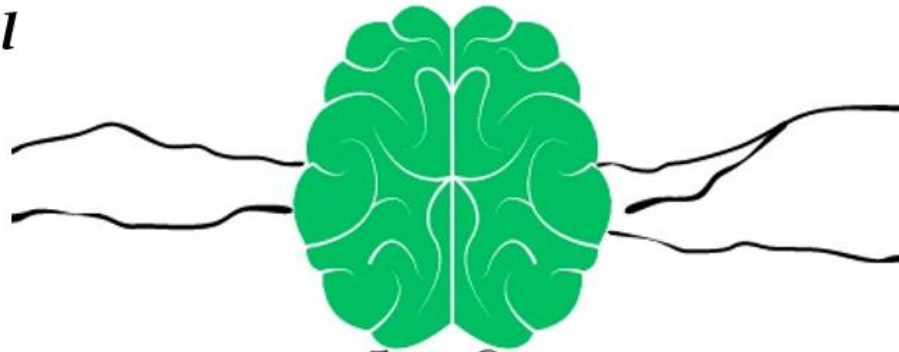


*27th annual*



**Edufest**

2024  
BOISE, IDAHO

**July 22 – July 25, 2024**

[www.edufest.org](http://www.edufest.org)

Brought to you in collaboration with:

**ITAG: Idaho - The Association for the Gifted**



and the **Idaho Department of Education's  
Gifted & Talented Division**

## **Opening Keynote: Sue Baum**

**Monday, July 22**

**8:00 – 9:45 AM**

**ILC Room 118 (Auditorium)**



### **Quirky? Creative? Complex? Celebrating Neurodivergent Minds**

So many bright learners have brains that are wired differently resulting in extraordinary gifts and talents and perplexing challenges at the same time. Their unique kinds of brain wiring require novel approaches to help them become successful. We will explore different kinds of “brain wirings” and explore ways to capitalize on their unique strengths and innate creative abilities to bring about purposeful growth and development.

## M, T, W Strand B

Pick one to attend 9:55 - 11:35 AM on M, T, and W

**1. “Teacher, the kid in this book is me!” Reading and Reflection to Nurture Emotional Well-Being -- Tom Hébert -- ILC 302 -- Social & Emotional**

Join us as we explore how teachers and counselors facilitate book discussions designed to guide gifted kids to self-understanding through literature. We enjoy engaging lessons and activities to support students as they process their feelings regarding the issues in the book and class discussion. Featured are examples and menus of questions for meaningful classroom conversations as well as enrichment activities to extend students’ learning. We examine this approach with whole classrooms, as well as with special populations of gifted students, including twice-exceptional students, culturally diverse students, and children and teens facing serious adversity in their lives.

**2. Teaching to Big Ideas: Curricular Design Strategies for Promoting Deeper Learning -- Jann Leppien -- ILC 303 -- Curriculum**

Challenge, engagement, and student agency are at the heart of deeper instruction. The way we design or frame our instructional units around compelling ideas or BIG IDEAS enhances this challenge and provides students with learning opportunities to engage in meaning-making tasks that can ignite an intellectual curiosity to wrestle with these complex ideas. In this strand, we will explore organizing curriculum and instruction around a strong conceptual focus and explore instructional strategies and techniques for elevating intellectual thinking processes as we design curriculum in ways that remove the ceiling from learning and result in higher expectations, access to more advanced content, and provide a greater scope of academic growth and engagement for all students.

**3. Alternative Assessments: A Look at Innovative Ways to Improve Instruction -- Marcia Imbeau -- ILC 304 -- Curriculum; Foundations**

This session will explore different ways effective teachers assess their students’ learning that go beyond the typical standardized tests. What should we assess? How do we craft different assessments for different purposes? How do we use assessment data to benefit our students and how should students use data to chart their own progress? A major focus for this strand is investigating varied assessment tools and strategies and how we can

maximize their use to guide our instruction and benefit all learners. Come join us to share your experiences while adding new knowledge, understanding, and skills to your teaching repertoire.

**4. Gifted Education and MTSS -- Jeb Puryear -- MPCB 106 -- Foundations**

One way to view gifted education programs is through the lens of Multi-Tiered Systems of Support. In this research-based strand, the participants will get an overview of potential programming for students above their age-based peers using an MTSS rationale. This includes best practices for identification and service provision which will describe potential opportunities for all students at Tier 1. The session will also show teachers and administrators how to delineate Tier 2 and Tier 3 interventions for advanced students so that these students have an opportunity for school to be a growth experience – a goal of all education. Gifted education can be viewed through an RtI/MTSS lens. Here, potential Tier 1 interventions including identification and service provision for all students are explored. The session will also delineate what Tier 2 and Tier 3 interventions for advanced students can look like to maximize student growth.

**5. Understanding and Nurturing Nonverbal Expressions of Brilliance from STEM to Literacy -- Mark Hess -- MPCB 101 -- Curriculum; Creativity & Critical Thinking**

As teachers, what do we do with the sometimes elusive brilliance of gifted general ability? How do we help students who express their giftedness nonverbally match their ability to their achievement? Nonverbal expressions of brilliance do not imply the absence of words; rather, these expressions can pack words with power and depth through metaphors, visual representations, and matching meaning with our brain’s visuospatial sketchpad. Focusing on visual, experiential, and culturally relevant channels for learning, we will explore methods to generate critical thinking through high interest, creative activities: the visual-language connection, visual inference guides, metaphor analysis and creation, choice, identity, and ownership, cross-curricular physical products, performance and interactive collaboration, authentic assessment, blended learning, and a product-oriented classroom. Yes, that kid IS gifted. Let’s help them show it.

