

The Oregon Association *for*
Talented and Gifted *presents*

hidden depths

Gifted Children Beneath the Surface

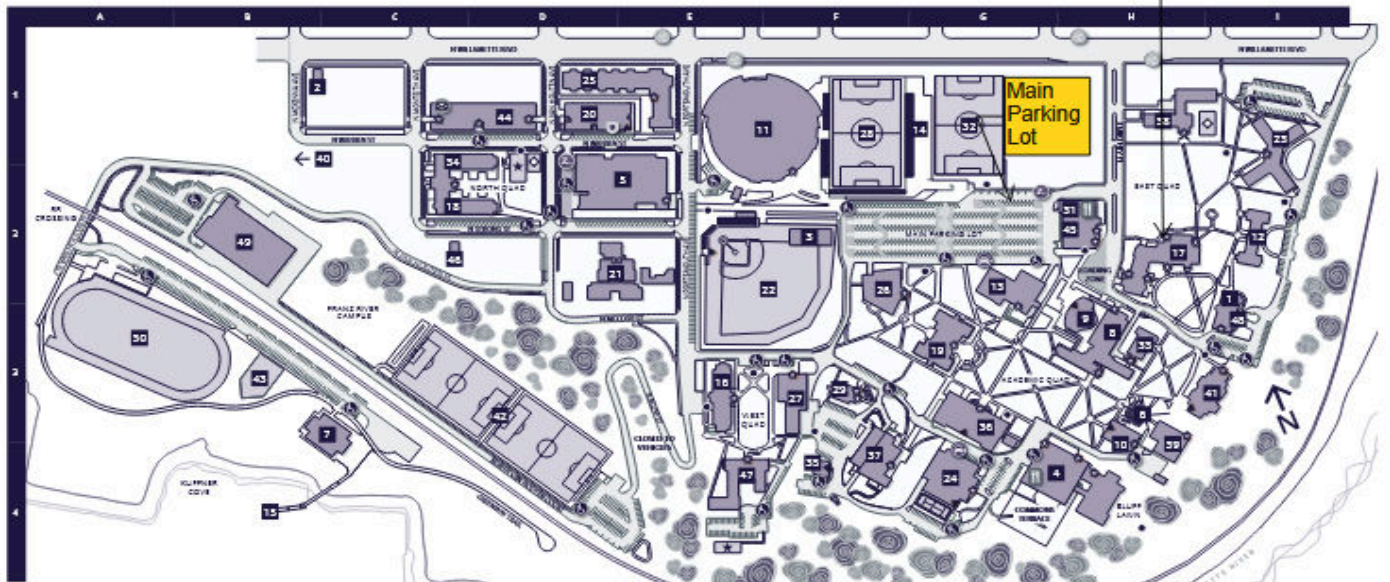
With Keynote Speaker
Kate Bachtel



October 11, 2025
University of Portland

1 Admissions	I-3	9 Buckley Center Auditorium	H-3	16 Fields Hall	C-2	28 Mario Field	F-1	57 Shiley-Marcos Center for Design & Innovation	F-4	84 Tyson Hall	D-1
2 Alumni Center	B-1	10 Chapel of Christ the Teacher	H-3	19 Franz Hall	G-3	29 Orrico Hall	F-3	58 Shipstad Hall	H-1	85 University Bookstore	H-2
3 Andy Plesni Hitting Facility	F-2	11 Chiles Center	E-1	20 Haggerty Hall	D-1	30 Pat Becker Sr Track & Field Complex (Future)	A-3	59 St. Mary's Student Center	H-3	86 University Events	C-2
4 Baucio Commons	H-4	12 Christie Hall	I-2	21 Holy Cross Court	D-2	31 Pilot House	H-2	40 Student-Led Unity Garden	C-1	87 Villa Maria Hall	E-4
5 Beauchamp Recreation & Wellness Center	E-2	13 Clark Library	G-2	22 Joe Etzel Field	F-2	32 Prusinski Pitch	G-1	41 Swindells Hall	I-3	88 Waldschmidt Hall	I-3
6 Belltower, Marian Garden and Grotto	H-3	14 Clive Charles Soccer Complex	G-1	23 Kenna Hall	I-1	33 Romanaggi Hall	H-3	42 Tom and Meg Names Family Foundation Fields	B-3	89 Walter E. Nelson Facilities Services Building	B-2
7 Boathouse & E.L. Wiegand Environmental Lab	C-3	15 Corrado Family Dock	B-4	24 Louisiana-Pacific Tennis Center	G-4	34 Schoenfeldt Hall	C-2	43 Tom and Meg Names Family Foundation Sand Volleyball Courts	B-3		
8 Buckley Center	H-3	16 Corrado Hall	E-3	25 Lund Family Hall	D-1	35 School of Nursing & Health Innovations Annex	F-4				
		17 Dundon-Berchtold Hall	H-2	26 Mago Hunt Center	F-2	36 Shiley Hall	G-3				

