

SPRING 2022

THE GAMBIT

of the Gifted Association of Missouri



CONGRATULATIONS TO THE RAYTOWN CHALLENGE GIFTED PROGRAM!

Missouri's gifted students are an amazing bunch. They achieve great things in academics, creativity, leadership, and service. The Raytown Challenge Gifted Program has done something really special, though. On April 7th, their STEM proposal "Riveting Robotics!" was selected to win the program both a \$50,000 grant and a \$1,000,000 exhibit at Science City in Kansas City!

Congratulations to all of these young men and women for their tremendous accomplishment! We look forward to visiting your dream-made-reality as soon as it's open to the public.

For the full story, see page 11.

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KNOW A NEW GIFTED EDUCATION TEACHER?

BE SURE TO REFER THEM TO GAM'S NEW TEACHER WORKSHOP

JULY 21 - 22, 2022
IN PERSON AT TRUMAN STATE UNIVERSITY
KIRKSVILLE, MO

PRESIDENT'S LETTER

BY MEREDITH WISNIEWSKI



Spring has sprung! Well, as best it can in Missouri, anyways...

Many see this time of year as the start of a new season. Educators, however, typically view this time of year as either Before Spring Break or After Spring Break. Districts are starting to determine the final day of the school year, and end-of-year activities are starting to fill calendars. This is usually considered the shortest and longest part of the school year as we see the end in sight but know we have a long stretch to get there. Given the circumstances of the last few years, it's no wonder many of us have mixed feelings about getting to this point – we can love what we do yet still feel exhausted. Despite what some might suggest, it is indeed possible to experience multiple feelings and be conflicted about them.

Whatever your thoughts about the end of this upcoming school year, we can all agree that it has been memorable. All of those things we teach our students, we've done ourselves – we've tried to remain positive, we've been creative and flexible, we've kept trying even when things were hard. As we move through 2022 we are starting to see glimmers of what once was, while we dream of what could still be.

GAM has no intentions of slowing down just because summer is near – if anything, this is when we ramp things up! We have a little over a month left in this legislative session, and we remain optimistic at passing a gifted mandate. We are also looking forward to this year's New Teacher Workshop, which will be hosted at Truman University in July. It's also time to start putting together a slate of executive officers, which provides numerous opportunities for people to find new ways to get involved. Stay tuned to our Facebook and Twitter pages to learn more!

I wish all of you a safe and healthy end to your school year,
Meredith Wisniewski

Thank You!

YOUR WORK

makes
a difference

in the **lives** of students, families,
colleagues and the community.

You are
appreciated –

this week *and* every week!

From all of us in the
Truman State University Education Department,

THANK YOU

FOR **everything** YOU DO.

Teacher Appreciation Week
May 2 – 6, 2022
#ThankaMOTeacher



DESE Gifted Education Update April 2022

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



“In the spring I have counted one hundred and thirty-six different kinds of weather inside of four and twenty hours.” That was Mark Twain speaking at the New England Society’s 71st Annual Dinner on December 22, 1876, at Delmonico’s restaurant in New York City. He could have been talking about Missouri. I am delighted to welcome spring even on winter-like days!

Updates on Topics Discussed in January:

Portrait of a Gifted Learner: I have a committee of 15 volunteers! We had a “welcome” meeting and I’m hoping we can briefly outline our Portrait at the April 28th meeting. In June we will finalize the Portrait, revise the MO-GLOs, and propose solutions for tracking growth over time. I will be reaching out for feedback on our work, using the Gift-Ed listserv.

Missouri Scholars and Missouri Fine Arts Academies: MSA has selected students, conducted faculty and staff training, and is working on organizing afternoon and evening events. In the

future, MSA staff would like assistance getting the word out about MSA to all areas of the state. Dr. Wahl reported on March 29th that MFAA was reviewing applications and he expected acceptances to be out in early April. He stated that MFAA received a very high quality pool of applications from across the state. They are in the process of hiring faculty and RA’s.

The 2022 Powerful Learning Conference was very successful. We had four breakout sessions connected to gifted education and people asked for more! One request is information on challenging gifted learners in general classrooms. If you’d like to submit a proposal, learn more here: <https://dese.mo.gov/quality-schools/powerful-learning-conference>. I am the conference coordinator for 2023.

Annual desk audits: These are coming along slowly.

Programs for Gifted Children Rule Amendment. The rule is moving forward and if all goes as planned will be effective on 05/30/2022. I will be presenting on the amendment and the new Annual Application on Tuesday, May 10, the final Gifted and Talented Tuesday. Link to G/T Tuesday

flier:

<https://dese.mo.gov/media/pdf/gifted-and-talented-tuesday-2022>

Additional Activities:

- Presented at several conferences including the virtual Conference on the Young Years. I had over 300 people in my session and many were very engaged in the chat, polls, and verbal discussion. I applied to provide additional trainings for early learning caretakers and educators through DESE's Office of Childhood.
- Collaborated with the Council. The next open meeting is on April 27.
- Participated in the Success-Ready Students Work Group. The goal is to develop a framework for implementing competency-based learning, supported by an assessment system and innovative approaches to accountability, that support every student in being college, career, and workplace ready. More information can be found here:
<https://dese.mo.gov/success-ready-students-work-group>
- Scheduled summer virtual workshops and announced them on the listserv.
<https://lists.mo.gov/mailman/listinfo/gifted-ed>

- Consulted with schools and responded to parent requests for information.
- Worked with our data people to update the DESE gifted education reports and maps for 2020-21. The student counts are from the October 2020 data (last school year). The maps are at the top of the gifted education page and the reports below the maps in the green "Data" tab. Also, you can find a visual Report Card for your district at this link:
<https://apps.dese.mo.gov/MCDS/Visualizations.aspx?id=29> (or go to the DESE home page and look below the announcement banner). Gifted education is included in this visual Report Card.