## M, T, W Strand C

Pick one to attend 12:40 - 2:20 PM on M, T, and W

### **6. Igniting Creativity and Curiosity: Tech-Enhanced Strategies for Educators -- Susan Solomon -- ILC 303 -- Curriculum; Creativity & Critical Thinking**

Embark on a transformative session designed to reawaken your sense of wonder and innovation. Discover the dynamic interplay between curiosity, creativity, and technology in the classroom, learning how to cultivate these essential skills in your students. In this strand, educators will explore a myriad of strategies to foster an environment where creativity and curiosity flourish. We'll debunk the myth that these are innate, fixed abilities, showcasing instead how they can be developed and enhanced through deliberate practice and the integration of cutting-edge as well as proven technology tools.

### **7. What do we do when they are already proficient? -- Estee Aiken -- MPCB 106 -- Curriculum**

In regular education classrooms, students who come to class already testing as “proficient” can be a challenge. With limited time and resources, teachers may find themselves focusing on students who are not proficient and overlooking those who are, which can lead to unintended consequences. This session will explore ways to meet the needs of every student every day through targeted differentiation strategies that leverage a clear understanding of what “proficient” means.

### **8. Classroom Guidance with Gifted Kids -- Tom Hébert -- ILC 302 -- Social & Emotional**

Join us as we delve into 4 approaches to support the social and emotional development of gifted kids. We examine the use of literature to guide students to self-understanding. We then explore the use of film and online media to facilitate affective discussions. Our next day together involves the use of social action projects to inspire and guide gifted students. We wrap up the strand with instruction on how to use photography to support identity development in gifted kids. We'll have a great time together as we engage in work that is fulfilling.

### **9. Literacy Instruction for Talented Readers -- Liz Fogarty -- ILC 304 -- Curriculum; Foundations**

When young talented readers are reading several grade levels above their peers, guided reading groups are unlikely to provide an adequately challenging environment. However, there are strategies available that can be used in conjunction with guided reading to provide instructional rigor. Based on the Schoolwide Enrichment Model Reading framework, specific examples of powerful texts, differentiated teaching strategies, and ideas for setting up a classroom environment that facilitates success will be provided. Participants will leave the session with practical methods and materials that can be used to strengthen existing reading programs, and provide powerful differentiation for talented readers.

### **10. Beyond Picture Book Excerpts toward Commonplace Book Collections: Exemplar Texts for Gifted Writers -- Christen Rose -- MPCB 101 -- Curriculum**

Voracious reading and regular writing are the best tools to develop an affinity for excellent writing techniques. We will look at a variety of exemplar texts that demonstrate skills and techniques that authors employ and how to effectively utilize exemplars. These models help students to elevate their basic writing skills, polishing their prose and poetry. Because gifted students have advanced skills and have mastered basic proficiencies, providing excellent text exemplars is more challenging, but we need to envision the trajectory of gifted readers and writers. What is our ultimate goal?

Since the pandemic, there has been renewed interest in journaling and a resurgence of one ancient model for creating a personalized collection of exemplar texts – the Commonplace Book. Readers and writers can identify and collect high quality writing they themselves encounter by creating a Commonplace Book. Creating a collection of personalized exemplar texts is the epitome of literary engagement.

## M, T, W Strand D

Pick one to attend 2:35 - 4:15 PM on M, T, and W

### **11. Empowering Gifted Learners Through AI: A Culturally Responsive Approach -- Susan Solomon -- ILC 303 -- Curriculum; Foundations; Social & Emotional**

Join Susan Solomon for an immersive three-day Edufest strand dedicated to harnessing the power of artificial intelligence (AI) in crafting personalized learning experiences for gifted and high-ability students. This comprehensive strand will explore the transformative potential of AI in identifying and nurturing the unique talents and interests of gifted learners, emphasizing the importance of culturally responsive pedagogy. Throughout the week, participants will delve into the intricacies of using AI tools to analyze student data, interpret learning preferences, and develop individualized educational plans that respect and integrate students' cultural backgrounds. With a focus on practical application, Susan will guide educators through the process of implementing AI-driven strategies to create dynamic, engaging learning environments that cater to the diverse needs of gifted students.

### **12. GT in ECE: Working with Young Gifted Students -- Estee Aiken -- MPCB 106 -- Foundations; Social & Emotional**

Giftedness doesn't just show up one day in 3rd grade when a student is identified for services. Gifted young children often exhibit a variety of characteristics early in their schooling, if not before starting school. Additionally, they have unique needs that should be addressed, sometimes several years before being formally identified. In this session we'll delve into some of the most common characteristics that gifted young children show, how these characteristics can be perceived as both positive and negative, and ways to meet the needs of these young, gifted students in their regular education classrooms.

