



Arizona Systems Leaders Forum

Talent Development & Gifted Education

November 12th 8:00AM – 1:00PM

Sheraton Phoenix Downtown Hotel, Estrella Room (2nd Floor)

340 North Third Street, Phoenix AZ 85004

Agenda

8:00AM - 8:30AM: Networking Breakfast

8:30AM - 9:00AM: Welcome and Introductions

- **George Betts**
President, National Association for Gifted Children
- **Rene Islas**
Executive Director, National Association for Gifted Children
- **Peter Laing**
Senior Director, Gifted Education & Advanced Placement Programs, Arizona Department of Education
- **Dina Brulles**
Director, Gifted Education Programs, Paradise Valley Unified School District

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9:00AM – 10:00AM: Chester Finn, Jr. & Brandon Wright

What America can learn from the global effort to educate high-ability students

10:00AM-10:15AM: *Break*

10:15AM-11:15AM: Jonathan Plucker

EQUAL TALENTS, UNEQUAL OPPORTUNITIES: A Report Card on State Support for Academically Talented Low-Income Students

11:15AM – 12:15PM: Town Hall / Open Dialogue with Invited Keynote Speakers

Moderators: Peter Laing & Dina Brulles

12:15PM – 12:30PM: Closing Remarks

12:30PM – 1:30PM: Networking Lunch

OPTIONAL EVENTS (free for forum attendees)

1:30PM – 2:30PM: NAGC Pre-Convention Program: Identifying and Serving Gifted and Talented Native American Students: Future Directions for Research, Partnerships, and Practices

3:00PM – 4:30PM: NAGC Convention Opening General Session

4:30PM – 6:30PM: NAGC Convention Exhibit Hall Opening Reception

Sponsored by Orcutt Winslow; DLR Group; CORE Construction



Chester E. Finn, Jr.

Senior Fellow, Hoover Institution, Stanford University, and
Distinguished Senior Fellow & President Emeritus, Thomas B. Fordham Institute



Brandon Wright

Managing Editor & Policy Associate, Thomas B. Fordham Institute



What America can learn from the global effort to educate high-ability students

The U.S. neglect of high ability/high achieving students is an issue of both equity and economic competitiveness: talented children deserve appropriate resources and attention, and the nation needs to develop their capabilities if it's to remain competitive in the international arena. Least well served at present are high-ability youngsters from disadvantaged circumstances. To examine how some other countries manage both to produce a greater proportion of high achievers and to include more disadvantaged children among them, we explored the structures and practices in eleven nations in Asia, Europe, and the Anglophone world. No country has licked the problem entirely, but we derived a number of lessons and policy implications that America would do well to consider. We intend in this session to explain what we learned and what we make of it.

Wall Street Journal Article – Wednesday, August 19, 2015

Recent Book:

Failing Our Brightest Kids: *The Global Challenge of Educating High-Ability Students*



Jonathan Plucker

Raymond Neag Endowed Professor of Education, University of Connecticut

EQUAL TALENTS, UNEQUAL OPPORTUNITIES: A Report Card on State Support for Academically Talented Low-Income Students

“Year after year, in every state and community in our nation, students from low-income families are less likely than other students to reach advanced levels of academic performance, even when demonstrating the potential to do so. These income-based “excellence gaps” appear in elementary school and continue through high school. It is a story of demography predetermining destiny, with bright low-income students becoming what one research team referred to as a “persistent talent underclass.” Low-income students, recently estimated to be roughly half of our public school population, are much less likely to achieve academic excellence or, when identified as high-ability, more likely to backslide as they progress through school....Our data suggest a correlation between state demographics and outcomes— higher poverty states tend to have lower outcomes. Not surprisingly, large excellence gaps (differences in performance between low-income and other students) exist in nearly all states. This is both unacceptable and incompatible with America’s long-term prosperity. The vibrancy of our economy depends on intellectual talent, our quality of life is enriched by it, and the moral code of our society is based on the free exchange of creative ideas. We must ensure that talent is developed equally in all communities, starting with ensuring that all students have access to advanced educational offerings.”