Summer 2016

GAMbit

The Newsletter of the Gifted Association of Missouri

Dear GAMBIT readers,

I personally want to invite everyone to the 35th Annual Gifted Association of Missouri Conference. **Mark your calendars now for October 15-16, 2016** to be in Columbia, MO at the University of Missouri's Memorial Union. We are honored to have Dr. Richard Courtright from Duke University/Duke TIP Program as our keynote speaker, who will address literacy topics for gifted students. In addition to that, there will be a variety of breakout sessions, networking opportunities, vendors, and exhibitors.

Several teachers indicated that during the weekend is the only way they can attend because their districts will not pay for a substitute teacher during the week. Enjoy the weekend with plenty of free, available parking, no football crowd, and time to network while visiting shops and restaurants in Colombia.

We appreciate the support of the University of MO to help offset the costs. The Stoney Creek Hotel is also supportive of our conference attendees and were the only hotel to offer reasonable rates and plenty of rooms. We are dedicated to accommodating attendees in every way we can.

This is the ONLY state conference on gifted education. Our board and Conference Planning Committee volunteer many hours to provide an outstanding experience for participants because we are committed to supporting gifted education. This weekend re-energizes me! The friends I meet, the ideas I add to my curriculum, and supporting gifted education all outweigh missing one weekend of the year. We sincerely thank all those who are GAM members, conference attendees, presenters, parents, administrators, and anyone else who shares their passions to help others in so many ways.

I hope you will join us for the 35th year of celebrating gifted education in Missouri. Make sure to check GAM's website (www.mogam.org) for updated information. Thank you for all of your support.

Sincerely,
Debbie Green
GAM Conference VP

Celebrating 35 Years

All the Good Stuff Inside!

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We want YOU to be a part of the GAMbit!

Tell us about your students or write an article! We want to hear from our GT teachers and parents!

Gifted Association of Missouri

The GAMbit is published quarterly by the Gifted Association of Missouri (GAM) to inform educators, parents, and others about the unique educational, social and emotional needs of gifted and talented children and the issues that impact their development.

Publication of information does not imply endorsement of programs or events by the Gifted Association of Missouri unless such endorsement is specifically stated.

Submissions for publication, inquiries, and comments are encouraged. Send to **Sheila_Bonner@isdschools.org**

You're Invited - Calendar of Events

DRURY SUMMER CAMPS 2016

July 11-22 -- Weller Elementary
Summer Pals -- grades pk-1st 8:15-11:15
Summer Quest -- grades 2nd-5th 8:30-11:30

July 10-21 -- Drury University
Summerscape -- grades 6th-8th
Drury Leadership Academy -- grades 9th-12th
Financial need scholarships available upon request.

COLLEGE FOR KIDS 2016 DATES:

Session III, Grades 7, 8 & 9 = July 10 - 16

Project MEGSSS
Summer Programs (full and half day available): Mon-Fri, July 11-22

Conference on Academic Acceleration, July 24-26, 2016
Belin-Blank Center at the University of Iowa
More information and to register, see http://belinblank.org/bbali

Mark your calendars now for October 15-16, 2016
The Gifted Association of Missouri's
State Conference, Columbia, Missouri

If you have a date or event to add to our Calendar of Events, please email Sheila_Bonner@isdschools.org

March 2016
Gifted Association of Missouri
P.O. Box 3252, Springfield, MO 65808

GAMbit Readers:

Thank you for your interest in this publication and gifted education.
It has been a very exciting year and a half serving as GAM President. I would like to first say thank you to each and every member of the Board of Directors of GAM. You work diligently, often times behind the scenes to make a difference for gifted students in Missouri and beyond.

In addition, thank you GAM members for your continued support of this organization. Below are a few highlights and reminders:

- On February 24, we had a great GAM Day at the Capitol with hundreds of students filling the Rotunda.
- Last month, outgoing Governor Jay Nixon decided to release the full $750,000 for the Missouri Scholars and Fine Arts Academies.
- On April 9, the GAM Board of Directors met to plan for our upcoming conference, and to discuss a future public relations plan for GAM, as well as future leaders for GAM. This was a great, productive board meeting.
- Our annual New Teacher Workshop will be at Lindenwood University in St. Charles, Missouri on July 18-19! Any teachers new to gifted or teachers wanting a refresher in gifted education are welcome to attend.
- REMINDER!! OUR ANNUAL STATE CONFERENCE IS AT MIZZOU THIS YEAR AND WILL TAKE PLACE ON OCTOBER 15-16, 2016.

Please come celebrate GAM's 35 year history and encourage the future of GAM at this conference. **Final thoughts:** They say it takes a village to raise a child, well it also takes a village to run an organization and I appreciate every effort from maintaining the website, planning the conference, increasing membership, completing a budget, and everything each board member and member does behind the scenes to promote the good of GAM, so thank you and I look forward to the continued success of this great organization.

Please visit our website at mogam.org for more information on our upcoming events.

See you in October!

Sincerely,
Dr. Robin E. Lady, NBCT
President, Gifted Association of Missouri

2016 GAM State Conference Keynote

Richard D. Courtright, PhD

Gifted education specialist for Duke TIP, Dr. Courtright is a lifelong educator with more than 40 years of experience. Dr. Courtright was an elementary and middle school classroom teacher, and a gifted education program administrator. He holds a BA, MA, and PhD in education from the University of North Carolina at Chapel Hill, with an emphasis on gifted and talented education.

Dr. Courtright's professional interests include consultation on curriculum and program development, program evaluation and teacher training in gifted and talented education. He has co-written and co-edited several works, taught a variety of courses and workshops in general, gifted, and special education, and presented at state, regional, and national conferences.

KEYNOTE: Concepts, Essential Questions and Inquiry: What Would Socrates Do?

How do we, as educators, recapture our students' love of reading that the frenzied emphasis on assessment has all but extinguished? Teaching for literacy skills has our children convinced that reading is about drill & kill and the test. They have lost sight of the potential magic of being transported to another time and place. Socratic inquiry enables learners to go beyond just the facts and knowledge, through process skills that are the main focus of the standards, to synthesis and true understanding of the concepts at the heart of the discipline, illustrating the way in which student learning can be driven to the highest levels of cognition and enjoyment. Engaging learners in the examination of various concepts, are at the heart of quality curriculum that provides rigor, depth and complexity, is best accomplished through questioning – just as Socrates did.

BREAKOUT: SOCRATIC INQUIRY: *Addressing 21st Century Standards with a Centuries-Old Strategy*

This session will offer an overview of the implementation of the Socratic seminar, a strategy that provides a means to address the key components of reading, speaking and listening that are essential to the Missouri Learning Standards, and what all educators strive to achieve: a deep understanding of the principles, themes and issues inherent in great ideas across a variety of disciplines. Teachers can quickly incorporate into their instruction the basic principles of Socratic seminars. A highly practical strategy, this session will emphasize the "how-to" for conducting seminars in the classroom, offering suggestions to maximize the likelihood of success, drawn from the presenter's experiences with students and adults.

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GAM District B and C

District B and C combined forces and hosted Gifted Family day on April 23rd. We had 50 students from both districts meet at UMKC for a morning of engaging activities. Students explored Penny Structures, Chinese, Acid/Bases, Squishy Circuits, Unlock the Box, Makey, Makey, and Breakout Edu. We want to thank the teachers and parents who presented wonderful sessions. A Special thanks goes to Rita Barger from UMKC. She coordinated and offered the space to us free of charge, and has graciously offered to let us host our event there again. The keynote speaker was our own wonderfully knowledgeable president Dr. Robin Lady and co-organizer Jennifer Medina. We had wonderful staff helping with check-in and set-up, Thank you Shannon Fuller, Heather Hodes and Lezlie Waltz. Not only was the day successful for students but we were able to raise money for GAM and the important work we are doing to protect gifted education.

Mrs. Turner, Intermediate SAGE Teacher for Clardy and Oakwood Manor NKCSD
Cindy.Turner@nkcschools.org
http://sageturnertimes.weebly.com

TedEd Clubs in GAM District B

By Lezlie Waltz, 5th & 6th Grade LEAP Teacher
lezlie.waltz@raypec.org

TedEd Clubs are fabulous at giving students a voice, and a chance to share "ideas worth spreading". This channel is being called the "global library of student ideas".

I thought readers might be interested in the work of this young lady as she is one of our gifted kids from District B and her original idea was researched, presented, recorded and is currently being seen globally. Ella's talk about consumerism is featured on TedEd Club. (See link below.)

"TED-Ed is about sparking curiosity and celebrating ideas. TED-Ed Clubs bring this spark and celebration into the classroom by providing a platform for students to discover, explore and present their big ideas in the form of short TED-style talks. Now there's a new addition to that platform: the TED-Ed Clubs Channel on YouTube.

The TED-Ed Clubs Channel is a global library of student ideas that aims to inform, inspire and introduce you to brilliant young minds in all corners of the globe. Want to know what ideas are relevant to youth right now? The TED-Ed Clubs Channel on YouTube showcases some of the biggest, smallest, boldest, bravest, quirkiest student ideas you'll find anywhere — and gives you actionable ways to be the change you wish to see in the world"

TedEd Club You Tube Channel

Ella's Talk on Consumerism featured on TedEd Club You Tube Channel

Coding for a Cause GAM District B

A group of Raymore-Peculiar School District students didn't just learn to code computers – they took that skill and used it for a service project to benefit children staying at the Ronald McDonald House in Kansas City. The students coded background scenes to be displayed behind a stage in a play space area.

On Sunday, April 10, students and parents visited Ronald McDonald House to see the backgrounds in operation. Ronald McDonald House provides a "home away from home" for families while their children are being treated at Kansas City-area hospitals.

The project, dubbed "Coding for a Cause," was the third phase of an effort that has spanned 18 months. The project began when fifth and sixth grade students in the District's gifted program (Logic, Enrichment, and Academic Pursuit – LEAP) worked with Teacher Lezlie Waltz three years ago to brainstorm ideas for a project. The initial idea to build a play house at the Ronald McDonald House has grown to include this year's coding project.

