

Fall 2015



Feb. 24 is GAM Day in Jefferson City!

Let our legislatures know you care about gifted services!

The legislative briefing and awards will start in the Capitol Rotunda at 10:45 am.

This year it is more important than ever to support GAM with your [membership](#)! Your \$15 for parent/\$25 for educator/\$500 lifetime goes to fund GAM's legislative consultant who works relentlessly to inform our elected officials in Jefferson City know that gifted education is important in our state! This year GAM is focusing on three areas for gifted students:



1. Changing the funding formula to add a weight for gifted education.
2. To re-establish a payment adjustment for schools that eliminate or decrease enrollment in state approved gifted programs.
3. To mandate that every school in Missouri provide a state approved gifted education program.

Every child has the right to learn, including gifted students. Many teachers and administrators think that gifted children will do fine in class because they are smart, but that is not always the case. 73% of teachers agree that "too often, the brightest students are bored and under-challenged in school; we're not giving them a sufficient chance to thrive." As of 2014 only 43% of Missouri districts offer gifted programs versus 64% in 2003.

Did you know that GAM is on Social Media?

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

You can find our website at www.mogam.org

Twitter @GAMgifted

All the Good Stuff Inside!

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We want YOU to be a part of the GAMbit!

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

Gifted Association of Missouri

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H – Vacant – We NEED YOU!



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

District G conference - November 19

Winter Saturday Learning Labs for Pre-k – 8th graders
Wydown Middle School in St. Louis on the following
Saturdays: February 6, February 13,
February 20, February 27, March 5, and March 12.

Academic Challenge Cup at UMSL
March 1-4 and at Washington University March 15- 17.

Feb. 24 is GAM day in Jefferson City!

Let our legislatures know you care about gifted services.

District D - April 1st will be our "GifteDiscussions" collaboration event!

Extemporé – Saturday, April 30 hosted by Raymore-Peculiar LEAP

DRURY SUMMER CAMPS 2016

July 11-22 -- Weller Elementary

Summer Pals -- grades pk-1st 8:15-11:15

Summer Quest -- grades 2nd-5th 8:30-11:30

July 10-21 -- Drury University

Summerscape -- grades 6th-8th

Drury Leadership Academy -- grades 9th-12th

Financial need scholarships available upon request.



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



GAMbit Readers:

The 34th Annual Gifted Association of Missouri Conference started bright and early Saturday morning, October 25, 2015. Thank you to all of the volunteers that helped us prepare for the conference Friday night and Saturday morning. After a brief opening, we heard about rigor from Dr. Bertie Kingore in an entertaining, yet informative keynote address, then breakout sessions were off and running.

This year we had great break out presenters and offered over 40 different breakouts! Saturday's lunch conversations included a guest facilitator, Kelly Reynolds, President Elect for Kansas' gifted organization to talk about gifted IEPs. The district caucus meetings brought added new board members to GAM which is always exciting. Also, Saturday was our vendor day and we had some really great vendors this year. Thank you to all of the vendors and customers that supported our exhibit hall. Saturday ended on a great note, and continued late into the night with a group social of 20+ at the hotel later that evening. Sunday started with a short annual meeting, then a very exciting, humorous and informative GAM Talks session. This is the second year for GAM Talks and attendees suggested having it both days to preview breakout sessions. The highlight of Sunday was the luncheon, where GAM recognized the scholarship and award winners, as well as thanked numerous special guests, volunteers, and board members for their help throughout the year. Highlights for me as GAM President included, seeing the Mark Twain room full to capacity at lunch, honoring our guests on Sunday, seeing old friends and making new ones, and thanking the awesome GAM Board for all their hard work in making this conference a success. Stay tuned for information on the 2016 GAM Conference!! Next year, the GAM Conference turns 35!! We look forward to providing you with another great conference. Lastly, a sincere thank you to the University of Missouri for hosting our conference and the amazing staff that helped ensure this conference was successful, and it was!

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



Were you able to attend our GAM Conference?

We know that parents and teachers are busy and that your time matters! That is why we hosted our conference on the weekend, so parents and teachers did not have to miss work to attend. This was one of our best conferences yet!



Registration was so easy this year with our new setup at MU! We also had vendors and scholarship baskets in the same room. Our baskets raised \$586 for gifted scholarships – thank you all so much for supporting Gifted Education! It was a wonderful space with plenty of room. We are so thankful to MU for hosting our conference.



A highlight of the conference was our keynote speaker – Dr. Bertie Kingore! Her common sense, easy to use strategies had the audience highly engaged during her entire presentation and breakout session about rigor. Every classroom teacher in our state would have benefited from her ideas! Attendees also had the chance to purchase her book *Rigor and Engagement for Growing Minds* as well as have her sign it personally. This is an easy read and a MUST HAVE for any classroom – not just gifted! You can find more of Dr. Kingore’s resources at www.BertieKingore.com



The GAM Membership table was busy as people renewed and joined GAM. This year our organization is advocating for a state mandate for gifted education so that all gifted children will receive services no matter where they live in Missouri. Join our cause by becoming a member at MoGAM.org.

Awards and Scholarships Luncheon

Nicholas Green Distinguished Student Award – Miss LilyAnn Gardner

The Gifted Association of Missouri acknowledges one student each year to receive the Nicholas Green Distinguished Student Award. This award is designed to recognize student achievement in academics, leadership, and/or the arts. We believe the award inspires children to achieve their fullest potential, highlights high-ability students, and draws attention to the educational needs of our nation's gifted and talented students. This year's award recipient was LilyAnn Gardner from St. Joseph, Missouri. LilyAnn was nominated by her teacher, Ms. Debra Ballin of Cathedral Schools. LilyAnn is the daughter of Tyson & Toni Lynn Gardner.