### **Contact Info for the Edufest Team:**

**Tamara Alley (Co-Director)**  
[thethinkteacher@gmail.com](mailto:thethinkteacher@gmail.com)  
(406) 212-8264

**Jeff Danielian (Co-Director)**  
[dnlian@hotmail.com](mailto:dnlian@hotmail.com)  
(401) 580-6758

**Bryon Cox (Technology)**  
[bryoncx@gmail.com](mailto:bryoncx@gmail.com)  
(208) 850-5869

**Lisa Morgan (Registration & Housing)**  
[info.edufest@gmail.com](mailto:info.edufest@gmail.com)  
(208) 391-3609

### **13. Strategies and Best Practices for Identification of the Gifted -- Tamara Fisher Alley -- ILC 302 -- Foundations**

What is 'gifted' and how do we find and identify it? For what purpose do we seek to find and identify the gifted? What do your state laws and policies say about the identification of the gifted? What are research-based best practices for uncovering and identifying giftedness in students? What tools, strategies, and resources can be used for this process? These and other questions will be explored and answered through this wide-ranging and thought-provoking strand.

### **14. Teachers as Rocket Scientists? The Science of Reading + Differentiated Reading Instruction -- Liz Fogarty -- ILC 304 -- Curriculum**

Knowledge of the 'reading brain' and utilizing components of strong early literacy instruction has become "Rocket Science." What happens, though, when K-2 students excel at reading? Do we know whether they're excelling? Plans for differentiating within a scientifically-based initial reading program and MTSS framework will be shared, including an examination of reading assessments that yield diagnostic data about gifted readers.

### **15. Socratic Circles: Civilized Communication Strategies for Students -- Christen Rose -- MPCB 101 -- Curriculum; Creativity & Critical Thinking**

Teaching students to engage in civil discourse requires special tools and techniques. Socratic Circles are a tried-and-true technique to get students speaking and listening. They are an excellent way to teach students how to read carefully, think critically, and communicate effectively. We will delve into how to have meaningful class discussions where students look forward to the next Socratic Circle. We will cover text selection for success, careful reading and annotating, generating engaging questions, strategies and options for managing behavior, and more.

## Special Topics

*Fun & different topics for our last session from 4:30 – 5:30 PM on Monday*

### **21. Developing Student Agency By Facilitating Student Investigations -- Jann Leppien -- ILC 303**

Student agency has been defined as the capacity and propensity to take purposeful initiative, where students are not passive participants in their learning but active participants engaged in seeking experiences, meaning, and purpose that help them achieve the accomplishments they desire. This is all quite possible when students are provided opportunities to conduct self-design investigations. When carefully designed and skillfully facilitated, students' interest-based studies can result in increased intrinsic motivation, growth in 21st-century critical and creativity skills, greater self-efficacy toward research and creative productivity, and authentic learning experiences. Investigations put students in the driver's seat and provide opportunities for students' unique personalities, curiosities, and strengths to be revealed. If you want to assist students in conducting investigations and nurture their power to act on their own behalf, yet need tools and strategies to ensure their success, this session is for you!

### **22. What We Lost, Hope, and How to Get Found -- Mark Hess -- MPCB 101**

We all understand what we have lost since the spring of 2020--the feelings of languishing and the emptiness of anticipatory grief. Let's help students (and ourselves) get found again. As teachers, we seek to build connections and relationships, to encourage students to practice self-expression and individuality, to process moments of perfectionism in healthy ways, and to generate hope through creativity, metaphors, and interactive activities. In the meantime, let's deepen our

own understanding of what it means to foster a classroom full of acceptance. The additional magic is that all of these renewed understandings are also standards-driven and part of a robust academic experience. Participants will receive four lessons/units that can foster growth in the classroom and are ready to use on Monday.

### **23. "Dad will be the best man at my wedding." Exploring Paternal Influence on Gifted Millennial Males -- Tom Hébert -- ILC 302**

Fathers play an important role in shaping the motivation and achievement of their sons. This session presents a research study conducted on paternal influence on gifted millennial males. From this study of 10 gifted high-achieving young men and their fathers, six significant findings emerged that help inform families. Along with the findings, specific strategies for parents hoping to better support the intellectual and emotional development of their sons are highlighted.

### **24. From the Teacher's Corner: Lessons and Thoughts from 25 Years in the Classroom -- Jeff Danielian -- MPCB 106**

There is something to be said for a lifetime of learning. Each year in the classroom brings new students, ideas, challenges, and successes, and upon reflection, solidifies the importance of trying new things. In the end, it is all about individual success fueled by passion, interest, and motivation. Come explore some resources and lessons that have worked with middle and high school students over the course of a twenty-five-year career.

## Student Panel

*Hear straight from the kids for our last session from 4:30 – 5:30 PM on Tuesday*

### **What Do the Kids Think About Their School Experiences? -- ILC 118 (Auditorium)**

This is your chance to hear insights directly from the kids! What do advanced and gifted youth think about their

various school experiences? How have they been impacted by what is or is not offered for them? Join our student volunteers and others for this interactive and thought-provoking opportunity. Come prepared with an open, curious mind and insightful questions.