Coding for a Cause started last year with all of the fifth and sixth Grade LEAP students. It continued and was completed this year with some, but not all, of the fifth and sixth grade LEAP students, who were joined by some other Intermediate students who are not in LEAP.

Waltz stressed that the students are not just learning to code to fulfill areas of their curriculum. "They're not learning to code for code sake's alone," she said. "They are learning how to code in order to create a backdrop that will solve a problem the children are facing at the Ronald McDonald House – to be able to forget the problems in the world for a moment and just be able to be kids again."

Children in the play house can dress up for imaginative play or use puppets while changing the background scenes. To create the scenes, students collaborated with Chris Duh, a local artist with Hallmark and Kaleidoscope and Jason Waltz, Ray-Pec Instructional Technology Specialist; and received insight from Jason Smithers in the Ray-Pec Technology Department. The group also received assistance this school year from teacher Amanda Kilgore, Library Media Specialist Angela Wilke, from Bridle Ridge, teacher Stephen Rew and Library Media Specialist Heather Poland from Eagle Glen.

As students solved problems and adapted their code for the final creations, they also participated in video conferences with experts in the field, including Brian Aspinall, coder/creator/TedSpeaker from Canada; Jason Boyer, senior developer at Myriad Software from San Diego, Calif.; and Chris Neumann, founder of Business DataHero from San Francisco, Calif.

A group of students also talked about the project and taught a bit about coding for teachers during the school district's Whatever It Takes professional development conference on March 4. Lezlie Waltz describes the project as "Passion Driven Learning," rather than Project Based Learning.

"The 'fuel' that drives the activity is really that it's the kids who want to accomplish something they're passionate about," she said. "Because they are driven by this, they are willing to use critical thinking, research skills, grit, creativity, and perseverance as they learn what they need to know to solve whatever problems arise in their path."

When students first decided they wanted to build a play house for kids staying at the Ronald McDonald House, they learned that local artist Chris Duh was already working with the organization on a play space. The work by the Ray-Pec students was incorporated into Duh's larger play space. Lowe's in Raymore assisted by providing materials and mentors to help with the project.

During the 2014-2015 school year, Waltz's gifted students at Bridle Ridge and Eagle Glen intermediate schools composed instrumental segments and sound effects using the Garage Band program and animations using the GoAnimate program. The creations were designed to be "trigger-activated" by pushing a button when children played in the play space.

A Lesson Plan Close to My Heart

By Melissa Barkley, GAM District B

One day, I surprised my fifth graders with a real-world problem to solve. I displayed a mold of my dad's four-fingered hand and asked, "Would you design a prosthetic finger for my dad?" My robotic engineering students were intrigued with the challenge and responded with a great deal of inquiry. I shared the medical history of my dad's need for an amputation of his dominant middle finger bone, after a tumor had formed in his hand four years ago. His doctor amputated the entire finger leaving only the nerves tucked inside his hand. After the amputation, the skilled doctor attempted to make the hand look as normal as possible, by repositioning the remaining fingers closer together.

I asked the students to consider how life, after an amputated finger, might be different for my dad. They replied with numerous thoughtful considerations. Here are some of their responses: "He wouldn't be able to use a hammer well." "He wouldn't be able to throw a ball easily." "He would have a difficult time using a fork and spoon." "He would have to learn how to shake hands differently."

After a list began to form, more details were given about my father, who is currently a piano tuner after retiring from the Federal Aviation Administration several years ago. Before the surgery, my dad was an avid guitar player and a budding beginner pianist. Students recognized some additional possible difficulties to add to their list. Students added thoughts such as, "He would have a hard time tuning and playing pianos." "He wouldn't be able to play guitar anymore."

Students were given the task to tape their dominant middle finger to their hand, so they could attempt some "everyday" activities and experience the difficulty of not having the use of a digit. Students realized that typing, using a mouse, writing, and opening a door knob were all compromised activities without the normal use of their hand. They discussed how surprised they were that the loss of the use of one small part of the

body could have so much impact. This activity gave the students a more realistic perspective and assisted them in having empathy for people who have lost the use of any part of their body. They recognized that they had to readjust the way they held a pencil and maneuvered a computer mouse. They had to rely on their other fingers to do the work that their middle finger normally did.

After discussing the activity with the tape, I asked my students what they knew about prosthetics. They gave examples of prosthetics they had seen on legs and arms of people they knew and from articles they had read. Students were divided into groups and asked to research what they could find in the realm of prosthetic fingers. They concluded that there were few devices that have been invented, but that the majority of those were prosthetics that were attached to a portion of a finger that had been left on the hand. This finding, was an extreme motivation for the fifth graders to design their very own prosthetic fingers. They were asked to consider what material the finger would be made from, what would give it mobility and how it would be attached. Students were challenged to design a prosthetic they could present to my dad in the following weeks.

Students designed their prosthetic fingers and practiced presenting them to their peers in class. Their creative ideas and attention to detail were more than impressive. They faced this challenge head-on and tackled it with such proficiency and care that I was a bit emotional after the presentations were made. I was so proud of their hard work and innovation that I could hardly wait for spring break to come and go so that they could present their ideas to my dad in person.

After spring break, my fifth grade students met both of my parents and listened to my dad give a recap of his need for his amputation and the difficulties that it has presented in his life. He mentioned things that the students innocently neglected to think of, such as holding change, getting dressed, wearing gloves and displaying numbers to people. The teams and individuals who had designed prosthetic fingers gave their presentations to my dad, who listened intently and took down notes. The students presented ideas such as asking the doctor to recreate the gap so that a new finger would fit properly and attaching a prosthetic to the nerves that remained inside the hand. Students offered ideas of making the finger out of latex and placing artificial finger prints or small bumps for gripping purposes. Students thought about making it waterproof and one student suggested PVC material so that it would be easier for my dad to pluck the strings of the piano when he tuned it. Some students designed their prosthetic to attach to the remaining fingers while others suggested a bracelet that could be easily removed. Some students designed a prosthetic which could attach to his hand with a wire that could be covered with a latex material. One students designed a sleeve that would be worn and interchanged with designs for the day that my dad could choose from. Another design had musical notes covering the sleeve since he is a musician and tunes pianos. After each presentation, my dad offered feedback and complimented their work as he pointed out the details he liked best. He was extremely touched by their design efforts on his behalf and is hopeful that someday one of these very students will be the one to create a device that he and other amputees can effectively utilize.

I am extremely proud of my precious dad and my treasured students. This activity and the dear ones involved made it meaningful and priceless. My dad is already looking forward to the ingenious ideas that will be presented from next year's fifth grade students.

GAM Thanks These Friends of Gifted!

Senator Kurt Schaefer has been a tremendous Friend of the Gifted. During his eight years of service in the Senate, he has restored full funding for the Missouri Scholars and Missouri Fine Arts Academies and full funding for a full-time gifted coordinator at DESE. Schaefer was also instrumental in passing legislation to create the Advisory Task Force for Gifted and Talented Children.

Senator Schaefer is term-limited and is running for Attorney General in the November election.

GAM appreciates Rep. Donna Pfautsch for being a leader and strong supporter of gifted children in the Missouri Legislature.

Rep. Pfautsch is the sponsor of legislation that would decrease state school funding to a school district that decreases enrollment in a gifted program by more than 20%. At press time, the legislation has passed the House and is close to final passage in the Senate.

Donna Pfautsch, R-Harrisonville, was elected to the Missouri House of Representatives Nov. 6, 2012, from the newly drawn 33rd District, which includes parts of Cass, Jackson and Lafayette counties.

Prior to her election, she was a teacher in the Harrisonville Cass R-IX School District and served as Alderwoman and Mayor Pro Tem for the City of Harrisonville. She retired in 2012 after 40 years as a teacher and gifted education facilitator in the Harrisonville School District.

Rep. Pfautsch is a past president of the Missouri Gifted Association. During her teaching career, she helped her students win numerous district, state and international awards in such programs as Science Olympiad, Destination Imagination, Future Problem Solving, and the Missouri Stock Market Game.

Did you know that GAM is on Facebook?

Keep up with what is going on in gifted by liking us on Facebook!
https://www.facebook.com/MissouriGifted/

Bragging on Our BEST!

Congratulations to Serena Strecker and Faith Wen of Strafford High School. They were both named National Merit Scholarship Competition finalists. To be considered for the finals, these students submitted detailed applications in which they displayed strong academics, participated in school and community activities, and demonstrated leadership abilities. This is an incredible honor placed on two deserving young women. Both Serena and Faith have exceeded faculty expectations and sought to go above and beyond in their academic studies. After graduating at the top of their senior class, Serena will attend the University of Chicago to study English and Faith will attend Amherst College where she will study Law Jurisprudence and Social Thought.

Strafford High School is exceptionally proud of Faith Wen who became a member of the class of U.S. Presidential Scholars for 2016. Only 160 students were selected for this honor; just two were selected from Missouri. The White House Commission on Presidential Scholars, appointed by President Obama, selects honored scholars annually based on their academic success, artistic excellence, essays, school evaluations and transcripts, as well as evidence of community service, leadership, and demonstrated commitment to high ideals. She will attend a reception in Washington, DC this summer where she will be awarded the Presidential Scholar Medallion.

Chester Boren Middle School Students attend Stock Market Game Awards Banquet

Two eighth graders at Chester Boren Middle School, Ben Ray and Jackson Collier, attended the Stock Market Game (SMG) Awards Banquet held at the Lodge of the Four Seasons in Lake Ozark, Missouri on May 2nd. As regional middle school winners, they were awarded a trophy for their school and received medals following a buffet luncheon. SMG is an online simulation of the global capital markets, engaging students in grades 4-12 in the world of economics, investing and personal finance. Ben and Jackson invested their $100,000 [virtual] money in the fall and managed to have the highest return on their investments. Their teacher for the activity was Mrs. Ann Seider. Both boys participate in the gifted program for Centralia Schools called Nexus. (GAM District G)

BreakoutEDU

By Nikki Schwartz
GAM District G

You walk in the classroom, a wooden box sits in the middle of the table with a hasp full of locks. Examining the locks closer, you see there is a directional lock, word lock, key lock, and a 4-digit lock. Hmm, what could this mean? Treasure? Trouble? Or...is it time for BreakoutEDU? BreakoutEDU is my new guilty pleasure. I walk into any store and see new ways to lock a random object, or I go straight to the locks in any hardware store, thinking about how I could use them in my next breakout!