Friend of Gifted Award – Mrs. Darlene Taylor

Each year the GAM organization receives nominations of individuals who have made outstanding contributions to the field of gifted education in Missouri. This year, we recognized Mrs. Darlene Taylor. Mrs. Taylor has dedicated her life to education, and despite her retirement from teaching, she is as much of a Friend of Gifted now as she was in the classroom. While her dedication and passion for gifted education during her career are significant, it has been her work since retiring from teaching that has truly highlighted her impact. Mrs. Taylor continues to spend countless hours working in gifted education.



Whether its weeks of Rube Goldberg projects or organizing our Kaleidoscope of Careers, Mrs. Taylor supplies materials, time, knowledge, and support for the students and teachers within the gifted program. One teacher wrote, “Darlene has works to make our programs engaging and relevant, freely sharing her ideas and experience through tireless devotion, kindness, and a positive spirit. Her influence has made me a better educator.”

If you would like to learn more about GAM
Awards and Scholarships, visit
<http://www.mogam.org/awards-and-scholarships.html>

Awards and Scholarships Luncheon

Outstanding Educator of Gifted Award - Ms. Gina Wyckoff

The Outstanding Educator of Gifted Award is given to an educator who has made outstanding contributions to the field of gifted education in Missouri. This year's award recipient was Gina Wyckoff. As a Master Teacher, Gina has dedicated 32 years to her profession. Gina is always contributing in the area of continuing education for teachers of gifted students. Gina has presented at state, national, and international conferences – she is always up for a challenge and has the self-confidence and leadership abilities to make these sessions a great success. Gina embraces opportunities to serve her colleagues and students through extra-curricular activities and committees. Gina has an extraordinary ability to personalize her relationship with each individual student. She gains knowledge of each student's strengths in diverse ways and uses that knowledge to differentiate curriculum for the student. She interacts on a personal level with each student each day. Even when students are out of her classroom, she follows their achievements through high school theatre, academic and sporting events. Gina truly cares about her past, present and future students.



Dede Freeman Smith Memorial Scholarship - Mr. Nicholas Kirschman

The Dede Freeman Smith Memorial Scholarship is awarded annually at the GAM conference. Dede served as GAM president, GAMbit editor, the first Director of Drury University's Center for Gifted Education, and above all else, Dede was a parent and advocate for gifted children. This year, the Dede Smith Memorial Scholarship was awarded to Mr. Nicholas Kirschman. His colleagues wrote, "Nick is a master at his craft. He enjoys working with gifted students who stretch him and each other in the pursuit of knowledge and truth. Nick challenges gifted students through discussions and experiences, and he challenges students to make discoveries that deepen understanding, all the while strengthening the skills students need to make those journeys and discoveries on their own. He enjoys learning new things, and sharing that knowledge with those willing to receive it. He is a great teacher and a true friend." "Some experiences in life are only truly appreciated and respected after you are made to think and to work, and while those experiences may not be as easy as others, they offer the greatest opportunities for growth and betterment. This is what Nicholas Kirschman does every gifted student he encounters."



Awards and Scholarships Luncheon

Norine Kerber/Delma Johnson Memorial Scholarship

Ms. Jennifer Meyer

Norine Kerber and Delma Johnson were instrumental in founding the GAM organization in 1981. Their tireless work is memorialized in scholarships presented annually at this conference. This year, GAM recognized Ms. Jennifer Meyer. Her colleagues wrote, “Jen creates an educational atmosphere of academic rigor, emotional support and genuine enjoyment the likes of which I’ve rarely seen. She gracefully balances intellect and wit with passion and purpose, with the needs of each student clearly in mind.” “There is hardly a person more compassionate and dedicated to teaching than Jennifer Meyer. You can see it in her welcoming smile, in her attentive eyes, and in her daily interactions with all people. She does not limit learning to a single classroom, nor to a single kind of student. She cultivates a life of learning which instills an appreciation for education in all her students. As faculty for Missouri Scholars Academy, she dedicates her whole universe to the students whether it is for life guidance, questions about physics, or just plain arts and craft fun. She is not only committed to the education of these gifted scholars, but also to the development of gifted young adults.” “What I admire most about Jen, however, is her integrity and her friendship.”



Bob Roach New Teachers of Gifted Scholarship - Ms. Melissa Barkley

In 1999, GAM created the New Teacher Scholarship to promote the certification of teachers in the field of gifted education. In 2007, the GAM Board voted to rename the scholarship after the Gifted Educator and Advocate, Bob Roach. In 2010, the gifted community lost this life-long educator and friend. In his memory, the Gifted Association of Missouri continues to award the Bob Roach New Teacher Scholarship each year to a teacher new to the field of gifted education. The 2015 Bob Roach New Teacher Scholarship was awarded to Ms. Melissa Barkley. She wrote, “It was almost overnight that I realized that I needed to pursue the field of gifted education and become a gifted teacher. My heart was longing to teach gifted students and be a part of maximizing their potential and reaching their individual learning goals. It seems a little untraditional to pursue my new career as a gifted educator 18 years after graduating with my bachelor’s degree; however, the goals of the district and the gifted education program are the right fit for me as I begin this new and wonderful journey.”



Awards and Scholarships Luncheon



Dr. Robin Lady, President of GAM took time to recognize two special guests from Education Plus - Dr. Don Senti, Executive Director and Dr. Matt Goodman, Director of Assessment and Program Evaluation. Without them, the data collection and reporting for the Gifted Advisory Council's first annual report would not have been possible. Education Plus is a non-profit educational service agency that brings school districts together to share resources, information and ideas through exemplary, nationally-recognized services in educational technology, cooperative purchasing, staff development, and more.



