

~ "One can never consent to creep when one feels an impulse to soar!" Helen Keller ~ "Poor is the pupil who does not surpass his master." Leonardo da Vinci ~ "Every child deserves an equal opportunity to struggle." Mary Slade ~

~ "I wish school was a little more challenging." Donald, age 11 ~ "I want to learn algebra in school." Fred, age 8 ~ "Without GT I wouldn't have some hard work in life." Laura, age 7 ~ "My parents understand me." Juan, age 14 ~ "School is best when it is time for Math." Tina, age 8



~ "I like to be challenged because when I overcome a challenge, I feel proud of myself. I feel like I've accomplished something, and the best part is that I've acquired more knowledge in the process!" Mariposa, age 18 ~ "School is best when I actually learn." Binary, age 10 (age in base 2: 1010) ~

Sharpening Minds with Gifted Education!

April 28-30, 2011 ~ Kalispell, MT

In our 31st year, Montana's Association of Gifted and Talented Education welcomes you to our ever-popular annual spring conference. Enjoy! ☺

~ "When the teacher is teaching something I already know, I have problems paying attention." July, age 10 ~ "Other kids don't understand that I am my own person and am proud of that." Gregory, age 11 ~ "My teacher is nice." Glen, age 10 ~

~ "My mind rebels at stagnation. Give me problems, give me work, give me the most abstruse cryptogram, or the most intricate analysis, and I am in my own proper atmosphere. I can dispense then with artificial stimulants. But I abhor the dull routine of existence. I crave for mental exaltation." Sir Arthur Conan Doyle ~ "My teacher barely ever calls on me because she knows that I know the answer." Pudge, age 9 ~

"When the teacher is teaching something I already know, I usually start my homework because why waste time on something I already know." Ivan, age 15 ~ "I like it when my teacher appreciates something I've done that's out of the ordinary." Roxy, age 12 ~

"When the teacher is teaching something I already know, I sit back, relax, and finish it at the last moment." Moe, age 12 ~ "I like to be challenged because I like to be all that I can be." Nicole, age 11 ~ "I want to learn about my Native ancestors and the past." Azeakia, age 11

Meet Your AGATE Board Members:

<u>Name</u>	<u>Position</u>	<u>Email</u>
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**** Interested in filling an open or soon-to-be-open AGATE Board position? Want to help make a difference for Montana's gifted students? Contact AGATE President-Elect Darci Herbstritt at agsnmt@msn.com to learn more about joining our active and engaging Board! ** ☺**

~ "When the teacher is teaching something I already know, I just try to not go crazy." Ronald, age 11 ~ "School is best when we take the CRT's." Sofie, age 10 ~ "I want to learn how to teach teachers to make school harder." Zebriska, age 9 ~

"You can never hold a person down without staying down with him." Booker T. Washington ~ "Give me rigor or give me mortis!" Michael Clay Thompson ~ "Without GT, I would be bored to the gourd." Madeline, age 9 ~

"I like to be challenged because it makes me feel like I'm actually doing something instead of sitting around going, 'Duri!'" Jelly, age 9 ~ "Other kids don't understand that I skipped a grade." Brandy, age 8 ~ "My teacher cares and helps me when I am stuck." Maddison, age 9 ~

Important Information:

Earning Credit: If you are interested in earning **one credit** (graduate or undergraduate) through MSU-B for attendance during **ALL THREE DAYS** of the conference, be sure to sign up by **FRIDAY @ NOON**, complete the registration paperwork, and make your payment of **\$125**. Track down Terri Porisch at (406) 697-5934 if you have additional questions. All homework must be submitted via email in Microsoft Word or plain text to the instructor, Terri Porisch (tporisch@yahoo.com), for grading by midnight **MONDAY, May 16, 2011**.

Earning OPI Renewal Units: OPI Renewal Units are available. There are six units available for Thursday OR Friday, twelve units for Thursday AND Friday, nine units for Friday AND Saturday, and fifteen units for the three-day conference. Please sign in at the registration table at the end of the last day that you want credits. At that time you will receive your form.

