

Edufest 2008

Weeklong Sessions

Select One Session During This Time Slot to Attend Monday-Thursday

8:30-10:00 a.m.

*Refer to list at bottom of the page for those courses fulfilling endorsement credits in curriculum and/or foundations.

- 1. Schoolwide Enrichment Model: Enrichment That Works for ALL!**-Kris Haslund and Del Siegle (Primary Teachers, Elementary Teachers, Middle School Teachers, G/T/ Coordinators)-Farnsworth
The Schoolwide Enrichment Model has been a comprehensive system for infusing “high-end learning” into total school improvement efforts while simultaneously challenging high achieving students. Specific emphasis is placed on strategies for enhancing the adoption of SEM by creating ownership among all school clients: teachers, parents, students, and the community. Special emphasis will be placed on (1) identifying students’ interests and strength areas to build student profiles; (2) curricular modification techniques and strategies for designing challenging curriculum; (3) integrating and managing student-created research investigations into the curriculum; and (4) creating and planning Academies and Enrichment Clusters. The best of the best of this model will be shared by longtime SEM practitioners.
- 2. Math Enrichment Beyond the Textbook**-Rachel McAnallen (Primary Teachers, Elementary Teachers, Middle School Teachers, High School Teachers, Parents, G/T Coordinators)- Lookout
All origami begins with putting the hands in motion. Understanding something intellectually and knowing the same thing tactilely are very different experiences. To learn origami, you must fold it. In this workshop the participants will build math models through the use of unit/modular origami. Inherent in all the folding is the wonderful world of transformational geometry. The participants will learn about the Platonic and Archimedean solids along with their duals and stellations and will leave the session with several models in hand. For those who have origami experience, not to worry, differentiation is alive and well. Bring patience, perseverance and a sense of humor to this workshop.
- 3. Honoring the Social and Emotional Lives of Gifted Youth** -Tom Hebert (Elementary Teachers, Middle School Teachers, High School Teachers, Parents, Administrators, G/T Coordinators, Counselors)-Hatch A
Educators want to understand and appreciate the social and emotional lives of students in their classrooms in order to guide them in their development. This interactive strand offers an overview of the social and emotional issues facing gifted young people. Topics include heightened sensitivity, peer group acceptance, friendships, perfectionism, underachievement, and dealing with community, family, and teacher expectations. Through discussions, case studies, activities, and use of reading materials and media, teachers and counselors gain a better understanding of their students and learn to facilitate classroom strategies to support their social and emotional development.
- 4. Teaching the Underachieving Gifted Student**-Margo Long (Primary Teachers, Elementary Teachers, Middle Schools Teachers, High School Teachers, Administrators, G/T Coordinators, Parents, Counselors)-Jordan C
Underachievement is not uncommon in the population of gifted. This session will cover how to diagnose underachievement characteristics and conditions, as well as possible strategies for improving learning success for students in the classroom. The session will also give you valuable, practical resources to wrestle with “underachievement syndrome.” Today we have available to us some very important studies and current information from experts to help us understand and possibly even correct this complex issue.

5. AP and More-Felicia Dixon (Middle School Teachers, High School Teachers, G/T Coordinators, Parents, Administrators, Counselors)-Cataldo

AP and IB are definite options for secondary gifted students. But there is more that must be done--both within AP classes and besides AP offerings. This session focuses on salient issues including the ways of knowing that are unique to gifted adolescents, the differences between the needs of high achieving and high ability students, the social and emotional needs that impact curricular offerings, and the types of curriculum that address all of these issues the best. In this interactive workshop, participants will work on activities based on addressing all of these needs and improving the learning experiences for high ability students at the secondary level.

6. More Than Accommodations: Meeting the Needs of the 2E Learners-Susan Baum (Primary Teachers, Elementary Teachers, Middle School Teachers, High School Teachers, Parents, Administrators, and G/T Coordinators, Counselors)-Hatch D

Gifted students with learning and challenges have complex needs which cannot be reduced to simply finding the right accommodation. These students have pressing needs to feel valued, efficacious, and accepted. In this strand we will describe a comprehensive approach for meeting all their needs. Practical researched based strategies will be provided that address identification, talent development, access to challenging curriculum, and dual differentiation that offers appropriate accommodations. Time will be given for discussion and questions each session.