Please reach out if need support, have a great idea to share, or just want to talk gifted.

-Christine



A highlight from April: working with students. Image: Twitter screenshot.

Summer

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Bowling Green, KY | June 27 - July 1, 2022 *or* St. Louis, MO | July 18 - 22, 2022

See a full list of workshops & register at wku.edu/gifted/ap

RESIDENTIAL SUMMER CAMPS



SCATS | Grades 6-8 | June 5-17, 2022

A two-week residential camp, The Summer Camp for Academically Talented Middle School Students (SCATS) offers high-ability students who have completed grades 6-8 a unique learning environment to explore new ideas, develop concepts, and make friends. SCATS provides a diverse curriculum and a wide range of enrichment experiences. Teachers structure their courses around students' interests and understand how to allow students to learn at higher levels and to think and create in their own ways.

VAMPY | Grades 7-10 | June 19-July 9, 2022

A three-week residential camp, The Summer Program for Verbally and Mathematically Precocious Youth (VAMPY) offers high-ability students who have completed grades 7-10 the chance to focus on one course during six class hours each weekday. For students who crave knowledge, academic challenge, and peers who accept them as they are, VAMPY offers a life-changing world of both learning and friendship. When not in class, campers participate in a wide range of activities such as crafts, games, and sports.



wku.edu/gifted/scats *or* wku.edu/gifted/vampy

AWARD & SCHOLARSHIP WINNERS!

Vicky Bennett Distinguished Student Award: Matthew Melton



Matthew is a student in the IMPACT program in Independence School District. He was nominated by his teacher, Mrs. Sheila Bonner, for "being kind to everyone and making them feel included. He makes space for other students' ideas and listens to others, making them feel valued." In particular, he took part in a fundraiser for scholarships for people in the LGTBQ+ community. He appeared in a short film about a boy named Thad who was bullied for being gay. After the process of planning and filming, over \$9600 was raised. His empathy and dedication are worthy of celebration.

We are proud of you, Matthew Melton!

Dede Smith Friend of Gifted Award: Dr. Dustin Nadler



Dr. Nadler is an Assistant Professor of Psychology at Maryville University. This past year Dr. Nadler took part in a comprehensive research project to aid the work of the Gifted Advisory Council. He helped analyze data from over 36,000 gifted students in Missouri as part of the

Council's 2021 report to the State Board. According to Council chairperson Dr. Beth Winton, "Dr. Nadler's contribution was instrumental in documenting the efficacy of gifted education programming and supporting the Council's efforts to advocate for more and expanded opportunities to serve all gifted children in Missouri."

Thank you, Dr. Nadler!

Bob Roach New Teacher of Gifted Scholarship: Sarah Hudson



Sarah Hudson is a first-year gifted education teacher with Lindbergh Schools. Her colleague notes, "Mrs. Hudson is in tune with the social & emotional needs of our gifted students. She has set up a welcoming, comfortable 21st century classroom that accommodates students' needs physically and emotionally. She has already established strong relationships with her students, and they feel comfortable taking risks in her classroom because of the trust that they have in her."

Her dedication has led her to form community partnerships and to initiate personal learning. Her team refers to her as “the unicorn – a magical blend of skills, intelligence, drive, empathy, curiosity, far surpassing what we could have hoped for in a new teacher.”

Congratulations, Sarah Hudson!

Delma Johnson Outstanding Educator Award: Justin Villet



Justin Villet is a teacher with the PEGS program in Lindbergh Schools. He is also passionate about advocating for gifted education and even runs a consulting business that works to support school districts with review of their programs and instituting new programs.

As one colleague writes, “Besides putting in 110% for the classroom during the school day, Mr. Villet spends time outside of class teaching students Greek and Latin and mentors students with high social-emotional needs.” His supporters also include students and their parents; according to one, “Perhaps most importantly, Mr. Villet’s pure enthusiasm for teaching, and for the subjects he is teaching, absolutely invigorates his classroom and the students who receive his wisdom.”

Congratulations, Justin Villet!

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RIVETING ROBOTICS! RAYTOWN CHALLENGE GIFTED PROGRAM WINS \$1,000,000 SCIENCE CITY EXHIBIT!

“And the winner is...” echoed Ray Kowalik’s voice, chairman and CEO of Burns & McDonnell. You could feel the hundreds of students and teachers who attended the Battle of the Brains Awards Ceremony at Kansas City’s Union Station on April 7th collectively held their breath.

“Riveting Robotics!”

Confetti cannons exploded as a mass of blue shirts shot into the air! Raytown Challenge Gifted Program students from the Riveting Robotics team simply could not contain their elation! Not only had they won a \$50,000 STEM grant for the Raytown Challenge Gifted Program, but their four-page written proposal was chosen to become the next \$1 million exhibit at Science City!

Much like the confetti and streamer-filled room, the rest of the day was a blur of excitement, tears of joy, and adrenaline. Next year, Raytown Challenge Riveting Robotics team members will partner with Burns & McDonnell engineers in order to turn their design into a real exhibit.

They will be the first to visit the exhibit when it opens in 2022. Led by gifted education specialists Jennifer Blank, Megan Finlay, and Rachel Bailey, this team of 45 students couldn’t be more excited to begin the partnership.