The Gist

Students get 45 minutes to solve clues hidden around the room that allow them to break into multiple locks. They are told a backstory either with a video or by the teacher, and that is the last the teacher speaks - unless they use their 2 hint cards. These hint cards are used in case they need help. The catch? The hints cannot be given unless the whole class decides to use them. They don't have to use them at all though, if they chose not to do so.

This is Learning?

If you walk into a classroom, what can you expect to see? It isn't just a game. It really is so much more than that. Students are problem-solving, thinking critically, collaborating with each other, and learning independence in working. Do students argue? Sure, but they also learn to work it out. Do some groups do better than others? Of course, the magic between some classes is different from others. That's okay. It isn't worth giving up. There are great debriefing questions to talk to kids about these Breakouts.

The BreakoutEDU games focus on math, science, ELA, social studies, teamwork, etc. They are great for an introduction to a unit, a wrap-up to a unit, or to find engagement and excitement in the classroom. Another bonus? There are games for ALL grade levels and adults. I have tried this with Kindergarten through high school.

I am adding my BreakoutEDU video to the end of this, some photos, and a link to the Facebook group, which I HIGHLY recommend. It is a great community of educators!

Go to https://www.facebook.com/groups/breakoutedu/ to learn more.

Nikki Schwartz, Technology Integration Specialist, Hallsville R-IV
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Facebook: http://www.facebook.com/NSchwartzTech
Pinterest: http://www.pinterest.com/nschwartztech

Calling all
Exhibitors & Vendors

You are invited to the

35th Annual Gifted Education Conference

CELEBRATING THE PAST…
SUPPORTING THE FUTURE

October 15, 2016
University of Missouri, Columbia

Visit the website below for information and the link to register

www.mogam.org

The Drury Center for Gifted Education is the only true college center for gifted education in the state of Missouri. The Center provides programs for gifted children, their families and teachers.

The teacher education program offers online coursework for graduate credit toward a Master in Education with emphasis in gifted education and/or Missouri gifted education certificate.

DRURY UNIVERSITY COURSE OFFERINGS

SUMMER

EDUC 676 A Survey of Gifted and Talented Education
EDUC 678 Administration and Supervision of Gifted and Talented Programs
EDUC 686 Practicum in Working with Gifted Students

FALL

EDUC 676 A Survey of Gifted and Talented Education
EDUC 677 Curriculum and Differentiated Instruction for the Gifted

SPRING

EDUC 679 Counseling and Guidance of the Gifted

All courses are three hours of graduate credit (unless noted), which meets requirements for gifted certification.

Contact: Dr. Laurie Edmondson, Dean
School of Education & Child Development
(417) 873-7271 - ledmondson@drury.edu

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July 11-22
Summer Pals — grades pk-1st 8:15-11:15
Summer Quest — grades 2nd-5th 8:30-11:30

July 10-21 — Drury University
Summerscape — grades 6th-8th
Drury Leadership Academy — grades 9th-12th
Financial need scholarships available upon request.

Contact: Mary Potthoff, Director
Center for Gifted Education
mpotthof@drury.edu
www.drury.edu/giftededucation

MAKE THE CONNECTION. *PASS IT ON.*

RayPec Competes at Extemporé!

By Lezlie Waltz, 5th & 6th Grade LEAP Teacher, lezlie.waltz@raypec.org

Extemporé is an academic competition that combines risk-taking, creativity, communication, problem solving and teamwork to solve extemporaneous challenges in a competitive setting. This was the 19th year of the competition. One hundred twenty teams from around the state competed in this event, and RayPec had gifted students from 2nd through 8th grade competing on teams with parents, teachers, and high school gifted assisting in hosting to make it a success.

Division 1 (3rd-5th Grades) Long Term Skits

Team Isola - 1st in the Fine Tuning Arena
Paige Bruflat, Colin Conley, Michaela Duran, Abby Hellums, Libby MacClean, Cabriah Voliva

Team Opera - 1st in the Perspective Arena
Brayden Schulze, Samantha Larkin, Asa VanTrump, Diesel Rogers

Division 2 (6th-8th Grades) Long Term Skits

Team Milan - 4th in the Fine Tuning Arena
Charis Gines, Conner Jenkins, Aidan Martel, Preslee Noirfalise, Annika Olson, Hannah York

Team Naples - 2nd in the Perspective Arena
Nick Hime, Taylor Hermsmeier, Jillian Humke, Caden Maxwell, Brayden Zaner

Division 1 Scholar Bowl (3rd-5th Grades) - Our Div. 1 RayPec Gold Team won 1st place
Jackson Day, Michaela Duran, Emma Fobes, Gary Manda,(all 5th Graders)

Division 2 & 3 Scholar Bowl (6th-12th Grades) - Our Div. 2 RayPec Gold Team won 2nd place
Aidan Martel, (6th) Austin Matthieu, (5th) Caden Maxwell, (8th) Luke Voelker (6th)
The Scholars2 pic shows ~ Gary, Jackson, Emma, and Michaela (1st place in Scholar Bowl Div. 1)
Scholars Div. 2 shows Dr. Barr, Dr. Hoffman, Aidan Martel, Luke Voelker and Caden Maxwell (won 2nd place in Scholar Bowl in Div. 2/3) *Austin Matthieu not pictured

The Wacky Award!

Braden Zaner, Caden Maxwell, Nick Hime, Taylor Hermsmeier, and Jillian Humke also won the Wacky Award for their dueling GPS portrayal.

The Outstanding Award!

Ella Schnake, Robbie Keays, Alyssa Harmon, Larissa Wratney, Alexis Carver, and Makayla Sclesky won the Outstanding Award for their viking and bridezilla wedding skit.

Pictured left to right: Caden Maxwell, Nick Hime, Braden Zaner, Taylor Hermsmeier, and Jillian Humke

Lamar Competes at Extemporé!

The Lamar R-1 gifted program brought 28 students to compete Saturday, April 30th at Extempore. They had six teams competing from 3rd through 8th grade. The fifth grade Showtime team of Myles Collins, Andrew Givens, Damian Markus, and George Wheeler placed second. The 5th grade Fine Tuning team of Blaine Breshears, Roni Ogden, Andrew Shelton, and Cameron Sturgell placed second. The seventh grade Engineering Feats team of Gabe Davis, Kara Morey, Jillian Gardner, Austin Luthi, and Darcy McDonald finished second, also. The students continued to do well in Thinker's Hall and Scholar's Bowl. In Thinker's Hall Division One, Roni Ogden placed first in mancala and Blaine Breshears in checkers. In Division one, Andrew Shelton placed second in chess and George Wheeler placed second in checkers. In Division two, Autumn Shelton placed first in mancala and had a first place finish in scholar's bowl. It was an awesome day for all our teams. All the teams did well and being with other gifted students from Missouri is a wonderful opportunity for us in Southwest Missouri.

Adrian R-III

Competes at Extemporé!

The 4th and 5th grade challenge student team from Adrian R-III competed this week at the Extemporé competition at RayPec High School. Out of teams competing in fine tuning division I, our team received 3rd place! The students had to write their own skit with many limitations and guidelines, decide on characters, costumes, set and props. They also completed three AHA! Challenges which combine risk-taking, creativity, communication, and teamwork to solve extemporaneous challenges. They individually played Chess, Checkers, and Mancala, and competed in a Scholar Bowl competition. In addition to doing well in the academic part of Extempore, our team also received a 1st place trophy in the Bocce tournament!

Excellent work

Connor Bridges, Gracie Glynn, Elyse Evans, Anna Glynn and Anna Bridges!

Rich Hill Competes at Extemporé!

Students in Mrs. Jennifer Wheatley's talented and gifted classroom have been studying Italy and it's culture the past few months which was the theme for this year's state Extemporé competition. Extemporé is an academic competition that combines risk-taking, creativity, communication, problem solving and teamwork to solve extemporaneous challenges in a competitive setting. This year there were 120 teams participating from across the state at the competition that took place at Raymore-Peculiar's high school on Saturday, April 30th.

Rich Hill took teams from 2nd, 3rd, 4th, 5th, 6th, and JH. Each team spent several hours after school writing and practicing their dialogue for the performance portion of the competition. Teams are given 30 minutes of preparation time the day of the contest to add up to five items to their skit. This can include a word, line of dialogue, prop, character and/or action depending on the arena. The day of the competition, teams are scored on this performance and three more "AHA" challenges that they complete during the day. Those teams receiving recognition at the awards assembly were the 5th grade "Ricotta" Team who received 1st place in the Showtime category.

The 4th grade "Rift" team received 3rd place in the Showtime category. Mrs. Wheatley says, "While not everyone received a ribbon or medal at the end of the day, everyone put in a lot of hard work and did a fantastic job. Several students who thought they would be 'too nervous' to perform in front of people did just that without a problem."

Students also have a chance to demonstrate their knowledge in a scholar competition and compete in "Thinkers Hall" playing chess, checkers, and mancala. As part of the theme this year students also had the chance to play in a Bocce Tournament.

Students enjoyed a stop at McDonalds in Harrisonville for dinner and ice cream on the trip back to Rich Hill. The bus pulled back in the parking lot here in Rich Hill at 7:30 pm resulting in a 12 hour Saturday for this group of students.

Each team participating is asked to send a volunteer to serve as a judge the day of the competition. The judges must arrive at 7:30 am for training and then stay until the last team is scored in their particular event. Mrs. Wheatley would like to thank those family members and teachers who gave up their Saturday to serve as judges. They were Mr. Brian Gillis, Mr. Paul Brown, Mrs. Cheryl Jarred, and Mr. Doug Abend. Several parents also volunteered to chaperone teams during the day whose help is also very much appreciated.

Scientifically Speaking

Enhance Your Classroom Context: Take Science to the Real World!

