

Membership Builds Community

Having a community to turn to when you need support is what membership is all about. Being a parent of two gifted children, I had no idea who to ask questions. I wish then I knew what a vital resource GAM truly is for parents! I relied on my children's teacher of Gifted (Susan Brinkmeyer) to educate me about gifted. I was so fortunate because Susan was the GAM District B Director at the time. She was a wealth of information and helped me find games and activities outside of school to continue to challenge and enrich my children. I am forever grateful to her!

It was my interest in gifted that led me to pursue teaching in that field. I attended the GAM New Teacher Workshop, and felt so excited and inspired about my new teaching assignment after 17 years of teaching in the regular classroom. I met other teachers just like me – starting a new adventure! It was when I joined my collaborating teacher (Mary Fritchie) that she encouraged me to join GAM. I am so thankful that she did! I have met so many people that not only “know” gifted, but are passionate about gifted. It has created a whole new community for me to be a part of professionally. The yearly state conference, the email communication, and the regional workshops are something I depend on now!

If you teach Gifted and Talented and have not joined GAM, please consider joining our family! If you have let your membership lapse, we need you! Please renew your membership! Parents ~ you are VITAL to GAM! We absolutely need you! Please consider joining. It is as easy as going to MoGAM.org and paying online, or use the page from the back of this newsletter to remind you to join (or rejoin)! *(Photos from my classroom.)*

GT teachers – please share the GAMbit with your parents! Sheila Bonner ~ GAMbit Editor

Please support GAM, so we can support YOU!



All the Good Stuff Inside!

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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.

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

You're Invited - Calendar of Events

**March 1st is GAM
day in Jefferson City!**

District A's Conference
Sat Feb. 25th at Maryville University

Duke TIP will be at Drury University
Friday, May 26 at 11 am

Project MEGSSS Elements Testing:

Saturday, April 1, 2017 Washington University, 8:30 a.m.

Saturday, April 8, 2017 Washington University, 8:30 a.m.

Wednesday, April 19, 2017 South Tech High School
(limited seating), 8:30 a.m.

MEGSSS Summer Programs

(Full and half day available):

Mon-Fri, June 12-23, 2017

Mon-Fri, July 10-21, 2017

Duke Tip Summer CRISIS Program

Applications open on Wed, Feb 8, 2017

Applications close on March 1

Session 1 takes place June 26 to July 1

Session 2 takes place July 3-8

Session 3 takes place July 10 – 15

Washington University in St. Louis

A word from your GAM President!



Welcome to the Gifted Association of Missouri! Over the years, we've seen many advances within the organization. GAM has effectively advocated for gifted legislation which enabled the return of the State Director of Gifted Programs to a full-time position, and established the Advisory Council on the Education of Gifted and Talented Children. The Advisory Council has provided recommendations to the Commissioner of Education regarding rules and policies adopted by the State Board of Education related to gifted education. In addition, we have updated our website to create a functional system with the ability to take online payments and continue to develop a new generation of teacher leaders of gifted.

Along with these encouraging achievements, fighting for gifted kids continues to be a challenging battle. GAM has experienced the loss of categorical funding, a decrease of state approved gifted programs, and a significant drop in membership and conference attendance. In order for GAM to successfully continue serving gifted students in Missouri, the following two goals must be achieved:

- 1. Increase active members**
- 2. Increase conference attendance**

GAM members, only by working together will we be able to attain these goals and plan for the future. Together, we can continue to make a difference in the lives of all gifted students in the state of Missouri. Let's make 2017 a year to remember in Gifted Education!

Health & Happiness in the New Year!
Dr. Lenae Lazzelle, President
Gifted Association of Missouri

Changes are Coming to GAM Membership!

We need the support of our members now more than ever...

By Meredith Burstin, GAM Membership Vice-President

“Why should I join GAM?” This is a question I’ve addressed in past GAMbits. Members play a crucial role in our advocacy efforts. Over the past few years our voices have been heard loud and clear by our legislators. Establishing the Gifted Advisory Council, ensuring that we have a full-time director of gifted at DESE, and more -- none of this would have been possible without GAM’s advocacy efforts. There is strength in numbers, and a strong membership communicates our collective commitment to gifted education in Missouri. These victories have long-term impacts that will benefit all gifted students, families, and teachers in our state.

GAM strives to achieve this goals, but as a non-profit organization we depend in part on revenue from membership dues. To continue our efforts in supporting gifted education, on January 1, 2017 we will be introducing a new, streamlined membership dues structure:

- Individual memberships -- \$30/year
- Institutional memberships -- \$100/year
- Lifetime memberships -- one-time payment of \$500

These dues are tax-deductible donations to the organization that will allow us to better serve our members and fulfill our advocacy agenda. If you have any questions, please let me know at mburs10@hotmail.com Thank you again for your support!



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2017 DATES

SINGLE WEEK SESSIONS

JUNE 4 - JUNE 10
JUNE 11 - JUNE 17
JUNE 18 - JUNE 24
JUNE 25 - JULY 1

MULTIPLE WEEK SESSIONS

JULY 2 - JULY 15
JULY 16 - JULY 29
JULY 30 - AUGUST 12



Gifted School Takes Root in Ferguson-Florissant

By Elisa Crouch ~ St. Louis Post-Dispatch ~ Aug 11, 2016

FLORISSANT • As their teachers spoke, the 34 sixth-graders considered the role they could play in changing the course of the Ferguson-Florissant School District.

“This is a ground-breaking year for us, guys,” teacher Amanda Mathews told the group gathered in a classroom to kick off the school year Wednesday. “This is the time to make your mark here in this community.”

It involves creating a new school — one that’s unlike anything in St. Louis County.

Elyse Gipson, who likes building robots, listened attentively. So did Makayla Handlang, who loves art, and Mariah Savala, who thrives on hands-on science projects.

They are among the inaugural class of sixth-graders who will receive full-time gifted instruction this year at the district’s Probe Center, where gifted elementary school pupils have long come for weekly enrichment.

“This is probably going to be much more exciting than a regular school,” said Elyse, whose cousin Elyssa Gipson is also in the program.

This time next year, this class will be joined by another grade level and become a stand-alone middle school. One year later, the school will grow to include eighth grade. Classes at this new middle school will emphasize science, technology, engineering, art and math education, known as STEAM. District officials are working on plans to ensure that high school, once these students get there, also will be tailored to meet their needs and ambitions.

“Really think about college,” Superintendent Joseph Davis said as he welcomed the sixth-graders to the Probe Center on their first day. “Think about what you want to do with your life. We want to make sure you have the kind of experiences so you could begin thinking about who you’re going to be when you grow up.”

No other middle school in St. Louis County offers self-contained gifted instruction. Only St. Louis Public Schools has a magnet school for gifted middle schoolers — McKinley Classical Junior Academy.

A New Approach

The sixth-graders at the Probe Center are pioneering an effort that many hope will become a model in the struggling Ferguson-Florissant system, which has faced challenges in recent years with academics, funding and community unrest.

Davis, in his second year as superintendent, is working to increase rigor, equity and access throughout the district. He speaks of the importance of identifying more students, particularly African-American and low-income students, as gifted, and giving them more exposure to problem solving and project-based learning. And he’s working to ensure teachers and principals have the support from district administrators to lift reading levels and overall achievement.

“What we hope will happen is that our students will be learning at a deeper level,” he said.

Last year, Davis commissioned a transition team to study the district. The team was led by one of his professors at the Harvard Graduate School of Education. In January, it reported there must be a stronger sense of urgency about immediate improvement in Ferguson-Florissant schools.