7. Leading and Implementing Differentiation Initiatives-Marcia Imbeau (Primary Teachers, Elementary Teachers, Middle School Teachers, High School Teachers, Administrators, G/T Coordinators, Counselors)-Bishop-Barnswell

Effective leaders are necessary for successful implementation of differentiation at the building and/or district level. There are a number of issues that leaders must consider in guiding teachers in their practice of differentiation principles. This session will examine those issues and share strategies that other schools and districts have found helpful with their journey.

8. BEE CURIOUS: Developing Inquiry Skills -Beth Brubaker (Primary Teachers, Elementary Teachers, Middle School, Parents, G/T Coordinators)-Hatch C

Michael Gelb defines "curiosita" as an "insatiably curious approach to life and an unrelenting quest for continuous learning". Awaken your own sense of curiosity in this hands-on session! Participants will develop their questioning skills as they encounter numerous activities to encourage their students to ask high-level questions.

9. Books, Boxes and Portfolios-Deb Poole (Primary Teachers, Elementary Teachers, Middle School Teachers, High School Teachers, G/T Coordinators, Parents, Administrators, Counselors)-Ah Fong

In this hands-on sessions, participants will learn traditional European and Japanese bookbinding techniques to create their own original books, boxes and portfolios. Students will explore the creative process and gain knowledge which could be applied to classroom projects.

10. Rocketing into Science and Math-Vana Richards (Elementary Teachers, Middle School Teachers, G/T Coordinators, Parents, Administrators, Counselors)-Jordan B

Rockets are exciting. With rocketry there are hypotheses, experiments, challenges, and observations to be made and recorded. Explore the science and math of rockets along with using journals for scientific observations, through making rockets. We will be building and launching stomp rockets, a variety of straw rockets, Alka-Seltzer rockets, bottle rockets, and solid fuel rockets. You will also find out the latest information and try out activities from NASA's Messenger Mission to Mercury.

11. Exploring the Tactile Side of Creativity: Using Sculpey, It's Not Just for Preschoolers Anymore – Alex Delehanty (Primary Teachers, Elementary Teachers, Middle School Teachers, High School Teachers, G/T Coordinators)-Jordan A

Did primitive art have primitive art critics? Does your internal critic stop your creative urge before you've begun? Are you unable to say juxtaposition without laughing? Then join the instructor for a playful exploration of modeling clay using everyday household items to create one of a kind art. Participants will work through the block of "not good enough" and produce a finished piece to help kick start their inner artist. This is workshop where there are no mistakes.

12. Thoreau Moments and More...Nature Journals as Tools for Introspection and Creativity-Linda Stokes (Primary Teachers, Elementary Teachers, Parents, G/T Coordinators)-Hatch B

"The richness I achieve comes from Nature, the source of my inspiration." Claude Monet.

Create a one of a kind journal to be used for recording observations in the field to "Thoreau" your naturalist point of view into hyper drive. Paint, write, discover, and employ the use of field logs and their role in the practicing science classroom. Most of all, this tool will help you find the inner sense of wonderment for your students as you experience fieldwork first hand.

13. Response to Intervention and Gifted Education-Daphne Pereles (Elementary Teachers, Middle School Teachers, High School Teachers, Parents, Administrators, G/T Coordinators, Counselors)-Alexander
Response to Intervention (RtI) is a systems change that is an effective model for ALL students. Although it is included in the Individuals with Disabilities Education Act, it is assumed that it should be used only with students with disabilities. However, this session will focus on how the systemic model of RtI can be effective for gifted learners. The pivotal component for the success of RtI is the problem-solving process. This session will include a description of this process to meet the needs of gifted students and a self-assessment tool for the development of an effective RtI implementation plan for districts and schools.

Select One Session During This Time Slot to Attend Monday-Thursday

10:15 a.m.-noon

14. Folding Fractions-Rachel McAnallen (Primary Teachers, Elementary Teachers, Middle School Teachers, G/T Coordinators, Parents, Administrators)-Lookout

This workshop is all about fractions. The material used is just paper but it helps students understand the relationship of fractions to each other and to the almighty number ONE. The beauty of addition, subtraction, multiplication, and division of fractions unfold in this workshop. No pun intended. Come prepared to do some elementary paper folding along with having some fun and laughter.