## T, W, Th Strand A

Pick one to attend 8:00 - 9:40 AM on T, W, and Th

### **16. When the IEP Is Not Enough: Advocating for Strengths for Gifted Neurodiverse Youngsters** -- Sue Baum -- ILC 302 -- *Foundations; Social & Emotional*

Twice-exceptional youngsters have a complex set of needs rarely acknowledged through an Individual Educational Plan. Remedial in nature, these plans typically omit the child's giftedness. This results in no recommendations for developing the child's strengths, interests, and talents. Instead, plans for 2e learners need to follow a strength-based approach that includes developing a strength profile and using strengths 1. Engage 2e learners, 2. Leverage strengths for skill development, 3. Dually differentiate learning and 4. Provide talent development. Come learn how to advocate for the support 2e students at home and in school.

### **17. Assessing and Developing Creativity in the (STEM) Classroom** -- Jeb Puryear -- MPCB 106 -- *Creativity & Critical Thinking*

In this strand, there will be four main objectives: 1) Examine common conceptions of creativity and link them to research-based definitions, 2) Consider the links between educational development and creativity development, 3) Consider how creative micromoments in the classroom allow opportunities for creativity and development, 4) Outline how planning and assessing for creativity can be achieved with minimal substantive changes to present practices in the STEM classroom\*. Research suggests teachers value creativity as an educational outcome, but struggle with specific strategies and the consistent implementation of these strategies. Here, you will be offered research-based guidance on how minor changes and additions to assessment and an awareness of creative micromoments can foster a creativity-rich classroom. (\*The last session of this strand will focus exclusively on the specific STEM implications of the topic. The examples used during the other sessions will lean into STEM examples whenever possible.)

### **18. Learning to Think, Thinking to Learn: Strategies to Promote Deeper Thinking, Inquiry, and Reasoning** -- Jann Leppien -- ILC 303 -- *Creativity & Critical Thinking*

A focus on developing thinking skills enables students

to take charge of their own learning, deepen their understandings, and become more engaged. To cultivate student thinking and alertness to cognition requires tools and strategies for educators to use in their classrooms. This session will focus on the varied practices/strategies/and routines that can be used to deepen understanding and foster the desire for students to make their thinking visible as they interact with peers. Participants will work on developing learning prompts that escalate the level of critical thinking and enhance student discourse as they interact with meaningful content and engage in deeper learning.

### **19. Reflections on Effective Teaching: Strategies for Evaluating and Improving Your Practice** -- Marcia Imbeau -- ILC 304 -- *Curriculum; Foundations*

This session will examine the research regarding effective teaching and what the best teachers do to have a positive impact on student learning and continue to learn and grow. What characteristics distinguish an exemplary teacher from one who is not yet there? What strategies do the best teachers routinely use in their teaching? What knowledge, understanding, and skills do all teachers need to be effective and how can I determine what my next steps might be to enhance my teaching practice? These questions and more will be discussed while we use a variety of activities to explore what great teachers do so we might set new goals for self-improvement.

### **20. Stretching Gifted Math Minds with Interactive Projects and Simulations, Grades 2-6** -- Mark Hess -- MPCB 101 -- *Curriculum*

Let's stretch the curriculum, dig deeper, and add excitement with hands-on experiences, projects, and simulations for our gifted and advanced learners. This workshop is highly participatory and engaging for teachers who will then take full lessons and units straight to the classroom. Can you go old school? Get ready to use a T-square, compass, build ramps, and drop mini smokejumpers into a wildfire!

Virtual Attendees! Follow the link below for a list of materials that you will need to participate!  
<https://tinyurl.com/Hess-Edufest>

## Parent Night: Sue Baum

Wednesday, July 24  
6:00 – 7:45 PM  
ILC Room 118 (Auditorium)



### Parent Night - Gifts come in different packages: It's all about personality

Have you ever wondered why your children are different from each other and different from you? Personality theory tells us that we have unique personality profiles that underlie who we are, our learning preferences, and strengths and talents. These strengths help us deal with the demands of the environment but can also get us into trouble if our style is in conflict with our partners, friends, or children. In this interactive session you will discover your own profile of personality preferences and enjoy thinking about how your child may not share your uniqueness but present a very different profile. We promise a fun and enlightening evening.

## Closing Keynote: Alan Heathcock

Thursday, July 25  
9:55 – 11:40 AM  
ILC Room 118 (Auditorium)

### A World Made of Stories: An Author's Appeal for Reading & Writing

Every day stories determine our understanding of the world, from small interactions with family and acquaintances to stories that determine what laws get passed to stories at the heart of wars. We contextualize and analyze the world through the stories we tell ourselves. In this talk, Author Alan Heathcock will discuss the importance of reading and writing as it pertains to the shaping of the individual and the world in which we live.



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**Access all Edufest 2024 Handouts:**

<https://tinyurl.com/Edufest2024Handouts>



## Edufest Presenters' Bios

**Dr. Estee Aiken** served as an elementary classroom teacher and differentiation coach for more than a decade before transitioning to higher education. She has spent the last fifteen years educating pre-service teachers and consulting about gifted education and differentiation. Her areas of research and writing focus on gifted education, early childhood, and high-leverage practices in teaching. Estee is currently the Dean of Strategic Initiatives at the University of Montana Western.