The study raised concerns about the district, including how well it is educating African-Americans and disadvantaged students. College readiness was also an issue — just 16 students in the district of 11,000 took an Advanced Placement exam last year.

Davis is using the report to help set priorities as he moves forward in his second year.

Washington University’s Institute for School Partnership and the Santa Fe Center for Transformational Leadership are working with district officials to strengthen the leadership of principals, assistant principals and some teachers.

Davis is working with Equal Opportunity Schools to expand access to Advanced Placement courses in the district’s three high schools, particularly for minority and low-income students. Davis said he had reached out to International Baccalaureate in hopes of offering the program. “What we can do here is build that pipeline,” he said of the sixth-graders at the Probe Center.

“What we’re after is building a model within our district, a model school,” Davis added. “We’re going to start here. We’re going to begin to focus on those students who’ve already shown much promise. We want to create the kind of teaching environment where our teachers become consummate educators. As we build out the (STEAM) school, we want to scale that up.”

Huge Opportunity

In 2015, district residents approved Proposition I, a \$30 million bond issue that among other things, is to fund the conversion of a facility into a STEAM learning center. A permanent location for the new middle school hasn’t been announced. Gifted elementary school students will continue to get weekly enrichment at the Probe Center, 1005 Waterford Drive.

Andrea Savala said she and her husband had tossed around the idea of private school for their two daughters. But they’ve been reinvigorated by the changes they’re seeing in the school district. When they learned about full-time gifted instruction, they didn’t hesitate to enroll Mariah.

“She is a kid who will sometimes get bored,” Savala said. “This is a huge opportunity for her. It was too valuable to pass up.”

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ACJ is a summer travel, adventure, and marine biology camp for teens 14-18. Campers spend each morning snorkeling and SCUBA diving in the beautiful, blue Caribbean and afternoons exploring the northern coast of this unique island!

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2017 Dates

Session 1: June 18 - June 30 • Session 2 : July 2 - July 14 • Session 3 : July 16 - July 28

District G Mini – Conference: A Success!

Ruthie Caplinger, Regional District G Director



On Thursday, November 10th, over one hundred students and parents attended our regional conference in Jefferson City. David Welch, State Department Director of Gifted Programs and member of the Advisory Council on the Education of Gifted and Talented Children delivered a brief synopsis of gifted education in our state, particularly addressing underrepresented populations and how districts can better identify and serve **all** Missouri gifted and talented students. Dr. Steven Coxon, Associate Professor of Gifted Education and Director of Gifted Education Programs, Maryville University presented “Improving your Child’s Spatial Ability,” which focused on the change that must take place in our children’s education in order to prepare them for a future where many jobs will be replaced by technology. In addition, parents had the opportunity to visit with representatives from College for Kids and LabSpace Robotics. Our student sessions were led by Vicky Bennett (Hallsville School District) and Brian Stuhlman (Columbia Independent School). The classes were over-flowing with children engaged in learning! The feedback from parents regarding the evening of learning was extremely positive. Thanks to all who donated time, talent, and money to make this a worthwhile evening.



GAM supports family events!

Off to the Polls in the Elsberry R-2 School District

Jocelyn Kreuger, GAM Diversity Task Force Chairperson



A.L.P. (Advanced Learning Program) students in grades 5-8 helped organize a school wide election for students in grades K-12 at Elsberry R-2 School District. All students were able to register to vote, check in at the polling place, vote via computer, and of course get an “I voted” sticker. A.L.P. students grades 1-8 have been learning about the road to the Whitehouse and studying the election process. As part of the unit, Middle school students researched statewide candidates and made informative posters to display at school. Middle school students also served as poll workers the day of the election and assisted with young voters at the polling place (my classroom).

The elementary students experienced a taste of the political process using the book *Bad Kitty for President* by Nick Bruel and helped advertise the upcoming election throughout the building. The school wide election results came back according to one of three ballot styles, K-2, 3-4, or 5-12. Students were able to analyze school results before they did comparisons to the county, and to the state.

“Leaders vote for leaders” was our mantra and hopefully some future leaders have been inspired by the election process. We utilized the free program Kids Voting Missouri to prepare our ballots and results with the assistance of Sandy Diamond. Across the state 138,532 students cast a ballot using the Kids Voting Mo which was administered by UMSL through its Citizenship Education Clearing House. Please contact Sandy Diamond at sdiamond@umsl.edu if you want more information about how to participate in the future.

Other resources utilized for the unit beyond what is provided by Kids Voting Missouri:

Understanding Elections by Shell Education ISBN: 978-1-4258-1353-6

iThink: Government, Electing the President by InspirEd Educators ISBN: 978-1-933558-35-6

The Lincoln Code by Lorenz Educational Press ISBN: 978-1-4291-0403-6

If I Were President by Catherine Stier ISBN: 978-0-8075-3542-4

Bad Kitty for President by Nick Bruel ISBN: 978-1-250-01016-2

A long time ago in a galaxy far, far away

THE MISSOURI SCHOLARS ACADEMY 2017 EPISODE XXXIII: THE GIFTED AWAKEN

**SUNDAY, JUNE 11- SATURDAY, JULY 1, 2017
ON THE UNIVERSITY OF MISSOURI CAMPUS**

2017 NOMINATIONS:

-ACT, SAT, PSAT AND PRE-ACT TEST
SCORES WILL BE ACCEPTED FOR 2017.

-WISC V & WAIS IV IQ TEST SCORES
WILL BE ACCEPTED

-NOMINATIONS WITHOUT APTITUDE OR
IQ SCORES WILL NOT BE ACCEPTED

-ONLY SOPHOMORES FOR THE 2016-2017
SCHOOL YEAR ARE ELIGIBLE

** ALL CURRENT INFORMATION
REGARDING THE NOMINATION-
PROCESS CAN BE FOUND AT
MOSCHOLARS.ORG

IMPORTANT DATES

-OFFICIAL NOMINATION PACKET
ARE POSTED AT MOSCHOLARS.ORG

-NOMINATIONS DUE ON
FEBRUARY 10, 2017

-SELECTED SCHOLARS FOR THE 2017 -
ACADEMY WILL BE NOTIFIED IN APRIL

-APPLICATIONS FOR FACULTY/STAFF
POSITIONS ARE DUE JANUARY 13,
2017 AND ARE AVAILABLE AT
MOSCHOLARS.ORG/FACULTY_
STAFF.HTM



2017 Missouri
Scholars Academy

FACTS ABOUT MSA'S 2016 NOMINEES:

- 400+ NOMINATIONS FROM OVER 200
PUBLIC AND PRIVATE MISSOURI SCHOOLS
- OVER 60 MISSOURI COUNTIES REPRESENTED
- 330 SCHOLARS SELECTED
- AVERAGE GPA: 4.0
- AVERAGE ACT SCORE: 28
- AVERAGE PSAT SCORE: 1400



Scientifically Speaking

No Oxymoron: Differentiating the Standards

By Steve V. Coxon, Ph.D., Maryville University

As a six-and-a-half foot tall person, I have good reason to be skeptical of anything that claims one-size-fits-all. Teachers of the gifted are likewise no strangers to differentiating the standards intended for a one-size-fits-all grade level average. In the classroom, my experience suggests that one-size not only won't fit all, it won't fit most.

In our lead article for this special STEM issue of *THP*, my colleagues and I wrote about meeting the special needs of the gifted while teaching the Next Generation Science Standards (NGSS). Of note, we suggested that teachers engage students in the NGSS with higher order thinking and scientific habits of mind in problem- and project-based learning. These are powerful ways teachers can differentiate to ensure that all students are being challenged to learn new content and increasingly complex processes, including the most advanced budding scientists. There are many other strategies to differentiate for gifted learners in the science classroom, but these are under-utilized.