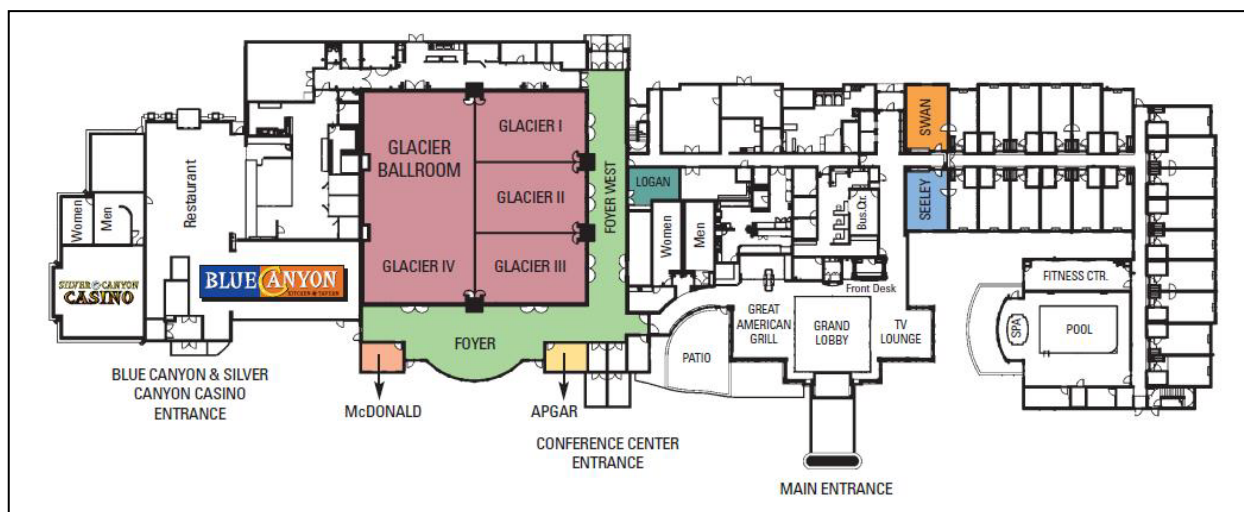
Silent Auction: Once again, AGATE is running a Silent Auction concurrently with our conference to help raise funds for the summer scholarships we offer each year to Montana students in grades 1-12. Bidding is open Thursday from 7:30 a.m. to 4:30 p.m. and Friday from 7:30 a.m. to 11:00 a.m. The Silent Auction is located in the Apgar Room, just off the Foyer. Winners will be announced at Friday's luncheon and are asked to pay and pick up at that time.

Vendors: AGATE is happy to welcome the following vendors to our conference: Kids-Win, Inc., Hickory Grove Press, People to People Student Ambassadors, & Elite Educational Resources. Please visit them in the gorgeous Atrium area. **Also**, if you would like to purchase a copy of "**Agate: What Good is a Moose?**" just grab a Board Member in the Seeley Room. This adorable book about an aptly named moose is available for **\$17.95**. Proceeds will go to AGATE's Summer Scholarships for Kids fund.

Looking to connect with others interested in Gifted Education? Visit the AGATE website and "Like" us on Facebook!
www.mtagate.org



Map of Conference Rooms:



"When the teacher is teaching something I already know, I feel like I don't have to listen." Shane, age 7 ~ "I wish school was all day until dinner." Wallis, age 8 ~ "I want to learn more than what my school has to offer." Locke, age 17

"My parents rock!" Rosebud, age 9 ~ "My teacher doesn't understand that some of us are on a whole other level." Ivan, age 15 ~ "I like to be challenged because it allows more stuff to go to my brain that I didn't already know." Shilah, age 11 ~ "My teacher is the best!" Tina, age 8

“Closing the achievement gap by pushing down the top is like fostering fitness by outlawing marathons.” Helen Schinske ~ “If you don’t make mistakes, you’re not working on hard enough problems. And that’s a big mistake.” F. Wikek ~

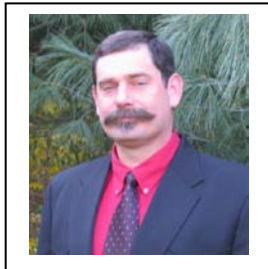
~ “When the teacher is teaching something I already know, I take a rocketship to the moon with my best friends and only come back when the teacher calls on me.” Juho, age 12 ~ “I like to be challenged because it helps me not have to learn things I already know.” April, age 11 ~

~ “If I could change school, I would change the grading system so that it represented how much a student actually knew rather than whether or not the student was willing to jump through hoops.” Locke, age 17 ~ “I want to learn how to build a computer.” Charlie, age 12 ~

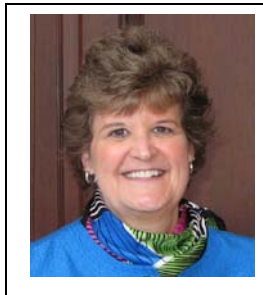
Meet Our Keynote Presenters:



Sally Reis is a Board of Trustees Distinguished Professor at The University of Connecticut where she also serves as a Principal Investigator for the National Research Center on the Gifted and Talented. She was a teacher for 15 years, 11 of which were spent working with gifted students at the elementary, junior high, and high school levels. She has authored or co-authored over 250 articles, books, book chapters, monographs, and technical reports. Her most recent work is a computer-based assessment of student strengths integrated with an Internet based search engine that matches enrichment activities and resources with individual student profiles [www.renzullilearning.com]. Sally has been a consultant to numerous schools and ministries of education throughout the U.S. and abroad, and her work has been translated into several languages. She is co-author of *The Schoolwide Enrichment Model*, *The Secondary Triad Model*, and a book published in 1998 about women’s talent development entitled *Work Left Undone: Choices and Compromises of Talented Females*. Sally is a past President of the National Association for Gifted Children. She recently was honored with the highest award in her field as the Distinguished Scholar of the National Association for Gifted Children.



Terry Neu received his Ph.D. from the University of Connecticut and currently serves on the faculty of Sacred Heart University in Fairfield, CT. Terry is Vice President of the Association for the Education of Gifted Underachieving Students (AEGUS). He has done extensive work with gifted students with disabilities, modifying the classroom environment for these students as well as developing a challenging Dually Differentiated Curriculum (DDC) to meet their unique needs. Terry has consulted nationally and internationally on teaching strategies for gifted students with disabilities, the gifted with emotional or behavioral disorders, and differentiated instruction. Terry’s book *Helping Boys Succeed in School* focuses on educational issues faced by male students and recommends various approaches to differentiate instruction to meet their needs. Terry taught in the Arkansas public school system and was a secondary science and history teacher for seven years, four of which were spent working with secondary gifted and talented students.



Carol Tieso teaches graduate courses in gifted education at The College of William and Mary. Previously, she served as program coordinator for gifted programs at the University of Alabama. She completed her doctoral work at the University of Connecticut in June 2000. Carol currently serves as Network Member of the NAGC Board of Directors and has served as Program Chair of the AERA Special Interest Group: Research on Giftedness and Talent. She was honored in 2007 as the recipient of the NAGC Early Leader Award. Carol’s research interests include examining the impact of flexible grouping and curriculum differentiation models on students’ achievement and investigating patterns of Dabrowski’s Overexcitabilities in gifted, talented, and creative students. Her teaching interests focus on meeting the socio-emotional needs of talented students and improving the quality of curriculum and instruction for gifted students.

~ “When the teacher is teaching something I already know I try to not blurt out the answers.” Mack, age 11 ~ “Other kids don’t understand my way of learning.” Alan, age 9 ~ “I like it when my teacher pushes me.” Juan, age 14 ~

“Expecting all children the same age to learn from the same materials is like expecting all children the same age to wear the same size clothing.” Madeline Hunter ~ “I need to be challenged but I’m not good at everything.” Mindy, age 10

“I like to be challenged because that’s when I do my best.” Addeline, age 9 ~ “Without GT I would go berserk I would be so bored.” Zell, age 11 ~ “I want to learn how to run an aquarium, drive a rocket, and dig up bones without completely destroying them.” Jelly, age 9 ~ “I like to be challenged because I want to know more about things so that I can help people.” Moe, age 12 ~ “One of my parents is a gifted person, too.” Zebrikska, age 9 ~ “I like it when my teacher compliments me.” Alma, age 9 ~ “My teacher is very kind.” Addeline, age 9 ~

Schedule for Thursday, April 28, 2011

7:00 a.m. – 3:30 p.m. Conference Registration in the Foyer (Registration open Wed. evening, too!)

7:30 a.m. – 4:30 p.m. Silent Auction in the Apgar Room

7:30 a.m. – 4:30 p.m. Vendors available in the Foyer

8:00 a.m. – 10:00 a.m. Opening Information and Keynote Address – Glacier Ballroom IV

Talented Readers ~ Keynote Address by Dr. Sally Reis ~ Glacier Ballroom IV Little research has been conducted on talented readers. This session will address issues related to talented readers and provide information about what currently happens to them in American classrooms. Attention will be focused on the special needs of this group as well as the specific differentiated strategies necessary to help them continue to progress in reading. The results of research about the Schoolwide Enrichment Model in Reading will be presented in this session as will suggestions for helping talented readers make continuous progress in reading both in school and at home.