**Sue Baum**, Ph.D., is the Provost of the Bridges Graduate School for Cognitive Diversity in Education and the Co-Director of the 2e Center for Research and Professional Development at Bridges Academy, a school for twice exceptional students. She is the author of many publications concerning the needs of special populations of gifted students including the award-winning 3rd edition of her seminal work *To Be Gifted and Learning Disabled....* Her research and experience in the field of 2e education have earned her much recognition, including the Distinguished Professional Alumni Award from the Neag School of Education and the Alexinia Baldwin Award from the National Association for Gifted Children. Sue's consulting takes her to exotic and not so exotic places around the world. From Zurich to Zimbabwe to Zagreb; from Colombia to Haiti to Nicaragua; from Prague to Helsinki to Estonia; from Malaysia to Shanghai to Eritrea; and from Ouagadougou to Tegucigalpa to Cochabamba and Puerto Vallarta, you can find her spreading the word about twice exceptional students, talent development, differentiation, and stress management for adolescents. Sue served on the Board of Directors of the National Association for Gifted Children and is the past president and founder of the Association for the Education of Gifted Underachieving Students (AEGUS). Sue serves on the advisory boards of 2e Newsletter and Smart Kids with Learning Disabilities, and The Quad Preparatory School for Twice Exceptional Learners.

In addition to directing the LaSalle Scholars Program and teaching freshman biology at LaSalle Academy in Providence, Rhode Island, **Jeff Danielian** serves as the editor-in-chief for the National Association for Gifted Children's (NAGC) magazine, *Teaching for High Potential*. In his role at LaSalle Academy, Jeff provides ongoing opportunities for student enrichment inside and outside the classroom, including facilitating independent research studies and coordinating mentorships. At NAGC, he also coordinates the Javits-

Frasier Teacher Scholarship Program and oversees the submission and review process for the association's annual convention. He serves as Co-Director of Edufest. In addition, Jeff provides consultation to educators and parents and has authored various white papers, research summaries, and blog posts, as well as four volumes of poetry and four nonfiction books, including books about science teaching.

**Tamara Fisher Alley**, M.A., is the K-12 Gifted Education Specialist for the Polson School District located on the Flathead Indian Reservation in Montana where she has 28 years of experience teaching gifted youth. She served for ten years on the Executive Board of the Montana Association for Gifted and Talented Education (AGATE), including a term as President. She earned her M.A. in Gifted Education from the University of Connecticut in 2004 and is Co-Director of Edufest. Tamara's wealth of experiences working with gifted students from Kindergarten through high school appear in *Intelligent Life in the Classroom: Smart Kids and Their Teachers*, published by Gifted Unlimited, which she co-authored with Idaho's Karen Isaacson. The book won the 2007 Legacy Book Award and a 2008 *Learning Magazine* Teacher's Choice Award. Tamara's writing also appeared for six years at *Education Week*, where she blogged about gifted students and gifted education in her "Unwrapping the Gifted" blog. "Unwrapping the Gifted" is now re-animated as the social/emotional needs column for the National Association for Gifted Children's *Teaching for High Potential* magazine. Tamara has presented numerous times on various gifted-related topics for local, county, tribal, state, regional, national, and international audiences, including teachers, parents, students, administrators, pre-service teachers, and the general public. She was selected as the 2001 Polson Teacher of the Year, the 2013 Montana AGATE Educator of the Year, and a top-four Finalist for the 2024 Montana Teacher of the Year.

**Dr. Elizabeth Fogarty** is an assistant professor of literacy in the Teacher Education Department at the University of St. Thomas in Minnesota. In 2006, she earned a PhD in Educational Psychology with a focus on Gifted Education. Liz is focused on helping teachers challenge gifted readers and differentiate to challenge all students. She has been recognized with the Outstanding Doctoral Student Award, Early Leader in Gifted Education Award, East Carolina Alumni Association Outstanding Teaching Award, and NCACT Distinguished Service Award. Liz is also the Past



President of the Minnesota Educators of the Gifted and Talented. If she's not reading a book, she can be found hanging out with her kids and husband and their dogs at a sports event or a cabin in northern Minnesota.

**Alan Heathcock** has won a Whiting Award, the GLCA New Writers Award, a National Magazine Award, has been awarded fellowships from the National Endowment for the Arts, the Sewanee Writers' Conference, the Bread Loaf Writers' Conference, the Lannan Foundation, and the Idaho Commission on the Arts. His story collection, *VOLT*, was a 'Best Book of the Year' selection from numerous newspapers and magazines, including *GQ*, *Publishers Weekly*, *Salon*, and the *Chicago Tribune*, was named as a *New York Times* Editors' Choice, and a finalist for the Barnes and Noble Discover Prize.

**Thomas P. Hébert** is Professor of Gifted and Talented Education in the College of Education at the University of South Carolina. Tom has more than a decade of K-12 classroom experience working with gifted students and 25 years in higher education training graduate students and educators in gifted education. He has also conducted research for the National Research Center on the Gifted and Talented (NRC/GT). He served on the Board of Directors of the National Association for Gifted Children (NAGC). Tom is the author of the award-winning *Understanding the Social and Emotional Lives of Gifted Students*, a book on gifted males entitled *Talented Young Men Overcoming Tough Times: An Exploration of Resilience* and most recently, *Guiding Gifted Students with Engaging Books*.

