The Center for Gifted Education and Talent Development would like to thank our partners who work tirelessly to ensure that gifted and talented students are given the opportunity to reach their full potential. Thank you for all you do.

Baylor University School of Education
Midway Independent School District
Texas International Baccalaureate Schools
Waco Independent School District
CONFERENCE PROGRAM

MORNING

8:30 a.m.–9:00 a.m.  Registration/Welcome
9:00 a.m.–10:00 a.m.  Keynote: Dr. Brittany N. Anderson  
Cashion 506
10:15 a.m.–11:15 a.m.  Breakout Sessions
11:30 a.m.–12:30 p.m.  Breakout Sessions

AFTERNOON

12:30 p.m.–1:15 p.m.  Buffet Lunch  
Cashion 506
1:15 p.m.–2:15 p.m.  Breakout Sessions
2:30 p.m.–3:30 p.m.  Keynote: Dr. Todd Kettler  
Cashion 506
Leveraging Partnerships to Promote Talent Identification and Development of Underserved Youth

Dr. Brittany N. Anderson

Educators and the community can use their agency to create and sustain partnerships focused on the talent identification and development of underserved youth. Dr. Anderson will address the current landscape of gifted education in relation to talent identification and development for underserved youth and provide authentic strategies to help educators support their students. In addition, the facilitator will share from personal experiences as a gifted student, former classroom teacher, and now as an assistant professor in teacher education.

Brittany N. Anderson, Ph.D., is an assistant professor in urban-multicultural education at the University of Tennessee-Knoxville in the Department of Theory and Practice in Teacher Education. Brittany is a former Texas educator, who received her bachelor’s degree in early childhood education from Baylor University, master’s degree in curriculum and instruction from the University of North Texas, and Ph.D. from the University of Georgia in educational psychology, gifted and creative education. Brittany’s research focuses on preservice and in-service teacher development in relation to the talent development and talent identification of underserved youth and gifted Black girls. For the past several years, Brittany has been involved in the professional development of in-service teachers in urban school districts around issues of recruitment and retention of culturally, linguistically, and economically diverse students. In 2017, Brittany was awarded the National Association of Gifted Children (NAGC) Doctoral Award.

Creative Pedagogy in Gifted Education Learning Designs

Dr. Todd Kettler

Developing creativity in students, especially those who are gifted and talented, has become a higher priority with recent cultural and economic trends such as automation, the knowledge economy, and the rise of the creative class. Creativity in academic work focuses on the generation of novel ideas or solutions that are appropriate in the context of the discipline. Learn how creative thinking should be developed in conjunction with content knowledge and skills through engaging teaching models, strategies, and tactics.

Todd Kettler, Ph.D., is an associate professor in the Department of Educational Psychology in the School of Education at Baylor University. He teaches courses in gifted education and talent development, creativity, and the history and systems of psychology with educational applications. Dr. Kettler conducts research on access to advanced academic learning opportunities in schools, including access to gifted education. He studies the features of learning designs that support outcomes of exceptional performance including the development of critical thinking and creative capacity. His book, Modern Curriculum for Gifted and Advanced Academic Students (Prufrock Press, 2016), articulating Kettler’s four-level approach to elite talent development in academic domains, won the Legacy Award for the best scholarly book in the field of gifted education in the United States in 2016.
**Growth Mindset for Administrators**

From the perspective of an administrator, the facilitator will address the influence growth mindset can have on teachers, students, and the overall campus. This session will encourage participants to analyze their own mindset and the influence it may be having on the culture of their campus as well as the academic outcomes of students.

**Personalized Learning Plans in Math**

All students deserve to have their needs met regardless of their level. Some students need intense intervention, whereas some students need enrichment. Personalized Learning Plans (PLPs) help students have a sense of ownership over their learning. As part of PLPs, preassessments allow teachers to tailor instruction and stations to meet the needs of each student on an individual level. If you are looking for a better way to meet the needs of your students, come see how this method can be incorporated into your classroom.

**Catching the Enrichment Unicorn: High-Yield, Low-Prep GT Strategies to Benefit All Learners**

The truly enriched classroom is not the product of sorcery. By harnessing the real power of a few tried-and-true gifted education staples (including depth and complexity and The Four Parallels), teachers can reinvigorate their practice, challenge all learners, and get the growth without the glitter.

**Grit: A Critical Component in the Identity of the Gifted**

For many gifted students, identities are centered on being gifted in a pretty irrational way. Forming an identity is a social endeavor, and by creating a classroom environment rich with experiences that cultivate passions, provide challenges, and leave room for failure, we are paving the path toward a healthy sense of self. Come join a conversation about the tenets of grit as well as the positive effects of grit on the identity development of our gifted students. The presenter will provide research and examples to ensure that participants leave with an understanding of grit and ideas for how to cultivate it in their students.
**The Perfect Pair: IB and GT**

Why is International Baccalaureate (IB) appropriate for gifted learners? In what ways do IB planners and student agency complement GT differentiation and independent research? In this session, you will become familiar with the IB approach to learning that parallels the nature and needs of gifted students through interactive discussions, activities, and the like. Participants will learn how IB accommodates the nature and needs of gifted learners through choice and independent research in curriculum. The IB requirement for community service will be matched with the social and emotional nature and needs of gifted learners.

**Free Digital Tools for Content Creation and Learner Creativity**

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**It's All About the Questions!**

Come learn how to spark engagement and creativity by using a variety of questioning strategies and tools. This will allow you to engage students in higher level discussion and critical thinking.

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The Power of Choice in Science

Science lends itself to being engaging and hands-on for students. Sadly, many students are missing quality instruction in science in the early elementary grades. Using choice boards in science has revolutionized my classroom. Students are able to choose activities that match their personal abilities to enrich their experience. Students are engaged and excited about what they are learning, which leads to a greater retention of knowledge and understanding. Come learn how to implement this in your classroom.