Another gifted program can be found in the top five winners; Blue Springs Stretch Gifted Program at Cordill-Mason Elementary, led by Jennifer Medina, with their proposal “Earth Rocks!” won third place and a STEM grant of \$20,000.

The below quote is retrieved from the Burns & McDonnell website announcement of the winners: <https://www.burnsmcd.com/insightsnews/in-the-news/2022/04/raytown-robotics-grand-prize-battle-of-the-brains>

“Automation technologies and artificial intelligence are disrupting every industry and will continue to play an increasing role in the future of our infrastructure,” says Ray Kowalik, chairman and CEO, Burns & McDonnell. “There has never been a more urgent time to encourage students to explore how they can shape the future of technology, and this exhibit envisioned by the Raytown Challenge Gifted Program team will give students an interactive introduction into the world of robotics. Our hope is these exhibits will inspire ‘aha’ moments that will make kids more curious about STEM careers.”

The Raytown Challenge Gifted Program team’s exhibit explores STEM concepts through robotics. Whether it’s vacuuming homes, performing microscopic surgeries, cleaning ocean pollution or voyaging through space, robots help humans perform vital tasks and explore the universe around us. The team’s exhibit will offer hands-on activities for guests to learn about the coding and computer programming required for robots to operate. The exhibit also will dive into elements ranging from mechanical and electrical engineering principles to design systems and structures. The exhibit idea is an engaging discovery of robotics and the STEM principles that propel emerging technologies.”

Riveting Robotics written proposal:

<https://docs.google.com/document/d/1kCoHT3jou7-vl8n2JJSt1LvXeZhFula5wdoLhisxE7U/edit?usp=sharing>

Riveting Robotics advertisement video: <https://drive.google.com/file/d/1479L-jntDnk-8jEkPamnTXH7qMsqBgd8/view?usp=sharing>





STUDENTS TO OFFER TED-STYLE TALKS FOR COMMUNITY

BY JUSTINE ROGERS

The Southern Boone Middle School WINGS program is excited to host the first ever SBCEd conference on Saturday, May 21 at Southern Boone High School in Ashland. Students in the WINGS program have been developing TED-style talks over the past month and will be presenting their "big ideas" presentations at the conference. Community members have also been invited to give talks and attend a networking luncheon the day of the conference.



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SUMMER 2022

May 31 – July 1, 2022

- ED 550G–Intro to Gifted
- ED 652G–Affective Needs of Gifted
- ED 626G–Creativity
- ED 605G–Psychology of Exceptional Children

July 5 – August 5, 2022

- ED 650G–Identification of Gifted
- ED 653G–Programming and Administration of Gifted
- ED 605G–Psychology of Exceptional Children

FALL 2022

- ED 651G–Curriculum for Gifted (August 17 – October 11)
- ED 604G–Professional Learning (October 12 – December 16)
- ED 632G–Research: Applied Education Psychology (August 22 – December 16)
- ED 605G–Psychology of Exceptional Children (August 22 – December 16)

SPRING 2023

January 16 – May 12, 2023

- ED 609G–Gifted Practicum/ Internship
- ED 632G–Research
- ED 605G–Psychology of Exceptional Children

Learn more at:
GIFTED.TRUMAN.EDU OR GIFTED@TRUMAN.EDU



DISTRICT 7 MINI CONFERENCE



Cooperative Cooperation

This conference was NO JOKE! We had a great conference with keynote speakers. Stefanie Mckoy (yes, me!), Ph.D. from the University of Arkansas specializing in Gifted studies, spoke about the importance of building arts-integrated, cooperative creative activities into the classroom. She shared three activities with participants. Be sure to check out GAM's social media for pictures.

Creatively Coping in the GT Classroom: April 1

Joint Mini-Conference with the Kansas Association for Gifted, Talented, and Creative (KGTC) Region 6

Special Thank You

A HUGE shout out to the Elk's Lodge of Lamar, MO for sponsoring our lunch and to the local girl scout troop for providing coffee and treats! You really helped keep us well fed! THANK YOU!

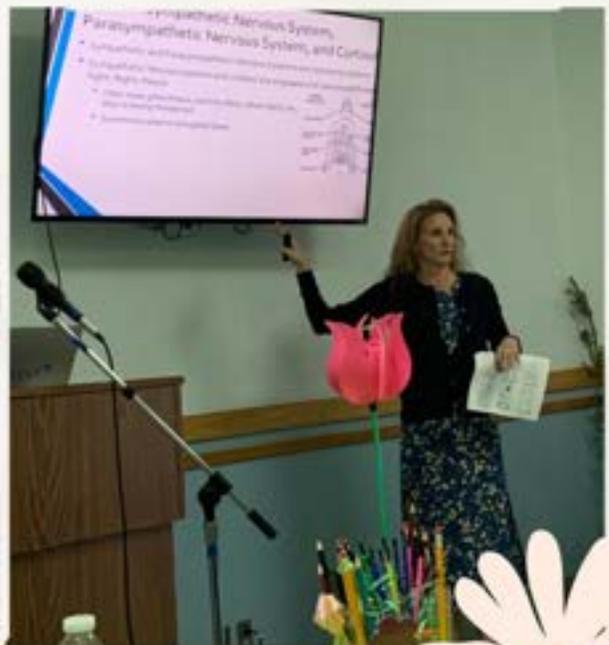


A look towards next year!

We plan to hold next year's conference back in Kansas in early April.