Dundon-Berchtold Hall



Symbol Key <ul style="list-style-type: none"> Dining Services Printing & Mailing Services Campus Safety Accessible Entrance Accessible Entrance with automatic door Blue Light Emergency Phone Basketball Court Sand Court Trimet Bus Stop Zipcar Location 	Parking <ul style="list-style-type: none"> Admission Visitor Parking Only ADA Parking Electric Vehicle Charging Station 	INTERACTIVE ONLINE CAMPUS MAP
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Schedule in Brief

All events will take place in Dundon-Berchtold Hall

<u>Time</u>	<u>Room</u>	
8:30	Bryan Doyle Lobby	Registration opens
9:10-9:25	Brian Doyle Auditorium	Welcome, announcements, OATAG membership meeting (free entry for OATAG members to the membership meeting)
9:25-10:45	Brian Doyle Auditorium:	Keynote
10:45-11:00	Auditorium entry	Break, vendors, and exhibitors
11:00-12:00		Breakout 1
12:00-1:15	Auditorium entry/lounges	Lunch
1:15—2:15		Breakout 2
2:15-2:30	Auditorium entry	Break, Vendors and Exhibitors
2:30 -3:30		Breakout 3

Keynote Session and Breakout Descriptions

Keynote: Kate Bachtel: Brian Doyle Auditorium:

“Tending the Hidden Depths: Everyday Practices for Pursuing Gifted Equity” (everyone)

Where do gifted youth flourish and what does this programming look like in action? Best practices in gifted education begin with a clear understanding of the foundations of gifted well-being. As informed by a body of research, this session increases capacity to be responsive to the developmental complexities of gifted children independent of curricular or legislative constraints. Participants will leave with practical strategies to support whole child development that can be customized to the cultural and linguistic backgrounds of the gifted youth in their care. In studying exemplary practices, and creating learning environments where each feels belonging and a sense of agency, we can increase access to opportunity and improve outcomes.

Breakout 1:

OPTIMISM: A Key to Sparking Innovation & Supporting Gifted Well-Being (parents)

Kate Bachtel:Brian Doyle Auditorium

The skill of optimism is defined as taking a perspective of choice and opportunity when challenges present. Optimism is not toxic positivity that ignores reality, but rather practices that support courage, well-being and innovation. When using psychometric assessments to measure emotional intelligence (EQ), optimism has the greatest influence on scores and life outcomes of all emotional skills. Optimism is particularly important to the health and performance of neurodivergent gifted youth, in part due to limited access to the specialized services and programming needed to sustain learning and growth. Participants will learn research-informed strategies to improve optimism and reveal the hidden depths of each child's potential.

Leading with Purpose: Roles and Responsibilities of District-level TAG Coordinators through the Lens of Excellence and Compliance (educators, coordinators)

Angela Allen.....Classroom 030

Whether you're new to the TAG Coordinator role or looking to strengthen your approach, this session will provide you with the knowledge and tools needed to lead with clarity and purpose, meet all legal requirements, and optimize systems to better serve students. Topics will cover essential responsibilities aligned with state mandates, strategies for effective program implementation, fostering family engagement that values both student and family voice, and high-level instructional coaching that promotes meaningful learning experiences for TAG-identified students.

Workshop: Empowering Gifted Learners Through Responsible and Creative Use of AI (educators)

Alisha Hagelberg.....Classroom 031

Artificial Intelligence is reshaping how we teach and how students learn, including in gifted education. This session introduces foundational AI concepts, explores its benefits and challenges, and highlights research-based strategies to support student creativity, reduce perfection paralysis, and foster personalized learning. Educators will leave with ready-to-use tools, the CRAFT prompt engineering method, and engaging examples for elementary and secondary classrooms.

Breakout 2:

A Vision for Eliminating Educational Trauma-Induced Twice-Exceptionality (educators)

Kate Bachtel..... Brian Doyle Auditorium

As trauma masks giftedness and negatively impacts development, understanding how gifted youth can be vulnerable to psychological injuries in schools is imperative. Gifted youth may become twice-exceptional if they experience educational oppression or neglect. Informed by recently published research, participants will learn how gifted educational trauma may occur, proven strategies for supporting healing and inclusion, and policies and practices that help prevent suffering. Participants will also learn creative ways to navigate current legislation in order to provide appropriate and responsive instruction such as social-emotional accelerated math. The psychological safety of gifted youth in schools is within reach if we create the conditions where each can grow!