**Mark Hess** is President of the Colorado Association for Gifted Students, the Gifted Programs Specialist in a large, urban school district in Colorado Springs, and a career K-12 public educator. Mark has published nine books for gifted specialists including *I Used to Be Gifted*, formerly a #1 New Top Seller in Gifted Education on Amazon, his 3rd, 4th, and 5th grade Gifted Social-Emotional curricula, and the 4th, 5th, and 6th grade *Hands-on Literacy* series. As Portable Gifted and Talented, Mark has shared over 38,000 free resources. You can visit his website at [www.giftedlearners.org](http://www.giftedlearners.org)

**Marcia B. Imbeau** is currently a professor in the Department of Curriculum and Instruction, the Program Coordinator for the Childhood Education/Elementary Program, and directs the Gifted and Talented Program at the University of Arkansas. She has been a classroom teacher in public schools, a coordinator of university-based summer/Saturday enrichment programs, an adjunct professor, as well as

an educational coach/consultant. For the last 25 years, she has worked as a university liaison working with local public schools helping interns and their teachers be successful in the classroom. This work allows her to work closely with a public school faculty (many of whom now have been former students) to prepare the new generation of teachers. In addition to her seminar and internship class, she currently teaches courses in curriculum design, classroom management, and differentiated instruction. Imbeau coauthored the books *Leading and Managing a Differentiated Classroom* (ASCD, 2010), *A Differentiated Approach to Common Core* (ASCD, 2014), and *Managing a Differentiated Classroom: K-8* (Scholastic, 2011) with Carol Ann Tomlinson. She recently worked with colleagues Barbara Gartin, Nikki Murdick, and Darlene Perner on *Differentiating Instruction in the Inclusive Classroom: Strategies for Success* (Prism Series, Volume 10 Council for Exceptional Children, 2016). All of these texts remind readers of the principles important for differentiation, along with practical ideas and considerations teachers can use in their classrooms. Additionally, Marcia was one of the coauthors of *The Parallel Curriculum Model 2nd edition* (Corwin, 2009) (with Carol Ann Tomlinson, Sandra Kaplan, Joe Renzulli, Jeanne Purcell, Jann Leppien, Deborah Burns, and Cindy Strickland) and editor of the *Parallel Curriculum Model: K-5 Units* book (Corwin, 2010). This curriculum model assists teachers in developing or revising curriculum units of study through different parallels/lens (core, connections, practice, and identity) that help students deepen their understanding of disciplinary content. Marcia holds a PhD in gifted education from the University of Connecticut, an M.Ed. in gifted education from the University of Arkansas at Little Rock, and a BA in elementary education from Hendrix College.

**Dr. Jann H. Leppien** is Professor Emerita from Whitworth University in Spokane, Washington where she is the former Margo Long Chair in Gifted Education and Program Director for graduate programs in gifted education (2013-2021). Her professional experience includes serving as a research associate at the National Research Center on the Gifted and Talented, working as an elementary and middle school teacher, and coordinating gifted education services K-8. She conducts professional staff training for educators in the areas of differentiated instruction, curriculum design and assessment for advanced students, thinking skills, and gifted program development, both nationally and internationally. She has served on the boards of the National Association for Gifted Children (NAGC), the McLaughlin Research Institute for Biomedical Sciences,

and the College of Education, Health, and Human Development (EHHD) Advisory Council at Montana State University, and currently serves on the board for the zE Center for Research and Professional Development at Bridges Academy in Studio City, CA and NAGC's Leadership Committee. Currently, she serves as core faculty for Bridges Graduate School of Cognitive Diversity in Education. She is the coauthor of *The Multiple Menu Model: A Practical Guide for Developing Differentiated Curriculum* and *The Parallel Curriculum: A Design to Develop High Potential and Challenge High-Ability Students* and series editor for content related PCM books. She is also President of Edufest, a summer institute on teaching and learning in Boise, ID that has been serving educators for over 25 years.

**Jeb Puryear** holds a Ph.D. in Educational Psychology and Gifted Education. He currently serves as the Suzanne and Dave Peterson Endowed Professor of Gifted Education at the University of Montana. He is a former research associate at the National Center for Research on Gifted Education. Jeb has also spent 15 years in the classroom as a secondary science, math, and philosophy teacher while leading advanced programs such as International Baccalaureate and Advanced Placement in schools. His work has been published in leading journals in gifted education (e.g. *Gifted Child Quarterly*) and creativity (e.g. *Creativity Research Journal*) and he has presented nationally and internationally in these research areas. His primary areas of study are in creativity and the psycho-social aspects of talent development.

**Christen Rose** has an M.Ed. and has been teaching Honors English for over a decade at South Davis Junior High School in Bountiful, Utah. She has endorsements in Gifted and Talented Education and Reading Levels I and II. Her previous students frequently visit her at school, stop her to chat at the grocery store, and

describe her as "passionate." She has presented professional development at her local school district, has presented frequently at the National Association for Gifted Children conference, and has published in *Teaching for High Potential*. Her effectiveness as a remote learning teacher was recognized by her district during the pandemic.