10:00 a.m. – 10:30 a.m. BREAK Bid on a Silent Auction item! *Visit the Vendors! Network with colleagues! Grab some coffee!*

10:30 a.m. – 12:00 p.m. BREAKOUT SESSIONS

Gifted Girls and Talented Women ~ Sally Reis, University of Connecticut ~ Glacier Ballroom IV ~ What kinds of decisions do talented girls and women make? At which stages during one's lifetime are these decisions made? How can parents and teachers help develop gifts and eliminate obstacles in gifted and high potential girls? These and other questions, as well as possible solutions, will be explored in this session.

TT4T: Tech Tools 4 Tomorrow ~ Brad Nikunen & Sean Kelly, Edgerton School, Kalispell ~ Swan Room ~ A presentation focusing on today's best technology tools to use in the classroom or at home to engage and challenge all learners.

Nurturing a Mathematical Gift into a Passion ~ Ed Zaccaro, Hickory Grove Press ~ McDonald Room ~ Gifted children are typically not given the opportunity to see the wondrous side of mathematics. Children who are talented in mathematics must be exposed to material that lights a fire and nurtures their gift. This session will show teachers how to nurture a passion for mathematics while providing an appropriate challenge.

3P's Assessment: How to Grade Fairly for Gifted Kids, and Everyone Else, Too ~ Kiri Jorgensen, Monforton School, Bozeman ~ Logan Room ~ Have you ever felt let down passing out grades? Do some kids deserve better grades than they get? How about the ones who really haven't had to work for those high marks? With 3P's Assessment, grading is finally equitable for everyone – even your top performers.

Gifted Education 101: Characteristics of High Quality Gifted Education Programs and Services ~ Jann Leppien, University of Great Falls ~ Glacier Ballroom III ~ What does it mean to provide programming services to advanced level students in our Montana schools? “High quality” gifted programs are based on sound theoretical, philosophical, and empirical support, but what are the characteristics of exemplary programs? What can we do to ensure that these elements are present in our schools? In this session, we will share our ideas and receive feedback on necessary program elements that make for high quality programming. Information in this session will address how to design comprehensive services, maintain ongoing support for services, identify and assess students, and provide professional development. (This session will be repeated on Friday.)

12:00 p.m. – 1:00 p.m. LUNCHEON Glacier Ballroom I & II

~ “Without GT it would be a sad, lonely world.” Brandy, age 8 ~ “I want to learn how to be an obstetrician.” Rosebud, age 9 ~ “When the teacher is teaching something I already know, I sit quietly and try to listen politely.” Scott, age 9 ~

~ "As a society, we must be able to admire ability, to support ability, to celebrate ability, and to nurture ability. It must be as socially acceptable to support genius that is intellectual as it is to support genius that is athletic." Michael Clay Thompson ~

~ "My teacher challenges me but has trouble with such a wide range of students." Troy, age 11 ~ "I wish school was only learning new things." Colton, age 11 ~ "My teacher teaches fun science." Nate, age 7 ~ "I like it when my teacher winks at me." Laura, age 7 ~

~ "I like it when my teacher gives me 'the look.'" Rosebud, age 9 ~ "My teacher tries to challenge people as much as she can." Nicole, age 11 ~ "I like to be challenged because then I am able to learn more. I retain knowledge better when I have to work hard for it." Locke, age 17 ~

THURSDAY 2:30 p.m. – 4:00 p.m. BREAKOUT SESSIONS -- CONTINUED --

Making Learning Meaningful and Challenging Through "Real Life" Products ~ Kathy Dufresne, Kids-Win, Inc. ~ Glacier Ballroom III ~ Imagine students having assignments that offer challenges while requiring creativity and providing opportunities to produce real life items for others to enjoy! Students find "meaning" to learning when *what they learn is transformed into "real life" products*. The information and ideas shared include Five Step Learning, Reason Writing, and Book Club Challenges. These are models to use when students need "different," not "more of the same!"

