

An Official Publication of the Gifted Association of Missouri



A Letter from the President

By Dr. Tracy Bednarick-Humes

My history in gifted education is unique as I never set out to be a gifted teacher or administrator. As a teacher in Michigan for fourteen years, I was essentially unaware of gifted programming for students. Michigan does not mandate gifted education, and it wasn't until 2019 that they even developed a policy promoting acceleration for high achieving and gifted students. So, for many teachers in Michigan, including myself, we just got creative

when it came to meeting the needs of students we perceived to be gifted. I tried to teach in a way that met a variety of needs, but really pushed toward a higher level of rigor with problem-based learning and what I later found out to be the Integrated Curriculum Model (ICM) developed by Joyce Van Tassel Baska. While I didn't know it was an actual model at the time, I was constantly integrating thematic learning with research, student choice, and advanced content.

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When I came to St. Louis, this experience sort of led me into gifted education when I was offered a position to be the Individualized Accelerated Learning Coordinator for a gifted magnet school in Saint Louis Public Schools after being one of the district's science coordinators for two years. While I believe the Integrated Curriculum Model can benefit the majority of students, it's absolutely essential for gifted students. They need to see connections across content and find common themes, while also having student choice and the challenge to move through content at a more advanced pace and level. This background knowledge led me to further my education in gifted education to better understand identification, equity, and twice exceptionalities common to gifted students.

And that leads me to what I really want to talk about. As Missourians, we are so fortunate to live in a state that recognizes the need to support gifted students. A big part of why Missouri has recently mandated gifted education with Senate Bill 681 (language outlined below) is because of the advocacy of many Gifted Association of Missouri's members, colleagues, and friends. Thank you for your continued support through letter writing, conversations, and social media posts. The journey is not over yet. Many future steps exist: advocacy for districts to continue to identify gifted students and allocate funding from their Foundation Formula for gifted education while also supporting streamlined pathways for gifted teacher certification.

One way to ensure the legislators in Jefferson City know that more support is needed for gifted education beyond the mandate is for the policy makers to hear directly from gifted students. To make this happen, we host a "GAM Day at the Capitol" event every year. The 2024 event will take

place Wednesday, February 21. We will follow this basic itinerary and you can also schedule a tour of the Capitol for your students to round out the day:

10:00 am Introduction of Students in House Gallery (4th Floor)

10:30 am Legislative Briefing and GAM Awards in Rotunda (1st Floor)

11:30 am Meeting with Legislators

I will be there and hope to see many other schools advocating for continued support of gifted education. If you can't be there, Gifted Education week is February 19-23, 2024. That's always a great time to send a letter to your local congressperson, school board member, or even district superintendent. I didn't start my journey as a gifted education advocate, but I'm so glad I get to help make a difference for students who really need an enriched educational experience.

Wording from SB681: GIFTED CHILDREN (Section 162.720)

Under current law, when a sufficient number of children are determined to be gifted and their development requires programs or services beyond the level of those ordinarily provided in regular public school programs, school districts may establish special programs for such gifted children. Approval of such programs shall be made by the Department of Elementary and Secondary Education based upon project applications submitted by July 15th of each year.

Under this act, if 3% or more of students enrolled in a school district are identified as gifted, the district is required to establish a state-approved gifted program for gifted children. If a school district has an average daily attendance of 350 students or fewer, the district's gifted program shall not be required to provide services by a teacher certified to teach gifted education. Any teacher who provides gifted services through the program, and is not certified, shall annually participate in at least 6 hours of professional development focused on gifted development. These provisions shall apply starting in the 2024-2025 school year.

Approval of such programs shall be made by the Department based upon project applications submitted at a time and in a form determined by the Department.

This provision is identical to the perfected HB 2366 (2022), a provision in SCS/HCS/HB 2304 (2022), a provision in the perfected HCS/HB 1750 (2022), and substantially similar to SB 806 (2022).

GAM Day

AT THE CAPITOL



**WEDNESDAY
FEBRUARY 21, 2024**

THE ITINERARY

- 10:00 am** Introduction of Students in House Gallery (4th Floor)
- 10:30 am** Legislative Briefing and GAM Awards in Rotunda (1st Floor)
- 11:30 am** Meeting with Legislators

PARENTS. STUDENTS. TEACHERS. ALL ARE WELCOME!

- Attend GAM Day at the Capitol in Jefferson City
- Contact your legislator
- Utilize Missouri Capitol Resources
- Celebrate Gifted Education Week in the Classroom

GIFTED EDUCATION WEEK IS FEB 19-23, 2024

Access learning materials for Gifted Education Week [here](#).

QUICK TIP:

Contact your legislators before your trip to set up a time to meet with them. You can look up your legislators [here](#).



Mark Your Calendar

Upcoming GAM Events

- Virtual Speaker Series - Click [here](#) for more information
 - January 22, 2024 - 7:00 p.m.
 - February 12, 2024 - 7:00 p.m.
 - March 11, 2024 - 7:00 p.m.
 - April 15, 2024 - 7:00 p.m.
- January 20, 2024: GAM Board Meeting, 9:30 a.m. - 12:30 p.m., Virtual
- February 21, 2024: GAM Day at the Capitol, Jefferson City, MO
- April 20, 2024: GAM Board Meeting, 9:30 a.m. - 12:30 p.m. - Please contact tracybednarick@lindberghschools.ws if willing to host.
- July 2024 - Exact dates TBD: New Teacher Workshop and GAM Board Meeting, SAGE Center, North Kansas City Schools, Kansas City, MO
- October 2024 - Exact dates TBD: Annual Conference, University of Missouri, Columbia, MO

Remember to send in your nominations!