Coping Creatively

Brandi Kleeper always provides new, practical and ready to implement information. At the conference, Brandi, gifted psychologist in Springfield, MO, spoke about creative strategies for building coping management into the classroom. She discussed breathing techniques, mindfulness and visualizations, and body relaxations.



Problem-Based Learning

Sophia Bodishbaugh, a college honor student from the University of Arkansas and pre-service teacher, did a TREMENDOUS job presenting her honor's research on problem-based learning in the classroom. Sophia, a gifted student herself, is focusing on career and consumer science. Her research shared practical areas of concern when implementing PBL and she walked us through problem-solving PBL in our own classrooms.



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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

SUMMER SEMESTER 2022

- Readings in Gifted Education (SPC_ED 8085, master's program students only)
- Research with Exceptional Children (SPC_ED 8350)
- Curriculum Methods for Gifted and Talented Students (SPC_ED 8391)
- Differentiating Instruction: Reaching Gifted, Typical and Struggling Learners (SPC_ED 8406)
- Administration and Supervision of Gifted Programs (SPC_ED 8410)

FALL SEMESTER 2022

- 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 2023

- Research with Exceptional Children (SPC_ED 8350)
- Nature and Needs of Gifted and Talented Students (SPC_ED 8380)
- Assessment and Evaluation in Gifted Education (SPC_ED 8405)
- Practicum: Gifted Education (SPC_ED 8946)

LEARN MORE online.missouri.edu/GAMbit-SP22

2E: TWICE EXCEPTIONAL, BUT TWICE-EXCLUDED

BY KRYSTLE MERRY

2e defined: At the 2022 Council for Exceptional Children (CEC) Conference this past spring, the Division on the Association for the Gifted (TAG) revised the definition of twice-exceptional (2e) students indicating that:

“Twice-exceptional (2e) individuals evidence exceptional ability and disability, which results in a unique set of circumstances. Their exceptional ability may dominate, hiding their disability; their disability may dominate, hiding their exceptional ability; each may mask the other so that neither is recognized or addressed. Additionally, 2e individuals come from – and are impacted – by all forms of diversity.”

This inherently means that students who fall under the twice-exceptional category are less likely to be identified in either gifted and/or special education services. There are currently about 385,000 2e children in the U.S., however this is a huge underestimate due to misidentification. Many of the missed identification challenges of 2e students are due to the limited number of trained professionals in these areas (gifted, special education, and 2e), a lack of understanding of what to look for in identification of 2e students at the school and home level, inconsistent implementation across states in acceptance of gifted programming, and non-existent federal requirements for gifted services.

What does 2e look like? If you are a teacher or administrator, outside of their individual talent or disability, you might see recurring frustration, stress, anxiety, depression; challenges with personal identity; difficulties with peer or social relationships; a heightened need to understand their diagnosis; shyness; and hiding of their own struggles or disabilities due to worrying what others may think; and refusal to accept accommodations

(even when they need them) because they may think it makes them look “weak” or that is a form of “intellectual cheating.” There is also a misconception that if you are gifted, you must be smart, therefore you don’t need educational support. Remember that giftedness could be in the form of non-academic content such as art, theatre, abstract thinking, any trade skill, or technology including computer science. In addition, some students may perform really high in one academic area, but poorly in others. The student may be gifted in mathematics, but struggle with reading, and visa versa.

According to the department of education, education is more than just academics and grades; it is the education of social, emotional, and life skills and additional vocational training to prepare for life after high school or what special education considers transition to post-secondary education and employment. Many 2e students miss out a great deal in a “specially designed instructional environment...unique to the student” as defined by the Individuals with Disabilities Education Act (IDEA) because their gifts are not addressed through special education services, which is what many advocates in 2e research are fighting for. These students are included in special education services, but not in gifted services or are missing “talent development plans”. On the flip side, some 2e students are served in gifted classes, but their disability is not addressed through an individualized education plan (IEP) or is being “masked” by their achievements.

Teachers play a leading role in advocating and identifying 2e students. Do you know of a student who has a disability but is also very gifted? Or a gifted student who might struggle in one or more special areas related to any form of education? You may know a 2e student. Identification is the first and most missed step so it is vital to refer the parent and student to the special education and/or gifted and talented program for testing wherever it applies. If you are interested in learning more about 2e students, check out some of my favorite 2e books and resources below.

Council for Exceptional Children (CEC) Gifted and Talented Professional Standards

<https://exceptionalchildren.org/taxonomy/term/79> and

<https://exceptionalchildren.org/gifted-education-professional-standards>

The Bridges 2e Center for Research and Professional Development

<https://2ecenter.org/>

2e News Newsletter and Magazine

<https://www.2enews.com/>

The 2e Resource

<https://2eresource.com/>

Bridges Academy Website

<https://www.bridges.edu/>

Bright and Quirky 2e Resource Center

<https://brightandquirky.com/>

National Association for Gifted Students (NAGC): Resources for Parents of Twice-Exceptional Students

<https://www.nagc.org/resources-publications/resources-parents/twice-exceptional-students>

TECA: Twice-Exceptional Children's Advocacy

<https://www.teca2e.org/>

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July 21st and 22nd



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IN PERSON AT TRUMAN STATE
UNIVERSITY IN KIRKSVILLE, MO

A Block of Rooms is being held at the
BAYMONT INN

GAM

Fairy Tale Trials

Two Missouri school districts recently participated in mock trial simulations at the Historic Franklin County Courthouse in Union, Missouri. Mrs. Michelle Storment's Classes from the Dunklin R-5 School District and Mrs. Jennifer Hawkins' classes from the St. Clair R-XII School District partnered to create and perform their original Fairy Tale Trials. The classes met at the courthouse on Monday, April 11, 2022, to present the following trials to family and community members:

- Missouri vs. Witch Hazel (Hansel and Gretel)
- Missouri vs. Jack Trotte (Jack and the Beanstalk)
- Missouri vs. Vermin the Wolf (Little Red Riding Hood)
- Missouri vs. Zeke Wolf (Three Little Pigs)

Dunklin students played the jury when St. Clair students presented their trials against Witch Hazel and Zeke Wolf. St. Clair played the jury when Dunklin presented their trials against Jack Trotte and Vermin the Wolf.