Many differentiation strategies exist that work to meet the needs of the gifted in science. Unfortunately, my experience suggests that powerful differentiation strategies are too rarely used in the science classroom. Research confirms this. VanTassel-Baska et al., (2008) found that without significant professional development, teachers were unlikely to use differentiation strategies including meta-cognitive strategies and ability grouping. Both can improve the learning of our future scientists.

Metacognitive strategies

Metacognition is a mouthful that simply means being aware of one's own thought processes. In the classroom, having students monitor their own progress toward completion of a product in terms of set deadlines and assessing their own learning and final products are key aspects of metacognition.

Students should plan out projects against a deadline, segmenting the needed steps and when each will be accomplished. The use of graphic models can assist in this metacognitive planning. For example, students can complete a storyboard for each segment of a project by times and dates they will accomplish each step. With the complexity inherent in problem-based learning, such planning is essential to success.

Speaking of success, I am an advocate of deep student self-assessment of their success in a project. Students must develop a good conception of the quality of their own work to become successful in the adult world. This can begin in the classroom with student-developed rubrics, co-created with their peers and teachers. When students create the rubrics for their projects, they are often more willing to challenge themselves. Rubrics are easy to create with common word processing software. Consider adding a section for careful planning and sticking to deadlines!

Ability Grouping

There are many ways to use grouping in the classroom. Students can be placed together for a project so that each group contains a variety of strengths such as placing a talented artist and a strong writer together to create a research poster. Students can be grouped by a common interest, such as a fascination in a particular ecosystem in a life science project. Gifted students can be placed with other gifted students to challenge each other and continue to grow.

One way students should not be grouped is to place those performing below level with those performing above level in order to have one "compensate" for the other. This creates a situation where one will likely feel inferior and the other will feel like the bulk of work is on her shoulders. In fact, when grouped by similar ability, lower, average, and higher ability students all perform better (Lou, Abrami, & Spence, 1996; Rogers, 2007). Ability grouping is a simple yet powerful differentiation strategy that helps to ensure that all students are working to their respective abilities.

Conclusion

One size won't fit all, but when teachers differentiate to teach the NGSS, including with the use of metacognitive strategies and ability grouping, gifted students can grow into talented scientists.



MARYVILLE ANNOUNCES GIFTED EDUCATION COURSES AND PROGRAMS FOR GIFTED STUDENTS

FOR STUDENTS

The **Maryville Science and Robotics Program** is an engaging opportunity for students ages 4-15 who are interested in science, technology, engineering, art, and math (STEAM) fields. Monthly weekend programs are offered in addition to the summer program, offered annually over two weeks in July.

[Learn more at maryville.edu/robot](http://maryville.edu/robot)

The **Maryville Young Scholars Program** identifies students from groups underrepresented in gifted programs and serves them through summer academies, after-school programs, parent workshops, and teacher professional development.

[Learn more at maryville.edu/youngscholars](http://maryville.edu/youngscholars)

The **Children using Robotics for Engineering, Science, Technology and Math (CREST-M) Program** develops math curriculum to engage students from diverse backgrounds in STEM careers through robotics and compelling story-lines.

FOR TEACHERS

Maryville offers state-approved gifted certification courses and a comprehensive master of arts with a concentration in gifted education. These small, face-to-face classes with leading experts are for teachers that enjoy developing their own talents as well as their students'.

[Learn more at maryville.edu/gifted](http://maryville.edu/gifted)

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[Learn more at maryville.edu/stem](http://maryville.edu/stem)

For information on graduate admissions, contact: Holly Stanwich at 314.529.9542 or hstanwich@maryville.edu.

PROGRAM LEADERSHIP

Steve Coxon, Ph.D., is associate professor and director of programs in gifted education at Maryville University in St. Louis. A former classroom teacher, Steve conducts research on developing STEM talents and is author of numerous publications including the book *Serving Visual-Spatial Learners*. He serves as the science education columnist for *Teaching for High Potential* and book review editor for *Roeper Review*. Steve was the 2010 recipient of the Joyce VanTassel-Baska Award for Excellence in Gifted Education.



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Complete the entire program June 5-29, 2017

8:30 a.m.–4:30 p.m. at Maryville University's

9 credit hour intensive June session:

- One-credit hour STEM Overview
- Three-credit hours Creative Problem Solving
- Four 1-credit hour Electives
- One-credit hour STEM Capstone

Maryville educator discount rate of \$440/credit hour

ELECTIVES:

- Automata: the Mechanized Art
- Design Thinking: Architecture in the Classroom
- Filmmaking in the Classroom
- Game Design
- LEGO Robotics
- Life Science Fun
- Makerspace Movement
- Novel Engineering

*Elective courses are also available outside of the certification program.

REGISTER BY MAY 19

To register, contact:

Stacy Ruffin-Buchanan

TeacherED@maryville.edu

314.529.9542



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Missouri Arts Council
The State of the Arts

We salute your work for Missouri students. Please, let us help to make it even better!

Arts Centered Education for ALL Educators

January 18 Presser Arts Center, Mexico, MO
Registration--\$40 (includes lunch)

UCM Regional Professional Development Center, Warrensburg, MO
Thursday, February 16th 8:30 a.m. to 3:30 p.m.
Registration--\$50

Three Rivers College, Poplar Bluff, MO
Wednesday, April 12th 8:30 a.m. to 3:30 p.m.
Registration--\$40

STEAM--A Hands On Approach to Problem-Solving Without Getting Burned

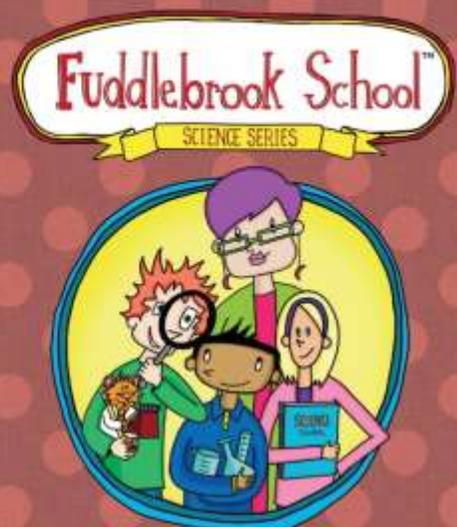
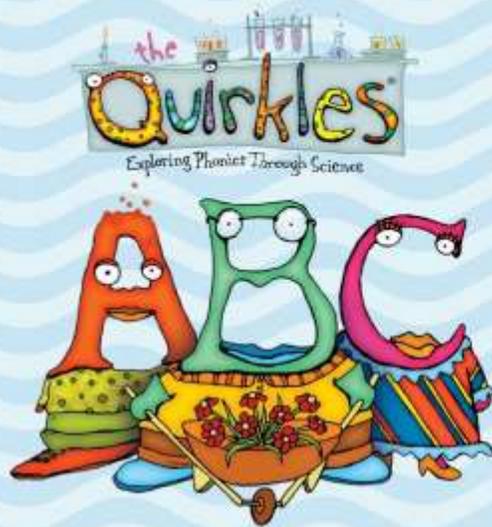
MSU Regional Professional Development Center, Springfield, MO
Wednesday, April 19th 8:30 a.m. to 3:30 p.m.
Registration--TBA



Other sessions soon to be announced!

Visit www.moaae.org

Click on "Professional Development" for registration details



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GIFTED ASSOCIATION OF MISSOURI

2017 State Advocacy Agenda

The Gifted Association of Missouri requests your advocacy on the following issues:

FUNDING FOR GIFTED EDUCATION PROGRAMS

Support legislation to increase funding for gifted education programs.