- Missouri Scholars Academy
 - November 1, 2023: Student Nominations and Faculty/Staff/RA Applications Opened
 - December 1, 2023: Faculty/Staff/RA Applications Close at 5:00 p.m.
 - February 2, 2023: Student Scholar Nomination Materials due by 5:00 p.m.
- Missouri Fine Arts Academy
 - October 16, 2023: Applications Opened
 - January 28, 2024: Applications Close



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Build your capacity for care through course work that dives into subjects like curriculum methods, assessment and evaluation and the needs of gifted students.

When you’re ready to take the step to advance in your career, the Mizzou gifted education master’s program offers flexible, affordable and convenient online courses that will take your talents in gifted education to a new level.



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FOR MORE INFORMATION, CONTACT:

Jena K. Randolph, Ph.D.

Assistant Professor, Department of Special Education
Online Program Director
RandolphJ@missouri.edu
573-884-1911



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Legislative Update

A Note from Jefferson City

by Kyna Iman, GAM Governmental Consultant

The Missouri General Assembly will convene the state legislative session on Wednesday, January 3, 2024. The 34 Senators and 163 Representatives began pre-filing legislation on December 1. There are over thirty-five bills relating to education and teacher retirement that the Gifted Association of Missouri is tracking. (See attached list)

The big news in gifted education in 2024 is the implementation year for the gifted mandate, requiring every school district in Missouri to provide gifted services and programs to gifted students. GAM has been active with DESE and schools who are working out the details on implementation and teacher certification standards for gifted teachers.

Please mark your calendars to attend Gifted Education Day at the Capitol on Wednesday, February 21, 2024! Join students, parents and teachers to support gifted education and meet with your state legislators. See GAM website for details or contact GAM Governmental Consultant, Kyna Iman, at kynaiman@earthlink.net.

2024 MO House and Senate Bills

BILL	SPONSOR/S	DESCRIPTION
HB 1405	Billington, Hardy	Enacts provisions to protect student, parent, and teacher rights regarding school employees and independent contractors
HB 1417	Sauls, Robert	Modifies provisions governing the minimum school term
HB 1432	Haley, Willard	Adds a condition under which a certificate of license to teach will be granted
HB 1447	Lewis, Ed	Teacher recruitment and retention
HB 1505	Bangert, Gretchen	Establishes the Missouri Teachers Classroom Supply Assistance Program

2024 MO Bills

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BILL	SPONSOR/S	DESCRIPTION
<u>HB 1578</u>	Nurrenbern, Maggie	Requires in-state public educational institutions to grant undergraduate course credit for students who score 4 or higher on international baccalaureate examinations
<u>HB 1715</u>	Byrnes, Tricia	Establishes antibullying requirements for school districts
<u>HB 1722</u>	Crossley, Aaron	Modifies provisions relating to school employee retirement systems
<u>HB 1739</u>	Richey, Doug	Enacts provisions governing public elementary and secondary school students
<u>HB 1757</u>	Pollitt, Brad	Establishes transfer procedures to nonresident districts for students in public schools
<u>HB 1758</u>	Pollitt, Brad	Establishes the Education Stabilization Fund
<u>HB 1786</u>	Pollitt, Brad	Enacts additional teacher subject area certification for content knowledge or specialty areas
<u>SB 728</u>	Koenig, Andrew	Creates provisions relating to public elementary and secondary school students
<u>SB 729</u>	Koenig, Andrew	Authorizes a tax credit for certain educational expenses
<u>SB 770</u>	Brattin, Rick	Establishes provisions regarding elementary and secondary education
<u>SB 814</u>	Carter, Jill	Creates the Education Freedom Act and modifies provisions relating to the assessment of public elementary and secondary schools

2024 MO Bills

continued from Page 7

BILL	SPONSOR/S	DESCRIPTION
<u>SB 819</u>	Brown, Ben	Creates, modifies, and repeals provisions relating to participation of certain students in nontraditional educational settings
<u>SB 867</u>	Brattin, Rick	Authorizes a tax credit for certain educational expenses
<u>SB 877</u>	Beck, Doug	Modifies the retirement allowance multiplier for certain members of the Public School Retirement System of Missouri
<u>SB 902</u>	Schroer, Nick	Creates and modifies provisions relating to elementary and secondary education
<u>SB 918</u>	Hoskins, Denny	Establishes provisions relating to public school curriculum and instruction
<u>SB 955</u>	Eslinger, Karla	Establishes provisions relating to teacher recruitment and retention and creates the "Teacher Baseline Salary Grant Program" and the "Teacher Recruitment and Retention State Scholarship Program"
<u>SB 957</u>	Bean, Jason	Establishes the Education Stabilization Fund
<u>SB 967</u>	Roberts, Steve	Modifies the calculation of weighted average daily attendance used to calculate state aid for school districts
<u>SB 1005</u>	Eigel, Bill	Authorizes the Governor to transfer the powers, duties, personnel, and property of the Department of Elementary and Secondary Education to other state agencies
<u>SB 1006</u>	Eigel, Bill	Modifies provisions relating to charter schools and the assessment of public elementary and secondary schools
<u>SB 1013</u>	Arthur, Lauren	Establishes the Teacher Recruitment and Retention State Scholarship Program

2024 MO Bills

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BILL	SPONSOR/S	DESCRIPTION
<u>SB 1014</u>	Arthur, Lauren	Establishes provisions relating to the compensation of public school teachers
<u>SB 1022</u>	May, Karla	Modifies the definition of weighted average daily attendance used to calculate state aid for school districts
<u>SB 1080</u>	Arthur, Lauren	Modifies terms used in the elementary and secondary school funding formula
<u>SB 1163</u>	Black, Rusty	Establishes provisions relating to teacher recruitment and retention and creates the “Teacher Baseline Salary Grant Program” and the “Teacher Recruitment and Retention State Scholarship Program”
<u>SB 1164</u>	Black, Rusty	Establishes the Education Stabilization Fund
<u>SB 1181</u>	Koenig, Andrew	Establishes provisions relating to discussion of certain concepts in public schools
<u>SB 1203</u>	Coleman, Mary Elizabeth	Establishes provisions relating to transparency of school staff training, instructional, and curricular materials
<u>SB 1208</u>	Koenig, Andrew	Provides that the State Board of Education shall cause its annual report to be published on the website of the Department of Elementary and Secondary Education



State Board Announces New Missouri Commissioner of Elementary and Secondary Education

The State Board of Education (State Board) announced on December 5, 2023, that Senator Karla Eslinger will assume the role as the state's next commissioner for the Department of Elementary and Secondary Education (DESE) effective June 1, 2024, after concluding her work in the Missouri Senate during the 2024 legislative session.