The school districts would like to thank the Franklin County Courthouse for allowing students to use their facilities for this great learning experience.





GIFTED EDUCATION 2022 SUMMER WORKSHOPS

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BOOTCAMP FOR GIFTED PROGRAM LEADERS

<https://www.eventsquid.com/event/16335>

June 8, 10:00 to Noon and/or June 9, 1:00 – 3:00 PM

SMALL & MIGHTY: DISTRICTS WITH ONE TEACHER OF THE GIFTED

<https://www.eventsquid.com/event/16336>

August 10, 10:00 to Noon and/or August 11, 1:00 – 3:00 PM

Future City Competition

Congratulations to the seventh-grade Challenge Future City team, Ashlarkyliot; they earned first place in the regional Future City Competition at Missouri S&T on Saturday, Jan. 22. They also won a special award from the American Society of Agricultural and Biological Engineers (ASABE) and an award for the top-scoring essay. The team advanced to the virtual Future City Finals, competing with teams from around the globe.

This year's theme was "Waste Free City," and each team was challenged to imagine a city at least 100 years in the future that uses a circular system with absolutely no waste or pollution. Each team was scored on the following deliverables: project plan, essay, presentation, model, and interviews.

About their city:

The city name, Ashlarkyliot, was created with the team members' names: Ash Hill, Larkin Baker, Kyle Tedrick, and Elliott Showers. Their waste-free solutions were just as unique as their team name. Ashlarkyliot is located in South America near Waterfall Bluffs. Their circular economy involves many unique features including recycling asbestos into glass and converting food waste into synthetic wood. Their city also has an elaborate recycling system that transports waste through pneumatic tubes to a Robotic Recycling Sorting Center. Their main energy source is a Dyson Swarm, but the city also uses solar, wind, and marine energy. The judges were also impressed by their individual Flying Transportation System (FTS) which is built in three different pieces: the self-driving wheelbase, cockpit, and drones.

About Future City Finals:

Finals typically take place in Washington D.C. during Engineers Week, which is the week of Presidents' Day. However, the virtual was conducted over a longer time frame. After regionals, the team submitted their project plan, essay, presentation video, and model slideshow. Then, interviews were held on two consecutive Saturdays. On Feb. 5, team members were interviewed by engineers for the competition, and on Feb. 12, they were interviewed by ten groups of professionals for special awards. The top three teams, special awards, and The People's Choice Award winner will be revealed at the Future City Awards Celebration on March 23, 2022. The 1st place team will take home the grand prize of a trip to Space Camp and \$7,500 for their school. Last year's team placed third in the finals, earning over \$3,000 for the Challenge program.





PORTRAIT OF A GIFTED LEARNER

AN OVERVIEW

The *Portrait of a Gifted Learner* committee, facilitated by Christine Nobbe, Director of Gifted Education, began their work on April 14th, meeting virtually. The committee is made up of 15 people who are passionate about meeting the needs of Missouri's gifted learners. The committee will meet again on April 28th and for three days in June.

Our goals are to:

- review ideas gathered at Exploration Meetings held in February and create the *Portrait of a Gifted Learner*;
- review and revise the draft version of the gifted learner outcomes (MO-GLOs); and
- study options for tracking student growth to determine assessment methods.

At our “welcome meeting” the committee members got to know each other, discussed the key questions used in the Exploration Meetings, dove into the notes from the Exploration Meetings, and, in break-out rooms, deliberated key concepts for *the Portrait of a Gifted Learner*. Our committee includes a variety of stakeholders from all over the state: gifted education specialists, educators, administrators, parents, and students.

MEET THE MEMBERS

Name	District	Title	Brief Bio
Kurt Austin	North Kansas City	Parent and Community Volunteer	Graduate of Independence School District's gifted program and parent of a gifted student, Mr. Austin is an active volunteer in his school district, community, and at the state level.
Emma Cande	Rockwood	Student	Ms. Cande is a junior at Eureka High School who has participated in gifted education since kindergarten.
Emma Clark	Rockwood	Student	Ms. Clark is a junior at Eureka High School who has participated in the gifted program since elementary school.

