

Arts

The network welcomes proposals that address the needs of artistically gifted students in all facets of the visual and performing arts as well as creative writing. The proposals should focus on: a) research in the area of artistically gifted and talented students; b) strategies and resources to meet the needs of the gifted artistic student; or c) increasing awareness of artistic expression, aesthetic perception, aesthetic valuing, and aesthetic appreciation.

Computers & Technology

Network presentation should help teachers, schools, and parents leverage technology to create optimum environments and learning opportunities for gifted learners. The network would like to offer sessions that span the continuum of audience needs, from beginners to more technologically-savvy participants. Specifically, the network would like to receive proposals that address the following topics: (a) Cutting Edge Technologies (e.g. augmented reality, 3-D printing, major new trends), (b) technology for addressing Classic Problems of Practice in the field of gifted education (e.g., developing critical/creative thinking skills, modifying curriculum to adapt to modern learning environments, meeting the social and emotional needs of students), (c) Modern Challenges and Dilemmas that exist because of technology (e.g., digital citizenship, Fair Use within an increasingly digital world, best practices in online pedagogy, and (d) digital resources and tools to add to our collective Technology Toolbox (e.g., best apps, websites to support advanced learning, tools for creating digital portfolios). Topics that do not fit neatly within these categories are also welcome.

Conceptual Foundations

Network proposals should focus on the theoretical and conceptual framework in the development of gifted education that explore and clarify theory, philosophical foundations, trends, issues, future directions, and historical and contemporary perspectives from the ethical, social, economic, and political theories that inform our society.

Social & Emotional Development

The network welcomes proposals that focus on the affective, social, and psychological development and concerns of gifted children. Preference is given to innovative topics or those that make a contribution to the field. Previously, sessions in this strand have addressed initiatives to serve specific populations of children (i.e., boys, girls, underachievers, low-income, profoundly gifted, etc.), strategies for working with gifted individuals within classroom or counseling settings, strategies for working with various psychological disorders, and strategies to increase motivation, achievement, or social engagement.

Creativity

Creativity welcomes proposals that promote a) creativity as an aspect of giftedness, b) understanding creativity research, c) dissemination of practical strategies and activities that foster creative thinking and the creative process, d) creative talent development, and e) programs and/or models that initiate, develop, and implement practices and materials promoting creativity.

Curriculum Studies

Network proposals should focus on: a) curricular and instructional strategies that are a direct response to the learning needs of gifted learners; b) issues in curriculum and instruction for gifted learners; c) research that informs appropriate curriculum and instruction for gifted learners; and d) connections between best practices in gifted education and general education as they relate to gifted learners. Preference will be given to proposals that are clearly written, defensible based on current best practices, important to the field, and appropriately targeted to a specific audience.

Early Childhood

The NAGC Early Childhood Network promotes high quality, developmentally appropriate and differentiated learning for young children exhibiting giftedness from birth through age 8. This includes children from underserved populations, i.e. twice exceptional, cultural, ethnic, linguistic, and socioeconomic groups, who have high ability, advanced cognitive development, or the potential for advanced learning experiences and academic achievement.

Gay, Lesbian, Bisexual, Transgender, and Questioning (GLBTQ)

The GLBTQ Network welcomes proposals describing knowledge sets, practices, and policies that support gifted sexual-minority youth. Using experiential, empirical, or critical- theory lenses, proposed sessions may enhance: 1) the knowledge base on what gifted GLBTQ students and their allied peers, educators, parents, mentors, and communities are like; 2) the instructional, social-emotional, and advocacy practices employed with these youth and their allied populations, and; 3) the school, community, and state and federal policies that affect these students' and allies' quality of life.

Global Awareness

The mission of the Global Awareness network is to help gifted learners prepare for an increasingly global world by supporting them as emerging leaders, creators, and peacemakers. Global Awareness network responds to the concerns of gifted individuals about the future and the world in which they live by developing opportunities to grow personally, act internationally, become stewards of resources, and to appreciate and nurture diversity. Global Awareness network proposals should provide strategies to develop intellectual capacity for critical and creative thinking based in understanding the perspectives of others, applying empathy, dealing compassionately, seeking cooperation through consensus, developing civility, citizenship, and by supporting gifted individuals to be contributing members of a global family. The goal of the network is to discuss and to share experiences that may equip gifted children with a stronger sense of self that allows them to reach higher levels of spiritual, social and intellectual development impacting an interconnected and synergistic world.

Parent, Family & Community

The Parent, Family & Community Network welcomes proposals that contribute relevant ideas and best practices that support parents and families in nurturing the whole gifted child, promote advocacy, build home/school/community partnerships, and assist in the development of local and state organizations supporting gifted education. Strong proposals are aligned to the mission of the network. Evidence-based strategies and resources that enhance parent effectiveness and their ability to advocate for their gifted children including underserved populations and those from diverse backgrounds, in public schools or alternative schooling options are invited.

Professional Learning

Proposals should reflect the major areas of interest for the network: pre-service, in-service and staff development; leadership and administration; and professional standards. Proposals selected demonstrate knowledge of the research base and reflect best practices in administration and personnel preparation. The presentation itself must relate to professional learning, not a general topic that would be used in or for professional learning.

Research & Evaluation - Empirical

Empirical proposals focus on research and evaluation studies pertaining to gifted education and/or talent development. Proposals encompassing issues related to methods, assessments, instrumentation, literature, syntheses, and theoretical as well as applied studies are welcome. The R & E Network allows submissions with research that is still in development, but completed research is preferred. Empirical proposals submitted to the Research & Evaluation Network must include the following details: theoretical rationale, sampling procedures, design, data gathering, data analysis, and results.

Research & Evaluation - Non-Empirical

Non-Empirical proposals are related to research and evaluation, but are not necessarily new studies. Proposals encompassing issues related to methods, assessments, instrumentation, literature, syntheses, and theoretical as well as applied work are welcome. Submission of proposals for "How-To" and instructional sessions is also encouraged. The R & E Network allows submissions with research that is still in development, but completed research will get preference from the program chair. "How-to" proposals should include information on how new and/or innovative the idea/method is, and how the idea/method applies and contributes to the field.

Special Populations

The Special Populations Network invites proposals that promote equity and excellence for special populations of gifted students (i.e., historically under-represented racial minority groups or underserved groups) whose unique needs and experiences require differentiated services for optimal development of potential. Network priorities for presentations emphasize: a) clearly articulated special population of gifted student; and b) exemplary programs, services, intervention models, and/or research based initiatives or issues that promote equity and excellence.

Special Schools & Programs

Network welcomes proposals that reflect alternative, experimental, innovative and effective ideas and practices in currently established and newly developed schools and programs designed to serve gifted and/or talented populations. Review criteria include theoretical soundness of the concepts presented, significance and applicability of the ideas to be presented, and alignment with the network mission statement.

STEM

If your proposal is concerned with issues relevant to STEM education, integrated STEM, or related specifically to any of the four STEM areas (science, technology, engineering, or mathematics), you may choose to submit your proposal for consideration to the STEM Network.

NAGC 2020 Network Program Focus Descriptions

Proposals that are deeply ensconced in theoretical and pragmatic concerns in STEM and Gifted Education typically receive the highest ratings."