Overexcitabilities: Seeing Them As Assets, Not Defects!

Participants will learn to recognize Dabrowski’s Overexcitabilities and distinguish them from the pathologies that they sometimes mimic. During this session, educators will examine case studies as they practice identifying the root cause of certain student behaviors. They will leave with a resource containing scripts and strategies for appreciating and modulating each of the five intensities GT students often feel and express. A deepened understanding of Dabrowski’s Overexcitabilities will improve classroom climate as teachers learn techniques for creating a safe environment in which learners of all types thrive.

Gifted Girls: It’s a Thing

This session focuses on the challenges gifted girls often encounter and addresses the short-term and future impacts of these. We will discuss how gifted girls may feel different and may not fit in with peers—and share strategies that will allow them to reach their full potential and find passion in their area of interest.
Angie Applegate, Ed.D., has served in CISD for more than 17 years as a teacher, technology instructional specialist, assistant principal, and principal. She now serves as assistant superintendent of curriculum and instruction. She brings a wealth of institutional knowledge of CISD to this position, due to her tenure with the district and the numerous district and campus committees in which she has served or led. She also offers an important educational and principal perspective of curriculum development and implementation that is immensely valuable in this position.

Cecelia Boswell, Ed.D., has been a gifted and talented teacher, ESC Consultant, TAGT Education consultant, Director of Advanced Academics in Waco ISD, and independent consultant for GT and IB.

Ashley Duncan, M.Ed., is the Director of Advanced Academics in Waco ISD, an urban school district in the heart of Texas. Ashley has dedicated her time in Waco to creating and implementing innovative programs in an effort to close the gap in identification of minority students. Ashley believes that by providing intentional convergent and divergent thinking experiences to traditionally misidentified students, we can unlock untapped potential that is historically overlooked. Ashley is an advocate for students from diverse backgrounds and believes that the growth mindset of students, parents, and educators is the key to success.

Deana Nickole Dynis, Ed.D., earned her bachelor of behavioral science in 1996 from Hardin-Simmons University. After she began her teaching career in Abilene, TX, she returned to the university to pursue a master's degree with a specialization in reading education and gifted education. She moved to the Dallas-Fort Worth Metroplex in 2000 and began teaching at Coppell ISD. She earned a second master's degree in educational leadership from Texas Woman's University in 2006. Over the last 20 years, she has served Coppell ISD as a classroom educator, assistant principal, principal of a Title 1 elementary school, associate principal of a comprehensive 6A high school, principal of a choice high school, and Director of Advanced Academics. She earned her doctorate in 2019 from the Cooperative Superintendency Program at the University of Texas at Austin. She is currently serving as the Executive Director of Teaching and Learning at Coppell ISD.

Nicole Grygar, M.Ed., is currently in her 14th year of teaching and is a fourth-grade math and science teacher at Woodway Elementary in Midway ISD. She has taught Grades 1–6 and served as the Elementary GT Instructional Specialist for Waco ISD. She has a passion for differentiation and personalized learning. Her focus is always about helping her students meet their personal goals and reach individualized success.

Paula Saxenian Miller, M.Ed., is a retired educator with more than 25 years of experience working with gifted students of all ages. In addition to teaching, she has worked as an instructional coach, reading specialist, and staff presenter. She is currently working as a Baylor Intern Supervisor for GT certification candidates while working part time for Waco ISD. Miller is the mother of two children, Allen and Haley.
Gina Pasisis, M.L.A., advocates for gifted and talented students through her role as an instructional specialist in Waco ISD. She is also a published author, college instructor, and devoted fan of teachers, the world's greatest difference makers. This is her third year to present at the Baylor Fall GT Conference, and she loves the opportunity to share ideas and strategies with her fellow educators.

Clint Rodriguez, M.A., is the Gifted and Talented Consultant for the Region 11 Education Service Center. Previously, he taught Humanities at ASPIRE Academy for the Highly Gifted in Grapevine-Colleyville ISD.

Laila Y. Sanguras, Ph.D., is a lecturer in the Department of Curriculum and Instruction at Baylor University. Dr. Sanguras' areas of teaching include psychology of learning, educational evaluation, and educational research. Her primary scholarly interest is on the development of psychosocial skills, particularly grit and coping, and how teachers and parents can support their children to succeed academically and personally. She has written books for teachers and parents focused on strategies they can use to cultivate grit in their students. She also just released a student planner that is full of activities for students to set goals, rethink failure, and explore the interests. Dr. Sanguras works closely with school districts and parent organizations to bring research to practice. She also presents at numerous professional conferences and enjoys mentoring students on their personal research projects.

Monica Simonds, M.Ed., began her gifted education career in Louisiana, where it was part of special education, solidifying her perspective of gifted as a special-needs population. Monica has served on the NAGC Education Committee, TAGT Education Committee, and TAGT Leadership Division. In addition to her current district role, she serves as a facilitator for the district Strategic Plan on personalized learning and as the Chair of the TAGT HB3 & State Plan Task Force.

Michelle Swain, M.Ed., currently serves as the Director of Gifted and Advanced Academic Services for Round Rock ISD. Michelle served on the TAGT Board of Directors and as 2011 President. She also served on the NAGC Board of Directors. Michelle was the recipient of the 2001 TAGT Region XIII Advocate of the Year Award, the 2013 TAMS/TAGT State Administrator of the Gifted Award, and the 2015 NAGC Gifted Coordinator Award.

Ann Wink has been a GT teacher and Advanced Academics Director in Killeen ISD, TAGT associate director, TEA Director of Gifted Education, and Program Specialist at IBO.