Name	District	Title	Brief Bio
Dr. Mollie Glazer	Parkway	Gifted Lead Teacher	Now Parkway's Lead Gifted Teacher, Dr. Glazer taught in the primary grades before obtaining her gifted certification and taught in Parkway's Exceptionally Gifted Program.
Jeanne Harding	Truman State University	Director of Graduate Studies	Ms. Harding taught gifted education before transitioning to Truman State University as the Director of Graduate Studies where she also oversees the Joseph Baldwin Academy.
Sylvia Hershenson	West Plains	Educator	In her 16 th year as an educator and 7 th year as the gifted education specialist, Ms. Hershenson is from a small community and teaches gifted education grades 1-8.
Ashley Jevorutsky	St. Joseph	Lead Gifted Education Teacher	Serving as the Lead Gifted Education Teacher for St. Joseph School District, Ms. Jevorutsky provides services for gifted learners in grades 3-6.
Jean Meyer	Couch	Superintendent	Currently serving as Superintendent, Ms. Meyer has taught gifted students, is the parent of gifted children, and was in a gifted program.
Jenna Nelson	Lee's Summit	Science and Math Teacher	Ms. Nelson, with 25 years' experience teaching science and math internationally and in Lee's Summit, will be teaching middle school gifted education in 2022-23.
Melissa North	Laquey	Gifted Educator Graduate Student	From a small rural town, Ms. North is in her first year of teaching gifted education and is working on her master's degree in gifted education.
Phyllis Pasley	State-wide	Director of Missouri Alliance for Arts Education (MAAE)	Retired after 34 years in public school teaching where she spent the bulk of her tenure as a K-5 General/Vocal Music teacher, Ms. Pasley, oversees MAAE's mission to support, promote,

Name	District	Title	Brief Bio
			and advocate for fine arts education for the benefit of ALL Missourians.
Dr. Pam Washington	Webster Groves	Curriculum Coordinator of Gifted Education	As the gifted coordinator for both the academic gifted and the gifted fine arts programs, Dr. Washington has completed extensive research and training on implementing equitable gifted identification practices and programming.
Jessica Williams	Rockwood	Gifted Education Specialist	Ms. Williams supports high school gifted and twice-exceptional students' social-emotional needs and provide enrichment opportunities. She advises NHS, chess, and the Gifted Learners Organization which helps students transition to high school.
Dr. Beth Winton	Columbia	Chair, Advisory Council on the Education of Gifted and Talented Children	Dr. Winton has experienced gifted programs from the point of view of a parent, teacher, district coordinator, adjunct professor, and as a gifted education supervisor at DESE.
Meredith Wisniewski	Springfield	President, Gifted Association of Missouri	Ms. Wisniewski is a gifted education specialist and advocate for gifted learners.

COMMUNICATING OUR NEXT STEPS

As we continue our work, we will report our progress in the following ways:

- GAMBit articles and reports to the GAM Board
- Reports to the Advisory Council on the Education of Gifted and Talented Children
- Messages via the Gift-Ed listserv (to join the listserv, go to <https://lists.mo.gov/mailman/listinfo/gifted-ed>)

Please reach out if you have ideas for this project: Christine.Nobbe@dese.mo.gov

A THIRD-GRADER'S TESTAMONY TO THE MISSOURI HOUSE OF REPRESENTATIVES

PRESENTED BY LEVI DUKE
ROSE ACRES ELEMENTARY SCHOOL

Have you ever felt dark and heavy?

When I was in kindergarten that is how I felt because my teacher did not know what I was capable of. Everyday was a struggle because I wasn't struggling to learn new concepts... which is what school is for.

My name is Levi. I am a gifted student here to ask for your vote for House Bill 2366 and Senate Bill 806. My gifted program is called PEGS (Program for Exceptionally Gifted Students) and it lets me learn at my own pace. It is here that my heavy heart is lifted. A wonderment has returned. My passion is giving everyone who needs non-traditional schooling non-traditional schooling.

I care because I believe that everyone has the right to learn - rather than being "taught" concepts that students already know. In 3rd grade, I wrote a letter to Gifted Association of Missouri's government consultant, which was published in their newsletter, to find out how I can be an advocate for gifted programming. Then, she wrote back inviting me to speak in The Missouri House of Representatives.

I am here to tell you that everyone has a right to learn, but without funding, my learning is not guaranteed. I am very lucky to have a school that chooses to use the money the government gives to make a gifted education program. A gifted education teacher named Mrs. Robinson says, "It allows us to develop plans specifically for students who need more rigor in their work." But the money in Missouri is not earmarked for gifted education. Missouri is behind Most states in gifted funding.

Did you know that 43 states require their schools to have gifted services or programs? Some states fully fund or even just partially fund gifted programs.

“Missouri and Illinois are the only states that do not offer earmarked funding for gifted education. Some schools in Missouri say that there's not enough money for the gifted because other needs come first. Other needs will always come first. So that is why gifted needs earmarked funding.

Missouri is behind Most states in gifted funding, but MO COULD be a leader. Please vote for House Bill 2366. This legislation would require every school district to establish a state-approved gifted program for gifted children. In the Senate, Senate Bill 806, requires the same thing.

I surveyed kids in gifted programming. I am here to use my voice for them too. Here's some of what they had to say:

I feel like I fit in at the gifted program. - Pearl, a third grader.

Without gifted programming, students like me wouldn't be able to have our full learning experience with also challenging ourselves. - Aliyah, a 5th grader.

Because I can make friends, learn and have fun! - DJ, a third grader.

I met my best friend I also was taught stuff like $1 \div 4$ and not $1+1$. - John, a third grader.

It provides a place for me to test my skills. It is fun. - Eva, a 5th grader.

It helps me learn at a pace that's suitable for me. - Eli, an 8th grader.

It grows the mind and is fun. - Drew, a third grader.

Because it allows me to be challenged and not have to listen to a whole classworth of stuff I already know. - Jackson, a 4th grader.

It helps me learn at my level, even though it is very high, without having to skip grades and learn with kids possibly twice my age. It lets me get smarter instead of knowing everything. - Donald, a 4th grader.

We do things faster and when we are done with a project we get to do fun things. - Adelaide, a 4th grader.

I like the fact that we can work at our own pace, no matter your age. - Will, a 4th grader.

Thank you.

