### Using SCRATCH to Create Project Based Learning Experiences in the Classroom

Scratch is an interactive coding program that can be used with students of all ages. The session will focus on using Scratch in coordination with learning tools such as Raspberry Pie to create project based learning opportunities for students in all subject areas. ***This is an intermediate session. Some prior knowledge is helpful.***

Administrators, Parents, Teachers Grades 3-8

Morgan Occhuzzo  
Advanced Academic  
Resource  
Teacher  
Fairfax County  
Public Schools

### Capital D

#### Assessing GT Strategies: An Administrator's Guide

How can school leaders effectively evaluate a classroom teacher's skill and efficacy in meeting the needs of GT students? What are the best ways to incorporate GT into teacher evaluation instruments? And how do you do this without making teachers feel like it's just one more thing? This session will provide administrators with tips, ideas, resources, a self-evaluation form for teachers and a walk-through form specifically designed to address this issue. ***This is an intermediate session. Some prior knowledge is helpful.***

Administrators

Lisa Van Gemert  
Youth & Education  
Ambassador,  
American Mensa

### Capital E

#### Challenging Gifted Learners in the Elementary Classroom

How do we challenge gifted learners in the general education classroom? This session documents a year of collaboration between a classroom teacher and a gifted resource teacher as they strive to meet the needs of gifted students in the general education classroom. Join us to hear how the implementation of pre-assessments and the integration of curriculum and frameworks created for high ability learners such as Project M3 and SEM-R (Schoolwide Enrichment Model-Reading) helped raise the level of challenge in the classroom for these students.

Teachers K-5

Kevin Trainor and  
Greg Chapius  
Resource Teachers  
for the Gifted

Arlington Public  
Schools



# Breakout Session 8

## Tuesday, 1:30-2:30

### Henrico

#### **Community Action and the Gifted Learner- How Service Learning Can Enrich the Gifted Classroom Experience**

What do backyard chickens, dune replenishment and sports programs have in common? They were among the community issues that 8th graders sought solutions for through Capstone projects last year. Capstone- a community action project- is a year-long endeavor where students use the scientific method to measure their impact on a community issue with consideration for sustainability, levels of government, and economics-and also track their growth as a citizen. Primarily an interdisciplinary project between Civics and Earth Science, it is supported through English (effective and appropriate communication with professional phone calls and written correspondence) and Math (establishing baseline data to measure growth). This session will utilize the 8th grade Capstone project as a launching point for exploration of cross-curricular service learning and its benefits in a gifted setting.

Administrators, Teachers K-12

Dianna McDowell  
Earth Science Teacher

Jared Fritzinger  
Civics and  
Economics Teacher

Kemps Landing/Old  
Donation School, Vir-  
ginia Beach

### Conrad

#### **Girls Save: Featuring a Bike, a Chair, and a Shiny Green Car**

Working to save money for a specific goal is the common theme of three delightful picture books. Authors Mark Pete, Vera Williams, and Meg Medina have created strong female characters that make good choices and display admirable problem solving skills. This interactive session includes hands-on lessons, a topical bibliography, and door prizes.

Teachers K-5

Lynne Farrell  
Stover  
Associate Director of  
Program  
James Madison Uni-  
versity Center for Eco-  
nomic  
Education

### Short Pump

#### **Overcoming Obstacles for Student Success with Underrepresented Populations**

Underrepresented populations of students contend with myriad issues within the school climate in a Title I school. To properly ensure success of all students, affective needs must be met to fully tap into the cognitive domain of this population. The two presenters will share how tapped into the three R's - rigor, relevance and relationships - to reach diverse students. This presentation will provide parents, teachers and administration practical solutions to address common obstacles.

Administrators, Parents, Teachers K-12

Dornswa'lo Wilkins-  
McCorey  
Gifted Assessment  
Specialist  
Virginia Beach City  
Public Schools

### Perfect Season

#### **Using Design Challenges to Enrich and Assess Math Standards**

This session will provide a brief overview of Harrisonburg City Public Schools' implementation of STEM challenges and gifted services. Participants will be actively engaged in creating solutions to a design challenge that applies the Virginia Math Standards of Learning. Various examples of math design challenges that are ready to be utilized in the classroom to enrich and assess gifted learners will be shared.