**Susan Solomon** is a dedicated Gifted Education Specialist with a profound commitment to unlocking the potential of gifted learners. As a National Board Certified Teacher (NBCT) with over 18 years of specialized teaching experience at a Tribal School, Susan has honed her expertise in fostering the unique talents of gifted students. She also serves as a Gifted Coordinator in collaboration with Purdue University's Gifted Education Research and Resource Institute, leveraging her extensive experience to bridge academic research with practical classroom application. Susan earned her Gifted Endorsement from the University of Connecticut, further solidifying her skills in delivering customized educational experiences that meet the nuanced needs of gifted individuals. Her leadership and dedication to the field are exemplified in her role as President-elect of the Michigan Association for Gifted Children. In this capacity, Susan plays a pivotal role in influencing gifted education policies and practices at both local and state levels, advocating for the advancement and support of gifted learners across diverse communities. Known for her dynamic and insightful workshops and presentations, Susan empowers educators with effective strategies to nurture creativity, critical thinking, and curiosity among their students. Her commitment to excellence in gifted education is not only evident in her professional achievements but also in her passionate advocacy for the integration of culturally responsive pedagogy and innovative technologies to enrich the learning experiences of gifted students.

## The Edufest Team

**Program Co-Directors:** Jeff Danielian and Tamara Fisher Alley

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P.O. Box 45086  
Boise, ID 83711-5086  
Phone: (208) 378-0579  
Fax: (208) 378-0579  
Email: [info.edufest@gmail.com](mailto:info.edufest@gmail.com)  
[www.edufest.org](http://www.edufest.org)

Edufest is supported in part by

## ITAG: Idaho – The Association for the Gifted

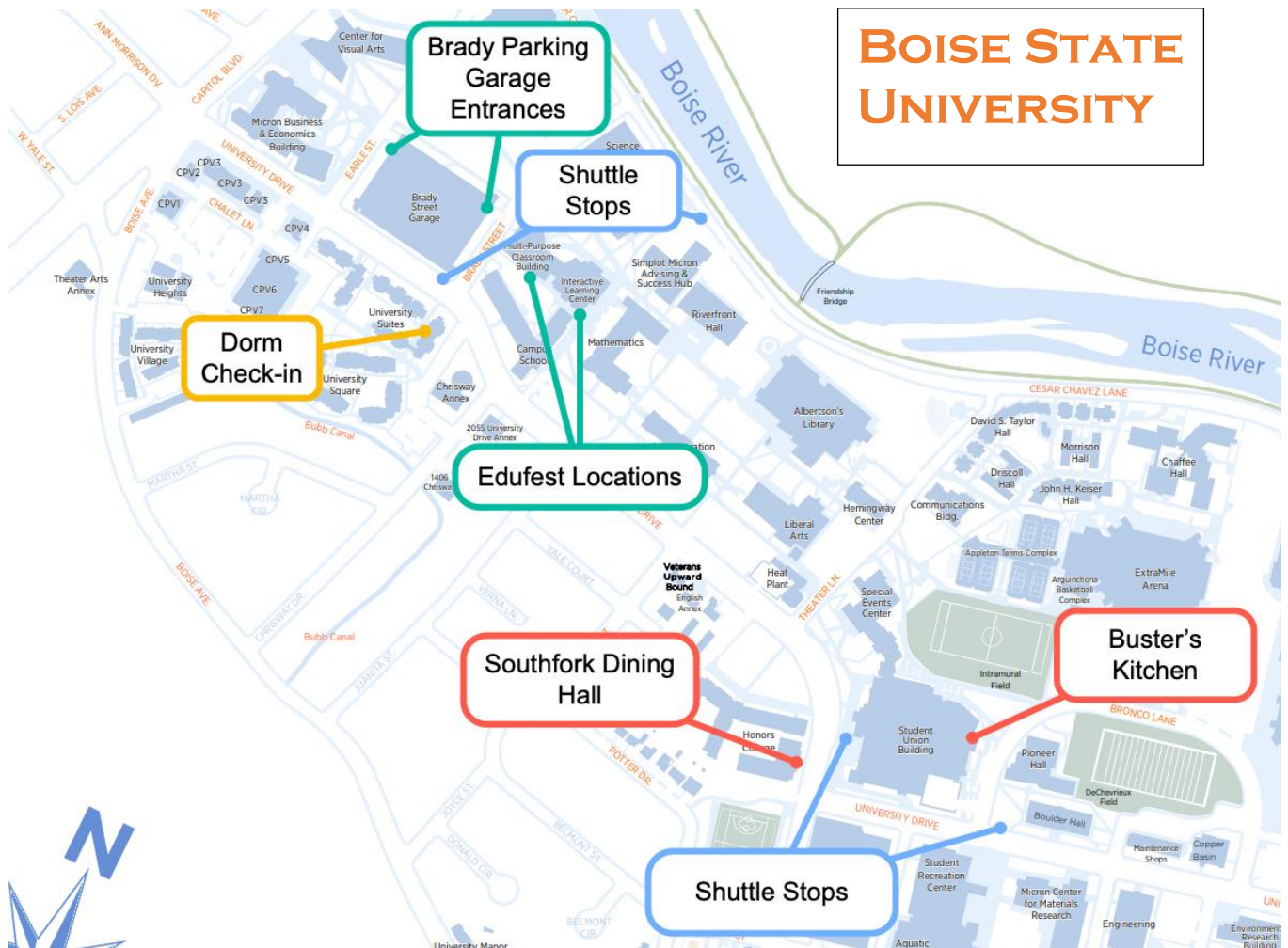
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**Edufest 2024 At-a-Glance**  
Interactive Learning Center, Boise State University, Boise, ID