GAM would also like to recognize the efforts of the Advisory Council on the Education of Gifted and Talented Children. This council was established in 2013 after passage of statute by the Missouri legislature and is made up of seven Missouri residents with expertise in gifted education which are appointed by the Commissioner of Education. Dr. Robin Lady expressed how honored she is to sit on this council with Dr. Linda Smith, Council Chairperson; Dr. Steve Coxon; Dr. Beth Winton; Dr. Rosemary Hodge Graves; Former GAM President, and current GAM Executive Vice President, Dr. Lenae Lazzelle. In addition, we would like to recognize two former GAM presidents who also served on the council, Patty Cookson and Nancy Pate. Dr. Lady also conveyed thanks to David Welch and Renee Hasty from DESE for supporting the efforts of the council.



GAM's Top Ten List

Why You Should Become (and Stay) a Member!

By Meredith Burstin, Vice-President of Membership

I've had the wonderful opportunity to meet with teachers, parents, and students across the state in my role as membership vice-president. Inevitably I am asked, "What exactly is GAM? Why should I join when I have so many membership dues to pay to other organizations?" Below are the top ten (though certainly not the only!) reasons you should be a part of GAM:

10. GAM has an alliance with other powerful organizations such as DESE and NAGC, and we are thrilled to collaborate with the gifted associations of some of our surrounding states.
9. We offer several scholarships for teachers, students, and friends of gifted education that recognize all you do to make gifted education so great in Missouri.
8. Our presence on social media increases access to other members and to the board of directors. You can find us on our website (www.mogam.org), on Facebook (Gifted Association of Missouri) and on Twitter (@GAMgifted). We post the latest on gifted education ideas, topics, and events; as a GAM member it is easier than ever to join the conversation!
7. GAM hosts the ONLY state-wide gifted conference – and as a member you receive a discount on your conference registration. Regional district conferences hosted by GAM directors offer valuable opportunities for networking, collaboration, and more.
6. Our New Teacher Workshop provides new teachers and administrators with the information and guidance they need to start the school year off right – and that support is available to them through their first years and beyond.
5. GAM has many talented and knowledgeable members – both on and off the board – who are ready and available to provide resources, ideas, and more. We have members with all areas of expertise willing to travel the state to speak to parent groups, school boards, and other stakeholders.
4. We host Gifted Education Day at the Capitol – what better way to send our message that gifted education matters to legislators than to flood their offices with students, parents, teachers, and administrators?
3. Thanks to the lobbying efforts of our members, we have helped passed legislation to form the Gifted Advisory Council and to establish David Welch as the Coordinator of Gifted Education at DESE. We've also helped ensure that the governor releases the necessary funds for programs such as the Missouri Scholars' Academy and the Missouri Fine Arts Academy.
2. GAM dues pay for the services of our incomparable legislative consultant, Kyna Iman. Without her guidance and leadership in the area of advocacy, we would never have been as impactful as we have been. Her bill tracking updates and action alerts – emailed to all GAM members – keeps you in the know about the progress of legislation and tells you how you can help.
1. GAM believes in the power of gifted education, and so do you – being a member allows us to be a voice for all of you who believe that gifted education matters.

GAM needs your support more than ever. We are only as strong as our members, and we want to continue to do all that we can to advocate for the importance of gifted education at the local and state levels. If you are not a member, please visit our website at www.mogam.org to register. Questions on how to join or how to get more involved? Please contact Meredith Burstin at mburs10@hotmail.com or on Twitter @mburstin1. We appreciate your support!



Title: Metaphorical LEGO Representations

Shared by Melissa Englert menglert@chillicotheschools.org

Twitter Handle @andmymom

Grade Level: 1st - 5th/Subject Area: English Language Arts

Brief Description: A hands-on creative thinking process for students to represent themselves metaphorically by building a symbolic representation using LEGOs. Integrating affective education and English language arts, students have a meaningful anchor to refer to when analyzing metaphors in literature. Includes a follow-up piece for all students to represent the same concept metaphorically to discuss multiple perspectives.

Standard Addressed

Missouri Learning Standard - Craft and Structure, English Language Arts

CCSS.ELA-LITERACY.RL.5.4

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Explanation of Learning Activities and Outcomes:

Materials Needed

- Ahead of time, prepare two bags of random LEGO pieces for each student.
- Devices for taking photographs and recording short video clips

Process

1. Tell students to think about “What makes you YOU” or “What makes you unique”.
2. Tell students they will be using LEGOS to create something that represents who they are as a person.
3. Give each student a bag of random LEGO pieces. Allow them time to work and create something that represents who they are as a person.
4. Have students take photographs of each other holding their creations, take photographs of just the creations themselves, and record video of each other explaining how their creation represents who they are as a person.
5. Next (this could also be a follow-up lesson), have each student use a second bag of LEGO pieces to represent the same concept (i.e. peace, bravery, inspiration). Have students take photographs of each LEGO representation and combine them on a platform of your choice - blog, Flickr, website, Google Photos, etc.
6. When students are finished, have a conversation about how each student represented the same idea differently (multiple perspectives).
7. Explain to students that authors use one thing to represent something else, just like they did. Their LEGO representations are metaphors for a concept. Authors work in a similar way. Each author might use something different to represent the same thing metaphorically, but as humans we all are connected, so we can identify and understand another person’s use of metaphor.

Single Point Rubrics Reference:

<http://www.cultofpedagogy.com/holistic-analytic-single-point-rubrics/>

“I Wish I Had Known...”

A seminar on applying to college from high school seniors within the Columbia Public Schools.
by Beth Winton, PhD, Coordinator of Secondary Gifted Programs, Columbia Public Schools



Does preparing for, thoroughly researching, applying to, and getting accepted into college seem daunting?? Um... yes.