Teachers Grades 3-5

Jackie Gulino  
Advanced Learning  
and STEM  
Specialist

Tawnya Doss  
Instructional Coach  
Harrisonburg City  
Public School



## Breakout Session 8

### Tuesday, 1:30-2:30

#### Coach's Corner

#### **An Army of One: Gifted Coordinators who Teach, Administrate, and Juggle Multiple Hats to Do Their Best for Gifted Children**

The focus of this presentation is on the challenges faced by gifted education coordinators working in small school divisions with limited budgets. New coordinators from larger districts will also benefit from the strategies suggested by the presenter and the engaging discussion with other coordinators who are facing the same issues. A primary emphasis will be on using differentiated lessons and enriched curriculum to aid in the identification of gifted learners. Another emphasis will be on effective use of communications skills and technology to broaden your reach as an "army of one." Strategies for mobilizing volunteers, securing grants, and inexpensive professional development will be discussed.

Administrators

Kevin Kendall  
Principal, Valley  
Elementary School  
Bath County Public  
Schools

#### Winning Edge

#### **Developing 21st Century Self-Management Skills for Gifted Students**

Perhaps the most basic and overarching of all 21st century skills is self-management. It includes developing self-confidence, self-reliance, responsibility and independence. It also encompasses persistence and effort, seeking relevance through self-directed learning, goal setting, time management and organization, and study skills. All of these self-management strategies can and should be taught to gifted students. In this session, you will learn practical approaches and techniques you can use right away to teach these most important skills. ***This is an intermediate session. Some prior knowledge is helpful.***

Administrators, Parents, Teachers Grades 3-12

Carolyn Coil  
Educational Consultant  
and Author  
Pieces of Learning

Please share ideas and photos from sessions at

**#VAGifted2015**



# Breakout Session 9

## Tuesday, 2:45-3:45

Capital A	<b>A Growth Mindset and Stereotype Threat Intervention for Young Gifted Children</b> Parents/Guardians, Teachers, Grades 3-5	El-Abd and Park
Capital B	<b>Motivating Gifted Underachievers</b> Administrators, Parents, Teachers K-12	Hayes
Capital C	<b>Exploring Choices, Creativity, and Technology through National Novel Writing Month</b> Teachers Grades 3-8	Shopa and Sinclair
Capital D	<b>Seminar, Simulation, and Debate: Meeting the Needs of Gifted Students' Learning Styles</b> Teachers Grades 3-12	Abbott
Henrico	<b>Pop Up Plate Tectonics</b> Teachers Grades 6-12	Smith and Chapa
Conrad	<b>Natural Disasters in Children's Literature: Tales of Choices and Changes</b> Teachers Grades 3-8	Farrell Stover
Short Pump	<b>Critical Thinking and Standards of Learning? Yes!</b> Administrators, Teachers K-5	Vangelos, Mash, and Naff
Coach's Corner	<b>More Than Just A Map</b> Administrators, Teachers K-12	Follin and Troxell
Winning Edge	<b>Successful Teaching in the Differentiated Classroom</b> Teachers K-12	Coil



# Breakout Session 9

## Tuesday, 2:45-3:45

### Capital A

#### **A Growth Mindset and Stereotype Threat Intervention for Young Gifted Children**

In this session, the presenters will share a mindset intervention in the form of a WebQuest developed for elementary gifted students. The WebQuest incorporates appropriate resources to teach students how the brain works, emphasizes the malleability of intelligence, and provides information on the importance of recognizing and avoiding stereotype threat. The resources and information form the basis for active student involvement in tasks reflecting application of the information.

Parents/Guardians, Teachers, Grades 3-5

Maria El-Abd and  
Sunhee Park  
Doctoral  
Candidates,  
University of  
Virginia

### Capital B

#### **Motivating Gifted Underachievers**

Our most challenging students are often those who are highly capable but completely unmotivated to achieve in school. This session explores the factors that contribute to underachievement in gifted learners and offers practical strategies to help teachers and parents address persistent patterns of underachievement. Learn what motivates gifted students and how family and classroom dynamics can be modified to support underachieving children.