I had the good fortune of spending part of this summer in Oxford, England, teaching a course in my university's study abroad program. History, the arts, and science abound in every corner of the town. Indeed, Oxford University had been holding classes for 400 years before Columbus sailed the ocean blue. On this trip, student learning occurred non-stop as we walked in the footsteps of such luminaries as mathematician and author Lewis Carroll and astronomer Edmund Halley. It served as a good reminder for me that the classroom is not the only place where learning can occur; in fact, it is not even the best place. There is strong research backing for student learning in "enhanced contexts," what researcher Carolyn Schroeder and her collaborators (2007) called all of those activities that either bring the real world to students through technology or take students out of the classroom into the real world through field experiences. The researchers conducted a meta-analysis, a statistical method of determining the overall effect of various interventions, such as different teaching methods, by looking at all available, quality studies on a given subject with quantitative data. Schroeder's team used 61 studies of various, alternative science education methods and found that enhanced context strategies had by far the strongest effect on student learning (Schroeder, Scott, Tolson, Huang, & Lee, 2007). No matter where your school is located, you can tap into this learning power and provide your students with enhanced context learning in science through technology and field experience. Opportunities abound; I have described some of my favorites

Technology

The JASON Project is a nonprofit organization to encourage real world connections for elementary and middle school science students. It was founded in 1989 by Dr. Robert Ballard, who discovered the Titanic. Each year, the program releases a new set of curriculum that follows the work of real scientists with many ways for students to participate in real time through technology. Available units include storms, marine mammals, and physics among several others. While there is a fee for the printed curriculum and access to online resources, a rich array of options are provided including hands-on activities, experiments, video, live chats with scientists, games and more. All teachers, especially those of gifted students, will find that some areas need improvement, including a need to develop more higher order questions, greater opportunity for student-driven inquiry, and a reduction of lower-level activities such as crosswords and mazes. While not specifically created for gifted students, savvy teachers of gifted students can easily use materials intended for higher grades since the curriculum offers lessons and activities for many ages. Students will benefit from the well-chosen math-science connections made in the curriculum. The program's greatest strength is the connection to science happening now, providing the power of enhanced context through technology with actual scientists and their projects. Learn more at http://www.jasonproject.org/

Field Experience

Getting outside by providing field experiences is one of the best ways to offer enhanced context opportunities for your science students, and there are many activities that provide students with opportunities to participate in real science, happening now. Two of the best include Monarch Watch and stream monitoring. Both offer possibilities for very young children to participate with enough complexity and potential challenge for older students and the gifted.

Monarch Watch is an organization that promotes tagging of monarchs for monitoring as well as creating suitable habitats by creating butterfly gardens that include milkweed, the toxic plant on which monarchs lay their eggs and from which their caterpillars exclusively feed. This plant's toxin makes birds that eat monarchs ill enough that they remember not to feed on monarchs in the future. Unfortunately, this once common plant is now rare in the wild due to habitat destruction. Engage your students in lifecycles, migration, food chains, and much more while doing meaningful, real science work. Visit http://www.monarchwatch.org/ to learn more.

Stream monitoring is another great way to provide an enhanced context opportunity in science. Using inexpensive test kits and other tools, students can monitor the pH, turbidity, dissolved oxygen and more of a local body of water, then report the data. Perhaps the most exciting facet is sampling macro-invertebrates. Healthy streams contain a plethora of invertebrate animals such as mayfly nymphs, crawfish, clams, and snails that students can find, identify, record, and release. Some species indicate very clean, healthy streams while others indicate polluted water. There are many organizations that promote stream monitoring, including the EPA. A nice way to get your feet wet is through World Water Monitoring Day, which has a wealth of information at http://www.worldwatermonitoringday.org including lessons from another great resource, Project Wet.

Whether through technology or field experience—or both—your students will learn more when they engage in real science. Offering chances for enhanced context situations such as the JASON Project, Monarch Watch, and stream monitoring is likely to lead toward greater student learning than traditional methods. The world would be somewhat lessened if Oxford professor Lewis Carroll had stayed inside on a sunny summer day in 1862. He found his enhanced context telling stories to Alice Liddle and her sisters while rowing the Thames. Imagine the possibilities for your students!

References

Schroeder, C. M., Scott, T. P., Tolson, H., Huang, T. –Y., & Lee, Y. –H. (2007). A meta-analysis of national research: Effects of teaching strategies on student achievement in science in the United States. Journal of Research in Science Teaching, 44(10), 1436-1460.

Problem-Based Learning Steps

1. Read the **problem statement**
2. Complete a **Need to Know Board** to determine what is known, what needs to be learned, how it can be learned, and—later—what was learned about each aspect of the problem statement.

Small groups of students:

3. **Identify questions** within the problem statement that the group finds important
4. Revise those broad questions to specific, **testable questions**
5. Determine the best means to **answer those questions**: conducting fair experiments, critically reviewing existing research, seeking experts, or other means
6. **Conduct the research;** follow the scientific method for **experiments**
7. **Report** results to the class and update the Need to Know Board

8. Whole class **discussion**: synthesizing results and evaluating the fairness of experiments
9. **Repeat** steps 3-9 as needed.
10. **Present** overall findings and potential solutions to aspects of the problem to an audience

Biography

Steve V. Coxon, Ph.D. is a veteran public school teacher who now serves as assistant professor of gifted education at Maryville University in St. Louis where he directs the programs in gifted education including the graduate program, the Maryville Young Scholars Program, and the Maryville Summer Science and Robotics Program for High Ability Students. Visit him on the web at http://stevecoxon.com and follow him on Twitter @GiftedEdStLouis.

GAM District D - National History Day! **By Holly Graves**

Strafford Middle School Gifted Program made a great showing at the state National History Day competition in Columbia on April 30. Strafford took two groups in the junior division. Both groups place first in their category at the regional competition at the end of February.

The sixth grade group of five participated in the junior group website category. Their website was titled "Nelson Mandela: The Pursuit of Freedom." Dylan Bradley, Jaden Lohmeyer, Madelyn Maples, Braxton Reece, and Brayden Reece did a great job making it to finals and placed fourth. Several of the students have already started talking about what they are thinking of doing for next year's competition.

The seventh and eighth grade group made of five outstanding young ladies participated in the junior group performance category. Their performance was titled "Exploration, Encounter and Exchange with Sylvia Earle's Blue World." Making it to finals was very exciting, but the real excitement came at the awards ceremony when they heard their names announced as the first place winner in their category. Now, Claire Broemmer, Mackenzie Broemmer, Kylie Tune, Mikayla Yarbrough, and Madalynn Ward are headed to the national competition held at the University of Maryland. This will be the second time Claire, Mackenzie, Kylie, and Mikayla have made it to nationals.

On left: Braxton Reece, Jaden Lohmeyer, Madelyn Maples, Dylan Bradley, and Brayden Reece
On right: Mikayla Yarbrough, Madalynn Ward, Claire Broemmer, Kylie Tune, and Mackenzie Broemmer

REMINDER!!

OUR ANNUAL STATE CONFERENCE IS AT MIZZOU THIS YEAR.

Save the Date! OCTOBER 15-16, 2016.

Register at

http://www.mogam.org/save-the-date-.html

The Gifted Association of Missouri is hosting a ...

New Teacher Workshop

Monday, July 18 and Tuesday, July 19, 2016

At Lindenwood University in the Spellmann Center

209 S. Kingshighway Avenue, Saint Charles, MO 63301

This is a wonderful opportunity for Teachers/Administrators of the Gifted or teachers new to Gifted Education to learn new techniques to meet the needs of our gifted learners. This workshop will contain guest speakers from the field, information about the latest research in Gifted Education, and units/activities to utilize with the gifted in the classroom. Don't miss out on the chance to rejuvenate yourself and acquire new ideas for the upcoming school year.

Check out the GAM website for more information and to register.

www.mogam.org

GAM
Gifted Association
Of Missouri

We are excited to offer a new ***Lifetime Membership*** option!

We are only as strong as our membership, and we want to recognize members who wish to show continued commitment to supporting gifted education in Missouri.

For a **one-time payment** of $500 lifetime you will become a permanent member of GAM – no yearly renewal forms or additional payments required! All we ask is that you respond to a brief yearly request from our Membership Vice-President to keep our contact records updated; we want to ensure that you are receiving all information and member benefits!

Questions? Ready to join GAM for life? Contact Meredith Burstin at mburs10@hotmail.com to know more or to get started!

Scholarships and Awards Changes

The board is constantly evaluating policies and procedures. This year it has made changes to the scholarships and awards. These changes were based on the number of nominations over past years and finances. Please consider nominating those who serve without the expectation of recognition. We have so many people that are dedicated to our gifted children. We NEED to recognize them for their dedication to gifted education. If you have any questions, please contact your district director (a list is on the back of the GAMbit).

Here are the scholarships and awards offered by GAM this year.

The Nicholas Green Distinguished Student Award

The Nicholas Green Distinguished Student Award is awarded to one Missouri student each year. Recipients are given a $250.00 scholarship along with a Certificate of Excellence by the Gifted Association of Missouri (GAM). Students selected for the award are between grades 3 and 6 and have distinguished themselves in academic achievement, leadership, and/or the arts. Nominations, application, and parental release form for the Missouri NGDS Award must be postmarked by **June 1**.

The Bob Roach Scholarship for New Teachers

Sponsored by Drury University

In 1999, GAM created the New Teacher Scholarship to promote the certification of teachers in the field of gifted education. In 2007, the award was renamed the Bob Roach Scholarship for New Teachers in honor of the continuous dedication of gifted educator, Bob Roach. In 2010, the gifted community lost this life-long educator and friend. GAM honors Bob's passion for Gifted Education with a $250 scholarship awarded annually at the Gifted Association of Missouri Conference. To apply, applicants must be in the process of obtaining certification in gifted education and in their first or second year of teaching gifted. **Submit by September 1.**

The following Awards are named for those instrumental in the beginning years of GAM. It includes teachers, friends, and parents. Please consider nominating someone.