Transition from high school to college can be an exciting and anxiety-inducing time in a young person’s life. Each spring, with the support of Dr. Virginia Lennon at Hickman High School in the Columbia Public School district, a panel of seniors with varied experiences in applying to and being accepted to college share their expertise at a seminar entitled “I Wish I Had Known...” Topics range from essay writing, selecting colleges, and the Common App to letters of recommendation, time management, and others. They provide a cohesive presentation on all things important for seniors to consider during the summer before and fall of senior year.

All possible avenues to college attendance are presented. Some students were accepted into their first choice, some were not. Some students opted to attend the most affordable option after being accepted elsewhere. Some students procrastinated. Some students chose a smaller college over more popular or notable choices. National Merit Finalists have other options and choices to make. There are no wrong choices as students plan their future. Each student’s path is different.

The audience is populated with younger students (mostly juniors, but others as well) and their parents who have questions about the college application process and are looking for first-hand advice. The goals of this event are to provide students and their parents a “straight from the horse’s mouth” perspective on the college application process from those who have just been through it. The seniors who volunteer their time and expertise have an opportunity to organize, participate in, and advertise a professional panel discussion.

The students are (L-R) Mingu Kim, Diana Harmata, Andy Sun, Yvan Quinn, Joanna Zou, Nora Hennessey, Dylan Hosmer-Quint, Sean Brennan, and Rebecca Katz.

Brag on your Students!

The GAMbit wants to hear what you are doing in your gifted program!!!



PEGS North

Program for the Exceptionally Gifted Student
North Location

Ever have a student complete an assignment before you finished handing it out? Everyday? Every subject? For an entire school year?

What about a student who read "Harry Potter" as a kindergartener? And was able to lead a book discussion about the story line?

Ever have a student and wonder if you actually taught him or her ANYTHING during the school year?

If you answered, "Yes," to any of these above, you may have been working with a potential PEGS student.

PEGS North is located in Remington Traditional School in the Pattonville School District. Remington is one of the few pre-K-8 public schools in Missouri. We are a choice school with acceptance based upon a lottery system. Remington has two classes per grade level.

However, one classroom houses the PEGS North program for the elementary level. Our PEGS students come from various school districts - Pattonville, Ritenour, Ferguson-Florissant, Hazelwood, and St. Louis Public. Should a student qualify for the program, their home district pays the Pattonville tuition for the student to attend. Many area school districts support the program.

In PEGS North, we have 12 students in grades 2-5. We have 1.5 full-time teachers and one full-time paraprofessional all of whom work very hard to make this program function. Students work at their own pace in writing, literature, math, social studies and language. Some science is individually completed. However, we use the MySci Science program together at an accelerated pace. Math is highly individualized. When students finish 5th grade math, they can start 6th grade math in the 6th grade math classroom right down the hall. At present, we have three 5th graders taking Algebra in one of our 7th grade classrooms.

Our students participate in art, music, PE, lunch, recess, classroom parties, and field trips with their grade level peers. They also attend ALPHA, Pattonville's one-day-per-week enrichment gifted program set up for Pattonville's elementary students.

PEGS students are introduced to many non-traditional activities. For one, we (the teachers) find contests for the students to enter that match up with curriculum. Last year, we had a student earn an Honorable Mention from Missouri Poison Control. We have also won ten iPADS from Dreambox after making a video showing how we use Dreambox in a gifted program.

(<http://www.dreambox.com/blog/dreambox-video-contest-winner-5248-thumbs-up>) Students, on their own, came up with the idea to make a newscast, full of interviews, reporting and charts.

Another alternative learning activity we use is Skype. Last year our 4th and 5th graders were able to view a tour of Ford's Theater the day they were honoring the 150th year since Lincoln's assassination. In addition, our students read the book, *Staircase on Pine Street* by Mariana Llanos. Afterwards, we participated in a book discussion with her via Skype.

While our students attend field trips with their grade level peers and with other gifted children in ALPHA, we do try to sneak in a few PEGS fieldtrips. So far this year, we have attended a



presentation by Dav Pilkey, author of the Captain Underpants series! One of our students answered his question correctly and won an autographed book! In October we went on a field trip to the Maryland Heights Government Center. We sat in the council meeting room, toured the offices, met city planners, visited the city clerk's office and the police department. The students really enjoyed touring the jail cells and interrogation rooms!

PEGS North keeps the students busy. We are here for students who crave learning, who complete work in the regular classroom so quickly and efficiently that the classroom teacher just doesn't know how to keep the child busy and challenged. PEGS continues through high school, in a different classroom format. If you are in the St. Louis area and have a child who may qualify for PEGS, please feel free to attend our November 16th or December 14th open house from 9am to 10:15am. We are located at 102 Fee Fee Road in Maryland Heights (63043). For more information visit our webpage at



<http://gifted.psdr3.org/?school=pegs> .

You can also view our activities at our Facebook Page:

“PEGS: Program for Exceptionally Gifted Students - North Campus”.

Tracey Robinson trobinson@psdr3.org

Dodie Logue dlogue@psdr3.org

Brag on your Students!

The GAMbit wants to hear what you are doing in your gifted program!!!



DRURY UNIVERSITY COURSE OFFERINGS

All courses are online and three hours of graduate credit (unless noted) which meet requirements for gifted certification.

SUMMER

EDUC 676 A Survey of Gifted

EDUC 678 Administration and Supervision of Gifted

EDUC 686 Practicum in Working with Gifted Students

FALL

EDUC 676 A Survey of Gifted

EDUC 677 Curriculum and Differentiated Instruction for the Gifted

SPRING

EDUC 676 A Survey of Gifted

EDUC 679 Counseling and Guidance of the Gifted

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

DRURY SUMMER CAMPS 2016

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

July 10-21 -- Drury University
Summerscape -- grades 6th-8th
Drury Leadership Academy -- grades 9th-12th

Financial need scholarships available upon request.