Time	Monday, July 22	Tuesday, July 23	Wednesday, July 24	Thursday, July 25
7:00 to 8:00	<b>Check-In</b> ILC Atrium/Lobby	<b>Breakfast @ Buster's</b>	<b>Breakfast @ Buster's</b>	<b>Breakfast @ Buster's</b>
8:00 to 9:40	<b>8:00-9:45 Keynote:</b> Quirky? Creative? Complex? Celebrating Neurodivergent Minds <i>Susan Baum</i> ILC 118 (Auditorium)	<b>Strand A: Pick one to attend 8:00 - 9:40 on T, W, Th</b> 16. When the IEP is Not Enough: Advocating for Strengths for Gifted Neurodiverse Youngsters (Baum) SE, F ILC 302 17. Assessing & Developing Creativity in the (STEM) Classroom (Puryear) CCT MPCB 106 18. Learning to Think, Thinking to Learn: Strategies to Promote Deeper Thinking, Inquiry, & Reasoning (Leppien) CCT ILC 303 19. Reflections on Effective Teaching: Strategies for Evaluating & Improving Your Practice (Imbeau) C, F ILC 304 20. Stretching Gifted Math Minds w/ Interactive Projects & Simulations, Grades 2-6 (Hess) C MPCB 101		
9:40 - 9:55	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>
9:55 to 11:35	<b>Strand B: Pick one to attend 9:55 - 11:35 on M, T, W</b> 1. "Teacher, the kid in this book is me!" Reading & Reflection to Nurture Emotional Well-Being (Hebert) SE ILC 302 2. Teaching to Big Ideas: Curricular Design Strategies for Promoting Deeper Learning (Leppien) C ILC 303 3. Alternative Assessments: A Look at Innovative Ways to Improve Instruction (Imbeau) C, F ILC 304 4. Gifted Education & MTSS (Puryear) F MPCB 106 5. Understanding & Nurturing Nonverbal Expressions of Brilliance from STEM to Literacy (Hess) CCT, C MPCB 101			<b>9:55-11:40 Keynote: A World Made of Stories: An Author's Appeal for Reading &amp; Writing</b> <i>Alan Heathcock</i> ILC 118 (Auditorium)
11:35 to 12:40	<b>Lunch @ Buster's Kitchen in the SUB</b>	<b>Lunch @ SouthFork Dining Hall</b>	<b>Lunch @ SouthFork Dining Hall</b>	<b>Lunch @ Buster's Kitchen in the SUB</b>
12:40 to 2:20	<b>Strand C: Pick one to attend 12:40 - 2:20 on M, T, W</b> 6. Igniting Creativity & Curiosity: Tech-Enhanced Strategies for Educators (Solomon) CCT, C ILC 303 7. What Do We Do When They are Already Proficient? (Aiken) C MPCB 106 8. Classroom Guidance with Gifted Kids (Hebert) SE ILC 302 9. Literacy Instruction for Talented Readers (Fogarty) F, C Rm 304 10. Beyond Picture Book Excerpts toward Commonplace Book Collections: Exemplar Texts for Gifted Writers (Rose) C MPCB 101			<b>Room Codes:</b> <b>Interactive Learning Center (ILC):</b> * ILC 118 (Auditorium) * ILC 301 (Command Central) * ILC 302 * ILC 303 * ILC 304 <b>Multipurpose Classroom Building (MPCB) (between ILC &amp; Brady Parking Garage):</b> * MPCB 101 * MPCB 106 * MPCB 203
2:20 - 2:35	<b>Break</b>	<b>Break</b>	<b>Break</b>	
2:35 to 4:15	<b>Strand D: Pick one to attend 2:35 - 4:15 on M, T, W</b> 11. Empowering Gifted Learners Through AI: A Culturally Responsive Approach (Solomon) F, C, SE ILC 303 12. GT in ECE: Working with Young Gifted Students (Aiken) F, SE MPCB 106 13. Strategies & Best Practices for Identification of the Gifted (Alley) F ILC 302 14. Teachers as Rocket Scientists? The Science of Reading + Differentiated Reading Instruction (Fogarty) C ILC 304 15. Socratic Circles: Civilized Communication Strategies for Students (Rose) CCT, C MPCB 101			
4:15 - 4:30	<b>Break</b>	<b>Break</b>		
4:30 to 5:30	<b>Special Topics</b> 21. Leppien ILC 303 22. Hess MPCB 101 23. Hebert ILC 302 24. Danielian MPCB 106	<b>Student Panel:</b> What Do the Kids Think About Their School Experiences? ILC 118 (Auditorium)	<b>Dinner @ SouthFork Dining Hall</b> 4:15 to 6:00	<b>Have a safe trip home! See you in late July, 2025!</b>
5:30 to 6:45	<b>Dinner @ SouthFork Dining Hall</b>	<b>Dinner @ SouthFork Dining Hall</b>	<b>6:00 to 7:45 Parent Night: Gifts Come in Different Packages: It's All About Personality</b> <i>Susan Baum</i> ILC 118 (Auditorium)	
6:45 - 7:45	CCT = Creativity & Critical Thinking C = Curriculum	SE = Social & Emotional F = Foundations		