Uncommon ideas about the Common Core math standards (parents, educators)

Elizabeth DeLacy.....Classroom 030

In 2010, a consortium created by the states approved and shared “Common Core Standards” in math, claiming they would improve instruction by developing a deeper understanding of fewer topics. Most states revised their assessments to incorporate the CCSs and textbook publishers claimed that their products met them. In 2021, Oregon adopted a revised version of the CCSs as “the Oregon Math Standards.” The state says that because math instruction has become more “rigorous,” districts should abolish all “levelled” or “tracked” math classes. Schools say that gifted students can be adequately served in grade-level classrooms. But TAG parents are dissatisfied with the instruction their children are receiving. Where is the disconnect? Are the standards themselves to blame or have they been misrepresented? Are there more coherent and challenging ways to teach math? What a deeper understanding of mathematics even look like?

Cluster Grouping Using Building Norms Increases Inclusion! (educators, coordinators)

Kim Lansdowne.....Classroom 031

Successful cluster grouping requires continual modifications, culturally responsive practices, and flexibility, and results in increased inclusivity when using local norms. The structure is established. Schools have the autonomy to create classroom compositions in ways that balance ability and achievement throughout the grade level. Learn how to construct classroom placements that support equity and diversity, develop a strong and sustainable cluster model, communicate with staff and parents, and support cluster teachers through ongoing, professional learning opportunities.

Breakout 3

From Bill to Law: Understanding Senate Bill 934 and its Enhancement of TAG Identification Requirements and Practices. (coordinators/educators/parents)

Angela Allen and Margaret DeLacy.....Classroom 030

This session is designed to help educators and families stay informed regarding the implementation of Senate Bill (SB) 934, which was passed during the 2025 legislative session. Goals for this presentation include:

- Providing an explanation of the bill -- why it was proposed and how it supports equitable identification practices
- Explaining what implementation means for districts and families
- Outlining the timeline for implementation

Participants will leave with a clear understanding of how SB 934 strengthens equitable access to TAG identification and services across the state and at the local level.

Gifted Identification CAN Be Equitable & Inclusive (educators, coordinators)

Kim Lansdowne.....Classrom 031

Inequities in serving diverse gifted learners and those living in poverty continue to prevail. Identification and programming procedures typically require English

proficiency and advanced academic achievement, which severely impact who gets identified, and ultimately, who participates in gifted services. The obstacles are well-established. What's the solution? In this session, participants will experience an innovative method for identifying gifted students more equitably using tests that include V/Q/NV measures that can be solved in any language and require minimal academic knowledge. Attendees will also consider approaches for developing inclusive gifted programs that embrace diverse gifted learners with high potential.

Facilitated Parent/caregiver conversation (parents)

Judy Smith and Pam Ryan:Brian Doyle Auditorium

Prepare to meet other parents and share ideas. Submit your questions during the conference for our expert facilitators or bring your thoughts and questions with you to this informal get-together.

Presenter Biographies

Angela Allen is currently the Talented and Gifted (TAG) Education Specialist at the Oregon Department of Education (ODE) and serves as a board member of Council of State Directors of Programs for the Gifted (CSDPG). In her role at ODE she partners with districts, educators, and families to provide professional development, technical assistance, and advocacy guidance. Angela also engages with education-based community partners as well as legislature to enhance gifted education and student experiences. Prior to her role at ODE, she served her local community as a secondary level math and engineering teacher, district-level TAG coordinator, and professional development facilitator, specializing in educational equity, gifted education, and high leverage instructional practices.

Kate Bachtel is passionate about individualized and meaningful instruction. She earned a master's in education from CU Boulder (educational equity and cultural diversity) and doctorate from University of Denver (curriculum and instruction with an emphasis in gifted). Kate is a gifted coordinator and special education teacher in Boulder Valley School District (BVSD), founder of the nonprofit SoulSpark Learning and past president of Supporting Emotional Needs of the Gifted (SENG). Her scholarship and instruction centers on exemplary practices for neurodivergent gifted and twice-exceptional youth. Kate also loves hiking, running, photography and writing poetry. She meditates daily.

Elizabeth DeLacy teaches math and Japanese at Pacific Crest Community School, a small private school in Portland, OR. While at Pacific Crest she has restructured their middle and high school math program and added supports for struggling students. Prior to working at Pacific Crest, she worked in a public school in San Diego, a private school in New York, a charter school in rural Oregon, and taught English in Japan.

Margaret DeLacy is a historian of eighteenth-century British medicine, specializing in ideas about contagious diseases. After serving on countless education committees while raising three children, she became the president of OATAG in 2017.