Designing Curriculum That is Rigorous and Meaningful ~ Jann Leppien, University of Great Falls ~ Glacier Ballroom IV ~ Designing curriculum is an arduous task requiring a balance between the disciplinary knowledge we are trying to have students master and the instructional techniques we use to ensure understanding. This balancing act requires educators to understand how the units of instruction we teach are formed from the key ideas found within a discipline, how curriculum should move students from novice toward expert levels of performance in the disciplines, and then acquiring a set of instructional strategies to develop

7:00 p.m. An Evening with the Experts ~ Panel Discussion with National Presenters ~ Glacier Ballroom IV ~ FREE session for parents and other interested individuals

Schedule for Friday, April 29, 2011

7:00 a.m. – 3:30 p.m. Conference Registration in the Foyer

7:30 a.m. – 10:30 a.m. Silent Auction in the Apgar Room

7:30 a.m. – 4:30 p.m. Vendors available in the Foyer

8:00 a.m. – 10:00 a.m. Opening Information and Keynote Address – Glacier Ballroom IV

Gifted Boys in School: Struggles, Challenges, and Successes ~ Keynote Address by Dr. Terry Neu ~ Glacier Ballroom IV ~ Gifted boys are not immune to the challenges of today's schools. National concerns focus on the reduction of young males graduating from high school and decreased number entering colleges and universities. This session will describe data and research trends that indicate gifted boys are not succeeding in school as they once were. Multiple case studies of gifted boys that have faced academic, social, and emotional challenges and yet have striven to succeed will be presented. Proven support systems and recommendations for guiding gifted boys will be examined in depth.

10:00 a.m. – 10:30 a.m. BREAK *Bid on a Silent Auction item! Visit the Vendors! Network with colleagues! Grab some coffee!*

10:30 a.m. BIDDING CLOSSES on Silent Auction items in the Apgar Room!

10:30 a.m. – 12:00 p.m. BREAKOUT SESSIONS

Preventing Bullying: Empowering Gifted Students in Today's Schools ~ Terry Neu, Sacred Heart University ~ Glacier Ballroom IV ~ The effects of bullying are well documented, but the average person has a limited view of what could be considered a bullying situation. This limited view of bullying as physical phenomena can leave one blind to the insidious and often present emotional, social, and mental aspects of bullying. This session will describe the roles of the five characters in the bullying cycle: the victim, the bully, the observer, the mediator, and the trusted adult. Participants will practice specific activities associated with the mediator and the trusted adult. The mediator can be anyone who influences the dynamic between the bully and the victim. The trusted adult will serve as a role player to help student practice anti-bullying strategies. Participants will be able to use these skills in developing bully proof students in their schools.

**** more for Friday a.m. on next page ****

~ "My parents are the best parents in the whole wide world." Juho, age 12 ~ "I want to learn about far away solar systems." Lucas, age 12 ~ "I like it when my teacher gives me something HARD to work on!!" Mary, age 11 ~

~ "The pupil who is never required to do what he cannot do, never does what he can do." John Stuart Mill ~ "No paradox is more striking than the inconsistency between research findings on acceleration and the failure of our society to reduce the time spent by superior students in formal education." J. M. Gold, 1965 ~ "I wish school had more programs for the faster kids." Waldo, age 12 ~

"When the teacher is teaching something I already know, it is okay the first couple of times, but then after about the seventh time I start to get mad." Caboose, age 12 ~ "Without GT I wouldn't be able to vent and de-stress." Roxy, age 12 ~ "My teacher helps me strive to do my best." Madaline, age 9

~ "My parents really, really, really, really, really, really, really, really, really love me!" Grace, age 12 ~ "I like to be challenged because it makes me feel like I will be able to progress the human race." Thor, age 17 ~ "I like it when my teacher comes up with new ideas." Lucky, age 12 ~

FRIDAY 10:30 a.m. – 12:00 p.m. BREAKOUT SESSIONS -- CONTINUED --

10:30 a.m. – 12:00 p.m. BREAKOUT SESSIONS

Premier Screening of OPI's Video Presentation "Meeting the Academic & Social/Emotional Needs of Advanced Students" ~ Debra Poole, Montana OPI, & Jann Leppien, University of Great Falls ~ Logan Room ~ Featuring Montana students and educators, this video is a great look at the possibilities for educating Montana's gifted and talented students. Popcorn will be served!

It's a Small World – Become an Ambassador Leader ~ Barbara McManus & Susan O'Leary, People to People Student Ambassador ~ McDonald Room ~ The People to People Ambassador program represents the culmination of President Eisenhower's lifelong goal for world peace. By sharing experiences through a multi-media presentation, we will discuss the opportunities available to teachers who are interested in fulfilling Eisenhower's goal for making the world a better place.