The DeDe Smith Friend of Gifted Award

Dede, one of GAM's founders, served as GAM president and GAMbit editor. Under her insightful guidance, the Missouri Scholars Academy was established. Dede initiated and served as Director of Drury's Center for Gifted Education until her untimely death in 1991. GAM invites nominations of individuals who have made outstanding contributions to the field of gifted education in Missouri. An individual who is eligible to be a recipient of this award will belong to one of the following categories: legislator or other elected official, administrator, counselor, regular classroom teacher, media person, business person or mentor. **Submit by September 1.**

The Delma Johnson Outstanding Educator of Gifted Award

The Delma Johnson Outstanding Educator of Gifted Award is for educators who have made outstanding contributions to the field of gifted education in Missouri. GAM invites eligible nominees who belong to one of the following categories to apply: teacher of gifted, coordinator of gifted programming, or college professor directly involved with gifted students or teachers of gifted.
Submit by September 1.

The Norine Kerber Parent of Gifted Award

The Norine Kerber Parent of Gifted Award recognizes parents who have made outstanding contributions to the field of gifted education in Missouri. GAM invites nominees who belong to one of the following categories to apply: parent, step-parent, or guardian of a gifted child in the state of Missouri.
Submit by September 1.

Again the student award must be submitted or postmarked by **June 1, 2016.**
The adult awards must be submitted or postmarked by **September 1, 2016.**

Submit nominations to:

Gifted Association of Missouri Executive Secretary – Awards & Scholarships
P.O. Box 3252, Springfield, MO 65808

Please see the GAM website for directions on how to nominate and submit information.
We look forward to recognizing those who have worked hard for GAM.

When you have good news, do you tweet about it?

Start sharing your good news about gifted via Twitter! The GAMbit editor is on Twitter as @IndepIMPACT. The Gifted Association of Missouri's Digital Director is @sethjaegerMPA. How about sharing good news with our President – Dr. Robin Lady @RLady74. Dr. Lenae Lazzelle, GAM's Executive Vice President is also on Twitter @llazzelle. Did you know that GAM has a Twitter handle? Find us at @GAMgifted

Temperature By Aiden Gabert

Fourth grader in the North Kansas City School District Gifted Program

Brrr!!
Glaciers
And the
Small AMOUNT OF AIR
COLLIDE
MAKING BREATH TAKING
SIGHTS
OF
THE Extraordinary
COLD.

COLDER THAN
THE MOST
BITTER PLACES
EVER
KNOWN
TO MAN.
THE Extreme
Isolation
FREEZES LIFE
AND MAKES IT
SHATTER.

We will
Never know
The
True feeling
Of the bitter cold
Of
The dwarf planets.

How have you grown as a learner this year?

Melissa Englert, Chillicothe R-II Schools, K-8, WINGS

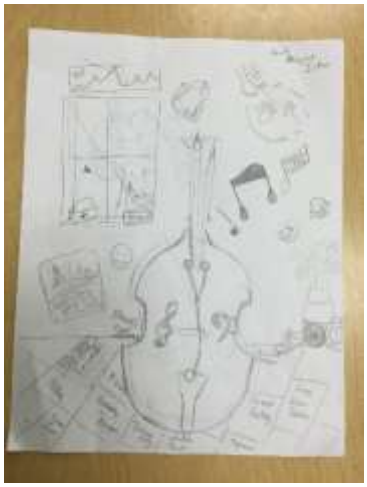
Middle school GATE students were asked to reflect on their learning over the course of the year - academically, socially, mentally, and in extra curricular activities. Students were given questions based on NAGC standards to guide their thought process as they created their own memory projects to document their growth. Each student worked through the reflection process and created a product that best represented his or her learning style. The results encompassed a variety of platforms: speeches, blog posts, paintings, musical compositions, game design in Bloxels and Scratch, and metaphorical brochures.

Dimitri used Flat.io to create a musical composition titled Erfolge, which means "achievements" in German. As part of his independent work, he had studied the German language, and compared original Grimm Brothers fairy tales with modern day Disney versions. You can listen to his piece at: https://flat.io/score/571910717fd8295e3d244b46-erfolge

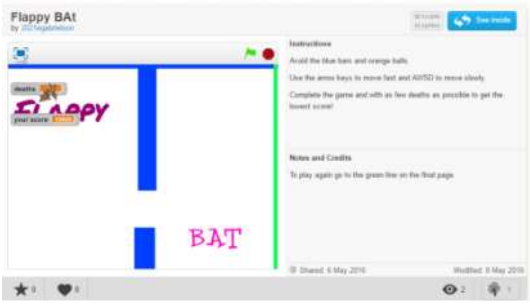
An excerpt from Emma's speech, specifically about the GATE program: "You are never far from help, nor are you far from being as independent as anyone could possibly want. There is always room to be yourself, no matter how weird you are… It's easy to slip away into the abyss of knowledge and concentration, but you learn to push through any hard times you may find yourself in...This is the safe place for learning and for building confidence in yourself. You learn to become calm and saturated in the security and curiosity the place gives you."

Olivia used Scrabble tiles to create a collection of words that represented her year. She surrounded the board with pictures and ribbons highlighting her accomplishments, which include Science Olympiad, studying Italian, designing a Rube Goldberg machine, and participating in the global cardboard challenge

Emma painted a picture that combined colors and images symbolic of her growth as a learner. The musical note with a German flag represents her study of the German language. The colored patchwork represents books that have influenced her. The white eighth note is a mixer, representing her passion for cooking. Other symbols represent the movie she wrote and co-directed, her help in founding the CMS Cares Club, and her participation in track.



Ethan created a game in Scratch called Flappy Bat that gave an overview of the programming he had done over the course of the school year - Construct 2, Scratch, Bloxels, and Python.



Genius Hour Fueled by Passion Driven Learning

By Lezlie Waltz, 5th & 6th Grade LEAP Teacher, lezlie.waltz@raypec.org

I'm sure you've heard of it . . . Genius Hour . . . 20% Time . . . Innovation Hour. The name varies but the concept is basically the same. This is Inquiry Based, Problem Based Learning that is Student Originated and Driven. It's gaining momentum in the grassroots and it's starting to take off. Innovation Hour is a time set aside for Passion Driven Learning. In this time, students discover/establish what "burns on their heart" (something that they're passionate about). This is the problem/concern/issue/topic that "moves" them. Next, they ponder the local and global impact of that problem and develop an "essential question". Their passion and zeal regarding this is what "drives them" as they research, brainstorm, and collaborate to find causes of and potential solutions to the problem. During this phase, they often participate in videoconferences and true global collaborations with experts in the field they are investigating to gain additional knowledge to blend and refine their ideas as they continue in the problem solving process. Next, they design prototypes of their "solutions" and attempt to install or implement the solution which aims to solve the problem and make a positive impact in the world. Finally, they share their learning journey and discoveries, suggestions, or conclusions with an authentic audience.

Innovation Hour stems from Choice and Inquiry Based Learning. There is an abundance of information justifying the importance and impact of this method. Here is a link to research compiled by AJ Juliani, who is one of the leading voices on this topic.

Research on Learning by Choice & Inquiry Based Learning for Innovation Hour

Innovation Hour is where Rigor Meets Relevance with the Highest Level of SAMR that stems from Student Choice. Choice is a huge factor igniting the fire within, as students are able to direct their own learning, navigating through the path of inquiry with zeal. Why? Because they are learning about what matters to them.

Innovation Hour is a time in which students are equipped, empowered, and enabled to dream, research, create, share, and potentially problem solve that which may in reality positively impact the world. Watch students engage and demonstrate grit and perseverance as they realize they truly are essential, they have something of value to contribute and they don't need to wait until a magic age to come to the adult table of global contribution. They've been told they can positively impact the world NOW.

I encourage you to implement an authentic Innovation Hour and watch them do it. We know true PBL is one of the best things we can involve our gifted students in during their time in our classes. Let's not just grab "something else" to put on their plates . . . let them come to the table of relevance and partake in what really matters.

Innovation Hour fueled by Passion Driven Learning is a vehicle that awakens students, lifts their heads off of their desks, and causes them to arise and step into 21st Century Leadership. It's time.

Duke TIP

Opportunity. For Life.

Searching for ways to support your academically talented students in reaching their full potential? Duke TIP is here to help.

The Duke University Talent Identification Program (Duke TIP) is a nonprofit organization dedicated to serving academically talented youth worldwide. TIP will work with you to identify, recognize, nurture, and challenge your gifted students.

We offer gifted students in grades 4-12 a number of special opportunities:

- Talent searches to support gifted youth with above-level testing and formal recognition of ability.
- Dynamic residential educational programs that take place on the Duke University campus and other campuses throughout the U.S. and abroad.
- Independent and distance learning opportunities that provide unique, above-level curriculum at home or on the go.
- Resources, publications, and advisory services focused on guiding gifted students and their parents.

Our services are provided at no cost to schools. Financial aid is available to qualifying students.

Visit www.tip.duke.edu to learn more or contact Duke TIP at (919) 668-9100.

Learning to Live Gifted

By Brett William Marler

In the spring edition of this newsletter, a bright young man named Thomas graced us with a poem. He wrote: "Being gifted is a blessing / Not ever a curse / Always moving forward / And never in reverse." I may have penned the stanzas myself, in the years I attended a gifted program, were my poetry game was as on point as Thomas'. That is to say, I held my title of "gifted" with high esteem. Surely it was a cause for optimism and pride.

At the time, my only reservation about gifted education was that it caused me to miss P.E. class at my home school. My consternation over missing a weekly chance to show the other boys (and girls) what was what on the basketball court should dispel the myth that bookworms and jocks never shall meet.

Time does favors for the mind that it does not for the body. Some decade and a half later, a growing collection of spandex wraps accompanies me during any attempt at athleticism. Yet, on my mind goes, spurred by education, wrestling with the ever larger questions of a life worth living. Among these questions, I was recently brought to wonder, 'What does it mean to be gifted?'

What spurred my reflection was an article sent by a friend, who doubles as an ad hoc therapist. "Can You Hear the Flowers Singing" preceded my own entry into the world by two years. In the article, Deirdre V. Lovecky describes gifted minds beset by struggles. For every independent thought, a trace of isolation. Behind the joy of bright ideas, the despair of doubt. Both the rewards of insight, and the frustration of falling short. In short, "Being gifted is a blessing" / And a curse in waiting?