- 1) Support legislation that modifies the elementary and secondary education funding formula by adding an additional weight for gifted education. "Gifted Education Pupil Count" is defined as the number of students who qualify as "gifted" under section 162.675 and who are enrolled and have participated in a school district's state approved gifted education program by June first for the immediately preceding academic year.
- 2) Support legislation that mandates every school in Missouri provide state approved gifted education programs for students identified as "gifted" under section 162.675 and that all program services are provided by teachers with a valid certification in gifted education.
- 3) Support legislation that requires all Missouri school districts to have a policy allowing acceleration for students demonstrating advanced performance or potential for advanced performance and the social/emotional readiness for such acceleration. The policy should include subject acceleration and whole grade acceleration, among other opportunities.

MISSOURI SCHOLARS ACADEMY & MISSOURI FINE ARTS ACADEMY

Support state funding for the Missouri Scholars Academy and Missouri Fine Arts Academy for June, 2018. The State Legislature & Governor appropriated \$750,000 for the June, 2017 academies.

- The Scholars Academy is a three-week residential program at MU for 330 high school juniors who are academically gifted;
- The Fine Arts Academy is a three-week residential program at MSU for 150 rising high school juniors and seniors who are gifted in the arts.

MISSOURI SCHOOL FOUNDATION FORMULA FUNDING

Support increased funding for the Missouri School Foundation Formula. Support \$3.7 billion appropriation in House Bill 2 for the Department of Elementary & Secondary Education.

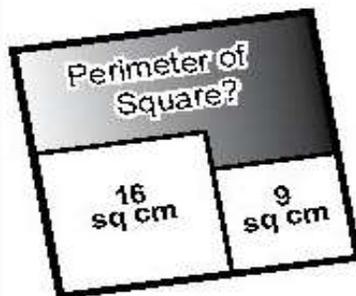
OTHER GIFTED FACTS & FIGURES

- \$24,870,104 was appropriated for gifted education in FY2006. There were 295 school districts with state approved gifted programs. In FY2007, this amount was rolled into the new foundation formula. Without this line item providing earmarked funding for state approved gifted programs, those funds can be spent on other programs, and there are now only 211 school districts offering state approved gifted programs.

If you have questions, please contact GAM's Governmental Consultant, Kyna Iman, at kynaiman@earthlink.net

**2017 GAM DAY AT THE CAPITOL IS
WEDNESDAY, MARCH 1, AT 10:45 AM**

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- Informational newsletters to guide you
- Thousands of teams from fifty states and 33 countries worldwide
- Cost for everything above: \$109
- Team Registration and Results Reporting done online
- Resource materials available at additional cost

OUR TOURNAMENT PROGRAM:

- Grades 4 - 6 or 6 - 8
- Provides an exciting culmination to the year
- One full-day head-to-head competition
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IF YOU PLAN TO ENROLL A TEAM FOR THE 2017 - 2018 YEAR, YOU MAY QUALIFY FOR A REDUCED RATE OF \$99 PER TEAM. ENROLLMENT FORM (AVAILABLE AT WWW.MOEMS.ORG/ENROLL.HTM) MUST REACH US BY JUNE 30, 2017

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Honoring Our Veterans!

By Amanda Austin, Gifted Teacher at Vineland and Athena Elementary Schools

The Desoto School District Vineland and Athena Elementary Discovery students were in charge of putting together a tribute for our veterans. The students were in charge of the planning the program. At Vineland, the sixth grade Discovery students planned and led the assembly while the fifth grade handed out programs and took pictures. All of the Discovery students created posters for the assembly. At Athena, the fifth and sixth grade Discovery students planned the whole assembly for the kindergarten through sixth grades. The younger Discovery students made banners for the veterans greeted veterans while passing out programs and leading the Parade of Veterans. We again provided breakfast for the veterans at both schools.



Honoring Our
Veterans!

**Desoto School District
Vineland Elementary
and Athena Elementary**

How do we define success for gifted students?

Felicia A. Dixon, August 16, 2016

Success is a lousy teacher. It seduces smart people into thinking they can't lose. — Bill Gates
How do you define success? Is it the accomplishment of one's goals? Is it the attainment of wealth, position, honors? Is it happiness? Is it all of these, selected from a number of definitions on Wikipedia?

Perhaps more important to teachers of the gifted is this question: How do we view success for our students? Do we see it as an individual entity for each student, determined by the growth in thought and sophistication evident in the work submitted? Or do we have one predetermined definition of success against which each student's individual efforts are measured?

On the first day of class with gifted adolescents, do we treat them as successful individuals? Or does the student have to earn success in our class in order to merit such a distinction?

We all know students who have not been overtly successful. Perhaps they have chosen a less-than-prestigious career and are viewed as not reaching their potential. Counseling psychologist Barbara Kerr attended a prestigious school for the “best and brightest” young people in St. Louis. She was fearful of facing her high school classmates at their ten-year class reunion because she had a Ph.D. in psychology, a “soft” science, and doubted they would view her as a success. As it turned out, she was one of a very few who had earned a doctoral degree. Her fears were allayed—she had succeeded where many others had failed.

I appreciate the teacher who believes that her student is a success from the outset. Researchers Carl Heine, James Gerry, and Laurie Sutherland seized on this idea when they asked, “What if students see technology itself as an opportunity for improvement? Rather than use what is given them, what if they design new technology?” They continue:

Technologically adept teens not only consume technology voraciously; they create it. Gifted and talented students are attracted to technology for its capacity to transform learners from receptacles of knowledge to active producers who direct their own learning. Beyond the capacity to produce or innovate with technology is the opportunity to conceive and produce innovative technologies.

Indeed, teachers who view their students as innovators teach them differently from those who view their students as vessels to be filled to the brim with knowledge. In all disciplines—not just technology—students bring unique perspectives.

Open-ended questions posed at the beginning of a unit can engage students in inquiry that directs their pursuit of the entire investigation. Likewise, at unit's end, teachers can invite reflective thinking by asking pupils a question directly focused on what each one perceived to be essential in the material. Along with a focus on the specific material, the questions asked may spark thinking that resurfaces later in the form of an independent investigation—perhaps even a master's thesis or doctoral dissertation. These types of classroom interactions are respectful of student intelligence and communicate the mindset of success.

Having students “think like” historians, scientists, mathematicians, or literary critics prepares them to understand the discipline as an expert would. Students must engage in order to inquire, hypothesize, and learn. They must devise the questions and ask them, not just respond to those handed to them. They are the innovators and creators, not just the responders. And for some—perhaps most—this is not an easy task. Success is not an easy task. As Bill Gates reminds us, success is a lousy teacher; students will learn to work harder only when their understanding demands it. Teachers should understand that no student can be bored when he is wrestling with a tough idea. Further, in creating an opportunity for resilience, they are helping students become more adept in solving problems. Success in life is not based on how many and how quickly questions are answered—unless you're a contestant on *Jeopardy!* It is based instead on success in solving problems when they appear, whether

in careers, families, or individual lives. In knowing their academic discipline, teachers recognize what mastery requires. In short, they know what it takes to succeed. They may also know how difficult it is to truly attain expertise. Life seems to be that way as well! Successful education prepares students for productive lives.

Reprinted with permission.

This blog post by Felicia A. Dixon, professor emerita at Ball State University, is an excerpt from Teaching for High Potential (Spring 2015).

Editor's note: This is part of a series of blog posts that is collaboratively published every week by the Thomas B. Fordham Institute and National Association for Gifted Children. Each post in the series exists both here on Flypaper and on [the NAGC Blog](#).



