

GIFTED EDUCATION

..... 2023

POLICY SYMPOSIUM AND CONFERENCE

DEVELOPING DIVERSE TALENTS

March 30 and March 31, 2023

VIRTUAL



**Morgridge College
of Education**
UNIVERSITY OF DENVER

Office of the Daniel L. Ritchie
Endowed Chair in Gifted Education
University of Denver

<https://bit.ly/2023GEPSC>



Join us for the 2023 Gifted Education Policy Symposium and Conference: Developing Diverse Talents, hosted by the Office of the Daniel L. Ritchie Endowed Chair in Gifted Education, Morgridge College of Education, University of Denver. This year's theme is on Developing Diverse Talents, with the Policy Symposium focusing on the various levels of funding for Gifted Education. The 2023 Gifted Education Policy Symposium and Conference will be held virtually March 30th and 31st. Continuing credit hours available!

[CLICK HERE](#) to register!

**THURSDAY,
MARCH 30, 2023**

**4:30 - 5:20 MDT | PRE-CONFERENCE
HIGHER-ED STUDENT PANEL: REFLECTIONS
ON TALENT DEVELOPMENT
(PAGE 2)**

**5:30 - 7:00 MDT | POLICY SYMPOSIUM:
FUNDING FOR GIFTED EDUCATION
(PAGE 3)**

**FRIDAY,
MARCH 31, 2023**

**1:00 - 4:50 MDT | PRESENTATIONS
(PAGES 4-6)**

**5:00 - 5:15 MDT | ANNOUNCEMENT OF
MARCIA GENTRY INFLUENCE SCHOLARS
(PAGE 7)**

**5:15 - 6:45 MDT | PALMARIUM AWARD &
KEYNOTE, DISCUSSANTS
(PAGES 7-8)**



**2023 PALMARIUM
AWARD RECIPIENT
DR. DONNA FORD**

Donna Y. Ford (she/her/hers), PhD, is a Distinguished Professor of Education and Human Ecology and Kirwan Institute Faculty Affiliate at The Ohio State University's College of Education and Human Ecology. She is the author of numerous books, over 300 articles and book chapters, and has given over 2,000 presentations at professional conferences, organizations, and school districts. She conducts research primarily in gifted education and multicultural/urban education. Specifically, her work focuses on the achievement gap, recruiting and retaining culturally different students in gifted education, multicultural curriculum and instruction, culturally competent teacher training and development, African-American identity, and African-American family involvement. Dr. Ford is co-founder of the Scholar Identity Institute (SII) for Black Males™, and creator of (continued on page 8).



Moderator:
DR. RYAN MCCLINTOCK

Ryan McClintock (he/him/his), EdD is a K-12 educator with Douglas County Schools (CO) and an adjunct professor at the University of Denver. He has served as a science teacher, learning specialist, facilitator of gifted education, and school administrator. Dr. McClintock's areas of interest are secondary gifted education and twice-exceptionality and student and teacher agency, curiosity, and confidence.



HALCYON LEVI, DU

Halcyon Levi (she/her/hers) is an accomplished 18-year-old artist that began drawing to transform her childhood stories into a visual narrative. Her art, inspired through her surroundings and home state of Oklahoma, uses a variety of wildlife and bright, vibrant hues. She is a member of the Cheyenne and Arapaho tribes of Oklahoma. Her family's history is heavily influenced by their tribal affiliation and connection to the land in Western and Southwestern Oklahoma. The medium in which she uses is primarily colored pencils, acrylic pens, and authentic accounting ledgers from the 1900s. Her work has been featured across the nation in numerous galleries, exhibits, and markets such as the Southwestern Association for Indian Arts (SWAIA), NM and the National Museum of American Indians, (NMAI) DC. In spring of 2023, her work will be featured in the spring issue of the Food Network's Pioneer Woman's magazine.



RUBY PUCILLO, DU

Ruby Pucillo (she/her/hers) is a senior undergraduate student engaged in the studies of American literature and jazz voice and composition at the University of Denver. Originally from New York, she had never dreamed about mountains before coming to study at the foot of the Rockies; now, she lives a deeply fulfilling interdisciplinary life in the Mile High City. Here, she is a sought-after vocalist in multiple music scenes, an editorial assistant at the *Denver Quarterly* and a freelance editor. She recently spent three months editing French-language literature in Paris at Serge Safran éditeur, a small independent publishing house. Now that she's back, she can most frequently be found at late-night jazz jam sessions around the city.