15. Building Emotional Strength and Resiliency in Gifted Boys –Terry Neu (Primary Teachers, Elementary Teachers, Middle School Teachers, High School Teachers, G/T Coordinators, Counselors, Parents, Administrators)-Alexander

All too frequently in today's society the development of the emotional lives of our gifted boys are tabled in the lieu of the demands of standardized testing or a curriculum that lacks a living application. An education that is devoid of real world problems and opportunities to grow and experiment short change our gifted young men. This session will discuss the importance and possibilities of enhancing the emotional strength and resiliency in gifted boys thru differentiated instruction. While we strive to academically challenge our students we sometimes forget the opportunity to include instruction in character building and understanding of human emotions. Differentiation in the reading, math, and science curriculum can go much further into providing development of the whole individual. The question of differences in male development will be investigated as well as an examination of research on what gifted boys have to say about the school environment. Classroom tested suggestions will be presented including reading lists, successful lesson plans designed to encourage young gifted men in the exploration of self, and suggestions for facilitating resiliency.

16. Developing Productive & Responsible Gifted Global Citizens-Margo Long (Primary Teachers, Elementary Teachers, Middle School Teachers, High School Teachers, Parents, G/T Coordinators, Counselors)-Jordan C

Learn the higher-level thinking skills to cope in a challenging world of rapid technology and constant change. Based on the concepts of Thomas Friedman's *The World is Flat*, the contentions of *The Tipping Point* by Malcolm Gladwell and *Made To Stick* by Chip and Dan Heath, and the implications presented in *The Long Tail* by Chris Anderson, infuse your content and classroom with strategies to push students beyond the silent crises of today's adolescents. Thomas Lickona's *Smart and Good High Schools* will be used as a foundation to scaffold the curriculum emphasis of Intellectual Character and excellence in performance. Fascinating new literature and ideas made practical for the classroom of today.

17. Developing a Classroom Program for High Ability Readers-Marcia Wall (Elementary Teachers, Middle School Teachers, High School Teachers, Administrators, G/T Coordinators, Administrators)-Hatch C
Gather ideas for enhancing your classroom reading program or for aligning a language arts curriculum to meet the needs of gifted readers. Experience a variety of recommended curriculum materials, a literary circle format, curriculum management techniques, and strategies for getting kids hooked on reading.

18. Renaissance Thinking ala Leonardo-Larry Rogien (Primary Teachers, Elementary Teachers, Middle School Teachers, High School Teachers, Parents, Administrators, G/T Coordinators, Counselors)-Jordan B
Renaissance Thinking ala Leonardo - History, art, engineering, anatomy, physics, music, culinary arts, riddles – Leonardo da Vinci was truly a master of all trades, arts, and professions. So how does the mind of a genius work? What unique cognitive abilities does a person of brilliance possess? Can we learn dispositions, skills, and strategies by studying the habits of a great thinker? Find out in 'How to Think Like Leonardo da Vinci' – a hands-on, heads-on series of presentations and activities intended to expand your powers of observation, sensitivity, and thinking. Experience Renaissance thinking in 2008!

19. Parent/Teacher Collaboration: In the Best Interest of the Gifted Child-Tamara Fisher and Karen Isaacson (Primary Teachers, Elementary Teachers, Middle School Teachers, High School Teachers, Parents, Administrators, G/T Coordinators, Counselors)-Ah Fong
Parents and teachers each play significant roles in the life of a child, yet they can sometimes be at odds with one another due to misunderstandings, miscommunication, and conflicting motives. How can we bridge the gaps and instead work together in the best interest of our gifted child/student? This strand will focus on parent and teacher perspectives about a gifted child's emotional, social, and educational needs. Additionally, strategies for helping the gifted child learn to self-advocate for his/her own learning needs will also be covered in-depth. A significant portion of each day will be devoted to open-minded group discussion and interaction surrounding the day's topic.

20. Creating Stimulating Reading and Writing Opportunities for High Ability Language Users - Susannah Richards (Primary Teachers, Elementary Teachers, Middle School Teachers, G/T Coordinators, Parents)-Bishop Barnswell
This workshop will provide an overview of reading and writing strategies to meet the needs of high ability students in the areas of reading and language arts. Topics will include the characteristics and reading and writing preferences of high ability students with regard to language arts and reading, the role of interest assessment, and strategies to differentiate and escalate engagement in reading and communications in language arts instruction. Highlighted strategies will include high level questioning, Socratic Seminars, book discussions organized around big ideas rather than specific book titles as well as suggestions for finding and connecting students with great books. Participants will have a chance to develop a plan to implement the strategies to meet the needs of high ability readers, writers and communicators.