Reading Lovecky article brought to my mind a scene from my gifted classes long ago. I sit amongst my classmates before the glow of a flickering TV screen. "It's not easy being green," sings Kermit the Frog, inviting our young minds to comprehend the value of our peculiarity. Indeed, the two-sided coin of the gifted condition was not news to my teachers back then, nor is it to the readers of this newsletter today. Nor should we conflate the challenges of a gifted mind with other, often greater handicaps.

What is worth reflecting on, for me and other graduates of gifted programs, is first, the rare privilege that was afforded us through the efforts of educators, administrators, and advocates of gifted education. After that, we might ask ourselves, along with the rest of our society, how to live our lives, complex as we are. As Thomas the poet concludes: "Sometimes we don't fit in / It will all be okay ... / We all find our own place / At the very end." The work of educators dedicated to guiding gifted minds (my mother among them) helps us understand our complexity, and find our way there.

After leaving the WINGS program, Will completed his high school at Greenwood Laboratory School at MSU, A Political Science and Philosophy BA degree at Drury; and Three years as a Fulbright Scholar in Turkey. Currently William Marler is a Doctoral Student studying Media, Technology, and Society in the School of Communication at Northwestern University.

Theory to Practice: Unpacking GCQ

By Kristofor R. Wiley, Ph.D.
Assistant Professor of Education, Drury University

We don't always have time to sit down with a cup of tea and our latest issue of *Gifted Child Quarterly* (GCQ) to plumb the depths of recent research. In recognition of this unfortunate fact, here is a quick summary of the latest issue!

The latest issue of *GCQ* was a special issue dedicated to pulling together decades of research around several useful questions. Three of the articles offered a synthesis of multiple studies using statistical meta-analysis, while the fourth gave advice on the use of meta-analysis for researchers in the field. While the latter is a great resource for researchers, we're going to stick to the first three for GAMbit purposes.

In the first article, Acar, Sen, and Cayirdag (2016) asked how we should use parent or teacher ratings alongside our formal testing to identify students, or whether we should do so at all. They looked at 35 studies dating back to 1950 to see if parents or teachers identified the same students as instruments measuring IQ, achievement, or creativity.

They discovered a moderate correlation ($r = 0.30$) across the studies, indicating that these two methods (non-performance vs. performance) identify two different groups of students, with only moderate overlap. Importantly, teacher rating tended to have a higher correlation with the performance indicators than the parent nominations. Our takeaway is that ratings, and especially teacher ratings, are valuable, but they should not be used as screening tools for performance indicators like achievement tests. Instead, teacher and parent ratings should be considered at the same time with multiple performance criteria to create a student profile for consideration.

In the second article, Kim (2016) analyzed the impact of enrichment programming on both academic and social/emotional development in gifted students. The study captured a wide variety of enrichment formats, from Saturday programs, to summer residential programs, to yearlong intensive partnerships. While all formats showed some positive effect on both achievement and socioemotional health, the strongest effects were seen in summer residential programs. In particular, high school students showed the greatest academic growth, while middle school students seemed to benefit most socioemotionally through such experiences. While the variety in definition and program format advises caution in interpretation, our bottom line is a confirmation of our advocacy for our summer **Scholars and Fine Arts academies**, as well as our constant efforts to provide summer residential opportunities for our students.

The final article discussed the relationship between creativity and three conditions that are commonly associated with the creative personality. Paek, Abdulla, and Cramond (2016) used 89 studies to detect relationships between ADHD, anxiety, depression, and creativity. When considered alone, ADHD seemed to inhibit creative production, while the other two showed no relationship. In addition, if any condition was clinically diagnosed, it was more likely to inhibit creativity. This may simply be an indicator that clinical conditions are likely to be more severe than self-diagnosed. Finally, high intelligence tended to serve as a protective factor against the effect of the three conditions, reducing any negative impact on the creative process. In conclusion, our practice should recognize that while these conditions sometimes show negative impact on creativity, we should enter the situation with an open mind, not allowing the diagnosis to define the student.

Energy in Today's Classroom

Workshop provides educators with knowledge, materials to introduce topic of energy production by Heather Hoflander

Peek into Cyndi Allen's middle school gifted classroom this year, and you might have a little trouble convincing yourself you are in a school filled with sixth, seventh and eighth graders.

That is because the topic of discussion will be the various types of energy sources, and students will be debating the feasibility of using that particular energy source to power Missouri.

Allen said the original idea for the project came out of a training seminar she attended last year on gifted education at Lindenwood University.

"There was a teacher there that had a lesson plan on energy sources, and I had asked for it," she said.

Allen studied the lesson plan, and, being familiar with West Central Electric, contacted the cooperative about bringing someone in to speak about the different types of energy sources.

"The students wanted to ask questions about the algae energy sources and alternatives to biomass energy sources, and things like that, and I knew it was going to be a very in-depth conversation -- especially dealing with gifted students, so that blossomed into having Joe Wilkinson from Associated Electric come in and talk to the students," she said.

It was at that point that Allen was approached about attending "Energy in Today's Classroom," a workshop developed jointly by the University of Missouri and Central Electric Power Cooperative, a generation cooperative that is part of the Associated Electric system. Through their attendance and participation, teachers can earn continuing education credits.

The workshop, which is designed to educate teachers about energy, energy production and incorporating renewable energy production, was well-received by Allen, and started the wheels turning for a project through which her students could look into the issues and make their own decisions based on researching the facts from both sides of this hot topic.

"Each student will take an energy source, and they will have to debate it with another student," Allen said. "They will have to research their topic, look at the pros and cons of their energy source, the environmental impact and the economic impact, and decide whether or not the consumer could afford to use only their energy source as their sole power source."

Allen said their audience will be authentic -- made up of parents and other people from the community who will come in and evaluate the students based on what they see and hear during the debates.

Allen said her hope is that students will not only gain information on the different types of energy sources, but also information that could impact their futures. She said something hit her during the workshop when the group was touring the MU Power Plant.

"After the power plant tour and seeing the different types of people they need there, I thought this could be a good career path for some of them," she said. "I want the students to realize that sometimes when they are thinking about jobs, they may want a career as an engineer, for example, but they also need to think about where they are going to take that job. Sometimes, the best job might be in their own backyard.

"Whether it is engineering or computer programming, I would really and truly like to see some of these students looking at the cooperatives for possible job avenues, because many of them are scientifically-minded or mathematically-inclined or computer technology -based. I really want them to see that something like this might be a potential job for them someday."

Allen said her overall impression of the Energy in Today's Classroom program was very positive, and she would encourage area educators who teach this type of curriculum to consider attending the workshop.

"Even if you have an economics unit, you could easily tie the economics portion into it because they have a section about calculating costs of running your appliances for the month. You can look at that from various types of energy sources such as coal, hydro, wind, etc. and create a cost analysis" she said. "There are many different ways you could use the materials whether you are in the sciences or economics or a gifted program like I am. It is a great program and definitely beneficial," she said.

The workshop not only consisted of giving teachers resources and information to use in the classroom, but also providing a general working knowledge on a variety of topics under the umbrella of electrifying Missouri. Topics included the basics of energy production, the climate-change theory, and how cooperatives meet their members' demands for electricity. The idea is to help provide a more full picture of the reality of meeting the demand for electricity.

Participants attending the two-day workshop were sent home with a binder of the different presentations heard throughout the workshop, as well as a box of books, posters and materials with activities and experiments for the students to use.

"These students in particular are our future scientists, doctors, engineers and technicians, and anytime you have the opportunity to give them something new to learn, I think that is a great option and an opportunity to open new doors for them," Allen said.

Discovery Classes Visit the Challenger Learning Center

By Amanda Austin

Vineland and Athena Elementary Schools in the Desoto School District 1st - 6th Grade Discovery Classes attended The Challenger Learning Center in St. Louis for a field trip in March. This was a terrific hands-on educational field trip. Students participated in a mock space shuttle launch to the International Space Station where they completed different tasks ranging from performing medical procedures on fellow astronauts, finding the mass of objects, classifying insects, using robotic arms, checking ph levels, identifying space objects, etc. They also made rockets that they flew afterwards outside.

Gifted Center "Chair"ity Event

By Ashli Eaves, Teacher of Gifted; Camdenton R-III
GAM Regional District D Director

Service learning, creativity, communication, problem solving (and dare we say...fun), all in one project?

As teachers, we are always trying to find ways to incorporate all these aspects of education into our curriculum while also allowing students to make connections to the real world. We also know that our gifted students have deep concerns for causes but often feel they can't do anything about the world around them. The goal of this project was to allow creative expression while also incorporating some philanthropic pieces.

I must admit, the first time I did this project I didn't know how much work it would take! Have you ever had one of those GREAT teaching ideas in your head, and then when you start it, you realize you may have "bit off" more than you can chew? That was me my first year doing this project (I'll spare you the details!) So, as a reflective practitioner, I decided to ask another facilitator in our program to tag-team this project with me.

The project was twofold, and starting in January, we introduced this project to our 6th grade gifted students. The first component was facilitated by another teacher in our department (Mrs. Rassler). She headed up the research and communication pieces. Students gathered information on local non-profit organizations they felt they would like to support. After brainstorming about the ones students knew of in our area, she then provided a list of others to encourage students to look at other non-profits that they weren't familiar with. They chose one to support and researched the background of the organization, it's mission and purpose, found contact information, and interesting facts such as other events they put on around the community to raise money.

The students then created argumentative speeches to encourage others to support the organization they chose. As the culminating activity, each student presented their research and speech to the entire group, as they advocated for their favorite charity or cause. Finally, students voted on which cause they would like to support as a class. The teacher scored the speech using a rubric and the students also scored themselves on their writing and presentation.