Alisha Hagelberg is a graduate student at Bridges Graduate School of Cognitive Diversity in Education and the founder of Your Exceptional Brain Coaching, where she provides executive function coaching for neurodiverse students. A former gifted

education teacher in the Rochester School District, she is also the parent of two gifted high schoolers, one of whom is twice-exceptional. Additionally, she also holds certifications in executive function coaching, Teaching English as a Foreign Language (TEFL) and is a certified SENG model parent group facilitator. Drawing on both professional expertise and lived experience, Alisha is passionate about helping students and families transform individual strengths into strategies for success. Her research interests center on twice-exceptionality, the social-emotional needs of gifted and 2e learners, and the role of stress and trauma on learning.

Kim Lansdowne is the founding Executive Director (retired) of the Herberger Young Scholars Academy at Arizona State University, where she led a nationally recognized program for highly gifted secondary students. She holds a doctorate from ASU and brings over 20 years of leadership in gifted education, curriculum development, and teacher training. A published author and national consultant, Kimberly's work focuses on gifted learners, equity in education, and innovative instructional practices. She is the 2023 recipient of the Dr. Sanford J. Cohn Lifetime Achievement Award from the Arizona Association for Gifted and Talented.

Pamela S Ryan As an artist and designer, Pam has always sought to capture/curate/create the "unexpected"—including people, places, perspectives, and pursuits—which often fall outside the visible spectrum of conventional culture. Raising (and unschooling) her PG kids has steered Pam into involvement with the Davidson Young Scholars program, PG Retreat, SENG (Supporting Emotional Needs of the Gifted), BeyondIQ, Gathering4Garner, GHF, Daimon Institute, Dabrowski Congress, and the Positive Disintegration Network. She founded the Rogue Valley Brainery & Ludoteca, an arts and enrichment salon space encouraging exploration of movement, music, writing, drama, philosophy, psychology, and visual expression. It embraces overexcitabilities and provides therapeutic engagement with nature, art, drama, storytelling, innovation, and autonomy. Pam is a certified SENG model parent group facilitator.

Judy Smith is the parent of three adult children who were identified as gifted and participated in programs in their schools in CA. Her son and older daughter live in the Portland area and are the parents of her four grandchildren. Judy has been active with local and national gifted organizations for over 40 years. She is a trained SENG discussion group facilitator. She currently volunteers as secretary for OATAG.

Ballot for the OATAG board

New Board members, nominated for 2-year term

Jonathan Ladniak (Portland)

Stephanie Lovdokken (Pleasant Hill, Lane County)

-

Running again:

Debra Barnes (Siletz)

Margaret DeLacy (Portland)

(not on the ballot/ Term continues until 2026)

Hunter Emery (Medford)

Candice Guertin (Beaverton)

Pam Ryan (Rogue Valley)

Jennifer Schultze (Lakeview)

Judy Smith (Tigard))

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Destination Imagination

National Assessment of Educational Progress, Oregon Department of Education

OATAG's 5-YEAR VISION STATEMENT 2021-2026

- Every highly capable student in Oregon receives an appropriately **challenging** education based on his or her individual needs, recognizing that advanced abilities are found in all socio-economic, racial, and ethnic subgroups.
- **Educators** who have responsibility for programming, instruction and services for TAG and high-potential students have appropriate pre-service and relevant continuing education.
- Comprehensive **assessments** are culturally sensitive and accurately reflect each student's rate and level of learning.
- **Parents** have access to training, networking, and advocacy opportunities.
- **Parents** actively participate in planning the programs and services that will be provided to their children.
- **Students** participate in planning their education.
- **Resources** are consistently available to fully support programs and services for every TAG and high-potential student.
- Appropriate and transparent **accountability** measures provide for the ongoing evaluation and improvement of services.
- All Oregon educators have received **training** about the needs and characteristics of TAG students including how they are expressed in socio-economic, racial, and ethnic subgroups.

.....If you share these goals, join us!

Over



look

ed!



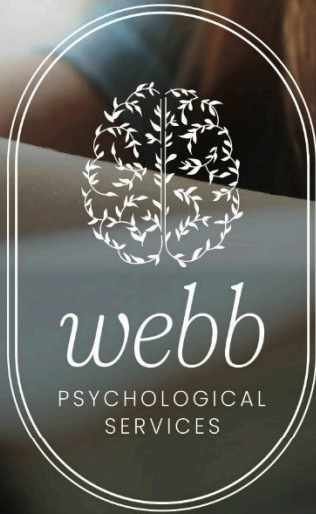
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MEET DR. LILIYA WEBB, Psy.D.
Licensed Clinical Psychologist

KEY AREAS OF FOCUS:



EMOTIONAL DYSREGULATION



MOOD DISORDERS



LEARNING DIFFERENCES



TWICE EXCEPTIONAL



AUTISM SPECTRUM



ADHD



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