21. Guiding Students to Self-Understanding through Literature and Film –Tom Hebert (Elementary Teachers, Middle School Teachers, High School Teachers, G/T Coordinators, Counselors)-Hatch A
Gifted students have a need to develop self-understanding throughout childhood and adolescence. Educators can help them reach that understanding through effective classroom strategies. In this interactive strand, teachers learn to use high quality literature, biographies, and movies to provide their students support with social and emotional development. By interacting with good books and films for young people, teachers examine how to effectively infuse this approach into the curriculum enabling them to guide students to reach self-understanding.

22. Matches for Lighting the Fires- Marcia McChesney and Meg Maze (Elementary Teachers, Middle School Teachers, Parents, G/T Coordinators, Administrators)-Farnsworth
Two enrichment specialists share a variety of activities and ideas that have been successful in their programs over the past years. Topics include creative/critical thinking strategies, social emotional literary stretches, math and technology tools, and tips for serving as a resource for classroom teachers.

23. The Best Opportunities for Gifted Kids– Dennis Kimberling (Middle School Teachers, High school Teachers, G/T Coordinators, Administrators, Parents, Counselors)-Cataldo
In today's competitive world, our top students have to distinguish themselves in order to get into the top schools. If you teach in a small or rural school you may feel your students are at a disadvantage. Even if you teach at a large school, how can you give your students the best opportunities available? There are things you can do to make students irresistible to colleges. But, they need to start before they get to High School. In this strand we will learn what schools are looking for and the secrets to getting students noticed.

24. Thinking like a Problem Solver: Strategic Problem Solving Tools for the Gifted Student-Bob Bishop (Primary Teachers, Elementary Teachers, Middle School Teachers, G/T Coordinators, Parents)-Jordan A
What do we teach gifted students who rely on getting answers quickly but are frozen when the problems are too difficult to solve immediately? How do we teach that thinking really happens when we don't know the answer? Problem solving is a skill and art that is sharpened with reflective practice. In this workshop, Bob Bishop, Idaho's Math Magician, will teach 15 ready-to-use problem solving tools, the characteristics of a good problem solver, the Attitude Factor, how to overcome math anxiety, and the W.A.S.H. technique for solving problems. Be ready for some unforgettable activities and puzzles as you learn how to inspire confidence, concentration and courage in problem solving.

25. Motivating the Reluctant Learner: A Multiple Intelligences Approach-Susan Baum (Primary Teachers, Elementary Teachers, Middle School Teachers, High School Teachers, G/T Coordinators, Parents)-Hatch D
Many of our students are not working up to their potential because of their learning styles and intellectual profiles. In this interactive session experience five pathways for engaging all learners. The first will give you practical ways to identify their strengths, styles, interests, and talents. The second will demonstrate how to use this information to skill development. The third pathway shows how to use MI to promote understanding of big ideas and concepts as your students grapple with challenging content. The two final pathways describe a problem based learning approach to the regular curriculum and talent development.

26. Writing Marathons- A Writing Race to the Finish!-Linda Stokes (Primary Teachers, Elementary Teachers, Parents, G/T Coordinators)-Hatch B
Come with running shoes and water bottles! Did you ever think you could guide students to write a book in a week? Unlock stymied writers? Can it be done? You will experience the thrill, excitement and exhaustion of writing using a method that has worked with universal success. These "endurance" techniques and tips will kick off your Written and Illustrated Books or writing program. Materials for duplication, and spin offs are included. Students will share their published work and you'll see the impact this "marathon" has made in their lives.

27. Scene It All-Jeffrey Danielian (Elementary Teachers, Middle School Teachers, High School Teachers, G/T Coordinators)- Computer Lab

Enhance your curriculum with the magic of video. Participants in this strand will not only learn about the techniques and resources needed to create a project, but they will be guided through the process of planning, shooting, editing, and formatting short video segments. Relatively inexpensive programs for PC's and Mac's have made the wonders of Hollywood accessible in the classroom. Come see how they can make a difference in yours! Bring a camcorder or still camera if you wish. Some will be provided for use during the session.

Select One Session During This Time Slot to Attend Monday-Thursday

1:30-3:15 p.m.

