Underserved Gifted Populations Summit
For Educators & Administrators

Saturday, April 22, 2017

Workshop II:
Curriculum, Instruction & Classroom Strategies—Elgin, IL

Register today! Earlybird ends January 31!

In Partnership With

Illinois Association for Gifted Children
Northwestern Center for Talent Development
U46
Bright students who are culturally and economically diverse need differentiated programming, curriculum, and classroom experiences to help them reach their potential.

Therefore, in order to facilitate learning, educators must adapt their goals, teaching styles, methods of instruction, and classroom strategies to the students they teach. For one full day, we will focus exclusively on underserved gifted populations and explore specific curriculum, instructional, and social-emotional strategies to reach these often overlooked students.

Who Should Attend

- Superintendents
- District & School Administrators
- Principals
- Curriculum Directors
- Gifted Coordinators & Specialists
- Classroom Teachers

Topics

- Designing curriculum for culturally and linguistically diverse and low-income gifted children
- How to create culturally-responsive, supportive classrooms
- Instructional and scaffolding strategies
- How to address social-emotional needs

Details

Date
Saturday, April 22, 2017

Location
South Elgin High School
760 E. Main St.
South Elgin, IL 60177

Fee
$125 Earlybird ends January 31
$150 Ends April 8—or until sold out
Includes workshop, continental breakfast, and lunch.

Professional Development Hours: 6

To Register:
Go to https://ctdnorthwestern.wufoo.com/forms/underserved-populations-summit-part-2/

Seating is limited.
Saturday, April 22, 2017
Schedule of Events

8-9 a.m.
Registration & Continental Breakfast

9-9:15 a.m.
Urgent Need to Serve Culturally, Linguistically, and Economically Diverse Gifted Children
Dr. Paula Olszewski-Kubilius, Director, Center for Talent Development, & Professor, School of Education & Social Policy, Northwestern University

9:15-10:15 a.m.
Designing an Effective Curriculum for Underserved Gifted Students
Dr. Tamra Stambaugh, Assistant Research Professor of Education, Vanderbilt University

Children of poverty and those from culturally and linguistically diverse populations require a differentiated curriculum. Learn how research-based curriculum enhances the academic achievement of these populations, with practical, evidence-based strategies for curriculum development and instruction.

10:15-10:30 a.m.
Break

10:30-11:30 a.m.
Designing an Effective Curriculum for Underserved Gifted Students (continued)

11:30 a.m.-12:15 p.m.
Luncheon (Boxed lunch will be provided)

12:15-1:15 p.m.
Instructional Strategies, Scaffolding, & Culturally-Responsive Classrooms
April Wells, Coordinator of Gifted Programs, Academies, World Languages & Advanced Placement, Illinois School District U-46

Culturally-responsive classrooms take into consideration recognition of one’s own cultural lens and biases, students’ cultural backgrounds, and the willingness to use culturally appropriate classroom management strategies. This session will explore hands-on strategies so culturally and economically diverse students can reach their potential.

1:15-2:15 p.m.
Social-Emotional Needs of Underserved Gifted Learners
Dwayne D. Williams, Psychologist and CEO, Tier 1 Educational Coaching & Consulting

It’s essential that educators understand, acknowledge, and respond to students’ emotional needs for effective learning to occur. This may include awareness of broader social, economic, and political issues, cultural nuances, rules of etiquette, communications styles, and the impact of home life. This session will explore student social-emotional needs and ways to create a culturally-responsive, caring classroom.

2:15-2:30 p.m.
Break

2:30-3:30 p.m.
Panel Discussion
Workshop speakers will participate in a Q&A session on topics related to curriculum and instruction for culturally, linguistically, and economically diverse gifted children.

3:30-3:45 p.m.
Wrap Up & Closing Remarks
Dr. Paula Olszewski-Kubilius is currently the director of the Center for Talent Development and a professor in the School of Education and Social Policy at Northwestern University. Over the past 30 years, she has created programs for all types of gifted learners and written extensively on issues of talent development, particularly on programming for underrepresented gifted students. She has served as editor and on the editorial board of several gifted journals, is currently vice-chair of the Board of Trustees of the Illinois Mathematics and Science Academy, and serves on the Board of Directors of the Illinois Association for Gifted Children. She also is an advisory board member for the Center for Gifted Education at the College of William and Mary and the Robinson Center for Young Scholars at the University of Washington. She is past president of the National Association for Gifted Children from whom she received the Early Scholar Award in 1987, the Distinguished Scholar Award in 2009, and the GCQ Paper of the Year Award in 2011.

Tamra Stambaugh, Ph.D., is an assistant research professor of special education and executive director of Programs for Talented Youth at Vanderbilt University. Stambaugh conducts research in gifted education with a focus on students living in rural settings, students of poverty, and curriculum and instructional interventions that promote gifted student learning. She is the author of numerous books, including Overlooked Gems: A National Perspective on Low-Income Promising Students (2007), Practical Solutions for Under-represented Gifted Students: Effective Curriculum (2012), Serving Gifted Students in Rural Settings (Legacy Award Winner), and The Programs for Talented Youth ELA Curriculum Middle School Series (2016). She is the recipient of numerous scholarship, service, leadership, and curriculum awards.

April Wells is the coordinator for gifted, advanced placement, academies, and world languages in Illinois School District U-46, where she redesigned District U-46’s gifted programming in 2012-2013. April serves on the Board of Directors for the Illinois Association for Gifted Children, and has presented at conferences including IAGC, National Association for Gifted Children, the Statewide Conference for Teachers Serving Linguistically and Culturally Diverse Students, and the College of William and Mary Center for Gifted Education. Interests focus on equity pedagogy, underrepresented learners, developing a gifted continuum of services, and providing instructional supports that allow students to maximize their pursuits. April has a bachelor’s degree in Industrial and Organizational Psychology from DePaul University, a master’s in Teaching and a master’s in Administration and Supervision from National Louis University.

Dwayne D. Williams, M.A., Ed.S., is the founder and CEO of Tier 1 Educational Coaching and Consulting. Dwayne has studied culture within the context of education for over 10 years and speaks nationally on the topic of increasing engagement among African American and Hispanic American students. He is most known for his work as a school psychologist and interventionist, in which he helps teachers, administrators, and state departments create educational models and instructional strategies that increase performance among students of color. Dwayne is an author with Corwin Press, and his book, An RTI Guide to Improving Performance of African American Students is the first on the market to integrate RTI principles with African American culture. His most recent book, Like Music to My Ears: A Hip-Hop Approach to Social Emotional Learning, is a culturally relevant SEL curriculum that combines hip-hop and SEL competencies.

For more information please contact Randee Blair at r-blair@northwestern.edu or 847-467-0615.

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