"I am honored that the State Board has entrusted me with this incredible responsibility," Eslinger said. "My passion for education is a result of my own childhood. My family faced poverty and moved a lot — and the one constant in my life was school. I'm certain my future would look very different if not for my public school education. Children across Missouri depend on our schools in this same way, and I look forward to ensuring every child in our state receives the quality educational opportunities they deserve."

"The department is working hard to serve schools, students, and educators and collectively, we cannot afford to lose this positive momentum," said State Board President Charlie Shields. "With her extensive experience and insight into Missouri-specific education issues, Karla is clearly a leader who can hit the ground running and continue to lead the department well."

"Dr. Karla Eslinger comes with over 30 years of education experience and a strong understanding of public education and its importance for lifelong success," said Governor Mike Parson. "She is a tenacious leader who has a vision that will continue to move the needle forward in our Missouri schools. Karla has an excellent reputation for being able to bring people together to get the job done. We are excited to welcome her as part of the Cabinet and look forward to her spearheading the Department of Elementary and Secondary Education."

Eslinger was a classroom teacher, principal, district-level administrator, and superintendent in southwest Missouri before serving as Assistant Commissioner in DESE's Office of Educator Quality. In 2013, she transitioned into serving schools nationwide, representing the U.S. Department of Education and supporting schools participating in the Race to the Top grant program. Eslinger then began her time in the Missouri General Assembly in 2018, first serving as a State Representative for District 155 and most recently as State Senator for District 33. She completed her bachelor's degree in elementary education at College of the Ozarks, earned her master's and specialist's degrees at Missouri State University, and completed her doctorate at the University of Missouri.

New Commissioner

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Current Commissioner of Education Margie Vandeven announced in October that she would be stepping down on July 1, 2024, after more than seven years serving as commissioner.

“I’ve had the pleasure of working with Dr. Eslinger for years and am thrilled to hand the reins over to such a thoughtful collaborator and skilled practitioner,” said Vandeven. “Throughout June, Karla and I will work together to ensure a smooth transition, preserving the ongoing excellent work within the department.”

DESE, under Eslinger’s direction, will continue to focus on key strategic priorities, including early childhood education, literacy, safe and healthy schools, workforce development, and teacher recruitment and retention.

Eslinger is the seventh individual, and third female, to serve as Missouri’s Commissioner of Elementary and Secondary Education since the position was created in 1947.

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At College for Kids a Summer Exploration, Inc the faculty and staff will create a learning environment where each participant will:

- *Use his/her potential by studying a topic at an accelerated pace.
- *Learn at a high level to prepare for advanced high school courses
- *Experience a college environment: learning and connecting with academic peers
- *Engage in hands-on, interdisciplinary activities....
- *Establish a positive attitude toward academic, personal and social successes
- *Find balance in a complex world
- *Emerge confidence from within
- *Find balance in a complete world
- *Thrive under passionate teachers who recognize talent and encourage achievement
- *Apply what he/she learns in creative ways
- *Develop purpose: answer the questions, "who am I?"
- *Live and interact with peers and older role models

College for Kids courses are designed with gifted students in mind, inviting them to direct their considerable talent and energy toward interdisciplinary projects and practical problem solving.

CK students engage in service-learning, present facts in a mock trial setting and learn advanced math and science by having the opportunity to dissect, mix chemicals and nurture students as critical thinkers and creative problem solvers.

They also create masterful prose and solve complex equations. Whether led by a teacher, fellow gifted peer or their own self-discipline, College for Kids students surprise even themselves by how much they can learn, achieve and grow in just one short week.

Our highly trained staff is dedicated to supporting the development of all children. Our teachers and support staff use proven methodologies and a highly effective curriculum to help children grow academically, socially, and physically.



**Session I - Grades 3 & 4,
June 16 - 21**

**Session II - Grades 5 & 6
June 23 - 28**

2024

**Session III - Grades 7, 8 & 9
July 7 - 13**

**visit our website
collegeforkids.net**

DESE Gifted Education Update December 2023

Christine Nobbe
Director of Gifted Education
Christine.Nobbe@dese.mo.gov



Powerful Learning Conference

Did you miss out on the GAM and NAGC conferences this year? I have an idea! Come to the Powerful Learning Conference held at Tan-Tara-A's conference center on January 29-30, 2024. The theme is *Innovating and Educating* and gifted education and related topics are well-represented. You can study the brochure [here](#) and register to attend [here](#). DESE's conference page is [here](#) which provides rationale for attendance. The price is right for both registration and hotel rooms!

I can make arrangements for gifted educators to get together. If you register, drop me a message!

Missouri Scholars and Missouri Fine Arts Academies

Please get your student nominations/applications submitted! Both academies are free again this year! [MSA](#) nominations are due February 2, 2024 by 5 PM. [MFAA](#) applications are due January 28, 2024. As always, if you need support, reach out and I will help.

The Advisory Council on the Education of Gifted and Talented Children

The Council presented to the State Board of Education on October 17th. Links to the report and the recording can be found on the Council's [webpage](#) – scroll down to the green tab titled “Reports to the State Board of Education” and open it for more information.