WOHPÉ BULL BEAR, DU

Representing the Lakota tribe from the Pine Ridge Reservation in South Dakota, Wohpé Bull Bear (she/her/hers) is a 20-year-old sophomore student attending the University of Denver (DU), majoring in Business Management and minoring in Finance. She graduated high school as Valedictorian from Red Cloud Indian School, and she encourages all students to pursue a higher education. Wohpé is a Native American Community Scholarship recipient and is on the Powwow Committee for DU. She has been in the Powwow circle since she could walk and has held 2 Powwow titles, dancing both Jingle and Fancy, and enjoys traditional beading and sewing. She is Oglala Lakota and French and has been on cultural exchange trips in the U.S. and France. Devoting the majority of her time to school, Wohpé also has two years of ongoing experience in modeling.



AARON MAKIKALLI, MIT

Aaron (he/him/his) was born in Finland and raised in Colorado, where he developed passions for exploring space, composing music, and playing sports. As an undergraduate at MIT, he double-majored in Aerospace Engineering and Music while playing varsity soccer and studying Senegalese Sabar drumming. Since graduating in 2021, Aaron's athletic goals have shifted towards distance running, hiking and mountaineering; his music interests have shifted towards songwriting and social media content creation. This spring, he is finishing his SM in Aeronautics and Astronautics at MIT while training for the Boston Marathon and continuing to write music.

POLICY SYMPOSIUM: FUNDING FOR GIFTED EDUCATION | MARCH 30, 5:30-7:00 MDT



Moderator:
DR. NORMA HAFENSTEIN

Norma Lu Hafenstein (she/her/hers), PhD is the Daniel L. Ritchie Endowed Chair in Gifted Education at the University of Denver Morgridge College of Education Department of Teaching and Learning Sciences. A former teacher and school administrator, Hafenstein brings decades of experience and expertise in graduate level and K-12 teaching, program development and evaluation, supervision and research. She is the Primary Investigator (PI) on I-REECCH (a Jacob K. Javits federally funded grant), which seeks to increase the identification of and service to traditionally under-represented gifted students in rural Colorado, including those eligible for Free and Reduced Lunch, English Language Learners, Native students and Hispanic students.



DR. KARLA ESSER
COLORADO BOARD OF
EDUCATION

Karla Esser (she/her/hers), EdD was elected to the State Board of Education, representing the 7th Congressional District, in November 2020. She will serve a six-year term, ending in January 2027. Dr. Esser has been an educator for over 35 years. She recently retired from Regis University in Denver as the Director of the Master of Arts in Education program. Her career began at The Gateway High School teaching German and Social Studies, where she soon moved to Germany and taught English in grades 3-12, and in higher education. After 19 years in Germany, the Esser family returned to Colorado, where Dr. Esser continued her career as an instructional coach back in the Aurora Public School District. Dr. Esser has been a teacher, school and district administrator, and a professor.



DR. ROBIN GREENE
COLORADO DEPARTMENT OF
EDUCATION

Robin Greene (she/her/hers), EdD is the Supervisor of Gifted Education for the Colorado Department of Education. Her work supports gifted education coordinators, school districts, families, and students focused on creating equitable access and inclusion for gifted and twice exceptional learners across the state of Colorado. She has served in multiple roles, from teacher, to school and district administrator. She is the former Director of Gifted Education, Section 504 and Nursing Services for Denver Public Schools where she won the National Association of Gifted Children's Professional Learning Network Award for Culturally Responsive Gifted Education. She is the co-author of Supporting Gifted ELLs in the Latinx Community: Practical Strategies K-12 as well as several articles on creativity.



DR. BERNADINE FUTRELL
OFFICE OF ELEMENTARY &
SECONDARY EDUCATION

Bernadine Futrell (she/her/hers), PhD is the Deputy Assistant Secretary for Equity and Discretionary Grants and Support Services in the Office of Elementary and Secondary Education. Dr. Futrell began her career as an Assistant Head Start Teacher in Richmond, Virginia. She later became the Senior Director for Effective Practice at the National Head Start Association (NHSA), and also led the superintendent certification programs at the American Association of School Administrators before her time at NHSA. Dr. Futrell is an author, serves on university advisory committees, and attended Virginia Commonwealth University, George Mason University, Complutense University of Madrid (Spain), and Harvard University.