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

gifted:gamad2015



**The Gifted Association of Missouri
Public Service Announcement Video:
Why should Missouri have a mandate for gifted education?
Student Contest Entry Form
CONTEST DUE DATE: JANUARY 15, 2016**

**ALL CONTEST INFORMATION WILL BE AVAILABLE ONLINE
AFTER NOVEMBER 1, 2015 AT MOGAM.ORG**

Public Service Announcement Description

ENTRY DEADLINE JANUARY 15, 2016.

Should Missouri have a mandate for gifted education? Should our legislature pass a state statute requiring school districts to provide services for gifted students? GAM thinks the answer is YES, and if you think the answer is yes, tell us why with a public service announcement video.

The video is considered a PSA (Public Service Announcement) should be no longer than 2 minutes, excluding the title and credits. The video must be sent electronically and must be either a Quick Time or Windows Media Player file. The video components including images, sound, and editing should be high quality. The video may be an individual or group project. Visit mogam.org for details!

GAM STUDENT CONTESTS GENERAL GUIDELINES

- ANY STUDENT ENTERING A GAM STUDENT CONTEST MUST COMPLETE AND SUBMIT THE ONLINE GAM ENTRY FORM WHICH INCLUDES THE GAM RELEASE FORM
- ALL GAM STUDENT CONTEST CONTENT MUST BE FAMILY APPROPRIATE
- WINNERS WILL BE RECOGNIZED AND AWARDS WILL BE GIVEN AT GAM DAY AT THE CAPITOL IN JEFFERSON CITY, MISSOURI ON WEDNESDAY, FEBRUARY 24, 2016

GAM STUDENT CONTESTS JUDGING CRITERIA

- Content Quality – The entry must be original work that follows the guidelines, appeals to the audience with stated purpose, and proof of subject knowledge.

Creativity – The entry is unique, creative, and aesthetically pleasing.

**PLEASE VISIT MOGAM.ORG FOR ENTRY PROCEDURES
Email Sarah Ludlow with questions at: gamcontest@gmail.com**



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!

Pattonville Boys Dig for Fossils



Pattonville Rose Acres fifth-grader Ryan Cutrell and third-grader Matthew Cutrell spent a day digging for fossils with folks from the Eastern Missouri Society for Paleontology (EMST) in Bell, Missouri, a small town outside Cape Girardeau. They found Brachiopod, fossilized poop, exogyra (oyster) Gastropod, ammonite, bone, petrified wood on the Areola Formation.

Photo on right: Tyler Wright, seventh-grade student at Pattonville Heights Middle School at the EMST Paleotrek dig in Jordan, Montana. Tyler spent a week this summer digging for fossils, his biggest being a triceratops frill.

These three boys are members of EMST and are in Pattonville district gifted program.

Book Review by Christa Bell, GAM Region B



The Genius Files series by Dan Gutman is wonderful! There are 5 books in the series and you will want to read them all. They feature 13 year old twins, Coke and Pepsi, two genius kids who are being chased by a group of people who don't want their secrets to get out. Those people are trying their hardest to make sure Coke and Pepsi are completely eliminated as threats. Coke has a photographic memory and Pepsi has a knack for deciphering the codes that they keep receiving. As

they are being chased, they are on a journey with their parents in their RV visiting all kinds of crazy places in the United States that really exist, like the Pez Museum, the world's largest ball of twine, and the Spam Museum. Lots of geography lessons in these books along with continuous excitement and suspense. Plus, Gutman includes his real-kid humor that has made his name so well known!

[Mission Unstoppable \(The Genius Files #1\)](#) , [Never Say Genius \(The Genius Files #2\)](#) , [You Only Die Twice \(The Genius Files #3\)](#) , [From Texas with Love \(The Genius Files #4\)](#) , [License to Thrill \(The Genius Files, #5\)](#)



New Teacher Workshop 2016

On July 20-21, 2015, I had the privilege of attending the GAM New Teacher Workshop at Lindenwood University. I was apprehensive when I first arrived and wondered how this conference would benefit me. I was pleasantly surprised to find out that this conference would be exactly what I needed as I entered in to my first year of teaching.

There were twelve highly experienced teachers and administrators who brought informative presentations during the two day conference. These presenters provided useful lesson plans, personal experiences, and encouraging words which truly prepared me for the elementary teaching position I was accepting in the Independence, Missouri School District. As I listened to the speakers and interacted with my peers, the anxiety I was carrying over the summer transformed into excitement and positive anticipation for the new school year that was approaching. I felt an overwhelming feeling of support and validation as I soaked in all of the meaningful information and experiences.

Ms. Robin Lady was one of many who had a positive influence on me at this gifted teacher conference. She is the GAM president this year and she spoke directly from her heart. She gave personal experiences of teaching in a gifted classroom. She reminded me that although I may have students with a higher IQ than me, I can still be a successful facilitator who assists and encourages them in reaching their learning potentials and life goals!

The Leadership Team who presented at this New Teacher GAM conference provided sessions on affective needs, technology opportunities, creativity lessons, independent study curriculum and more! We also had the wonderful opportunity of eating lunch with our local GAM representatives who answered questions and gave support for our new teaching endeavors.

David Welch, the gifted coordinator from DESE, brought the conference to a perfect end with an encouraging short story from Brain Compatible Learning NETWORKER, Spring 2001:

An ancient king decided to honor the one person judged greatest of his subjects. The first candidate to present himself was praised for his wealth and property. Another was lauded for his knowledge of the law; another for his power of healing the sick. There were many others, each of whom had brought honor to the king and country. Then came another candidate - a somewhat stooped, plainly dressed older woman from whose eyes shown the light of knowledge, understanding, and love. "Who is this?," demanded the king. "What has she done?"