The Council will meet virtually on Wednesday, January 17 at 3:30 to wrap up activities they began in January 2023 and make decisions on foci for 2024. Dr. Beth Winton, Council chair, will provide a

brief report on gifted education certification. The agenda will be published at least 24 hours in advance on the [webpage](#).

Gifted Rule, Desk Audits, and Data

As I write this, DESE is working hard to publish the report cards, so the gifted education reports are down. By the time you read this, the [report cards](#) and the [APR](#) should be released.

I started the desk audits but have not yet contacted districts who are showing a decline in students marked as gifted served. If you are serving fewer students this year than last, let's work together to figure out why.

Because of SB 681, the gifted education rule and *Gifted Education Program Guidelines* need an update. Please visit [this page](#) for more information and watch the [Gifted-Ed listserv](#) for a comment period from January 15 to February 14, 2024.

Gifted and Talented Tuesdays 2024

I will offer Gifted and Talented Tuesday events from January 9 to May 14 and will publish the flier on the [webpage](#) in mid-December.

A Whirlwind of Fall Conferences

To prepare education professionals for the changes in the gifted education state statute, I presented at 12 fall conferences! The handouts that I shared can be found in the [Quick Links](#). The Portrait of a Gifted Learner stickers were a big hit! If you are using the Portrait and/or the MO-GLOs, I would love to hear from you to collect information, stories, and examples for the spring conferences.

Have a Joyous Winter Break!

The most wasted of all days is one without laughter. — Nicolas Chamfort

I hope you enjoy days of laughter this season!

-Christine

GIFTED AND TALENTED TUESDAYS



ZOOM EVENTS FOR STUDENTS, TEACHERS, AND COORDINATORS/ADMINISTRATORS

Tuesdays beginning January 9, 2024



You are invited to join Missouri's gifted education community for discussion and inspiration every Tuesday, January 9 to May 14, 2024. Log in 15 minutes early to network.

First Tuesdays, 11:00 – 11:30 with Q/A until noon – Space Exploration Talks for Gifted Learners

- ☑ February 6, An Update for 2024: Moon, Mars, & More
- ☑ March 5, Women in Space (Women's History Month)
- ☑ April 2, Space Spinoffs: Space Tech on Earth
- ☑ May 7, Exoplanets & Life Beyond Earth

Second Tuesdays, 9:00 – 10:00, Coordinating MO Gifted Education Programs for Gifted Education Specialists, Coordinators, Directors, Counselors, Principals, and Administrators

- ☑ January 9, Let's Get Real about ADHD, guest speaker Nancy Bonn-Winkler
- ☑ February 13, InView & TerraNova Next, guest speakers Christi Linton & Jon Weiss, Data Recognition Corporation
- ☑ March 12, Torrance Test of Creative Thinking – Figural & Verbal
- ☑ April 9, TBD
- ☑ May 14, Thinking Ahead to 2024-25

Contact Information: Christine.Nobbe@dese.mo.gov

Third Tuesdays, 3:30-4:30, For Gifted Education Specialists and Coordinators/Directors of Gifted Programs

- ☐ January 16, Free Engineering Labs: From Bugs to Bytes, Kilowatts to Kilometers, & Robots to Rockets, guest speaker Marissa Cochran
- ☐ February 20, No G/T Tuesday - Capitol Day on Feb. 21
- ☐ March 19, TBD
- ☐ April 16, Unleashing Brilliance Together: Empowering Community Engagement in Gifted Education, guest speaker Ashley Zeiler

Final Tuesday of the Month, 3:30 – 4:30, "Book" Study for the G/T Community, Diving into the National Center for Research on Gifted Education <https://ncrge.uconn.edu/>

- ☐ January 23 & 30 - No G/T Tuesday - Powerful Learning Conference is January 29-30
- ☐ February 27, Home page, About Us, and [Short Videos](#)
- ☐ March 26, [2014-2020 NCRGE Research Findings](#)
- ☐ April 23, NCRGE's First Five Years, **please pre-watch [Overview of What Gifted Education Looks Like](#)**
- ☐ April 30, **please pre-watch [Four Factors that Promote an Achievement-Oriented Attitude with your Child](#)**

THIS IS A NEW YEAR. A NEW BEGINNING. AND THINGS WILL CHANGE.

- TAYLOR SWIFT

ZOOM LINK: [HTTPS://WWW.ZOOMGOV.COM/J/16190848473](https://www.zoomgov.com/j/16190848473)
LISTSERVE UPDATES: <https://lists.mo.gov/mailman/listinfo/gifted-ed>

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Questions? Email our reference team at reference@lindahall.org

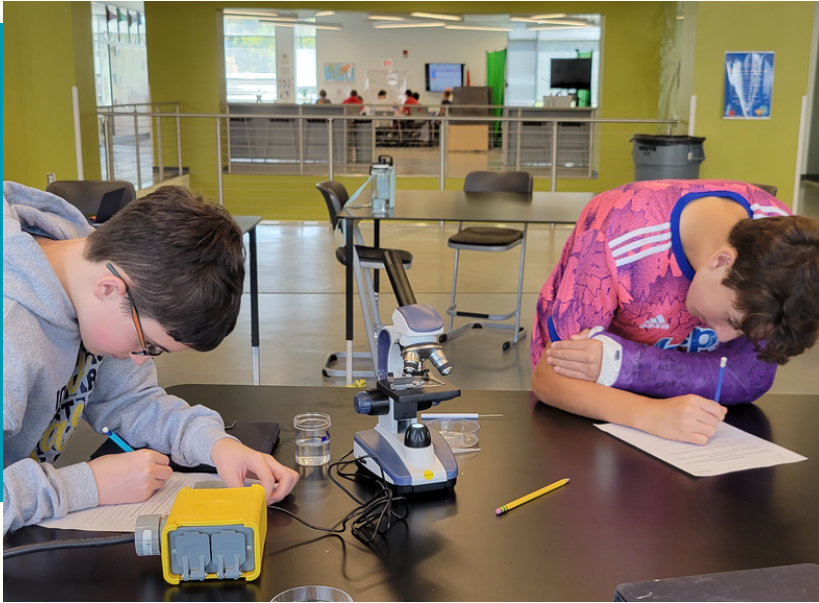


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Middle School S.A.G.E. Units Promote Problem-Solving and Choice

by Shon Adamson, Lara Bradley-Owsley, Melissa Duffett, Derek Hutchinson, Jennifer Koch, Audra Ruckel, Cassandra Shaffer, and Cindy Turner; submitted by Kate Place, Principal, North Kansas City Schools