28. Enriching Science Instruction with Multiple Intelligences Approach -Terry Neu- (Elementary Teachers, Middle School Teachers, G/T Coordinators)-Lookout

Science remains a domain in which our high ability students look forward to exploration and challenge. This session will introduce a variety of science enrichment activities that can be used in the elementary and middle school curriculum. The emphasis will be on exploring the natural and physical sciences through a multiple intelligences lens. A Multiple Intelligences approach to science allows students to produce a greater variety of authentic products based on their individual abilities and interests. This session will definitely keep you active.

29. Enriching the Young Naturalist -Jeff Danielian (Elementary Teachers, Middle School Teachers, High School Teachers, G/T Coordinators, Parents)-Hatch D

The curriculum presented during this session has its roots in the Multiple Menu Model, and presents an attempt to return to the roots of science education. By allowing students to pursue an interest in the natural world, focus on the methodologies needed to conduct field work, enable them to see and ponder the connections they perceive, and embark upon a problem solving approach to some naturalistic issue in their own neighborhoods, the presenter hopes that we can awaken the young naturalist, allowing them to understand and be aware of their attachment to the natural world. Participants of this session will be exposed to the unit, come to understand the concepts and underlying principles, and receive handouts of various lessons. In addition, they will view samples of student work and be able to access the unit via the web at a later time.

30. How to Teach Creatively-Patty Johnson (Primary Teachers, Elementary Teachers, Middle School Teachers, Parents, G/T Coordinators)-Alexander

Explore ways to jazz up your own teaching style with creativity. Your students will enjoy learning, as well as, retain more content and broaden their understanding if you motivate them with creativity. In this hands-on strand, we will visit the works of gifted education leaders who show us how to make creativity work toward achievement in our classrooms. We will investigate Torrance, Davis, Renzulli, and more. We will work with a variety of creativity strategies in both the affective and cognitive areas. We will practice methods and activities for integrating creativity into your teaching of all curricular subjects. You will complete Edufest with a better understanding of what creativity is about, and how to foster it in your own teaching, as well as, in your students' learning.

31. Critical Thinking and the Secondary Gifted Adolescent-Felicia Dixon (Middle School Teachers, High School Teachers, G/T Coordinators, Administrators)-Cataldo

Critical Thinking is essential for teachers to use daily in their courses for secondary gifted students. Defined as reasonable and reflective thinking that is focused on what to believe or do, critical thinking activities address many areas of necessity in all classes for gifted adolescents. In this interactive workshop participants will role-play, lesson plan, and learn new strategies including the Hegelian Dialectic to use in the infusion of critical thinking activities into their classes.

32. Our Global Village, Teach the Children Well -Marcia Wall and Beth Brubaker (Primary Teachers, Elementary Teachers, Middle School Teachers, Parents, G/T Coordinators, Administrators)-Hatch C
Participants will have an opportunity to examine their own attitudes toward "world mindedness" and will experience numerous activities to expand their students' awareness and sense of global responsibility, including a hunger simulation and service learning opportunities, such as the Heifer Project.

33. Everything is an Argument: Persuasion Skills for the Gifted Student—Bob Bishop (Elementary Teachers, Middle School Teachers, Parents, G/T Coordinators)-Jordan A
Taught by Bob Bishop (Idaho's Math Magician) and Ben Bishop (award winning member of the BSU Speech and Debate team), this class will help you make your point. Leadership training and communication skills require teaching students how to Step up to the Challenge, Step out with Confidence, Speak out with Courage and Speak up with Conviction. In this class you will learn what makes a good argument, using the TRACK method to make your arguments stronger, and how to use the four key principles to win any argument. Using games, activities, commercials, and advertisements you will have plenty of ideas to teach your students how to develop logical thinking to communicate their point.

34. Taming Technology: Engaging your Students with Quality Resources and Activities -Marcia McChesney and Meg Maze (Primary Teachers, Elementary Teachers, Middle School Teachers, High School Teachers, G/T Coordinators, Administrators, Counselors)-Computer Lab
This strand will explore a variety of webpages such as hotlists, multimedia scrapbooks, treasure hunts, subject samplers, webquests, and book discussion websites. Participants will create a hotlist and learn other ways to engage high ability students with technology. Methods of locating and using online expert resources will also be shared.