The Socratic Seminar: Building 21st Century Skills ~ Walker Asserson, Bozeman High School ~ Swan Room ~ Designed for middle and high school teachers, this presentation will focus on building higher-level thinking skills and group discussion skills via the Socratic Seminar. It will explore the theoretical as well as the concrete means of implementation. The goal is to help your students become more thoughtful, articulate, and confident.

Logical and Creative Thinking for the Gifted ~ Scott Hobson, Elite Educational Resources ~ Glacier Ballroom III ~ This workshop will help teachers assist their students in developing fluency in creative and critical thinking. They will develop options for problem solving through divergent and convergent thinking. Participants will gain time saving strategies and creative ideas for developing engaging activities they can connect to both their students and the curriculum. A variety of proven activities that have been used with gifted children in urban, suburban, and rural areas will be shared in this interactive presentation. Grade 2-9 educators who work in classrooms or small groups will greatly profit from the "minds-on" practical activities that are shared. Participants will leave with a variety of specific strategies for making the delivery of instruction more dynamic and fruitful.

12:00 p.m. – 1:00 p.m. LUNCHEON ~ Glacier I & II ~ Silent Auction winners announced

1:00 p.m. – 2:00 p.m. BREAKOUT SESSIONS

How to Bring Out the Best in Your Gifted Child – for Now and the Future ~ Kiri Jorgensen, Monforton School ~ Glacier Ballroom III ~ Your child is gifted – now what? Here are some practical ideas for motivating your child to perform now, pinpoint their goals, and point to the future. You'll hear real life examples, quirky experiences, and personal discoveries by a teacher and mom of four gifted kids.

What Do You Do if Your Whole Class is Gifted? Be Ready for the Ride! ~ Cindy Gopp, Mike Bowman, & Kathy Albrecht, Lockwood School, Billings ~ Swan Room ~ This Lockwood team of educators (gifted teacher, principal, and classroom teacher) will discuss their experiences relating to the creation of a 2nd grade classroom of high achieving and gifted students. Hear them share where they began, the issues they are facing, and the adventure they are having!

Understanding, Identifying, and Meeting the Needs of Gifted Native American Students ~ Tamara Fisher, Polson Schools ~ McDonald Room ~ How can we become better at identifying our gifted Native American learners? It begins with first becoming better at understanding them. Come learn about and discuss key strategies in improving efforts for reaching these students.

**** ** (more for Friday p.m. on next pg.) ** ****

"I like to be challenged because it makes me think harder and gives me obstacles." Daisy, age 13 ~ "Without GT I would most likely die of boredom rather than of old age or a disease, and I wouldn't learn anything new very often." Jelly, age 9

"When once the child has learned that 4 and 2 are 6, a thousand repetitions will give him no new information, and it is a waste of time to keep him in that manner." J. M. Greenwood, 1888 ~ "I like it when my teacher lets me learn." Binary, age 10 ~

"When the teacher is teaching something I already know, I am annoyed and furious. If it is a slight review to bring to life new curriculum, I am obedient, but otherwise I am likely not to do the repeat work and then receive punishment for my excess knowledge. Curse bureaucracy!" Dantey, age 16 ~

FRIDAY 1:00 p.m. – 2:00 p.m. BREAKOUT SESSIONS -- CONTINUED --

1:00 p.m. – 2:00 p.m. BREAKOUT SESSIONS

How We are Lied to, Cheated, and Manipulated by Statistics ~ Ed Zaccaro, Hickory Grove Press ~ Glacier Ballroom IV ~ Statistics are often employed to sensationalize, confuse, and make false assertions seem true. Learn several fascinating techniques that are used to manipulate statistics and also learn the power of honest statistics and how they have saved millions of lives. You will leave with several high interest enrichment activities for mathematically gifted students.

Vertical & Horizontal Strategies for Working with High Ability Students in Middle School ~ Allie McFarland & Petey Torma, C.S. Porter Mid. Sch., Missoula ~ Logan Rm. ~ Differentiation methods for high ability students! Two complete "vertical" projects will be outlined: "Real World Ventures," an advertising campaign partnering with a local business, and "Atomic Bomb Conference," an extension of the historical debate surrounding nuclear weaponry in WWII. In addition, multiple "horizontal" assignments will be described, including advanced-level test prep, SAT-style constructed responses, and independent slavery and immigration units.

