

# FIRST Education Advanced Learner Summit



**THURSDAY, JANUARY 19, 2023**

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**Recorded Access Until March 31, 2023**





# Welcome!



## FIRST EDUCATION ADVANCED LEARNER SUMMIT WINTER 2023

On behalf of our entire team at FIRST Educational Resources, we are so pleased that you have chosen to join us for our inaugural **FIRST Education Advanced Learner Summit!** We have heard your requests and your enthusiasm to learn more about providing meaningful opportunities for Advanced Learners.

Our two **Keynote Speakers**, provide participants with the opportunity to learn from leading experts and thought leaders in the field of education. During the Keynote Sessions, you will be engaged in new learning, reflection on your practices, and strategies that you can immediately use in your buildings and classrooms.

Our **Breakout Sessions** will engage you in new learning that will be immediately useable in your role. With so many great options to choose from, you will definitely want to participate live with your top choices during the Summit with full access to all 8 breakout session recordings until **March 31, 2023**

**We hope to create a longstanding partnership with you in your learning journey.** As you participate in the Summit, know that we offer workshops, customized sessions, and on-site support for teachers and leaders like you! We'd love to talk with you about your goals and how we might partner with you to make these goals a reality!

Please enjoy the 2023 FIRST Education Advanced Learner Summit!



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# ADVANCED LEARNER SUMMIT SCHEDULE & ZOOM LINK



**9:30-10:30 CST Keynote**

**\*All times are central\***

**Doing What's Right for Advanced Learners: A Moral Imperative,** Dr. Richard Cash

Zoom Link

**10:30 - 10:45 CST Break**

**10:45-11:45 CST Breakout Sessions**

**(Select 1)**

**Differentiating UP! Through Disciplined Inquiry,** Dr. Richard Cash

Zoom Link

**A Focus on Low-Income Advanced Learners of Color: Keeping it Real,** Dr. Jaime Castellano

Zoom Link

**Twice-Exceptional Students,** Terese Weiler

Zoom Link

**Press the Key to Academic Success,** Greg Wolcott

Zoom Link

**11:45-12:45 CST Lunch**

**12:45-1:45 CST Keynote**

**What do we know about COVID learning loss for advanced learners?** Dr. Scott Peters

Zoom Link

**1:45-2:00 CST Break**

**2:00-3:00 CST Breakout Sessions**

**(Select 1)**

**Encouraging Intellectual Curiosity in Young Advanced Readers, Selecting and Using Challenging Children's Literature,** Laura Beltchenko

Zoom Link

**Differentiating UP! Unbridling Potential for All Students,** Dr. Richard Cash

Zoom Link

**How Advanced Learners fit into the RtI process,** Amanda Ironside

Zoom Link

**Local Norms for Gifted and Talented Student Identification: Everything you Need to Know,** Dr. Scott Peters

Zoom Link

9:30 - 10:30

## WELCOME AND KEYNOTE



### DOING WHAT'S RIGHT FOR ADVANCED LEARNERS: A MORAL IMPERATIVE

*Dr. Richard Cash*

Often, our most advanced level learners are overlooked, under challenged and/or mis-identified. BIOPIC students are at the most risk of being under-represented. The loss of intellectual capital, by not addressing the needs of our advanced learners, can have an enormous impact on the future of our world. During this keynote address, Dr. Richard M. Cash, an internationally recognized specialist in the field of gifted education, will offer advice and solutions for doing what's right for our advanced level learners.

**10:45-11:45 CST**  
**Breakout Sessions**

**(Select 1)**

### DIFFERENTIATING UP! THROUGH DISCIPLINED INQUIRY

*Dr. Richard Cash*

Searching for a way to challenge gifted students to think deeply? This interactive session will offer that technique! Disciplined inquiry is a differentiating UP! process that weds the skills, strategies, and mindset of critical reasoning to engage in complex learning experiences. The nature of disciplined inquiry requires learning to extend beyond the four-walls of the classroom, to authentic creation and production.

### A FOCUS ON LOW-INCOME ADVANCED LEARNERS OF COLOR: KEEPING IT REAL

*Dr. Jaime Castellano*

Challenging advanced learners to be thoughtful and to persevere through higher level and complex tasks is easier said than done. Especially when it comes to low-income, advanced learners of color who often gain eligibility status to programs like gifted education through non-verbal intelligence testing, and other less traditional methods. In this session, participants will be presented with alternative perspectives on how the skills required for advanced learning can be acquired for this population of students. Using the skill areas evaluated by traditional intelligence tests, combined with the skill areas under critical thinking and problem solving will be the focus. This informs an automatic connection to depth, complexity, and rigor. The connection goes much deeper and becomes more authentic and personal when these same skills include opportunities for low-income, advanced learners of color to tell their own stories on their own terms; which often includes episodes of perseverance and resiliency, thus maximizing their personal fulfillment and potential. This is a must session for all educators who work and serve with low-income, advanced learners of color.