Alongside the communication and research piece, students were also showcasing some creativity in the second component of the project! Some students chose to work in teams while others individually, but each was to create a unique themed chair (which I spent months collecting from yard sales, thrift stores, Goodwill, parent donations...and yes, from curbside trash!) While these chairs were "well loved" before, students repurposed them into works of art. Each team brainstormed and decided on a theme for their chair. I started by showing them examples of others and discussing topics such as what makes them appealing to an audience, what makes it stand out, what characteristics make it look nice and unique, etc. They submitted a sketch

and materials list before starting so everyone knew what supplies were necessary to make the drawings a reality. Then, we got messy! We spent weeks painting and adding details to the chairs. The mess was worth the work, though, and seeing the old chairs transform into masterpieces was rewarding and inspirational.

Once both the communication and creativity components were complete, we hosted a silent auction, appropriately named "Chair"ity event. The chairs were on display with signs naming the artists for families to see. The first year I did a traditional silent auction, but felt I didn't have the chance to chat and interact with the students and families; so, this year I investigated a different route. I used a site called 32auctions.com to host a silent auction online. The online aspect was great because 1) for the most part, I didn't have to manage it during the event, and 2) it allowed families to participate even if they couldn't stay for the entire event or come at all. As you may have guessed, the money raised from the chairs went to the local organizations they voted on from their speeches. The local newspaper was also contacted to write a piece showcasing the students and the "Chair"ity event so others in the community could see the great things our students are doing!

The pride and ownership the students had in this project was priceless. They were an active part in every aspect and also learned how to give back to the community. They also had the opportunity to learn about organizations in our area and how they can support them in a fun and creative way. I encourage you to think outside the box as well to develop a creative service learning project. Who knows, maybe this will be your inspiration!

The Power of Community Partners

By Ruthie Caplinger, GAM Regional District G Director

Several years ago, our program made the commitment to use PBL (Problem Based Learning) as the foundation of our elementary gifted curriculum. As you may or may not know, an "authentic audience" (spectators other than peers and/or classroom teacher) is one of the pillars of this educational model. Over the past three years, we have used a variety of audiences for our projects including:

- State representatives
- City council members
- Retired teachers
- The Historic City of Jefferson (local preservation organization)
- A Lincoln University medieval history class
- The National Churchill Museum

As an introvert, contacting local organizations and inviting them into my classroom has been a huge step out of my comfort zone, but the benefits for my students have been legion.

The first noticeable benefit in the course of these projects has been the increase in motivation that my students have experienced during the projects, which typically last 12-14 weeks. That is a long time for an eight year old to stay interested in a research topic! Knowing that their work will be seen and/or evaluated by adults other than their classmates and teacher gives students an extra edge as they muddle through the lengthy process of gathering information and the loathsome task of documenting it in MLA format.

When our projects are completed, whether these are fictional stories to be read by retired English teachers, posters for display in a gallery, or interviews to be viewed on line, students are hugely motivated to practice and improve their presentations. Another benefit has been the added knowledge that students often acquire during the presentations themselves as our audience discusses the project with the students and shares their personal expertise.

Finally, the bridge we are building with community as we invite them into our classrooms will hopefully help us in ways we cannot even foresee. Visitors leave our classrooms and displays impressed not only with the quality of the written work, but also with the presentation skills of my children. When I hear audience members leaving my room commenting that they feel better about the youth of our country, I know we are doing something right.

Gifted education is often misunderstood. By inviting people to participate in the process and allowing them to see not only the hard work of our students, but their passion for the subject matter at hand, we advocate for our students. Though I am still often reluctant to make the initial contact to ask community members to volunteer as an audience for my students, I have become much more comfortable doing so. Most of the time, they end up thanking me for the opportunity!

Update from the Advisory Council on the Education of Gifted and Talented Children

As you are hopefully now aware, there is a statewide advisory council focusing solely on the needs of gifted and talented children. The Advisory Council on the Education of Gifted and Talented Children was established by the state legislature in 2013 and consists of seven members appointed by the Commissioner of Education. According to Section 161.249 of the state statute, the Council is to provide advice "regarding all rules and policies to be adopted by the State Board of Education relating to the education of gifted and talented children."

The Council is pleased to announce the latest addition to its ranks. New to the Council is Julia Alsobrook. Julia is the Coordinator of Advanced Education Programs at the North Kansas City School District. We look forward to the contributions Julia will make to our discussions and work efforts. Julia is replacing Dr. Rosemary Graves, who we thank for serving on the Council last year.

Over the past 12 months, the Council has been enthusiastically working with DESE to implement the five Council recommendations given the go-ahead by the Commissioner. Our current focus is on developing guidelines for best practice in identifying and serving all gifted children, including students who are twice-exceptional and from culturally diverse backgrounds. We are also encouraging DESE to enhance data analysis and sharing related to gifted programs. We are pleased that the recommendation related to AP and IB participation has been fully implemented.

Upcoming meetings of the Council will be posted on our website at www.dese.mo.gov. At those meetings, we plan to continue working on implementation of prior recommendations and developing new recommendations for action. Our goal is to present those recommendations and a data update in a second report to the Missouri State Board of Education.

The Council will continue to provide advice on best practices to the Commissioner and the State Board members regarding the education of gifted students. We work with the guiding principle in mind that we must continually honor gifted students and the work of every teacher of gifted students throughout Missouri.

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Parents Ask:

How much screen time should we allow our child? Because she's so bright, we want to her to be well prepared and know what's going on in the world.

By Dennis O'Brien, MA, LCSW

Probably a lot less time than you think. A little goes a long way, and excessive screen time endangers children in multiple ways. Here are some practical suggestions that help parents protect their children.

Learn about the dangers of excessive screen time. The American Academy of Pediatrics (AAP) recommends no more than two hours/day for children over the age of two. However, according to the AAP, studies show that children ages 3-10 average 8 hours/day and older children and teens spend 11 hours/day on entertainment media, including televisions, computers, phones, video games and other electronic devices**,** far more than the 2-hour maximum**.** In addition to the well-known risk of sleep deprivation and weight gain due to inactivity, there are other even more serious threats to a child's wellbeing.

Studies show that children who exceed the AAP 2-hour limit are more than twice as likely to have more attention problems than children who don't. Teachers also report that children have increasing problems paying attention and staying on task. ADHD (attention deficit attention hyperactivity disorder) is 10 times more common today than it was 20 years ago. Although ADHD has a genetic base, scientists believe this frightening increase is primarily due to behavioral changes driven by technology, especially too much screen time and faster-paced shows, video games and media content on screens.

The AAP also recommends that "all television and entertainment media should be avoided for children under age 2. A child's brain develops rapidly during those first years, and young children learn best by interacting with people, not screens." A television should not serve as a baby sitter, nor a tablet as a child's toy—however fascinated he may find it. And don't confuse a child's adeptness with electronic devises like tablets with giftedness—although her adeptness may be possible because a child is bright, the very activity is destroying the intelligence that could later flourish later in many important venues. Trust the experts.

How long does screen time risk persist? Environmental influences, scientists say, are a major factor in brain development—and the prefrontal cortex isn't fully formed until age 25. The AAP insists that teens need age-appropriate limits as much as toddlers do, perhaps even more so because their risk-exposure opportunities are greater.

Document your child's use of screen technologies. The AAP has a Media History Form readily available online for parents to assess their child's screen time. Answering these questions will help you get an overview of the various media devises you are allowing your child to use. However, the AAP form needs to be supplemented to include similar questions about smart phone and tablet usage which are much more common now than when the screening form was developed. After completing your survey, log your child's actual screen time for several weeks. This will give you an accurate—and possibly alarming—picture of the amount of screen time she is exposed to.

Determine your priorities. What screens does your child spend excessive time in front of? How dangerous are they? It makes a difference what sort of computer games your child plays. Shooting games, for example, are much more dangerous than problem-solving games. What do you consider acceptable or even valuable? Using the information your log reveals, decide which screens should be eliminated completely and which others can be allowed in limited fashion.

Set clear, firm limits. Start with the 2-hours/day limit that the AAP recommends for children. That's the outside limit. You can allow less. Then consider how screen time can be spent. It's not just about total screen time on a devise: you also need to make it clear what types of usage are acceptable, what are not. Can your child use a tablet or computer for researching school assignments if he does not exceed the 2-hour limit? That's different than using it for video streaming or social media. Spell out the time your child is allowed for each. Be specific about the usage—or non-usage—for various screens. Your decisions will depend on multiple factors, including your child's age, maturity and honesty about his behavior. Explain your rules and the reasons for them. Expect your child to conform to them, though not necessarily agree with you.

Create screen-free zones and times. Keep screens out of the bedrooms, your own as well as your children's. This is basic. Yet 71% of children and teens have a TV in their bedrooms. Everyone needs to sleep without the temptation of watching TV or checking their phones, tablets or computers. They should be recharging in the office, the kitchen or somewhere else in the house far away from sleepers who might be tempted to do one more game, text, email or search. Of course, no screens, including television, at meals. Those are also screen-free times.

Promote other activities. As the AAP says, "It is important for kids to spend time on outdoor play, reading, hobbies and using their imaginations in free play." Perhaps more than ever, it's important for parents to make sure that their child has a chance to be well-rounded.

Watch with your child. View TV, movies and videos together. Ask questions about what you are viewing. Use it as an opportunity to discuss family values or other issues. Make it a bonding as well as an educational experience.

Set consequences. The two-to-one rule is a good starting point: your child loses the right to use a technology for two days for every day she exceeds the limits you set. Also, the total screen time should be cut by twice the amount of time involved in the infraction for two days. If problems persist and these simple consequences do not suffice, increase them. Keep in mind, screen time is a privilege, not a right or a necessity.

Strive to have a predictable daily schedule. It may vary from day to day, depending on soccer practice, dance class or your work schedule. But if your child knows in advance that on Wednesdays, 4-5:30 is free time to recreate, family dinner is at 5:30 followed by cleanup, 6:30-8:30 is homework time and 9 PM bedtime, life will be much calmer and the chances of extra screen time minimized. And yes, family dinner is important. It should be a relaxed meal, a time to catch up, talk about the day, what's upcoming, and to enjoy one another. Make it a highpoint of the day, not a time to ingest food individually or in front of a TV.

Enforce limits. Nothing changes behaviors more effectively than following through on predicted consequences. Make it clear that you will check regularly (daily if you must) to be sure that he does not violate the screen-time rules, including both total time spent and the type of screen time. Follow through promptly and matter-of-factly. No negotiating. No "last warning." Any violation triggers an automatic, predetermined consequence.