MOLLY A. ISAACS-MCLEOD
GIFTED UNLIMITED

Molly A. Isaacs-McLeod (she/her/hers), JD, LL.M. is an attorney, mediator, and president of Gifted Unlimited, LLC. She provides consulting services to families and businesses seeking to meet the needs of their gifted children and employees. Gifted Unlimited, LLC is a publisher of quality, research-based content pertinent to the gifted population. Molly has served on the Governor's Task Force on Gifted Education, the Council on Gifted and Talented Education for Kentucky, and the Board of Directors for SENG.



1:00-1:50 | DR. RENA SUBOTNIK

INSIDER KNOWLEDGE PROMOTES EQUITY AND HIGH PERFORMANCE IN TALENT DOMAINS

Each of us has experienced a time when we thought we had a desired opportunity in hand, only to find out there were some implicit rules we did not follow. This might include failure to acquire the support of a key individual or understanding the importance of attending certain social events for networking or gaining supporters for your agenda. These experiences elicit disappointment, and, as professionals in gifted education, we can do a lot to help level the playing field for talented individuals by making insider knowledge more explicit to those who are upcoming in a field. Insider knowledge is particular to a career or domain and important in making decisions and finding successful solutions, such as when to employ strategic risk taking or how to respond to chance factors. It also varies by developmental level. That is, there are unspoken rules at each stage of the talent trajectory.

Rena F. Subotnik (she/her/hers), PhD is Director of the Center for Psychology in Schools and Education at the American Psychological Association. The Center generates public awareness, advocacy, clinical applications, and cutting-edge research ideas that enhance the achievement and performance of children and adults with gifts and talents in all domains. She is co-author (with Paula Olszewski-Kubilius and Frank Worrell) of works on talent development (Megamodel), which have been cited over 3000 times in published articles, books, and chapters.

CLD students face many barriers when it comes to receiving equitable education. These students join our schools at varying ages and face less than optimal conditions when they enter a system that is not culturally responsive and focuses on deficits instead of capitalizing on strengths.

With this ongoing approach at a general level, it is not surprising that these students are also underrepresented in gifted and talented programs. Recognizing the value of students' language, culture and life experiences can make a significant difference in their achievement. Many students who speak languages other than English can find sanctuary as Heritage Language Learners in World Language Classrooms that focus on their home language and culture, but only if the instructors are trained as Heritage Language Teachers. A Heritage Language Curriculum that addresses students' affective and pedagogical needs can help develop the talents of all students, and even identify and serve gifted students.

Alegría Ribadeneira (she/her/hers), PhD is Distinguished Professor and Department Chair at Colorado State University Pueblo. She is also lead instructor for the National Heritage Language Resource Center in UCLA. Dr. Ribadeneira presents on issues of language instruction, assessment, and program development focusing on heritage and second language learners in mixed classrooms. Her presentations highlight the benefits of project-based, content-based, and community-based instruction paired with open educational practices.

She is the recipient of several teaching awards including the Olga E. Kagan Award for advancing heritage language education, the Colorado Excellence in Teaching Award from CCFLT, and more recently the Educator Award from Open Education Global.



**2:00-2:50 | DR. ALEGRÍA
RIBADENEIRA**

DEVELOPING THE TALENTS OF CULTURALLY AND LINGUISTICALLY DIVERSE LANGUAGE LEARNERS



3:00-3:50 | DR. NIELSEN PEREIRA

PROMOTING EXCELLENCE AND EQUITY THROUGH TALENT DEVELOPMENT OPPORTUNITIES

The field of gifted and talented education is at crossroads: We can (1) continue emphasizing the importance of identifying “the gifted” and providing services only for students who receive the label, or (2) focus our efforts on providing talent development for all students who show academic potential. Choosing the first option will likely lead to perpetuating the racial and income inequities that have plagued gifted programs for decades. The second option could be a starting point to achieving more equitable access to services for all students who wish to pursue talent development opportunities. This session highlights examples of excellence- and equity-focused talent development programs and models as well as implications of a talent development approach for gifted education policy and practice.