Contact kate.place@nkcschools.org for more information about a S.A.G.E. middle school gifted unit

The SAGE (Students in Academically Gifted Education) Middle School program at North Kansas City Schools promotes real-world problem solving and student choice through a diverse selection of unit of study options. These units (see unit descriptions below) have been developed by the middle school SAGE teachers and are rooted in professional practice of Science, Technology, Engineering, and Mathematics (STEM)—often in coordination with experts from the various disciplines represented in the courses. Each semester, students choose two units. While some students explore as many units as possible, other students deepen their understanding by taking advanced-level unit of study courses. NKCS middle school SAGE teachers, continue to curate the breadth of offerings and enhance existing units based on feedback from students, parents, professional practitioners in the community, and emerging practices and technologies. Through the development of units of study, teachers model self-directed learning, exploration, and inquiry into areas of personal, local, and global interest.

Advanced Graphic Design/Photography (7-8)

Through this unit, students utilize prior knowledge of the basic elements and principles of graphic design and/or photography to design and create their own artwork. They work collaboratively with others to grow and expand their technological skills using the DSLR camera and the graphic design programs, Adobe PhotoShop and Adobe Illustrator, as the mediums for their art designs to create a real-world product.

S.A.G.E. Units

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Amusement Park Physics (6)

Students learn the physics involved in many popular amusement park rides, how the rides work, and the effects rides have on a person's body. Students learn about the reason for and importance of ride safety protocols and requirements to create their own model amusement park ride.

Animation Character Design (6)

In this unit, students learn the history of animation and how it evolved over time. They learn about the basic character design principles developed by Walt Disney Studios and how the principles affect animation art standards and story line development used by others. Students will also explore the art of anime and compare/contrast this art form with Disney's principles. Students will incorporate the principles of animation to develop their own character, create it using Adobe PhotoShop and Character Animator, and then create their own short animation using their character.

Arduinos (Microcontrollers) (7-8)

Students build circuits and program an Arduino microcontroller for various tasks, such as light up LED's with a dimmer switch; program LED's to strobe; and program a speaker and pushbuttons to make a simple piano. There are multiple projects students work through at their own pace with additional challenges at the end of most lessons. Students modify c++ code.

Botany/Ecology (6-8)

Botany, also known as plant biology, is the study of plants. It is a scientific discipline based on observation, experimentation, recording, classification, and the testing of hypotheses. Students explore and study a variety of plant subjects in hands-on indoor and outdoor classrooms. Ecology is the study of nature around us and the conservation of that nature. Students study the local habitats and look at what can be done to make sure animals and plants can live there.

Chain Reactions (6-8)

Students explore the inner workings and functions of an automaton; study gears; and put them into practice in a unique project. Students will apply their skills to create automata machines and climbing wooden toys.

Coding (Python) (7-8)

This is an introduction into the world of Python coding. Students code using the Trinket app along with Python software. The class begins with basic functions and quickly moves to Turtle, which allows users to draw and make games. In this class, students program games like Snake, Pong, and Asteroids.

Destination Imagination (6-8)

Students work in teams, both face-to-face and virtually, to solve a long-term challenge that the team has chosen. Students use their creativity, critical thinking, and communication skills to work together to show off their unique strengths and talents. Students experience the creative process from imagination to innovation, while being hands-on!

S.A.G.E. Units

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Electrical Engineering (6)

Students learn the basics of working with electrical circuitry. Students solder some projects on a circuit board and create other projects on a breadboard. Throughout the unit, students build multiple circuits that include components like resistors, capacitors, transistors, and integrated circuits.

FLL (6-8)

FIRST Lego League is a combination of tasks that teams complete in a competition setting with a theme that changes from year to year. Students research science and technology topics related to the specific theme and challenge. In FLL, students build presentations and prototypes and use information found through research to design a solution to a problem. During the competition, teams present solutions to judges in a creative format as well as traditional displays with prototypes/models. In the final component of FLL students build robots and design game strategy. Students strategize and work with the Spike Lego brick to program missions.

Forensic Science - Crime Scene (6-8)

Students work a simulated crime scene and use tools a real forensic scientist would use. Weekly labs are designed to help students understand the career of forensic science. They study such subjects as fingerprinting, handwriting, chromatography, arson investigation, and hair and fiber analysis.

Forensic Science - Murder (7-8)

In this class students learn about the clues that lie on the body after a murder, including bugs, decomposition, bones, fiber evidence, blood, and DNA. In this lab-intensive class, students need prerequisite experience with lab equipment and demonstrate the ability to follow multiple step and complex instructions.

Future Cities I, II, and III (6-8)

Students research real-world challenges facing the cities of tomorrow, then use design and simulation software to virtually create their own ideal community that provides solutions to today's problems. Future Cities II students expand their cities into a more complex regional network with additional challenges.

Game Makers (6-8)

Students design an app-based video game from idea all the way to uploading the game to an app store. Game Makers learn about different types of games: platformers, endless runner, space shooter, battle games, and more. GDevelop is the program used to make the games. Students do not need to have any coding experience to make a video game.

