Instructions:
• Pick a table with a topic of your interest. Enjoy the mini-session.
• After time is up, rotate to a new table. We suggest going in order to ease flow, but this is not required.
• Have fun! Exchange is meant to be quick, fun, and full of ideas you can take home!

Table #1: SIGS-2: Revised and Renormed
Come hear how the SIGS-2 can help you equitably identify students for gifted services. Details of the SIGS renorming process will also be shared. Grades K-5. Laila Sanguras & Todd Kettler, Baylor University

Table #2: Why Ability?
Gifted identification may begin with evaluating ability. Beginning with ability potentially avoids barriers to identification such as teacher recommendations, achievement tests, language proficiency or language acquisition. All grades. Rob Dyson, Pearson

Table #3: Handbooks and Forms
Sharing several handbooks and forms that help to streamline our identification and assessment processes and be more transparent and clear on our practices and procedures. Grades 3-8. Dawn Drisdale, M.Ed., & Priscilla Garcia, East Central ISD

Table #2: Raven’s 2
Raven’s 2 provides a nonverbal measure of high-level observation skills, clear-thinking ability, and intellectual capacity that minimizes the impacts of language skills and cultural differences. Grades K-5. Anne-Marie Kimbell, Pearson

Table #5: Let Them Doodle!
Research shows doodling can help students learn, especially dominant visual learners. Likewise, if given the chance, they can demonstrate deep content knowledge through visual solutions. Grade 9-12. Marjorie Lindsay, M.A., San Antonio ISD

Table #6: Using the HOPE Scale to Identify Underserved Populations
The HOPE Scale is effective in identifying gifted students from diverse income and ethnic groups. Participants will examine the use of this research-based tool. All grades. C. Matthew Fugate, Ph.D., University of Houston-Downtown
Table #7: Multiple Measures for Identification  
Participants learn about using multiple measures to identify can be beneficial and more accurate for identification within diverse populations and more accurate than traditional measures. Grades 3-8.  
Anna Payne, M.A., Baylor University

Table #8: Examining Nomination and Identification Trend Data  
Examine nomination trend data using excel to identify areas to target in improving greater diversity in gifted enrollment district-wide. Grades K-5. Shirley Bachus & Nicole Spurlin, Pflugerville ISD

Table #9: NNAT 3  
The NNAT3 is a nonverbal measure of general ability for students in kindergarten through grade 12, ideal for use with a diverse student population. All grades. Debra Mayfield, Pearson

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