2:00 p.m. – 2:30 p.m. BREAK *Visit the Vendors! Network with colleagues! Grab some coffee!*

2:30 p.m. – 4:00 p.m. BREAKOUT SESSIONS

Facilitating Experimentation in Science ~ Terry Neu, Sacred Heart University ~ Glacier Ballroom IV ~ Science remains a domain in which our high ability students look forward to exploration and challenge. This session will introduce a variety of science enrichment activities that can be used in the elementary and middle school curriculum. The emphasis will be on exploring the natural and physical sciences through a multiple intelligences lens. A Multiple Intelligences approach to science allows students to produce a greater variety of authentic products based on their individual abilities and interests. This session will definitely keep you active. Examples of successful student projects will be presented.

Gifted Education 101: Characteristics of High Quality Gifted Education Programs and Services ~ Jann Leppien, University of Great Falls ~ Glacier Ballroom III ~ What does it mean to provide programming services to advanced level students in our Montana schools? "High quality" gifted programs are based on sound theoretical, philosophical, and empirical support, but what are the characteristics of exemplary programs? What can we do to ensure that these elements are present in our schools? In this session, we will share our ideas and receive feedback on necessary program elements that make for high quality programming. Information in this session will address how to design comprehensive services, maintain ongoing support for services, identify and assess students, and provide professional development.

State and National Policies and Standards for Gifted Education ~ Tamara Fisher, Polson Schools, & Darci Herbstritt, Corvallis Schools ~ Logan Room ~ What state and national policies and standards guide gifted education? What do Montana's Accreditation Standards say about reaching our gifted students? What information is available to help schools and districts create gifted programs and policies to guide them?

Finding the Right Fit: College Planning for Gifted Kids ~ Barbara Geller, Parent, Bozeman ~ McDonald Rm. ~ Counselors and parents of middle & high school students: get tips about preparing for college and finding the right fit for your gifted students, in terms of academic challenge, social & emotional environment, and budget.

RTI and the Advanced Learner ~ Darren Schlepp, Edgerton School, Kalispell ~ Swan Room ~ This sectional is designed to target meaningful interventions to support accelerated learners in schools implementing the Response to Intervention model. Participants will learn about effective strategies and instructional tools to consider when working with these students.

4:30 p.m. – 5:00 p.m. General Session ~ Glacier Ballroom III ~ Annual AGATE Membership Meeting ~ ALL ARE WELCOME! This is the yearly business meeting of the AGATE membership.

7:00 p.m. SAT & AGATE Scholarship Awards Ceremony ~ Glacier Ballroom IV ~ ALL ARE WELCOME! Join parents & students as they receive recognition for participation in the 2011 SAT Challenge and AGATE summer scholarship awards.

~ "I want to learn how to be successful but not socially awkward due to my intolerance of certain humans." Thor, age 17 ~ "I like it when a teacher is willing to teach beyond the standard curriculum." Locke, age 17 ~ "When my teacher teaches something I already know, I just listen and do it again." Laura, age 7 ~

~ "School is best when we are taking tests because the room is quiet." Mary, age 11 ~ "I want to learn quicker than the teacher teaches." Albert, age 11 ~ "You'll never learn anything unless you're challenged in the first place." Di, age 15 ~

"I like to be challenged because if it wasn't challenging I would probably not learn anything and I would drop out of high school." Binary, age 10 (age in base 2: 1010) ~ "Other kids don't understand why I try to challenge myself." Troy, age 11

"Sometimes I get a bad grade because I don't pay attention because the teacher repeats herself 1,000,000 times." Nicole, age 11 ~ "Without my advanced math class, I couldn't learn that much. I would have to be at the same level as the other kids and not know my pluses." Kim, age 6

Schedule for Saturday, April 30, 2011

- 7:00 a.m. – 9:00 a.m.** Conference Registration in the Foyer
- 7:00 a.m. – 11:30 a.m.** Vendors available in the Foyer
- 7:00 a.m. – 7:45 a.m.** **BREAKFAST in Glacier I & II**
- 7:45 a.m. – 11:00 a.m.** Opening Information and Keynote Address – Glacier Ballroom IV
- 7:45 a.m. – 11:00 a.m. ~ Through the Looking Glass: Differentiation in a New Light ~ "Workshop Keynote" Address by Dr. Carol Tieso, College of William and Mary ~ Glacier Ballroom IV ~** Differentiation is still a "literary" term for some educators. Why is it so complicated? What does it really do for our students? Must you be a "Mad Hatter" to understand it? Join us to discuss why we differentiate for gifted kids and explore methods for making it clearer and more enjoyable. We'll touch on various strategies that focus on meeting the cognitive and affective needs of gifted kids. Additionally, we'll explore pre-assessment and grouping techniques; differentiation based on interests, learning styles, and expression styles; and varied strategies for evaluating differentiated assignment/products. You will come away from this session with at least one lesson plan or unit overview that you can use in your classroom. Finally, we'll share sample lesson plans, success stories, and a startup plan that would satisfy even a skeptical colleague as demanding as the "Red Queen"!
- 9:30 a.m. – 9:45 a.m.** **BREAK** Visit the Vendors! *Network with colleagues!* Grab some coffee!
- 11:30 a.m. – 1:00 p.m.** **AGATE Board Meeting in Seeley Room**