Graphic Design (6-8)

In this unit, students understand the basic elements of graphic design and how they are used in different formats. They explore, learn, and utilize the professional graphic design programs Adobe Illustrator and Adobe PhotoShop to apply the elements of design to create their own artwork through various mediums. Students think critically as they apply, evaluate, and respond to differing strategies

S.A.G.E. Units

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for solving problems and making decisions in their artwork using the graphic design software programs.

Imagineering (6) and (7-8)

Students work as artists, designers, and engineers to create their own theme park concepts. Following the creative development process used at Walt Disney Imagineering, they will explore experiential storytelling, create a theme, mood board and map for their park, then design rides. This class includes both the artistic and engineering aspects of park and ride design.

Interactive Fiction (7-8)

Students study, design, and create their own Interactive Fiction games and narratives using video games, board games, digital gamebooks, and/or graphic/visual novels using narrative software. The unit focuses on the genres of science fiction, myths, and legends.

Invention Convention (6-8)

Ready to create the next great invention? Students develop ideas into a real invention that people can use to solve everyday problems. Growing an idea into a prototype, students may have the opportunity to compete at the Kansas City Invention Convention. Those that compete at the KCIC could win cash prizes and even a chance to compete at the national Invention Convention!

Kitchen Chemistry (6-8)

Students look at cooking through a scientific lens. They conduct an edible experiment and look at the science behind how it works. Not only will chemical principles be examined, but also biochemical, biological, microbiological, and maybe even a little physics.

Kitchen Chemistry 2 (7-8)

Students take their knowledge of science and cooking to an expanded level. Students conduct both labs and cooking events, applying a scientific principle each time. This course incorporates basic scientific concepts covered in the first course but will use a more complex process to do so.

Laser Etching 1.0 (6)

Students use the Epilog Laser Cutter/Etcher, along with Adobe Illustrator, to design and create multiple projects. Some projects include a wooden notebook cover, tile coasters, a wooden puzzle, an acrylic keychain, and/or repurpose glass jars. Students learn how to convert images using SVG transfers, design using the shape tools, and much more.

Laser Etching 2.0 (7-8)

Students use the Epilog Laser Cutter/Etcher, along with Adobe Illustrator, to design and create multiple projects. Students begin with a pencil holder that will be etched and filled with epoxy. Student will laser etch a name plate and use the router to design a holder. Other projects include a LED acrylic light, cell phone charging station, laser etched game, tensegrity table, shadow box, and more.

S.A.G.E. Units

continued from Page 18

Moneyball: NBA Sports Analytics and Decision Making (7-8)

The term “Moneyball” refers to the ways that small market (or more frugal) professional sports teams compete with large market (wealthier) professional sports teams by using data to find under-valued players. Wealthy sports franchises use money to buy the most expensive, traditionally high-valued players. This situation often puts smaller, less wealthy teams at a disadvantage. Teams started using sports analytics to find less expensive, but valuable players to compete with the wealthy teams. Now, professional sports teams largely use sports analytics--relying on statistical/data analysis to make decisions about drafting, signing, or recruiting athletes to college teams or professional sports franchises. In this class, students collect and analyze data from the NBA to make decisions about how to make “fantasy” teams better based on data collection and analysis.

Moneyball NFL (7-8)

Sports analytics is the practice of using statistics and data analysis to make decisions about drafting, signing, or recruiting athletes to college teams or professional sports franchises. In this class, students collect and analyze data from NFL athletes and make decisions about how to make football teams better based on that data.

Photography (6-8)

In this course, students learn about the history of photography, basic photography terms and concepts, the science behind how cameras work, the parts of a DSLR camera, and how to properly use one. Students discover how photography has evolved from documenting moments in time to become a form of art, then transfer this knowledge and their skills into composing a variety of photographic artwork.

SAGE Start-up (6-8)

Students become entrepreneurs by working together to design a business. They work together in the lab to create and market products for their business. Students also adopt a global cause and will support their cause with the proceeds from their business.

Simulated Adventures (6)

Students test their survival and math skills during a simulated adventure where the class is stranded on a deserted island in the South Pacific. Students calculate ratio to build a shelter; they measure volume to build a water collector and water filtration system. Finally, students balance equations to get everyone on a canoe and back to civilization.

Special Effects (6-8)

In this self-paced course, students complete three intro videos to learn the foundations of Adobe Premiere Pro and Adobe After Effects. From there, students pick the projects they would like to work on. Projects include but are not limited to making people look like holograms, creating light sabers, make someone look like they just jumped up into the sky, make lightning come out of a magic wand, adding a bionic eye to an individual. Students will have access to green screens, padcasters, microphones, and filming with a drone.

S.A.G.E. Units

continued from Page 19

Sports Medicine (6)

The Sports Medicine course introduces SAGE students to the practice of athletic training and sports medicine. In this hands-on course, students focus on a range of sports medicine topics, such as injury prevention, treatment, rehabilitation, and emergency injury management. From taping ankles to CPR, students plan for, assess, and treat athletes to ensure safety and strong athletic performance.

Stock Market 1.0 (6-8)

Students are introduced to the basic concepts of the stock market. While working with a team to invest a virtual \$100,000, students use real-world data to make informed investments. Students acquire basic financial vocabulary and develop personal financial literacy.

Stock Market 2.0 (7-8)

Students take their knowledge and skills of the stock market to the next level. Students dive deeper into aspects of investing with topics such as mutual funds and bonds. Students have the opportunity to work with a team to invest a virtual \$100,000 and compete against students from schools in the region.

Universe: Building Space Settlements (6)

Students work in teams to design settlements where the first space settlers might live and work. Students follow the engineering design process to determine the criteria of a successful settlement, research locations for the settlement, brainstorm ideas that take location into account, plan and create a prototype settlement, then evaluate and make improvements on settlements.