"You have seen and heard all the others", was the reply. "This is their teacher."

The people applauded mightily and the king descended to do her honor.

Brain Compatible Learning NETWORKER, Spring 2001

I am very grateful for the opportunity to attend this workshop. It truly prepared me for the best job in the world...a Gifted Educator!

-Melissa Barkley-
Independence School District
Facebook-Independence Elementary Gifted
Twitter-MelissaBarkley@MelissaBarkley



Welcome to College

Issues in Gifted Student Transition

By Jodi Meadows

Transition to college from high school is an exhilarating and treacherous time for all students, including those that are highly able. It would seem that gifted students, especially those who have been high achieving in high school would thrive in a world of ideas and scholarly pursuit. Although some gifted students do blossom in the transition, others struggle to make sense of themselves in their new surroundings. In order to be successful, many gifted students in college must develop an appropriate academic self-concept and learn new study behaviors.

Gifted students often do not encounter much academic challenge in their high school careers. As a result, they may build an academic self-concept that equates intelligence with ease of success. This view of self, based in constant accomplishment often with little effort, may be crushed the first time they encounter any academic challenge. Mendaglio (2013) calls this predictable crisis “hitting the wall” (p. 5). In order to be successful in college, the gifted college student must develop a modified academic self-concept in which intelligence + effort = success (Mendaglio, 2013, p. 3).

In addition to the need to develop a new view of themselves, gifted college students may need to cultivate a novel set of academic behaviors. In their K-12 experiences, gifted students may have been able to rely on their information processing and memory to succeed in their courses. With the increase in complexity and amount of material to be processed in college coursework, gifted students will likely need to employ additional academic behaviors, such as note-taking, careful reading, preparing study-aids, or self-testing, that most college students find necessary for college success. They will need to be willing to ask questions, participate in group study sessions or tutoring. All of these new behaviors may further challenge their fragile self-concept.

These difficulties that are often experienced by gifted college students are not necessarily a result of their giftedness, but of the educational environment they have experienced and the lessons it has consistently reinforced. As educators of the gifted, the most important experiences we can provide are consistent challenges with the possibility of failure. It is only through overcoming academic difficulty that gifted students can develop a healthy self-concept and the kind of resilience needed for truly substantive work.

Mendaglio, S. (2013). Gifted students' transition to university. *Gifted Education International*, 29(1), 3-12. doi: 10.1177/0261429412440646:

Jodi Meadows holds a Bachelors of Music in Music Education from Southwest Baptist University (1992), as well as a Masters in Music from Southwest Missouri State University (2000). She is currently pursuing a PhD in Educational Psychology from Regent University. Mrs. Meadows serves as the director of the Dutille Honors Program at Southwest Baptist University, as well as an Instructor and Advisor in the University Success Center.



Advisory Council on the Education of Gifted and Talented Children

October 26, 2015

The Advisory Council on the Education of Gifted and Talented Children was established by the Missouri legislature in 2013 to provide advice to the Commissioner of Education regarding all rules and policies to be adopted by the State Board of Education relating to the education of gifted and talented children. The legislation governing the Council is Chapter 151 of the Missouri Revised Statutes, Section 161.249.

The Advisory Council members share the responsibility of writing updates on the work of the Council. We have been asked to begin with a short bio, so the readers can get to know each of the Council's members. With that being said, I have worked in gifted education for the past fifteen years. I graduated from Drury University with a Bachelor's degree in Elementary Education, and continued at Drury to earn my first Master's degree in Gifted Education. I earned a second Master's degree in Educational Administration from Missouri State University and went on to Southwest Baptist University to complete my Educational Specialist and my Doctorate in Educational Leadership. I began my teaching career at Fair Grove R-X. During that time, I taught in the fourth grade, Gifted K-12 and then moved to the district's Curriculum Coordinator position. In 2006, I became the Gifted Education Director for Springfield Public Schools. In addition to serving on the Advisory Council, I am currently the Executive Vice President for the Gifted Association, having also served in the positions of District D Director, Secretary, and Scholarships/Award Chair. I have taught gifted education courses in Drury's graduate program for nine years and serve on the Drury Pre-College Board. This appointment to the Council is a true honor and privilege. I am passionately dedicated to doing my utmost to represent the needs of every gifted learner in the state.

Since the last GAMbit update from the Advisory Council on the Education of Gifted and Talented Children, we have had two meetings:

July 20, 2015: The Council met at Lindenwood University in St. Charles during the GAM New Teacher of Gifted Workshop. The meeting agenda included updates from the Council Chair, Dr. Linda Smith, reporting the reappointment of Mrs. Sally Holt and Dr. Robin Lady for a four-year term. DESE updates from David Welch included the appointment of the new Assistant Commissioner, Dr. Chris Neal, and DESE's implementation of the first five recommendations from the Annual Report (complete report may be found at www.dese.mo.gov). Kyna Iman reported that the Annual Report has been handed to key legislative leaders. The Council went on to discuss the implementation and timeline of recommendations 1-5.

October 26, 2015: The Council met at the 34th Annual GAM Conference on Gifted on the campus of the University of Missouri in Columbia. The meeting agenda included DESE updates from David Welch, current legislation updates from Kyna Iman, and a general discussion of the GAM conference as it came to a close. Dr. Linda Smith gave highlights from her presentation at the GAM State of Gifted General meeting, inclusive of the first Annual Report as it was presented to the Missouri State Board of Education in May. The rest of the meeting focused on delegation of data collection for the five remaining recommendations brought forth from the Council to the State Board of Education.