Special Thanks to: Any conference is a feat to pull off, and this one is no exception. We extend our deepest gratitude to the following for their gracious assistance! ☺

Kalispell Hilton Garden Inn	Dr. Sally Reis	Dr. Terry Neu	Dr. Carol Tieso
Tamara Fisher	MSU-Billings	Kids-Win, Inc.	Patti Healy
Silent Auction Donors	Michael Hall	Kim Schweikert	Barbara Geller
Breakout Session Presenters	Terri Porisch	Kim Watterson	Stephanie Smith
Sandra & Michael Anderson	Kathy Dunn	Joette Speake	Mary Rearden
People to People Student Ambassador	Darla Williams	Darci Herbstritt	Hickory Grove Press
Elite Educational Resources	Siiri Branstrom	Karen Lee	Mary Ellen Getts
Holly Shupert	Kiri Jorgensen	Door Prize Donors	City of Kalispell
Lake Superior Port Cities Inc.	Montana OPI	Student Strand presenters	Dr. Jann Leppien
Tim Willey	Debra Poole		

We hope to see you next year! Join us in Great Falls for our 32nd annual spring conference, April 12-14, 2012, featuring keynote presenter *Brian Housand* talking about technology & gifted kids!

"I like it when my teachers are surprised by what I can accomplish." Dantey, age 16 ~ "My teacher understands that I need a challenge sometimes." Windy, age 10 ~ "I want to learn more about strategic thinking." Adeline, age 9 ~ "My teachers are supportive." Britney, age 17

~ "I want to learn how to play the electric guitar." Pudge, age 9 ~ "I wish school was full of humans that didn't care so much about nonsense like sports and celebrities." Thor, age 17 ~ "My teacher is the funniest one!" Cotton, age 8 ~

~ "When the teacher is teaching something I already know, I read and get in trouble for 'not paying attention.'" Zell, age 11 ~ "I want to learn the way that's best for me." Nicole, age 11 ~ "My teacher is inspiring." Cotton, age 8 ~

"Other kids don't understand that I don't care about their domestic problems, like popularity and image." Thor, age 17 ~ "Without GT there would be a greatly reduced potential for learning." Locke, age 17 ~ "My parents expect me to know everything, but I'm just a kid!" Zell, age 11

Final Thoughts

Please take a moment to fill out this conference evaluation. Tear this page off and turn it in at the Conference Registration table before you leave. Thank you for your input! ☺

* Why did you decide to attend this year's conference?

* What was your favorite presentation at this year's conference? Why?

* What is something significant you learned in the last few days that you will be able to put to good use in your classroom or with your children at home?

* We're considering changing the format of the conference. Which of the following options would you prefer? (Keep in mind that we have to offer *a minimum of 15 hours* of sessions in order to be able to offer credit.)

Wednesday evening keynote, Thursday keynote with breakout sessions, Friday keynote with breakout sessions

Thursday keynote with breakout sessions; Thursday evening session, event, or keynote; Friday keynote with breakout sessions

Keep it the same: Thursday keynote with breakout sessions, Friday keynote with breakout sessions, Saturday morning keynote

Your idea: _____

* What suggestions do you have for overall improvements?

* What topics would you like to see presentations on at future AGATE conferences?

* Is there anything else you'd like us to know?

Thank you! See you in Great Falls, April 2012!

"I like it when my teacher does funny stuff." Karan, age 10 ~ "When the teacher is teaching something I already know, I ask if I can do something else." Mindy, age 10 ~ "I like to be challenged because it stimulates my brain." Britney, age 17 ~ "I like my teacher best." Kim, age 6 ~

~ "When the teacher is teaching something I already know, I ask deeper questions." Troy, age 11 ~ "I want to learn how to make electronics." Shilah, age 11 ~ "I like school best when my teacher understands me." Percy, age 9 ~