Universe: Invisible Waves (7-8)

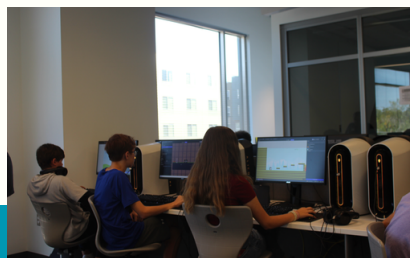
This unit is split into three main sections. In the first section, students learn about invisible wavelengths and solve the mystery of gamma-ray bursts. In the second section, students become solar scientists, studying the Sun and the Earth and the connections between the two. In the third section, students study the different types of radiation and how to protect astronauts from its adverse effects.

Zoology - Invertebrates (6-8)

In this course, students learn what makes an animal an animal and how zoologists classify animals, focusing on invertebrates. Students use microscopes to observe the structure, function, and behavior of many different live invertebrate species including insects, worms, snails, crustaceans, and more.

Zoology - Vertebrates (6-8)

In this course, students learn what makes an animal an animal and how zoologists classify animals, focusing on the 7 classes of vertebrates. They dissect a fish, amphibian, and a reptile to learn animal structures and functions.



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Niche names 2024 best schools with gifted and talented programs in Missouri



Palmyra middle school teacher receives \$500 grant from WGU Missouri



Missouri on deck to boost access to gifted education



ABOUT GAM

The Gifted Association of Missouri believes an appropriate education is every Missourian's concern. We also believe that children with unusual potential have unique learning needs. We recognize that Missourians must become aware of these children and their needs at home, school, and in the community.

Therefore, GAM sets as its goals:

- Be a leader for gifted children in the school reform movement.
- Empower parents of gifted children to become informed and active advocates for their gifted children.
- Ensure adequate funding for the education of gifted children in the State of Missouri.

2023-24 GAM Virtual Gifted Speaker Series



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02/12/2024 - Books for Gifted Kids.

- Lynette Breedlove, PhD

03/11/2024 - Perfectionism in Gifted Students

- Phoebe Pohlman

04/15/2024 - Psychosocial Needs of Gifted Students

- Jessica Harris, King & Queen County Public Schools, VA
- Katherine Rottjakob, Rockwood Schools, MO

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Please contact me with any questions

Mary Potthoff, Director
Center for Gifted Education
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Update from the Advisory Council on the Education of Gifted and Talented Children

By Beth Winton, Chair of the Missouri Advisory Council on the Education of Gifted and Talented Children

Hello Missouri gifted educators, parents, and students! For those of you who don't know me, I'm Dr. Beth Winton and I am the chairperson of the statewide Advisory Council on the Education of Gifted and Talented Children (the Council) and the Coordinator of Secondary Gifted Programs for the Columbia Public Schools. I have worked in gifted education in Missouri for my entire 32-year career. I am a teacher of gifted students, a parent of gifted students, and an administrator of a gifted program. I also teach 2 of the 5 core courses required for gifted certification for Missouri. I have experienced the wonderful and frustrating nature of gifted children from all sides and it is my honor to serve as a charter member on and now chairperson of the Council advocating on behalf of gifted students and the teachers and parents who love them. And we do love the little stinkers, don't we?

First things first, I need to thank the members who serve with me on the Council. Without their time, energy, and dedication, our work would not be possible. They are:

Ms. Ginger Beaird - Gifted education teacher, Bernie R-XIII School District
 Dr. Lenae Lazzelle - Gifted education Program Director, Springfield Public Schools
 Mr. Karl McKimmey – Gifted education teacher, Lebanon R-III School District
 Dr. Dennis Rhodes - Director Gifted/Talented Education, Rockwood Public Schools
 Ms. Amanda Sauerwein – Graduate Student, ELA teacher, Missouri Virtual Academy
 Ms. Carol Toney - Gifted education teacher, North Kansas City School District
 (alt) Dr. DeShonda Payton - Principal, Jennings School District
 (alt) Dr. Heather Van Otterloo, Gifted education teacher, Joplin School District

On October 17th of this year, I had the honor to present an update on Council activities to the Missouri State Board of Education and the Commissioner of Education Dr. Margie Vandeven. You can view the PowerPoint presentation [here](#) and you can listen to the recording [here](#), my part begins at 4:01:18. The State Board of Education has been generous with their time, welcoming of Council advocacy, and genuinely interested and improving the lives of Missouri's gifted children. When the Council began in 2013, we planned to present reports to the State Board of education every other year. In 2020, the State Board President Charlie Shields, a parent of a gifted child, invited us back annually to update them on Council activities and we were thrilled for the invitation. I told them to "be careful what they wish for but" am grateful for their time and attention as we discuss the unique academic and social emotional needs of gifted children. This year I spoke about several recent Council activities.

Annual Report to the Missouri State Board of Education

Advisory Council on the Education of Gifted and Talented Children

Dr. Beth Winton, Chair

October 17, 2023

Joplin Public School gifted students



Advisory Council

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The passage of SB 681 in May of 2022 included language requiring all public school districts to have a state approved gifted education program. This law takes effect in August, 2024. The guidelines for state approved gifted programs include a defensible identification plan, a minimum amount of direct instruction per week, and for districts with a total enrollment of more than 350 students, a teacher certified in gifted education.

To support school districts that will now establish or reinstitute a gifted program, the Council convened two subcommittees that are finalizing documents to provide guidance. One subcommittee focused on clarifying questions about the identification process. In addition to guidance previously published on equitable identification [practices](#) and using local [norms](#), this new document will provide expanded support for Missouri public school districts on how to design identification procedures. Focusing on data districts already collect as a foundation, we hope that this guidance supports school district personnel in their decision-making as they design equitable identification procedures for gifted students.