Model healthy behavior. Make sure that your own screen time is not excessive. If you are texting or on the phone at meals or in the car, how can you expect your child to take you seriously when you tell her that it's not acceptable for her to do so? Instead, be proactive about using these occasions to converse, learn more about your child's day and help her develop her social skills. Do you immediately turn to your tablet or smart phone to research any question or area of dispute? What messages does your behavior send about your priorities?

Bottom Line: Clarifying the appropriate use of screen time for your child, combined with your willingness to set limits and enforce consequences, will go a long way in assuring that your child learns to use screen technology to enhance her growth, not stunt it. And a final caveat: this does not address the inherent dangers of social media. That's for another column, coming soon.

This article is adapted from one that first appeared in mindwonders, the newsletter of Gifted Resource Council (GRC) in St. Louis, MO. For information about GRC and additional resources, visit www.giftedrerourcecouncil.org.

Dennis O'Brien, MA, LCSW, is a licensed clinical social worker, experienced educator and therapist. He has led five nonprofits, including Logos School which he founded. He has written educational materials for Washington University School of Medicine Dept. of Psychiatry, weekly newspaper columns (St. Louis Suburban Journals/Post-Dispatch) on parenting and numerous articles for a variety of magazines and newsletters, including Gifted Resource Council. He was honored by the Missouri Dept. of Mental Health for outstanding writing about suicide in 2010. He consults, writes grants for nonprofits and brought an online video ethics program for students developed by the Better Business Bureau to the St. Louis service area. As a volunteer, he plays leadership roles in various groups serving nonprofits including the Better Business Bureau, the Children's Services Coalition, CHARACTERplus and Community Service Public Relations Council.

GAM Advocacy Platform

In the State of Missouri, "gifted children" means those who "exhibit precocious development of mental capacity and learning potential as determined by competent professional evaluation to the extent that continued educational growth and stimulation could best be served by an academic environment beyond that offered through a standard grade level curriculum." RSMo. 162.675

GAM has actively supported the needs of high-ability and high-potential learners in Missouri since 1980. GAM provides teacher training, curriculum development, parent support, regional seminars and workshops, scholarships, student competitions, and awards. Further, GAM conducts an annual state conference for all Missouri stakeholders in gifted education. In addition, GAM employs a legislative consultant to advocate for gifted students at the state level and through the legislative process.

GAM Advocates for:

1. Legislation to support funding for gifted education in all Missouri Public Schools.
2. Legislation to support a mandate to provide gifted services to identified gifted students in all Missouri Public Schools, through a state-approved gifted program.
3. Legislation to require each school district to report annually to DESE regarding the programs or services being provided for gifted students within their district and the number of students being served.
4. A required undergraduate level course in gifted education to prepare future teachers to address a wide range of abilities and to facilitate their use of instructional strategies to maximize their students' potential.
5. Professional development in differentiation to assure that all teachers are equipped to differentiate the curriculum for a wide range of learners, including students from diverse populations, with a focus on academic rigor.
6. Mandatory Professional Development hours for school personnel responsible for the coordination and administration of gifted programs and services in the areas of Nature and Needs of Gifted Learners and Curriculum and Instruction for Gifted Learners.
7. Initiatives and opportunities which will benefit gifted students beyond high school, (i.e. Bright Flight, Advanced Placement, International Baccalaureate, Dual Credit).
8. The support of enrichment programs which go above and beyond school requirements including summer programs, higher education opportunities, Missouri Scholars Academy, Missouri Fine Arts Academy, as well as other programs which support gifted learners.
9. A state-wide Advisory Council with members who have experience with gifted programs to advise the State Board of Education regarding applicable rules and regulations, as well as other issues that relate to programs for gifted and talented students.
10. A full-time Director of Gifted Education position through the Missouri Department of Elementary and Secondary Education.

For further information concerning advocacy please contact:

Kyna Iman, GAM Legislative Consultant, kynaiman@earthlink.net
Sarah Ludlow, GAM Legislative Public Issues, sludlow@hotmail.com

Requirements for Gifted Education Certification

Beginning on 8/1/2017, new subject area requirements for all areas of certification will go into effect. These changes were approved by the State Board of Education at its January 2014 meeting. The following list provides the specific requirements approved by the State Board for the Gifted Education K-12 certificate:

(A) General Requirements—

1. A valid Missouri permanent or professional certificate of license to teach;
2. Two (2) years of classroom teaching experience; and
3. The applicant must achieve a score equal to or in excess of the qualifying score on the required exit assessment(s) as defined in 5 CSR 20-400.310 and 5CSR 20-400.440. The official score shall be submitted to the Missouri Department of Elementary and Secondary Education (department).

(B) Professional Requirements—

1. Psychology and/or Education of the Exceptional Child, including the Gifted (minimum of two (2) semester hours.)

(C) Content Knowledge for Teaching—

1. A Survey of Gifted and Talented Education;
2. Programming Planning and Development: An Understanding of Administration and Supervision of Gifted Programs;
3. Screening, Assessing, and Evaluating Gifted Students;
4. Curriculum and Instruction for the Gifted;
5. Meeting the Affective Needs of Gifted Students; and
6. A minimum of one (1) graduate course in research procedures.

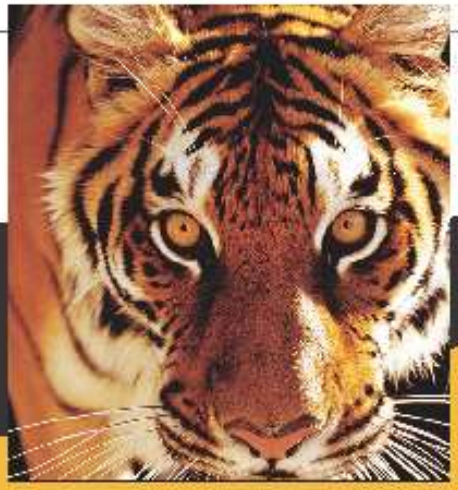
(D) Field and Clinical Experience (three (3) semester hours)—

1. Culminating Clinical Experience. A supervised clinical experience in which candidates acquire experience in planning for and working with gifted students in various instructional settings in both elementary and secondary schools. The clinical experience should include collaboration with other educators to support student learning.

Candidates are expected to complete coursework in each of the areas cited. It should be noted that, with the exception of the exit assessment, the requirements remain essentially the same as those currently in place. To date, no exit assessment has been approved by the State Board for the area of Gifted Education.

ALERT! Requirements for gifted certification are changing! Please be sure to be informed! We need more GT teachers in education! If you need a few more hours to move on the pay scale, consider obtaining your gifted certification.

University of Missouri



GIFTED Education Online

Master's degree (M Ed) in special education with an emphasis in gifted education

Choose your option:

Master's Degree An online master's degree designed to enhance the process of teaching and learning in the elementary, middle or high school classroom.

Missouri Certification The necessary gifted course work to prepare for Missouri gifted education certification — available online.

All courses listed meet requirements for Missouri Gifted Certification.

Teachers seeking Missouri Gifted Certification may enroll online as post-baccalaureate students without making an application to a degree program.

Courses may be taken in any order beginning in any semester.

For more information, contact:

Nancy Gerardy
Gifted Education Program Coordinator
Special Education Department
GerardyN@missouri.edu
573-268-7766

FALL SEMESTER 2016

- Nature and Needs of Gifted and Talented Students (SPC_ED 8380)
- Curriculum Methods for Gifted and Talented Students (SPC_ED 8391)
- Assessment and Evaluation in Gifted Education (SPC_ED 8405)
- Differentiating Instruction: Reaching Gifted, Typical and Struggling Learners (SPC_ED 8406)
- Practicum: Gifted Education (SPC_ED 8946)

SPRING SEMESTER 2017

- Assessment and Evaluation in Gifted Education (SPC_ED 8405)
- Differentiating Instruction: Reaching Gifted, Typical and Struggling Learners (SPC_ED 8406)
- Research with Exceptional Children (SPC_ED 8350)
- Practicum: Gifted Education (SPC_ED 8946)

Visit: online.missouri.edu/gifted

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Tracy Murphy, Regional Dist. F Director	F	tjmurphy@district.hannibal.k12.mo.us	Hannibal
District F needs an Assistant Director!			
Ruthie Caplinger, Regional Dist. G Director	G	Ruthie.caplinger@jcschools.us	Jefferson City
Ann Seider, D Assistant Director	G	Ann.seider@catnet.gen.mo.us	Centralia
District H needs a Director and an Assistant Director!			
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Joe Kreuger, Diversity Task Force Chair	G	gerardyn@missouri.edu	Sunrise Beach
David Welch, DESE Director of Gifted	G	David.welch@dese.mo.gov	Jefferson City
Kyna Iman, Legislative Advocate	G	kynaiman@earthlink.net	Jefferson City

Have you thought of becoming more involved in GAM?

GAM Membership Application

____ I am a new member

____ I am renewing my membership

Name_____

Address_____

City_____State_____Zip_____

School
District_____

County_____GAM District_____

E-mail
address_____

Telephone Numbers:

Home (_____) _____

Work (_____) _____

Please check appropriate one: (You can also pay for 2 yrs!)

____ Parent/Guardian/Grandparent $15

____ Educator/Individual $25

____ Patron/Institutions $55

____ Sponsor $105

I am a (n): (Please check all that apply)

Teacher of Gifted Education
____Elem. ____MS ____HS ____Admin.

Teacher in the Regular Classroom
____Elem. ____MS ____HS ____ Admin.

Parent

Other _____

Why join the Gifted Association of Missouri?

GAM is the only organization in the state that advocates for gifted programs and provides support and resources to gifted teachers, students, and parents. We work at the district and state level to lobby for funding for gifted programs, create networking opportunities for parents, and support teachers in the development and implementation of curriculum.

We truly cannot do this with you; your membership makes a difference!

To join, visit
www.mogam.org
and click on
"Join GAM Today"!

Mail to: Gifted Association of Missouri
P.O. Box 3252, Springfield, MO 65808