ACTIVITY IDEA: LEGACY PROJECTS

BY JUSTIN VILLET

Have you ever seen a conflict in the world and wanted to help or solve it but didn't know how? You might not even know how the problem began, but you really wanted to solve it. That's where the Legacy Project comes in.

Middle school PEGS students at Lindbergh Schools in Saint Louis, MO pick any problem in the world, big or small, local to international, to research, analyze, and try to solve. Using Nobel Prize winner Johan Galtung's Theory of Cultural Violence and Peace, students will discover how conflicts began and why they have continued, breaking down each direct, structural, and cultural element. Then, after learning about different advocacy and persuasive techniques, they will come up with ideas about how a person could actually solve the problem. Who knows, maybe their "legacy" could be one day solving this problem and changing the world.



Gifted Education 2022 Summer Workshops

Workshops Organized by Christine Nobbe, Director of Gifted Education

Registration, Handouts, and Meeting Links are on Eventsquid

2022 Bootcamp for Gifted Program Leaders

This workshop is intended for Missouri public school employees who are managing gifted programs. Attendees could include gifted education coordinators, principals, gifted education specialists/lead teachers, superintendents, special services directors, core data specialists, etc. Workshop attendees will gain a clear understanding of the newly updated *Gifted Education Program Guidelines* with a focus on equity and meeting the needs of all gifted learners. Workshop will be held on Zoom.

Tuesday, June 8, 2022 from 10am-Noon

Wednesday, June 9, 2022 from 1:00-3:00pm

Signup for one or both, but the session content will be repeated; Q/A and discussion will vary

Register here: <https://www.eventsquid.com/event/16335>

Small & Mighty: A Workshop for Small Districts with Only One Teacher of the Gifted

This workshop is intended for gifted education specialists who are the only teacher of the gifted in their district/charter, or who are a member of a tiny team. Workshop attendees will gain a clear understanding of the updated *Gifted Education Program Guidelines* with a focus on equity and meeting the needs of all gifted learners. Attendees will have an opportunity to network for future collaboration. Workshop will be held on Zoom.

Wednesday, August 10, 2022 from 10am-Noon

Thursday, August 11, 2022 from 1:00-3:00pm

Signup for one or both, but the session content will be repeated; Q/A and discussion will vary

Register here: <https://www.eventsquid.com/event/16336>

For further information on the above workshops, please contact Christine Nobbe at
Christine.Nobbe@dese.mo.gov

Workshop Organized by the Gifted Association of Missouri

Gifted Social Emotional Lesson Writing Team--Self Understanding Leads to Self-Advocacy

For a third summer now, dedicated teachers and gifted professionals will gather virtually to write social-emotional learning lessons, which will be added to a repository of over 70 lessons. Meetings will include PD with a focus on gifted understanding and advocacy; writing collaborative, original lessons in small groups; and giving feedback on lessons. Three hours of credit will be available through Lindenwood University. Meeting dates are June 7-9, 14-16, and 28-30 from 9am to Noon.

Please contact Dr. Tracy Bednarick-Humes for further information: tracybednarick@lindberghschools.ws

Register with this [form](#).

DIFFERENTIATING FOR ENRICHMENT

BY TRACY BEDNARICK

Gifted specialist teachers are often sought out by general educators to help with the gifted student in their class who is completing their assignments much more quickly than their peers or who can answer every question. The default for a general education teacher is often to give the student more work or to have the student help other students. For the gifted specialist, it may be hard to help with this request on the spot or the advice we give might feel too overwhelming for the general education teacher to tackle. There is a strategy that fits within general education planning that is not quite so unwieldy and incorporates the typical concept of differentiating by content, process, and product.

I ask teachers to think about the standards that their students need to master before they will teach the content and then plan three tiers of instruction. This may seem like a lot of work, but doing the front work helps the teachers be prepared for a variety of student needs and provides a more meaningful experience for students. I ask teachers to think of what students at each tier will do: students who are struggling with the content, students who are on track to master content, and students who are quickly mastering the content. Ideally, a teacher would give the students an assessment ahead of time to help with planning, but a lot of this differentiation can be determined through formative assessments as the teacher progresses through the content.

For example a teacher might do the following:

Standard(s): Multiply multi-digit whole numbers and decimals to the hundredths place, and justify the solution. Divide multi-digit whole numbers and decimals to the hundredths place using up to two-digit divisors and four-digit dividends, and justify the solution.		
More help needed:	Grade level instruction:	Enrichment/acceleration needed:
After the whole group lesson, students review process of multiplying and dividing decimals with teacher in small group and then play review game on iPad. https://www.futuristicmath.com/games/6th-grade-multiplication-of-decimals-game.html	Whole group lesson on process. Partner work to check answers on practice sheet/activity. Independent work--Use ads from local newspapers or via online to figure sale tax and total cost of items purchased. Use the same process to divide cost among friends when sharing a purchase. For extra practice play the fidget spinner game: https://mathgeekmama.com/multiplying-decimals-game/	Students do whole group lesson and the same practice activity with harder story problems. Additional enrichment: Students can figure all the answers for the math fidget spinner game and then figure out the probability of getting each answer. Crack the code enrichment activity--beginning algebra concepts--solve for x with basic multiplication and d

When reviewing a lesson for differentiation it's helpful to consider the following checklist:

- Clear learning targets
- Pre-assessment with a data-informed learning plan
- Varied modes of instruction
- Multiple ways to demonstrate mastery of the learning target
- Frequent checks for understanding
- Opportunities for frequent formative feedback
- Instructional model that allows for flexible grouping

- Planned scaffolds for students who need more time/more support to learn
- Planned challenge/enrichment contexts for students who have already learned content
- Collaboration with push-in teachers as needed

I've found that these tools and guidance can be helpful for a quick start to meeting the gifted needs in the classroom, but follow up through team discussions and looking at student progress is really key to the success of differentiation for gifted learners in the general education classroom.