The second subcommittee is focusing on services appropriate for high school gifted kids. Only 39% of Missouri public schools currently serve their gifted students and very few of those serve their students through graduation. The needs of high school gifted students become more diversified and individualized. The purpose of this document is to provide advice and resources to school districts for an appropriate range of services to meet the unique needs of high school gifted students.

Additionally, on behalf of the Council, and in cooperation, with the Gifted Association of Missouri (GAM) and DESE Director of Gifted Education, Christine Nobbe, I made a recommendation to the State Board of Education to revise the requirements to obtain gifted certification. I presented these recommendations to the Missouri Advisory Council for Certification of Educators (MACCE), and to the Missouri Advisory Board for Educator Preparedness (MABEP). Both advisory bodies were engaged and welcoming and approved the proposal in its entirety. These changes should be presented to the State Board of Education at their January meeting for approval. This is main text of the proposal.

Proposal 1 - Remove the Graduate level research course.

The current rule (Appendix C) requires a 3 hour graduate course in research procedures. Since teachers will often obtain a Master's degree to maintain their teacher certification, which typically includes a graduate course in research procedures, it is not necessary to require it here.

Especially for younger teachers who choose to pursue the gifted certification add-on prior to pursuing an advanced degree, it adds to the time requirement and cost. Most districts do not reimburse for continued education so teachers pay for all coursework out of their own pocket. We feel the core content required in part C and the required culminating clinical experience covers the necessary learning and is sufficient to prepare teachers to teach this special population and this additional course should be removed.

Proposal 2 - Remove the course Psychology of the Exceptional Child.

The current rule requires a 2 hour course on the Psychology of the Exceptional Child. While most teachers obtaining initial Missouri teaching certification are already required to take this course, often teachers obtaining certification from out of state or through an alternative pathway find this course to be an additional barrier. Most districts do not reimburse for continued education so teachers pay for all coursework out of their own pocket. We feel the core content required in part C and the required culminating clinical experience covers the necessary learning and is sufficient to prepare teachers to teach this special population and this additional course should be removed.

Advisory Council

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Additionally, since the course is generally required elsewhere, we fear the stated total of 23 hours required to earn the gifted certification add-on is itself a barrier and could discourage interested parties from starting the process. When a Master's degree can often be earned in 33 hours, this number might seem daunting.

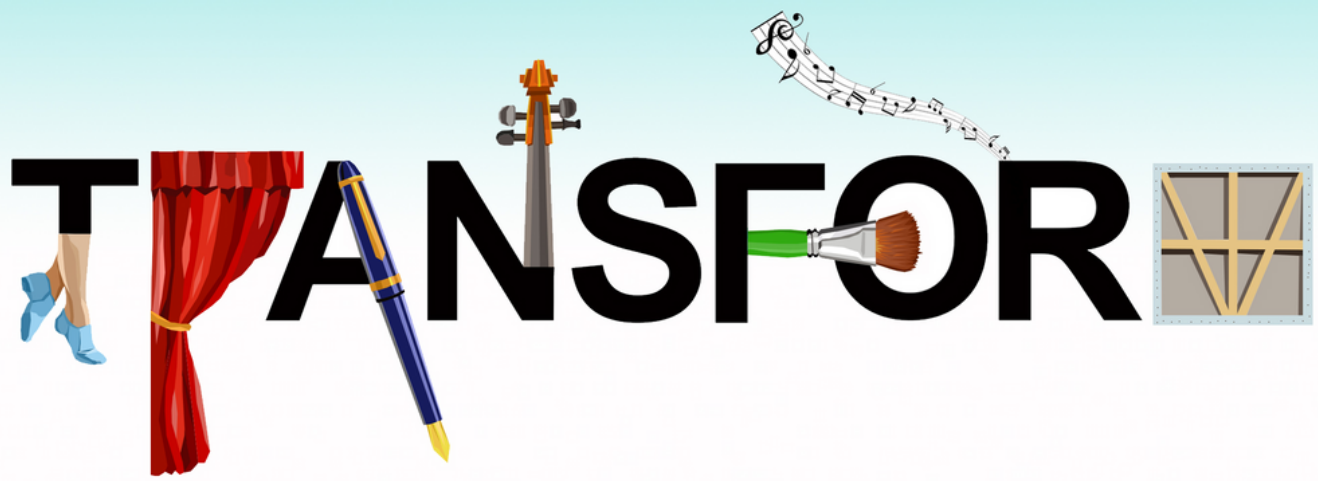
Proposal 3 - Remove the required 2 years of teaching experience.

The current rule requires 2 years of teaching experience. Removal of the 2 years of teaching experience would allow universities and school districts to recruit younger teachers to pursue the gifted endorsement. Broadly, the teaching profession needs an infusion of young talent to continue working for the public good. Many Missouri school districts are organizing their own Grow Your Own Teacher Program to encourage and support young people in their pursuit of a career in public education. Removal of this requirement would open the door to more teachers interested in serving this special population of students. |

Adoption of all three proposals would reduce the total hours required to earn the Missouri Gifted Certification add-on to 18 making the opportunity more accessible to Missouri teachers.

We are grateful to the State Board of Education for their support and hope they will approve these changes. The Council will be voting on final drafts of from each subcommittee report at our January meeting and those will be posted on the Council [website](#) as soon as they are available.

We will be moving onto new action items for the 2024 calendar year. If you have an issue or concern that you would like the Council to debate, please don't hesitate to email me or any other Council member directly. We are always open to suggestions from teachers, parents, and/or administrators in the field for issues that need our attention. It is a privilege to represent gifted students, their teachers, and their parents statewide and to advocate for more appropriately differentiated services from Missouri's gifted students.



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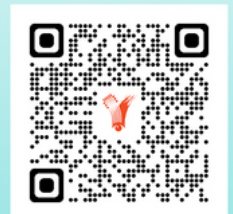


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