35. Teach Like Your Hair's On Fire!-Larry Rogien (Primary Teachers, Elementary Teachers, Middle School Teachers, High School Teachers, Administrators, G/T Coordinators)-Jordan B
This strand is peppered with lesson demonstrations, cartoons, and discussion. The purpose of this strand is to improve and increase effective teaching strategies to be used with gifted as well as students all ability levels. The strand includes information on the CLEAR Model, a research based, decision-making rubric for helping teachers make choices about communication, learner differences, models of teaching, assessment, and reflection strategies.

36. Books as a Stepping Stone to Learning Investigations-Susannah Richards (Primary Teachers, Elementary Teachers, Middle School Teachers, G/T Coordinators, Parents)-Bishop-Barnswell
This session will include an overview of recently published children's/young adult books that may be used to meet the needs of gifted learners. Discussion and activities will focus on locating and evaluating children's books, strategies for sharing books with gifted students, using books to stimulate creative and critical thinking, and ways for students to engage with books. A medley of books from various genres (one day will focus on non-fiction) spanning a wide range of different reading levels will be used to illustrate how to facilitate interest exploration and for students with different interests, learning styles and abilities. There will be opportunities to examine and share great books and ideas for creating high level engaging learning opportunities with them.

37. Art From the Start-Susan Wolfe (Primary Teachers, Elementary Teachers, G/T Coordinators, Parents, Administrators)-Hatch A
Want to give your students an art education that builds upon and supports National Standards -- but don't know where to start? This session will provide teachers the foundational skills to teach students to analyze, assess, and derive meaning from works of art, including works of their own creation! You will be guided through the instructional process and learn classroom management tips while creating actual products. Participants will leave with their own art samples, lesson plans, web sources, and ideas for evaluation and assessment approaches. Start the year by giving your students a strong base to build their creativity upon. Color wheel creation, hand-painted papers, and curriculum integration are a few of the hands-on activities awaiting you!

38. Social, Emotional & Educational Needs of Twice-Exceptional Students –Stephanie Hoffman (Primary Teachers, Elementary Teachers, Middle School Teachers, High School Teachers, Administrators, G/T Coordinators, Counselors)-Hatch B

Twice-exceptional, a term we are hearing more and more. What does it mean? Who are twice-exceptional students? What are their needs, academically, socially and emotionally? What are the best strategies to increase the chances of success for the twice-exceptional student? Answering these questions and exploring giftedness along with other exceptionalities will be the main focus of this session.

39. Characteristics of High Quality Gifted Education Programs and Services –Marcia Imbeau, Jann Leppien (Primary Teachers, Elementary Teachers, Middle School Teachers, High School Teachers, Administrators, G/T Coordinators)- Jordan C

“High quality” gifted programs are based on sound theoretical, philosophical, and empirical support, but what are the characteristics of exemplary programs? What should we do to ensure that these elements are present in our gifted education programs? Information in this strand will address how to design comprehensive services; maintain ongoing support for services; identify and assess students; establish productive relationships with faculty and administration; and provide professional development. Participants will be given the opportunity to assess their current practices or design new practices to improve the quality of their gifted education programs and practices.

40. Creativity in the Classroom: Something Old, Something New, Something Borrowed, Something Red!-Kris Haslund (Primary Teachers, Elementary Teachers, Middle School Teachers, Parents, G/T Coordinators)-Alexander

Our students have an abundance of creative energy and imaginative ideas but are you 'harvesting' all of this creative potential or ignoring it in your typical school day?! Come have some fun while learning how to infuse creative thinking and production into your curriculum, planning and delivery. Techniques, easily adapted to your classroom that will add depth and breath will be featured. The best of creative books, games and web connections will be highlighted. This session will stimulate your own creative spirit as well as your students!

Edufest Weeklong Sessions

Strands specifically address the “Foundation” requirements to fulfill endorsement credit.

1, 3, 4, 5, 6, 7, 13, 19, 37, 39

Strands specifically address the “Curriculum” requirements to fulfill endorsement credit.

1, 2, 5, 7, 8, 9, 10, 11, 12, 14, 16, 17, 18, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 31, 32, 33, 34, 35, 36

Strands specifically address the “Creativity” requirements to fulfill endorsement credit.

1, 8, 9, 11, 12, 18, 21, 22, 24, 26, 27, 30, 31, 35, 37, 40

Strands specifically address the “Social and Emotional” requirements to fulfill endorsement credit.

3, 4, 6, 15, 19, 21, 25, 38

Those of you taking Edufest for credit will want to select strands based on type of course you are taking. Select those courses that help you to fulfill your course requirements.