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. Lenae Lazzelle @llazzelle. Did you know that GAM has a Twitter handle? Find us at @GAMgifted

Save the Date!

GAM Annual Conference on Gifted Friday and Saturday



October 20 – 21, 2017

October 19 – 20, 2018



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PEGS North Students Manage School-Wide Election

By Meredith Stroud

In late fall, Remington Traditional was scheduled to participate in KidsVoting: an online election simulation. The only question was, who would run it? The third through fifth grade PEGS students of course!

The PEGS students created an election board to tackle the problems that came along with running a school-wide election. Their first priority was to make sure all students had an

experience as close to a real election as possible. In order to do that, voters needed to be registered. PEGS students visited each classroom to show them how to fill out voter registration cards.

Their next priority was to gather information about the candidates running for office. With that information, they created posters to hang in the hallways around the school. “We felt the kids would not know which candidate to choose on election day, if they did not see and ‘hear’ the candidates’ views ahead of time,” PEGS co-teacher Dodie Logue said.

In order to make sure the election ran smoothly, there were many responsibilities the students had to address. Some included poll workers, sign-in, set-up and tear down, exit polling, and handing out “I Voted!” stickers.

The students had plenty to say afterwards about their experience of running an election board.

“We had to do many jobs, but I liked all of them. My favorite was poll worker because I got to help the younger kids vote,” fourth grade student Audrey Dallape said.

“I think it was fun to be part of the election because we got to do real jobs that an election board would do. It’s important to do stuff that is real because if we did stuff that was not real, we wouldn’t get a picture of what they would do as an election board,” said third grader Daniel Clifford.

PEGS co-teacher Tracey Robinson added, “I was pleased to see the PEGS students involved in all parts of the process. It was almost as though it was running itself! After awhile, the students knew what they were doing without being told.”

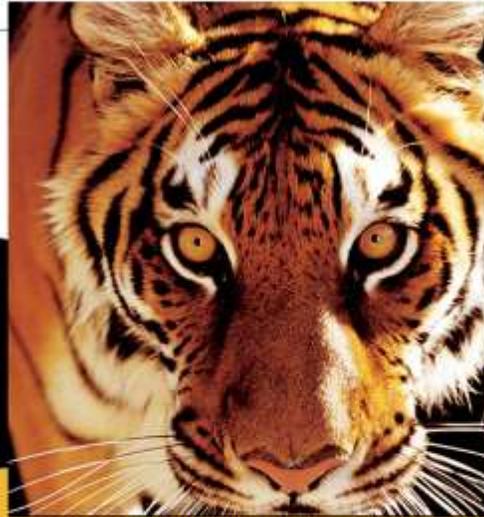
Logue said she was very impressed with how the students handled being on an election board. “I felt kids running the election at school would have more value than just voting in the election. They got to see the whole process from the inside out! They also stepped up and took on adult responsibilities, like unlocking ballots and monitoring the voting, and they did it very well! They MADE it happen. I couldn’t have done it without them. They are a class act!”

Meredith Stroud is a seventh-grade SIGMA (middle-school gifted) student at Remington Traditional and is a member of the Tiger Tribune newspaper staff.



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For more information, contact:

Nancy Gerardy
Gifted Education Program Coordinator
Special Education Department
GerardyN@missouri.edu
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SPRING SEMESTER 2017

- Research with Exceptional Children (SPC_ED 8350)
- 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)

SUMMER SEMESTER 2017

- Research with Exceptional Children (SPC_ED 8350)
- Nature and Needs of Gifted and Talented Students (SPC_ED 8380)
- Curriculum Methods for Gifted and Talented Students (SPC_ED 8391)
- Practicum: Gifted Education (SPC_ED 8946)

FALL SEMESTER 2017

- 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)

Visit: online.missouri.edu/GAMbitW16

Harrisonville Current Issues Project

By Laura Frees, Harrisonville Academically Talented Students

6th graders at Harrisonville Middle School are working on their Current Issues projects. Each one of them perused recent newspapers and magazines and chose a problematic issue in the world to research and try to answer a guiding question. They watched public service announcements to find out how to educate others about important topics. Then they had to:

1. Find facts from multiple sources and highlight the most important ones
2. Write and share a "tweet" about their topic to persuade classmates to invest in their educational products
3. Invest their \$1 million in others' topics they felt were worthy of the attention
4. Write a letter to someone to either ask for more information about the issue or to educate the recipient. We had letters written to the KC police chief, President Obama, the governor of Florida, the City Union Mission in KC, etc.
5. Create a video, speech, or live skit for a target audience educating them about the issue. The use of an iPad to video, Google Slides, props and supplies from my classroom, acting fees for classmates, etc. all cost money, so they spent the money earned from classmates on production costs.
6. Products being created and shared now with audiences are: middle school history classes, parents and grandparents, elementary classes, etc. Some students perform live and some send videos of their products.

This year's guiding questions included:

What efforts are being made to improve relationships between police and minorities?

How many charities are actually making contributions to their causes vs. spending donations on administrative fees and salaries?

How are the "scary clown" sightings affecting the careers of real clowns who work for parties and children's events?

How do hurricane-prone areas prepare for the storms?

What is being done to prevent concussions in athletes?

How did Bob Dylan earn the Nobel Prize for literature?

What is being done to help the homeless population in Kansas City?

What has been the impact of the Syrian Civil war on its children?

How are the police working to solve the missing persons cases in Kansas City?

How can we prevent cyberbullying among teens?

**They tackled
some very
pertinent,
sophisticated
issues this
year!**



WINTERSCAPE

SATURDAY CLASSES FOR GIFTED LEARNERS

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Cost is \$60, includes lunch and
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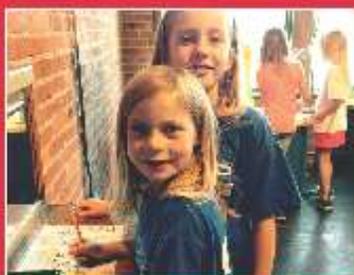
www.drury.edu/winterscape

Hurry! Classes fill quickly.

If you don't have online access or have any questions please contact me

Mary Potthoff, Director
Center for Gifted Education
417.873.7386
mpotthof@drury.edu





The Drury Center for Gifted Education is the only 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). Completion of all five satisfies requirements for certification in gifted education.

Contact: Dr. Laurie Edmondson, Dean School of Education & Child Development (417) 875-7271 - ledmondson@drury.edu

DRURY SUMMER CAMPS 2017

June 12-23

Summer Pals — grades pk-1 8:30-11:30

Summer Quest — grades 2-5 8:30-11:30

July 9-20 — Drury University

Summerscape — grades 6-8

Drury Leadership Academy — grades 9-12

Financial need scholarships available upon request.

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

MAKE THE CONNECTION. PASS IT ON.



April 14, 2017

for the

District D Conference

in collaboration with

Drury University

in Springfield, Missouri

featuring a presentation by

Dr. Richard Courtright

More details coming soon!

Why are you a GAM member?



Laura Frees

I am a GAM member so that I can work with job-like colleagues across the state. I love learning about how other districts schedule and enrich classes for their gifted learners in different ways. I am the only gifted educator in my district, so having a cohort, even if it's only via email, keeps me from being too lonely. I regularly use the concepts and ideas I learn from the GAM conferences or just from talking to other teachers with my own students.



Ellen Wright

I am a GAM member for the support of other teachers of the gifted. By attending the GAM conference, reading the GAMbit and Kyna Iman's emails, and participating in my GAM district's conferences, I feel informed in what is happening in Missouri that effects our gifted children. I am a past president and board member of GAM and strongly encourage others to get involved.