The next meeting is scheduled for December 10, in Jefferson City. All meetings are open to the public, and guests are encouraged to attend in order to learn more about the Council and provide input. Please visit the DESE website www.dese.mo.gov/gifted-advisory-Council for a complete report of the minutes from each Council meeting. A link may also be found on the GAM website www.mogam.org.

Sincerely,
Lenae Lazzelle, Ed.D.

Council Contact Information

Council Chairperson
c/o David Welch, Director of Gifted Education Programs
205 Jefferson Street
Jefferson City, MO 65102
David.welch@dese.mo.gov
Phone 573-751-7754; Fax 573-526-6698

Advisory Council for the Education of Gifted and Talented Children
RECOMMENDATIONS FOR ACTION – 2015

Reporting Data on Gifted Students and Programs

RECOMMENDATION 1: DESE should make district information related to state-approved gifted programs readily accessible to the public. Specifically, information available on DESE’s website should include but not be limited to grade levels served, identification criteria, service delivery model by level (per DESE categories), contact minutes per week by level, number of gifted teachers by level and the student-to-teacher ratio by level.

RECOMMENDATION 2: DESE should generate an annual state data report in October on gifted students and state approved gifted programs. The report should use data from the prior school year and include but not be limited to:

- Number and percent of districts with state-approved gifted programs (state totals and disaggregated by DESE region and county)
- Number and percent of gifted students served in state-approved programs (state totals and disaggregated by DESE region and county; by grade level and as a percent of all Missouri students in grade level)
- Number and percent of gifted students identified and not served in state-approved programs (state totals and disaggregated by DESE region and county; by grade level and percent of all identified gifted students)
- Gifted teacher certification in state-approved gifted programs by level (Elementary, Middle School, High School and total)
- Gifted program types and contact minutes per week (state total by program type, level, DESE region and county; average contact minutes by level, DESE region and county)
- Gifted student demographics by DESE region (district cells merged so actual count is possible) and total
- Gifted student achievement (MAP) by grade level tested and in comparison to all students at grade levels tested

Identification of Gifted Students

RECOMMENDATION 3: DESE should eliminate the practice of reporting students as gifted based on the criterion of being enrolled in an Advanced Placement (AP) and/or International Baccalaureate (IB) course. Additionally, AP and/or IB courses should not be counted as part of a state-approved gifted program.

RECOMMENDATION 4: DESE should provide a best practice model for districts to use in identifying and serving students who are traditionally underrepresented in gifted programs, the goal being to have program participants more closely reflect the ethnic, linguistic and socio-economic diversity of individual school districts. The best practice model should include research-based recommendations on identification, interventions to scaffold learning and delivery of gifted program services.

RECOMMENDATION 5: DESE should provide a best practice model for districts to use in identifying students who are twice exceptional (students with both learning challenges due to disabilities and/or physical impairments and exceptional learning abilities).

Programming for Gifted Students

RECOMMENDATION 6: DESE should require all Missouri 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.

Educator Preparation and Professional Development

RECOMMENDATION 7: DESE should require teacher preparation programs to include a minimum of one three-credit hour course addressing the nature and needs of gifted students and designing curriculum and instruction to meet those needs.

RECOMMENDATION 8: DESE should require all districts to provide teachers ongoing professional development addressing the nature and needs of gifted students and designing curriculum and instruction to meet those needs. Professional development may include such options as staff development, university coursework, professional conferences, workshops and web-based learning.

Requiring and Funding Gifted Education

RECOMMENDATION 9: Gifted identification and programming should be required in Missouri.

RECOMMENDATION 10: Earmarked funds should be allocated for gifted identification and programming in Missouri.



Gift(Ed)

District G's annual gifted education day for families

November 19, 2015

6-8pm *Registration will begin at 5:30pm

LOCATION!

Thank you to the Jefferson City School Parents Group (PEERS) for hosting our conference this year.

It will be at the Southwest Early Childhood Center 812 St Mary's Boulevard, Jefferson City, MO 65109

DIRECTIONS: Hwy 63 turn right onto Hwy 54* Take Missouri Blvd Exit* Turn left onto Missouri Blvd* Take the first right onto Ohio Street* Take a left onto St Mary's and an immediate right into the parking lot

Parent Program

Topics will include: What is the Gifted Advisory Council?

Middle School Gifted Kids: What to expect and how to handle them.

Dr. Beth Winton—Dr. Winton is Nationally Board Certified Teacher and earned her PhD from MU in May 2013 in Educational Administration. Her dissertation title was Reversing Underachievement Among Secondary Gifted Students. Currently, Dr. Winton is the Coordinator for Secondary Gifted Education for the Columbia Public Schools as well as teaches 6-8 grade gifted classes. This is her 17th year with Columbia Public Schools. Before working in Columbia, Dr. Winton was the Supervisor of Gifted Education for the Missouri Department of Elementary and Secondary Education (DESE).

Kyna Iman—Kyna works at the capitol in Jefferson City as a lobbyist for the Gifted Association of Missouri. She will be giving an update of where we have been and what she is working on and why it is important for your kids in the state of Missouri.

Kid Program-K-8 Strategy Game Night!

Please do not drop students off and leave the event.

While parents are in the parent programs, students will participate in 2 classes of similar ages.

***Tim Campbell**—Mid Missouri Chess Academy Instructor Tim Campbell has been playing chess for more than 40 years and tournament chess for nearly 20 years. He has won four state class championships and his students have competed in many levels of formal tournament play from local rated tournaments to national scholastic tournaments.

***Game Room** - Math Around the World with the focus on strategy! Students will play strategy games from various cultures including Tower of Hanoi, Nim and Mancala.

Registration fee : \$5 per person.