### **TWICE-EXCEPTIONAL STUDENTS**

*Terese Weiler*

Twice exceptional students are students who have a special need or disability and are gifted. In the school setting, the disability often overshadows the giftedness. In this session, you will “meet” students who are twice exceptional and learn about the programming that supported them within the school setting. Collaboration between the special education teachers and the gifted and talented instructional coach leveraged each student’s strengths. You will leave the session with strategies to support 2E students.

### **PRESS THE KEY TO ACADEMIC SUCCESS**

*Greg Wolcott*

As schools press students to excel, they need to provide the resources needed to succeed—that is, to meet the demands created by academic press. During this breakout session, staff will learn seven areas in which advanced learners must be challenged and pressed to learn optimally. They will leave with tips and tools to provide all students with the cognitively stimulating learning experiences they need to thrive.

### **12:45 - 1:45 Keynote Session**

### **WHAT DO WE KNOW ABOUT COVID LEARNING LOSS FOR ADVANCED LEARNERS?**



*Dr. Scott Peters*

The COVID-19 pandemic and resulting school closures resulted in significant unfinished learning for K-12 students. Over the past year, an increasing number of reports have come out shedding light on the effect the pandemic had on students from various demographic groups, those who attend high and low-poverty schools, those with disabilities, and those who went into the pandemic with higher or lower levels of prior content mastery. This session will overview what we have learned regarding the effect of the pandemic on advanced learners. Although in some ways advanced learners were more-insulated from learning loss than their peers, this is in part due to troubling trends in growth among advanced learners from before the pandemic. Implications for gifted and talented identification and the need for levels of services will be shared.



# ADVANCED LEARNER SUMMIT

## DETAILED SCHEDULE



**2:00-3:00 CST**  
**Breakout Sessions**

**(Select 1)**

### **ENCOURAGING INTELLECTUAL CURIOSITY IN YOUNG ADVANCED READERS, SELECTING AND USING CHALLENGING CHILDREN'S LITERATURE**

*Laura Beltchenko*

Selecting quality children's picture books and appropriate text for advanced readers requires a closer look at equitable, inclusionary as well as intriguing and interesting elements of fiction with global perspectives. We will explore how differentiated book features and formats break the traditional narrative structure commonly found in children's literature. The books we will delve into will support diversity as well as alternative delivery of reading instruction that reaches beyond character, plot, setting, solution, and challenges readers to utilize differing levels of critical and creative thinking. The "what" advanced students read and "how" they metacognitively make sense of the literary selections will be topics of this book rich conversation. We will explore how young, advanced literacy learners synthesize what they read, through careful examination of illustrations and the text and provide a lens on selecting picture books and novels for the young, advanced literacy learner. Educators will leave with "beyond the book list" bibliographies of rich texts to explore, strategies to challenge and a wealth of new ideas to add depth, complexity, and enjoyment to an advanced reader's learning experience.

### **DIFFERENTIATING UP! UNBRIDLING POTENTIAL FOR ALL STUDENTS**

*Dr. Richard Cash*

Differentiating UP! takes the current curriculum and enriches, extends, and enhances it (E3). Advanced learners need to think and produce in complex and sophisticated ways. The E3 Model and SCAMPER provide frameworks for making content deep, relevant, and meaningful. Use these models for your pull-out/push-in, WIN time, regular or self-contained classroom. This highly interactive and practical session will offer ready-to-use ideas that can challenge all of your students.

### **THE MISSING PIECE IN THE RTI PUZZLE: ADVANCED LEARNERS**

*Amanda Ironside*

Within the general education classroom, ALL students are provided high quality instruction that promotes growth and achievement. Unfortunately, oftentimes our advanced learners are overlooked because "they are doing just fine on their own." The truth is, our advanced learners need us and deserve differentiated supports and enrichment. This session will explore how advanced learners not only fit into Tier 1 instruction, but how they can thrive through impactful instructional strategies focused on advanced learner needs.

### **LOCAL NORMS FOR GIFTED AND TALENTED STUDENT IDENTIFICATION: EVERYTHING YOU NEED TO KNOW**

*Dr. Scott Peters*

Local norms are a method of gifted and talented identification that focuses on the highest performing students in each school as opposed to the highest performing compared to students across the nation. In addition to equity benefits, local norms can also serve as part of a comprehensive MTSS system by flagging students who are most in need additional challenge within a particular school. This session will outline what local norms are, the research behind them, and how to "do" local norms in your school.

# ADVANCED LEARNER SUMMIT SPEAKERS



## DR. RICHARD CASH

Richard M. Cash, Ed.D., is an award-winning educator, author, and consultant/coach, who has collaborated with schools throughout the United States and internationally. His educational experience ranges from classroom teaching, building and program administration, curriculum, and professional development. He authored *Advancing Differentiation: Thinking and Learning for the 21st Century* (2017); *Self-Regulation in the Classroom: Helping Students Learn How to Learn* (2016) and *Differentiation for Gifted Learners: Going Beyond the Basics* (Co-Author, 2020).