Additional tools that can help with planning have been included. On the next few pages you will find a differentiation template and sample math activities.

DIFFERENTIATED INSTRUCTION LESSON PLAN TEMPLATE

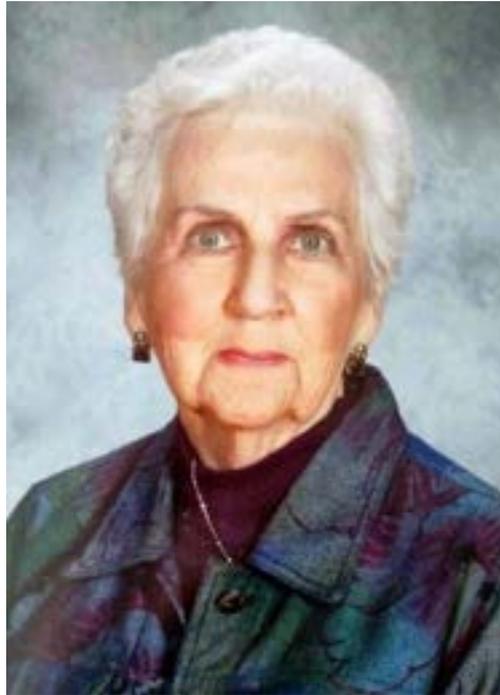
Teacher:	Class:	Period:	Date:
Unit Title: Lesson Title:		Objectives:	
Learning Target(s):		Standards:	Materials Needed:
Vocabulary:			
Bell Ringer:			
LEARNING ACTIVITIES			
	Approaching	On Track for Proficiency	Exceeding
Activity #1 Goal(s):			
Mini-Lesson			
Activity			
Check for Understanding			
Activity #2 Goal(s):			
Mini-Lesson			
Activity			
Check for Understanding			
Activity #3 Goal(s):			
Mini-Lesson			
Activity			
Check for Understanding			
Exit Slip:			

Standard(s): Multiply multi-digit whole numbers and decimals to the hundredths place, and justify the solution. Divide multi-digit whole numbers and decimals to the hundredths place using up to two-digit divisors and four-digit dividends, and justify the solution.		
More help needed:	Grade level instruction:	Enrichment/acceleration needed:
<p>Students review process of multiplying and dividing decimals with teacher in small group and then play review game on iPad.</p> <p>https://www.futuristicmath.com/games/6th-grade-multiplication-of-decimals-game.html</p>	<p>Whole group lesson on process. Partner work to check answers on practice .</p> <p>Independent work--Use ads from local newspapers or via online to figure sale tax and total cost of items purchases. Use the same process to divide cost among friends when sharing a purchase. For extra practice play the fidget spinner game:</p> <p>https://mathgeekmama.com/multiplying-decimals-game/</p>	<p>Students can do whole group lesson and same activity with harder story problems.</p> <p>Students can figure all the answers for the math fidget spinner game and then figure out the probability of getting each answer.</p> <p>Crack the code enrichment activity--beginning algebra concepts.</p> <p>https://www.cpalms.org/Public/PreviewResourceLesson/Preview/56927</p>
Standard(s): Convert measurements of capacity, length and weight within a given measurement system.		
More help needed:	Grade level instruction:	Enrichment/acceleration needed:
<p>Monitor students more carefully...provide "as needed" instruction.</p>	<p>Teach students how to use unit conversions to convert measurements. Model, practice, check progress. Make sure an anchor chart is always visible.</p> <p>All students can participate in the metric olympics center activity.</p> <p>http://www.nclark.net/mini-metrics.pdf</p> <p>Following the activity, students must convert measurements between units.</p>	<p>Complete the enrichment activities included in the Olympics activity.</p> <p>Introduce the students to the conversion rates between US Customary and metric and challenge them to convert the measurements from their Olympic activity into US Customary.</p>
Standard(s): Solve multi-step problems that require measurement conversions		
More help needed:	Grade level instruction:	Enrichment/acceleration needed:
<p>Students get problems with less complicated numbers.</p>	<p>After completing the metric math olympics, put students in groups of 3 or 4 according to strengths noticed during the activity.</p> <p>Each student in the group is</p>	<p>Students get problems with more complicated numbers and multiple steps.</p>

	<p>given a story problem to work...Students work their problems and then pass to the right. Their partner checks the problem and then either explains why it is right or wrong using words. They must write at least one sentence. Return and fix or reflect. Repeat, but then pass to the left.</p> <p>Sample problems found here: http://d68curriculum.weebly.com/uploads/2/1/3/5/21352546/measurement_conversions_word_problems.pdf</p>	
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Add in algebraic thinking into the concepts being learned in class.

REMEMBERING NANCY PATE



Nancy Pate, a former GAM president, recently passed at the age of 80. Nancy was a gifted education teacher for over four decades, most of which were spent in the North Kansas City School District. We at GAM remember her as a devoted educator with a servant's heart, and would like to express our condolences to her family.



HAVE SOMETHING TO SHARE?

**PLEASE SUBMIT ARTICLES AND ADVERTISEMENTS
FOR THE GAMBIT'S SUMMER ISSUE
BY AUGUST 15TH TO PAGNANI@UCMO.EDU**

ENJOY YOUR SUMMER!