2017 will be my 15th year as a member of GAM. Why am I a member of GAM you ask? I am a member of GAM because of the connections I have with other teachers of the gifted. I am a member of GAM because it offers affordable local and statewide conferences. I am a member of GAM because it provides an excellent newsletter. But do you want to know really how GAM makes a difference in my life? ADVOCACY. Because of GAM, there is a full time Director of Gifted Education position at DESE, GAM wrote, advocated, and passed the state statute making that possible. I am a member of GAM because for the first time ever, we have a statewide gifted council that is appointed by and reports to the

Commissioner of Education, and presents to the State Board of Education. GAM wrote, advocated, and passed the state statute making that possible. All of the things the council has done, like requiring DESE to report on gifted numbers in our state, and not counting AP/IB as gifted....all because of GAM. It is the hard work behind the scenes, fighting year after year at the state level, and making real improvements, that is why I am a member of GAM.

Apply for GAM Scholarships and Awards

The Nicholas Green Distinguished Student Scholarship

The Nicholas Green Distinguished Student Award is awarded to one Missouri student each year. Recipients are given a \$250 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 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. The Dede Smith Friend of Gifted Award is awarded by nomination. 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.

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.

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Save the Date!

GAM Annual Conference on Gifted Friday and Saturday

October 20 – 21, 2017

October 19 – 20, 2018

Look for "Call for Proposals" in March at www.mogam.org.

Drury University

Springfield, Missouri



Summer Learning, Real World Style

Duke TIP CRISIS Article... December 6, 2016

Gifted students in Missouri who are looking for a challenging and engaging academic experience will love the Duke University Talent Identification Program's CRISIS summer program for current **fifth** and **sixth** graders, held on the campus of Washington University in St. Louis.

CRISIS is a fast-paced, weeklong residential program open to students enrolled in Duke TIP's 4th-6th Grade Talent Search. Dual enrollment is available for families not yet participating in TIP. And if you haven't heard of Duke TIP yet: it's a non-profit organization that has provided academic resources to help under-challenged gifted students reach their full potential for over 36 years. Teachers, families, and students will all find valuable services and resources from TIP at www.tip.duke.edu.

Meet Me in St. Louis

CRISIS takes place at five beautiful college campuses, including Missouri's very own Washington University in St. Louis. Its classic collegiate atmosphere and state-of-the-art facilities are an integral part of the CRISIS experience, but the real fun begins when students arrive in campus to find that they aren't just students anymore—they're lawyers, engineers, doctors, reporters, and bankers.

And with those titles, comes a challenge: they'll step into the shoes of a professional and work in teams to solve a hypothetical—but nonetheless urgent—community crisis. For the summer of 2017, the crisis scenario is a potential world-wide influenza pandemic. Students will work in teams, called together by the World Health Organization, to prevent, prepare for, and contain the outbreak before it grows to pandemic proportions. Students will approach this crisis as a professional in their field of choice, be it medical professionals, researchers, vaccine developers, the government, the media, businesses, or financial institutions. Using problem-based learning, students work together to solve the crisis while participating in development activities that help them learn more about who they are and what they want to be. CRISIS combines fun social activities with hands-on academic work to provide a rich and engaging overall experience for program participants.



A Fun and Interactive Environment

So what sets CRISIS apart from other educational programs for fifth and sixth graders? For one thing, participants don't just learn about a specific field of study like biomedical engineering or international politics; they become a professional in that field. And they learn to collaborate with other students doing the same, learning academic, teamwork, and leadership skills in the process. Plus CRISIS challenges gifted students and pushes them to reach their full potential while preparing them for exactly what they'll find in the real world one day.

CRISIS is also a great way for gifted students to prepare for middle and high school. They'll learn to adapt to a new environment, make new friends, work with a diverse groups of peers, and take on new challenges—all under the direction of experienced instructional and residential professionals in a highly structured environment. For many CRISIS participants, it's their first experience away from home in the summer. Duke TIP maintains a parent blog to keep families informed on activities and offers students a time-tested residential program that keeps them from feeling homesick and creates lifelong memories.

If you know gifted students in your area who deserve to develop teamwork, problem-solving, and leadership skills, while having lots of fun along the way, help spread the word. You can learn more about Duke TIP's CRISIS program at www.tip.duke.edu/solvethecrisis. Applications open in early February. Financial aid is available for students who demonstrate need.

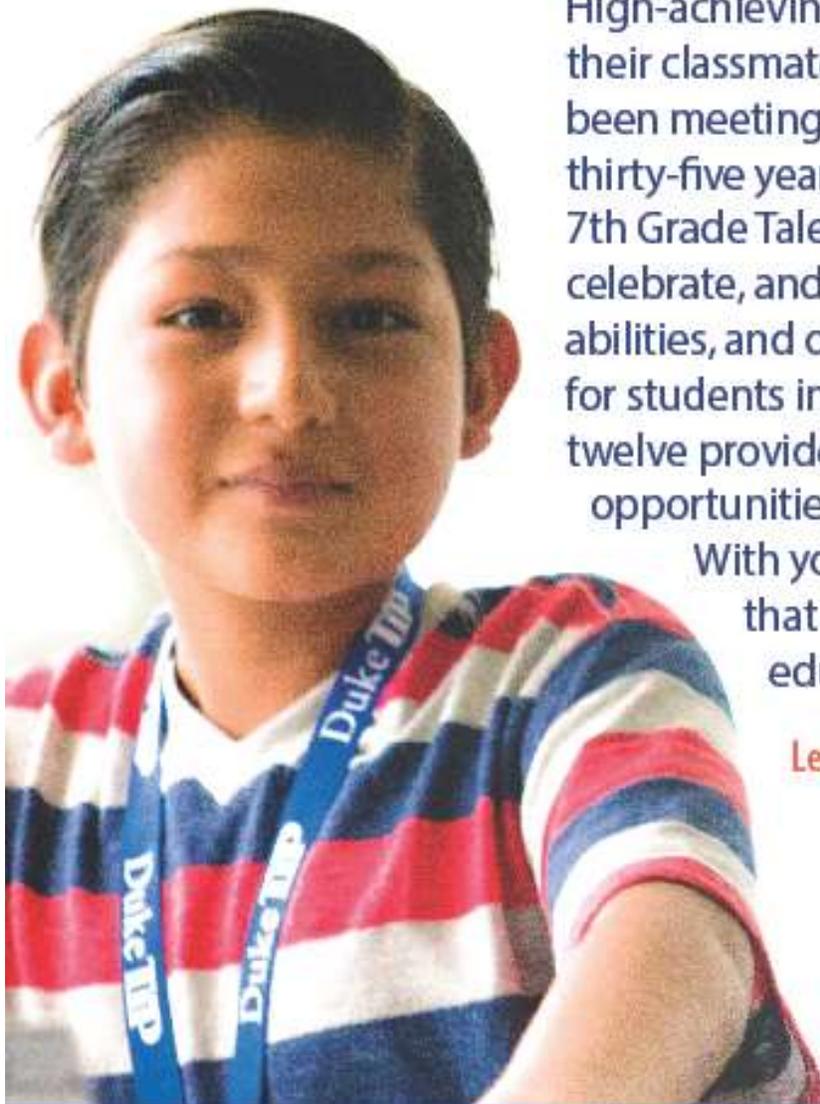


Did you know GAM is on Facebook?

**Keep up with what is going on in gifted
by liking us on Facebook!**

<https://www.facebook.com/MissouriGifted/>

Your academically talented students have amazing potential—help them reach it by working with Duke TIP.