Nielsen Pereira (he/him/his), PhD is an Associate Professor of Gifted, Creative, and Talented Studies at Purdue University. His research interests include conceptual, contextual, and measurement issues in the identification of gifted and talented populations; design and assessment of learning in varied gifted and talented education contexts; and understanding gifted and talented student experiences in talent development programs in and out of school. He has received research grants from the U.S. Department of Education and the American Psychological Foundation, and was the recipient of the 2020 Early Scholar Award from the National Association for Gifted Children and the 2019 Pathbreaker Award from the American Educational Research Association Research on Giftedness, Creativity, and Talent special interest group.

4:00-4:50 | DR. ANN ROBINSON, DR. CHRISTINE DEITZ, AND DR. JENNIFER HUNE

TEACHERS COUNT IN THE CLASSROOM AND IN POLICY: DEVELOPING DIVERSE TALENTS

A panel of teacher educators explore practice and policies for developing the talents of teachers through pre service and in-service preparation models. How might we use existing state policies and practices to address underrepresentation among educators in gifted, creative, and talented education? What do we know? What should we know and do next? The purpose of this session is to explore state policies and state and local practices for developing a diverse and vibrant teaching force in gifted, creative, and talented education. As is the case with underrepresentation of black and brown students in services for advanced students, the field of gifted education should develop a teaching force with cultural and linguistic diversity. The statutes and the rules for three states with exemplary teacher preparation policies were examined for their strengths and for any gaps that might present barriers to recruiting and sustaining teachers in gifted, creative, and talented education. In addition to analyzing documents, individuals from the three states whose policies were reviewed were subsequently interviewed to gain further insights into the pre-service and in-service pathways that afford opportunities for teachers to develop their teaching talents. Lessons learned included the following: 1. Few states incorporate preparation in gifted, creative, and talented education into pre-service teacher programs, 2. Policies are largely silent on issues of diversity in the teaching force, and 3. Practices that hold promise for recruiting and retaining teachers of color in gifted, creative, and talented education require resources and sustained commitment.



DR. ANN ROBINSON

Ann Robinson (she/her/hers), PhD is Distinguished Professor and Founding Director of the Jody Mahony Center for Gifted Education at the University of Arkansas, Little Rock where she coordinates graduate programs in gifted, creative, and talented education. A former president of the National Association for Gifted Children and former editor of Gifted Child Quarterly, she has advocated for teacher professional learning through her work on teacher standards. She is the recipient of five Jacob K. Javits projects; four of them included teacher learning and its linkage to student outcomes. Ann has a passion for biography in the curriculum and as a research method.



DR. CHRISTINE DEITZ

Christine Deitz (she/her/hers), EdD is the Associate Director of the Jodie Mahony Center for Gifted Education. She holds a Master Professional Educator teaching license in multiple areas, including elementary education, and two National Board Teacher certificates. Dr. Deitz served as president of the state's gifted advocacy organization and is currently the state representative on the National Association for Gifted Children Board of Directors. She has co-authored seven curriculum guides associated with two Jacob K. Javits projects. Dr. Deitz received the A. Harry Passow Classroom Teacher Award and as well as the Curriculum Award from the National Association for Gifted Children.



DR. JENNIFER HUNE

Jennifer Hune (she/her/hers), EdD is an Associate Professor in Special Education at the University of Arkansas at Little Rock. She shares her knowledge and skills by partnering with local, state, and national colleagues to enhance the lives of children with disabilities. Dr. Hune taught special education in public schools, served as administrator at a local child-serving non-profit agency. A CEC member, Dr. Hune works to improve services for children with disabilities, including professional development and advocacy for appropriate governmental policies. She serves on several advisory boards for non-profits serving children and families. Dr. Hune earned her Ed.D. from the University of Kentucky.

MARCIA GENTRY INFLUENCE SCHOLARS | MARCH 31, 5:00-5:15 MDT

Dr. Marcia Gentry (1962–2022) was a Professor of Education Studies and Director of the Gifted Education Resource Institute at Purdue University. She received multiple grants worth several million dollars in support of her work with programming practices and underrepresented populations in gifted education. Dr. Gentry's work surrounding equity and excellence has been instrumental in expanding opportunities among historically underserved populations, including low-socioeconomic, Black, Latino, and Indigenous students. To recognize Dr. Gentry's exemplary work in the field and to honor her in memoriam, the Marcia Gentry Influence Scholars seek to continue her legacy of research, leadership, and advocacy on behalf of underrepresented gifted, creative, and talented student populations.