## DR. SCOTT PETERS

Scott J. Peters, Ph.D. is a Senior Research Scientist with the Center for School and Student Progress at NWEA. Prior to joining NWEA he served as a Professor of Assessment and Research Methodology at the University of Wisconsin - Whitewater for 13 years. His research work focuses on educational assessment and data use, gifted and talented student identification, equity within advanced educational opportunities, and educational policy. His scholarly work has appeared in the *Australian Educational Researcher*, *AERA Open*, *Teaching for High Potential*, the *British Journal of Educational Psychology*, *Exceptional Children*, *Gifted Child Quarterly*, the *Journal of Advanced Academics*, *Gifted and Talented International*, the *Journal of Career and Technical Education Research*, *Ed Leadership*, *Phi Delta Kappan*, *Gifted Child Today*, and *Pedagogies*. He is the first author of *Beyond Gifted Education: Designing and Implementing Advanced Academic Programs and Designing Gifted Education Programs and Services: From Purpose to Implementation*, both from Prufrock Press, and the co-author (along with Jonathan Plucker) of *Excellence Gaps in Education: Expanding Opportunities for Talented Students*, published by Harvard Education Press.

# ADVANCED LEARNER SUMMIT SPEAKERS



## LAURA BELTCHENKO

Laura Beltchenko's educational career path has been extremely rewarding. In her decades of service, she has been a classroom teacher, reading specialist, teacher and coordinator of gifted education programs, and an associate superintendent for curriculum and instruction in a suburban K-12 school district. She is a long-time member of National Louis University's Reading Leadership Institute and the Center for Teaching Through Children's Books. She is an active member and presenter at the Illinois Association for Gifted Children and serves as co-chair of the Development Committee for the National Association for Gifted Children. Currently she is the Professional Learning Chair for the Illinois Reading Council, IRC and writes a column focused on gifted literacy learners for the IRC Journal. In support of gifted and advanced students she is the chairperson for the Gifted Education Advisory Council for the Illinois State Board of Education. She served for 24 years on her local school board to provide an educator's voice. As an independent educational consultant, she supports school districts in the areas of gifted education, English/Language Arts Common Core Standards, use of children's literature and assessment literacy.



## DR. JAIME CASTELLANO

Dr. Jaime A. Castellano is a nationally recognized and award-winning educator, principal, author, scholar, and researcher. In 2017 he was recognized as SENG's National Educator of the Year. As a highly sought-after speaker, he is recognized as one of the leading authorities in the United States in the education of Hispanic/Latino students. He is a preeminent scholar and researcher in gifted education and in identifying and serving diverse gifted students with particular expertise on identifying gifted Hispanic/Latino students, gifted English language learners, gifted Native Americans, gifted preschoolers, and gifted students from poverty. His current research is focused on working directly with gifted students with trauma, toxic stress, and adverse childhood experiences. His next book titled: *Identifying and Serving Diverse Gifted Learners: Meeting the Needs of Special Populations in Gifted Education* will be published in March 2022.



## AMANDA IRONSIDE

Amanda Ironside has 20 years of experience in public education in which she has enjoyed working as an elementary teacher, math interventionist, gifted & talented teacher and instructional coach. Amanda earned her Gifted and Talented Coordinator license through UW-Whitewater and is currently the Gifted & Talented Coordinator for her district. Amanda is an instructional leader, focusing on curriculum development and enhancing educational pedagogy in order to meet the diverse needs of all students. Amanda has extensive experience coaching and collaborating with teachers and students so that their unique academic and instructional needs are met through extensions and support when appropriate. Through coaching and collaborating, she shares research-based strategies and aids in developing instructional plans based on best practice. She is an innovator in her district, providing professional development in multiple disciplines and at all grade levels.

# ADVANCED LEARNER SUMMIT SPEAKERS



## TERESE WEILER

Terese Weiler is a Gifted and Talented Instructional Coach. She has taught second through fifth grades, served as an instructional support teacher as well as a math interventionist (MRIS). Terese earned her Gifted and Talented Coordinator license through UW-Whitewater in 2017. As a GT instructional coach, she collaborates with general and special education teachers to design appropriate instruction to high ability/potential students, in grades K-12. Terese also enjoys providing professional development sessions and engaging in professional book clubs focused on Universal Design for Learning. Terese has been leading professional learning and mentorship for new teachers since 2013. In that time, she has facilitated intentionally designed workshop sessions for hundreds of new teachers while also supporting their growth within their classrooms.



## GREG WOLCOTT

Greg Wolcott currently serves as the Assistant Superintendent for Teaching and Learning at Woodridge School District 68 in Woodridge, Illinois, a suburb 30 miles west of Chicago. As an educator in the Chicagoland area for over 20 years, Greg is passionate about developing opportunities for all students to succeed as well as finding ways for all teachers and staff members to utilize their strengths to maximize the learning of each and every child whom they interact with on a daily basis. Greg consults throughout the United States on a variety of subjects including adult learning, developing innovative practices in the classroom to engage all learners, formative assessment to drive instruction, response to instruction/intervention, and data usage for school improvement.

**We would love to continue this work with you.** Please contact us to discuss options (both virtual, in-person or hybrid) to provide workshops, coaching, and instructional services in your school or district.



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