High-achieving students have needs their classmates don't, and TIP has been meeting those needs for over thirty-five years. Our 4th–6th and 7th Grade Talent Searches identify, celebrate, and develop students' abilities, and our acclaimed programs for students in grades five through twelve provide exceptional academic opportunities that can change lives.

With your help, we can ensure that students receive the education that they need.

Learn more at www.tip.duke.edu.

Duke TIP



Duke TIP

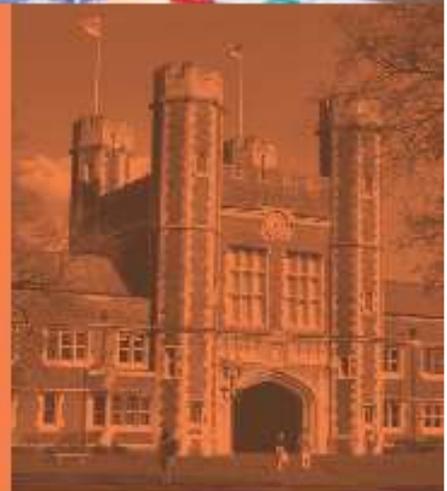
Programs for Summer 2017

Challenge your academically gifted students to solve the **CRISIS.**



CRISIS at TIP's St. Louis Campus

Duke TIP's CRISIS is a week-long summer residential program for fifth and sixth grade students enrolled in TIP's 4th-6th Grade Talent Search. In the summer of 2017, at Washington University in St. Louis, gifted students will prepare for and respond to a hypothetical influenza pandemic. Teams will approach the crisis as professionals in a variety of fields, such as researchers, government officials, and financial institutions. Together, they'll develop problem-solving skills, forge lasting friendships, and try to stop the outbreak before it's too late!



Learn more about CRISIS www.tip.duke.edu/solvethecrisis



GAM 2017 STUDENT CONTEST KIDS MAKING THINGS HAPPEN

Does your town have a maker expo?

Did you know that in order to have a booth at a maker expo, you have to submit a proposal about your booth for selection?

Contest Description: The GAM 2017 Student Contest is sponsored by the St. Louis Student Robotics Association, and the theme is STEAM and the maker movement. For this contest, students will submit a proposal for a booth at a local maker expo. Students may work on this individually or in small groups of up to 3. Students will create a presentation style proposal to convince the maker expo planners to choose your maker booth idea. In this proposal, students will include the elements of STEAM that will be exhibited, and the hands-on learning opportunity that participants will have. Our maker expo selection committee will be from the St. Louis Student Robotics Association, and will judge the presentations and determine the winners based on the following criteria: 1) clear use of at least 2 STEAM elements, 2) a feasible hands-on project that relates to the STEAM elements, and 3) the proposal's connection to real world problem solving. Make sure to explain your connection and motivation for this project also.

What to do: First, go to mogam.org and complete the online GAM 2017 STUDENT CONTEST – KIDS MAKING THINGS HAPPEN Entry Form which includes the GAM Release Form. Next, create a 2-4 Google Slide presentation proposal for your maker space booth idea.

When & how to submit: SUBMIT THE PROPOSAL USING GOOGLE DRIVE, SHARE IT WITH: robin.lady+gamcontest@srsra.org. DEADLINE IS FEBRUARY 1, 2017. THIS IS THE FINAL DEADLINE, ANY PROPOSALS SUBMITTED AFTER FEBRUARY 1, 2017 WILL NOT BE CONSIDERED.

Divisions

Division 1 – Elementary – Grades 2-6

Division 2 – Secondary – Grades 7-12

**WINNERS WILL BE RECOGNIZED AND AWARDS WILL BE GIVEN AT GAM DAY AT THE
CAPITOL IN JEFFERSON CITY, MISSOURI ON WEDNESDAY, MARCH 1, 2017**

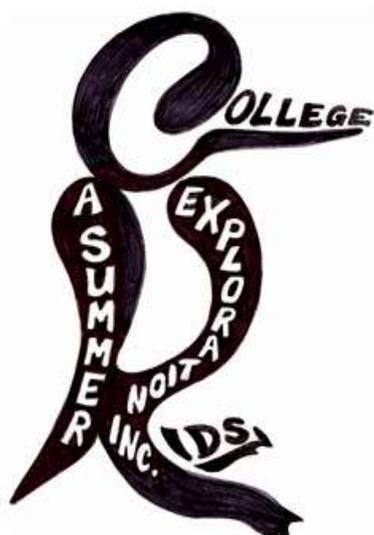
ALL CONTEST INFORMATION IS ON THE GAM WEBSITE: mogam.org

ALL CONTEST SUBMISSIONS AND QUESTIONS SHOULD BE DIRECTED TO:

Dr. Robin Lady, NBCT; GAM Legislative Chairperson.

ALL QUESTIONS SHOULD BE EMAILED!

**ALL SUBMISSIONS ARE ELECTRONIC ONLY AND SHARED THROUGH GOOGLE DRIVE!
EMAIL FOR QUESTIONS AND GOOGLE DRIVE SHARING: robin.lady+gamcontest@srsra.org**



College for Kids!

The most fun your kids will ever have!

College for Kids, a Summer Exploration, Inc. is a residential summer program for gifted students that places an emphasis on academic subjects to encourage creative, critical thinking skills and addresses the affective and physical needs of the gifted student.

Students live in air-conditioned residence halls that are divided into sections for every 8 – 12 students with a Residential Advisor. College for Kids, A Summer Exploration, Inc. will house their twenty eight year on the campus of Williams Woods University in Fulton Missouri. The College for Kids staff is delighted William Woods University has opened its doors to us in providing a beautiful and safe environment.

If you would like more information about College for Kids a Summer Exploration, Inc., e-mail: collegeforkids@hotmail.com, call- 573-642-2935 or check out our website: collegeforkids.net

COLLEGE FOR KIDS 2017 DATES:
Session I, **Grades 3 & 4** = June 18 -23
Session II, **Grades 5 & 6** = June 25 – June 30
Session III, **Grades 7, 8 & 9** = July 9 - 15

Find us on Facebook at: <https://www.facebook.com/groups/collegeforkids.net/>



CK Remembers!

About this time last year, I was finishing my first semester of my freshmen year at the University of Missouri. I had dedicated my first semester to my grades and sorority but I wanted to get more involved on campus, something to whole-heartedly jump into. I wanted an organization with a strong purpose, leadership opportunities, and other members that would be just as dedicated as I am. Luckily, Mizzouthon found me. After the application process and interview I became a part of Mizzou's largest student run philanthropic movement

Mizzouthon supports the kids and families that have been patients at the Missouri Women's and Children's Hospital. This awesome organization has a goal of raising \$ 1 million to renovate the NICU as well fund the music therapy program. In March Mizzouthon hosts the Main event, which is a 13.1 hour dance marathon. My committee focuses on including Mid-Missouri high school and middle school students in the philanthropic endeavor. We even have a Mini-Main Event for these schools. I started with my alma mater, Rock Bridge High School, involving them in recruitment and awareness. Something that is so cool is that we expanded and student leaders from Boonville, Fulton, and Rock Bridge are friends that I got to know at College for Kids, Inc. We have spent many Saturday mornings hanging out and working with Mizzouthon. Before, we knew each other in a fun, dynamic summer camp way. Now we have worked together for the kids or "FTK" as we Mizzouthoners say. I am so excited to see what the high school student leaders are doing.

Bailey Lawson, University of Missouri Mizzouthon Leader and College For Kids, Inc. Staff Member



#mogtchat

Twitter has a chat just for you - pertaining to Gifted Students/Gifted Education.

Thursdays 8pm CST

Log onto Twitter and search for the hashtag #mogtchat
Join in by introducing yourself and chatting with those online

Respond to question posted and join in the conversation!