Administrators, Parents, Teachers K-12

Adrian Hayes  
English Teacher  
  
Kemps Landing/  
Old Donation  
School, Virginia  
Beach

### Capital C

#### **Exploring Choices, Creativity, and Technology through National Novel Writing Month**

Encourage students to take ownership of their learning! National Novel Writing Month (NaNoWriMo) gives students improved writing skills, technological proficiency, and bragging rights—who else has written a novel in a month? Come to this session to explore free educator and student resources, discuss differentiation strategies, and consider publishing opportunities. This works for students of all ages and abilities, with and without easy access to technology, in a self-contained classroom, as a club, or individually.

Teachers Grades 3-8

Amanda Shopa and  
Stacey Sinclair  
Classroom  
Teachers  
Fairfax County  
Public Schools

### Capital D

#### **Seminar, Simulation, and Debate: Meeting the Needs of Gifted Students' Learning Styles**

Focusing on a more sustainable future empowers students to actively engage in various disciplinary roles, while fostering inquiry and creativity to showcase their many talents. Participants will engage in three, student-centered approaches to teaching and learning: blended (virtual/verbal) Socratic seminar, authentic simulation, and persuasive debate. Session participants will explore these platforms that focus on effective communication, critical thinking, and problem-solving skill sets in search of ways to make holistic connections within their respective disciplines. *This is an intermediate session. Some prior knowledge is helpful.*

Teachers Grades 3-12

Amy Abbott  
Gifted Resource  
Teacher  
Virginia Beach  
Schools

### Conrad

#### **Natural Disasters in Children's Literature: Tales of Choices and Changes**

Hurricanes, floods, and earthquakes are all life-changing events. Learn how to teach scarcity, incentives, opportunity cost, and survival skills using the content in popular children's books such as "A Storm Called Katrina", "Blizzard", and "Serafina's Promise". Classroom-ready lessons, a topical bibliography and door prizes are included.

Teachers Grades 3-8

Lynne Farrell  
Stover  
Associate Director  
of Program  
James Madison  
University Center  
for Economic Edu-  
cation



# Breakout Session 9

## Tuesday, 2:45-3:45

### Short Pump

#### Critical Thinking and Standards of Learning? Yes!

Discover how easy it is to integrate STEM and children's engineering into your existing curriculum. In this interactive session, presenters will demonstrate the use of VA DOE Design Briefs and use children's literature to encourage critical thinking and problem solving while targeting specific standards. Participants will have access to a repository of design briefs and hands-on activities to enhance their daily instruction.

Administrators, Teachers K-5

Terri Vangelos and  
Brenda Mash  
Gifted Resource  
Teachers

Diane Naff  
Supervisor of Gifted  
Education

Montgomery County  
Public Schools

### Henrico

#### Pop Up Plate Tectonics

We will be covering a lesson that shows how to guide students to learn the difficult concepts of Plate Tectonics while creating a pop up book and infomercial about the text they've created.

Teachers Grades 6-12

Cathy Smith  
Gifted Resource  
Teacher

Donna Chapa  
8th Grade Science  
Teacher

Virginia Beach  
Schools

### Coach's Corner

#### More Than Just A Map

What does map making have to do with STEM? ArcGIS is a highly engaging platform for authentic learning experiences which integrate STEM into your curriculum. Presenters will share how curriculum was transformed through student-created mapping applications embedded within project based learning units. Examples range from synthesizing data to show oyster castle locations, to a map that tells the story of the effects of geologic events on humans.

Administrators, Teachers K-12

Melissa Follin  
Classroom Teacher

Christina Troxell  
Instructional  
Technology Specialist

Kemp Landing/Old  
Donation  
Virginia Beach City  
Public Schools

### Winning Edge

#### Successful Teaching in the Differentiated Classroom

In this presentation, we will first compare standardized assessments and differentiated assessments and discuss the uses of each with gifted students. Next, we will look at a number of practical activities and assessments to use when differentiating curriculum for gifted learners, including curriculum compacting, anchoring activities, tiered lessons and Tic-Tac-Toe.

Teachers K-12

Carolyn Coil  
Educational  
Consultant and Au-  
thor  
Pieces of Learning

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