Doctoral students were invited to submit a project application to be named a Marcia Gentry Influence Scholar. Submitted projects were required to lend toward advancing equity and excellence and have an explicit connection to Dr. Gentry's work, including Indigenous learners, cluster grouping, differentiation, identification, access to gifted services, university-based programs, talent development, etc. Three doctoral students will be selected as Marcia Gentry Influence Scholars and will each receive a stipend of \$1,000, sponsored by the Gifted Education Research Resource Institute (GER2I), to implement their submitted projects, evaluate the effectiveness of their efforts, as well as prepare and present the project and associated results during the 2024 Gifted Education Conference. Additionally, selected scholars will be matched with academic mentors familiar with Dr. Gentry's work during project implementation.

Selected Marcia Gentry Influence Scholars Presented by Dr. Gil Whiting.

Gilman W. Whiting, Ph.D. (he/his/him), the 2021 Palmarium Award recipient, a professor and director of graduate studies in the Department of African American & Diaspora Studies at Vanderbilt University. He is an eclectic scholar and author with an impressive range of interests, including publications on educational equity, history, sociology, sports, masculinity, and research methods. Whiting is the visionary behind the internationally recognized Scholar Identity Model™. This ground-breaking psycho-social model transforms the way we think, act, support, and develop young scholars across the educational landscape. A friend and colleague of Marcia, he has published with and continues her vision.



(Continued from page 1)...creator of The Ford Female Achievement Model of Excellence (FAME). Dr. Ford has received several awards for her work, including the Research Award from the Shannon Center for Advanced Studies, the Early Career Award and the Career Award from The American Educational Research Association, Senior Scholar Award and Early Scholar Award from The National Association for Gifted Children, the Esteemed Scholarship Award from The National Association of Black Psychologists, the Outstanding Service Award from the Council for Exceptional Children-The Association for the Gifted. Additionally, she is the Vanderbilt University SEC Faculty Award recipient (2013). Dr. Ford is a two-time board member of the National Association for Gifted Children and has served on numerous editorial boards, including such as Gifted Child Quarterly, Exceptional Children, Roeper Review, Journal of Negro Education, Gifted Child Today, and Journal of Educational Psychology. She also reviews for several journals in such disciplines and topics as urban education, the achievement gap, educational psychology, and counseling and development. On a personal note, she is the proud mother of Khyle L. Ford and proud grandmother of Khyle Jr. (KJ).

2023 PALMARIUM KEYNOTE | DR. DONNA FORD

**EQUITY AND CULTURE MATTER: INCREASING ACCESS TO GIFTED AND TALENTED EDUCATION AND
ADVANCED PLACEMENT FOR UNDERREPRESENTED MINORITIZED STUDENTS**



The inequitable underrepresentation of Black and Hispanic students in gifted and talented education, AP, and other advanced courses and programs has existed for decades. Underrepresentation is extensive, with little progress, despite demands for changes. In this presentation, I present an overview of demographics nationally for these programs, share barriers to equitable access, and present an equity formula for setting minimum and maximum representation goals.

KEYNOTE DISCUSSANT | DR. PAULA OLSZEWSKI-KUBILUS

Dr. Paula Olszewski-Kubilius (she/her/hers) is the director of the Center for Talent Development at Northwestern University and a professor in the School of Education and Social Policy. Over the past 38 years, she has worked to create programs models to meet the need of diverse gifted learners including online learning programs, summer, and weekend programs. She has written and published extensively about issues in gifted education, with a particular focus on talent development for under-served gifted students. Dr. Olszewski-Kubilius was the 2022 Palmarium Award recipient.



KEYNOTE DISCUSSANT | DR. JAMES MOORE

Dr. James L. Moore III is (he/his/him) the EHE Distinguished Professor of Urban Education in the College of Education and Human Ecology and the inaugural executive director for the Todd Anthony Bell National Resource Center on the African American Male at The Ohio State University. He has served as the university's vice provost for diversity and inclusion, chief diversity officer, and leader of the Office of Diversity and Inclusion. His research focuses on school counseling, gifted education, urban education, higher education, multicultural education/counseling, and STEM education. He has been cited by Education Week as one of the 200 most influential scholars and researchers in the United States.



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