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Update from the Advisory Council on the Education of Gifted and Talented Children
Submitted by: Julia Alsobrook

If you haven't yet had the opportunity, please take a look at the new [Identifying and Serving Traditionally Underrepresented Gifted Students](#) that was disseminated this fall. It was created in response to one of the Advisory Board's 2015 recommendations and provides research-based guidance for an area of opportunity across our state and nation. This publication should save you considerable time as you look toward ensuring appropriate and equitable representation for the demographics of your district.

The report includes a comprehensive explanation of the 2013 20% equity index rule for subgroup populations. It also provides an array of proven options to address the underrepresentation of the twice exceptional, as well as those from low-income environments. A number of identification ideas appropriate for English Language Learners are also offered.

Establishing reliable universal screening procedures is key for each district. Use of this information is especially important for the traditionally underrepresented. Gifted review teams help implement equitable identification and placement for the gifted. Analyzing and addressing present practices will allow us to make significant progress in this important realm.

Missouri's Advisory Council on the Education of Gifted and Talented Children met in Jefferson City on Friday, December 9th. At that time, the Council's 2017 Report was finalized and unanimously approved. The Report includes new data analyses, an overview of progress on 2015 recommendations, as well as three new recommendations on delivering quality programming for gifted students in Missouri. In the coming month, this 2017 Report will be printed and sent to Commissioner Margaret Vandeven. It will also be posted to the DESE Gifted website and later presented to the State Board of Education.

The Advisory Council's next scheduled meeting will be in Jefferson City on GAM day, March 1, 2017.

<https://dese.mo.gov/sites/default/files/qs-Gifted-Underrepresented-Gifted-Students-2016.pdf>

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Opening New Doors for Gifted Education in Missouri

By Julia Alsobrook

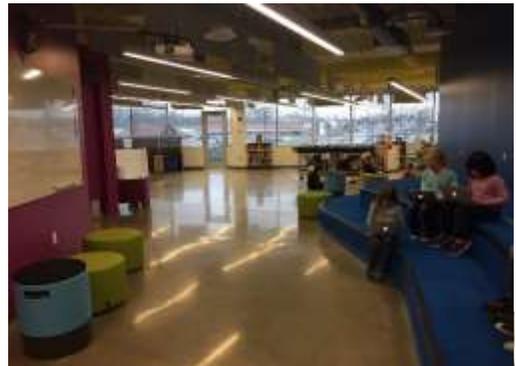
About four years ago, North Kansas City's SAGE Program dreamed big, really big for our gifted students. We're now living the dream!

The SAGE Center at the Northland Innovation Center in Gladstone opened in August. Instead of elementary gifted classes being dispersed among eight elementary buildings across the district, all K-5 gifted students now attend SAGE in a centralized location. Instead of an illogical transportation pattern for SAGE due to growing enrollment throughout the district, we've increased efficiency and decreased student travel time. Instead of very limited plan time with gifted colleagues, all fourteen elementary SAGE teachers are able to capitalize on their strengths and collaborate on a daily basis. And instead of the students taking whichever Unit of Study their teacher provided, they choose among up to eight phenomenal STEAM & Humanities options.

Establishing a SAGE Center has allowed us to provide far richer experience for our students. This, however, is entirely due to the outstanding elementary SAGE staff. Each and every teacher embraced this incredible opportunity. Not only have they made the most of it thus far, they continue to keep kids at the forefront while simultaneously pushing the educational envelope.

During the planning process, design team SAGE teachers gave willingly of their time to visit exemplary sites across the country, as well as to work with our team of architects. SAGE teachers invested themselves in writing cutting-edge curriculum both during the school year and over the summer. They were willing to do the requisite research required when revamping approximately 80% of their curriculum.

Primary students can choose Forensic Science, Mock Trial, Marine Biology, All the World's a Stage, Code Academy, Archaeology, or Physics is Fun as their Unit of Study. Every quarter, our Primary teachers plan and create a unique math event. Students immerse themselves into a selected mathematical concept by rotating through a number of different specialized hands on complex activities.



Intermediate Unit of Study offerings include Pixar Animation, Drones, FIRST LEGO League Robotics, Laser Cutter, Arduinos, & 3-D Printing, Epidemiology, Power It Up with LittleBits & Electronics, Zoology, Broadcasting, Hooked on Books, NASA Engineering, How to Train Your Robot, The Chemistry of Food, etc. Just last week, one of the businesses we're assisting liked the student-created animations so well that they threw the students an Academy Awards' ceremony to feature their products, complete with red carpet treatment and individual engraved statuettes.

Obviously, none of this could have occurred without the incredible support of Central Office leadership and the patrons of our district. We owe them a great debt of gratitude for providing a state-of-the-art facility and the tools we needed to up the ante for the gifted on every front.

Another key component was the creative thinking of the City of Gladstone. Their partnership with our district was invaluable. We especially liked their inclusion of an anchor sculpture, "The Seeker," for the corner of our building. The sculptor worked with last year's 3rd and 4th grade SAGE students and created a 10-ft. tall illuminated aluminum head etched with their hopes and dreams for the future.

When you're housed in an Innovation Center, you have a lot of motivation to stay on the cutting edge and that's just what we intend to do. Next year, we'll be adding an elementary PEGS class as well as have our eight middle school teachers and all our middle school SAGE students join us! We can't wait!



Come work with a great group of teachers in a brand new state-of-the-art Gifted Center built specifically for our K-8 students! Innovative STEAM-infused curriculum! Cutting-edge technology! Twenty other gifted colleagues! Competitive salary! 97.9%-rated schools! Fourth largest district in the state!



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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.

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State of the State

Approved Gifted Education Programs in Missouri
(Reprint from Fall 2016 Issue)



Missouri has seen a decline in school districts with a state approved gifted program. According to the 2015 data, the most recent available data, there were 204 school districts out of 520 school districts and 37 charter Local Education Agencies (LEA's) that had a state approved gifted program. That means only 37% of all possible districts and LEA's had a state approved gifted program. There were over 700 teachers of the gifted and approximately 4% of the total K-12 population was being served in a state approved gifted program.

It is very important that districts submit accurate data in the Core Data Collection System and the Missouri Student Information System (MOSIS) about gifted in order that we have accurate data to inform our decision making. There is a document on the Department of Gifted Education webpage that outlines how to report and submit this data correctly. I encourage all teachers of the gifted to download this document and work with the person(s) in your district responsible for submitting the data to help ensure we get the most accurate data possible on gifted education programming in Missouri.

The Missouri Department of Elementary and Secondary Education (DESE), in response to a recommendation made in the 2015 Annual Report of the Advisory Council on the Education of Gifted and Talented Students has produced a document to provide guidance for school districts to more equitably identify and meet the needs of traditionally underrepresented students in state approved gifted education programs. The document provides research based guidance on best practice. It does not mandate any specific policy or practice. All districts are encouraged to review this document and evaluate their existing gifted program to determine if it is providing equitable service to all gifted students.

The implementation of Senate Bill 638's payment adjustment clause does not go into effect until the school year 2017-2018. However, the student enrollment established in the school year 2015-2016 will be used to make that first comparison to determine if a district is serving at least 80% of the total number of students in their state approved gifted program compared to the previous year. This information was sent to districts via an Administrative Memo and it is posted on the Department Gifted webpage. The small school exemption applies only to districts with a total enrollment of 300 or less not to individual school buildings.

If you ever have any questions about Gifted Education in Missouri please do not hesitate to contact me at (573) 751-7754 or david.welch@dese.mo.gov



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!

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Have you thought of becoming more involved in GAM?



GAM Membership Application

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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**