Join GAM for \$15 and get the \$5 fee waived for that person!
Print off the registration form from mogam.org and send in with this registration form.
Please either mail this registration form with a check or email your intention
by November 17th, so we can have a head count.
If you email, you can pay with check or cash at the door.



Family Name(s) _____ Phone _____

Email _____

School District _____

Student Name _____ Grade _____

Student Name _____ Grade _____

Make checks payable to GAM. Return form and payment to:

Vicky Bennett, Hallsville Intermediate School 421 E. Hwy 124 Hallsville, MO 65255

vbennett@hallsville.org

My Twitter Evolution by Brent Catlett

Independence School District Director of Technology

Posted Tuesday, Jan. 28, 2014



Much like the icon of Twitter changing, so have I changed on Twitter. I have [written about Twitter](#) many times and the evolution of my use of the site for me has changed over time. There was a time when I said you had to have separate accounts if you wanted to tweet personal things and professional things. There was a time when I presented it that way.

Oh how times have changed on Twitter for me. From the days of being super excited when someone followed me to not feeling that same excitement necessarily. Now don't get me wrong, I still appreciate getting followed and I typically follow most people back. I most definitely want to grow my network and stretch myself in who I reach and learn from. I [have written posts about the numbers](#) and that not really having much meaning to me. For me it is about learning, connecting, growing, and being inspired. For me it is about connections I have made and the relationships I have built with people and sometimes that has come through "personal" interactions. Perhaps I have tweeted a picture of one of my kids or tweeted about a personal thing I was doing. I am human, this is what I do, being a dad is a part of who I am. My evolution has been that there is no sure fire way it has to be done. It is about you. Be YOU! If you want to tweet about rainbows, tweet about rainbows. If you want to tweet about football, tweet about football.

Of course at the end of the day we are all people that happen to be educators. You might follow Kim Kardashian or Justin Timberlake and that's ok too. I follow a Fake Bo Pelini (Fake head coach of Nebraska football account).

During school hours and certainly after school hours Twitter is a great space to share what we have going on and of course learn from each other! Meeting people face to face at edcamps and other conferences is always cool when it's someone you have followed and interacted with on Twitter.

Speaking of sharing within my evolution and a conversation I had with my EduPals from Nebraska [+Josh Allen](#) and [+Kristina Peters](#) on a recent EduRoadTrip Josh mentioned how Twitter is often an echo chamber and people sharing the top 10%, the best of the best. This can be SO TRUE! So it got me thinking about what I share, how I share, and what I have as new goals for that moving forward.

Again, Twitter has by far and away been the most inspiring place I have ever been in education and it's FREE! Free PD as my colleague in Bellevue Public Schools [+Jeffrey Bernadt](#) recently wrote about here: <http://mrbsclassroomconnection.weebly.com/2/post/2013/12/my-personal-professional-development-twitter.html>

I without question think it's a space you should be in as an educator! I am just writing about how it is changing for me and keeps changing for me and for anyone who thinks it has to be done a certain way I think you are wrong. It's an evolution in my opinion unique to each person. Perhaps there are times when someone is heavily involved with tweeting, participating in chats, and interacting with others, and times when they have not tweeted for weeks, but not everyone has to be like you or tweet like you tweet. You can always unfollow someone if the tweets coming from them are filled with too many things that are not of your interest.

Perhaps my favorite use of the tool is asking my PLN to help me with commenting on student blogs that I share! I am so appreciative when folks in my PLN help make this happen because I love seeing the smiles and inspiration I see in kids faces when they get that comment on their writing! So thank you to all of you for helping me by commenting on student blog posts that I have shared via Twitter. I truly appreciate you taking the time to help inspire a young student to keep writing, reflecting, and continuing conversations. I especially want to thank [+William Chamberlain](#) for founding <http://comments4kids.blogspot.com> and the hashtag #comments4kids where young writers can be inspired to write because others comment on their blog posts! <http://brentcatlett.blogspot.com/>



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

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

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

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



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

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

GIFTED ASSOCIATION OF MISSOURI

2016 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 re-establishes a payment adjustment for schools that eliminate or decrease enrollment in state approved gifted programs. Beginning in the 2016-2017 school year, a school district will incur a reduction in funding if it experiences a decrease in its state approved gifted program enrollment of more than 20%. If a school district experiences a decrease of 20% or more in its state approved gifted program enrollment, an amount equal to the product of the difference between the number of students enrolled in the state approved gifted program in the current school year and the number of students enrolled in the previous school year multiplied by \$680 must be subtracted from the school district's current year payment amount.**
- 3) 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.

MISSOURI SCHOLARS ACADEMY & MISSOURI FINE ARTS ACADEMY

Support state funding for the Missouri Scholars Academy and Missouri Fine Arts Academy for June, 2017. The State Legislature & Governor appropriated \$750,000 for the June, 2016 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 \$3.5 million 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 223 school districts offering state approved gifted programs.

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

GAM Advocacy Platform

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

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

GAM Advocates for:

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

For further information concerning advocacy please contact:

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

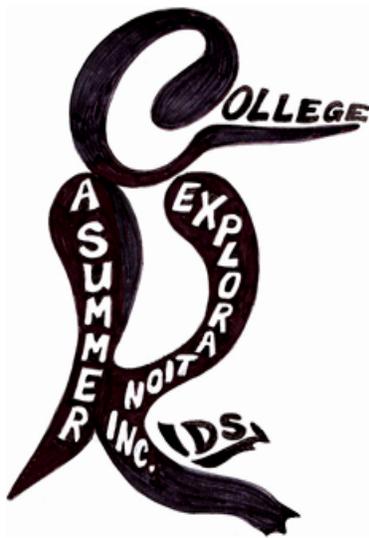


College for Kids Remembers by Makayla Jordan-Diemler

As a gifted child, I was constantly looking for outlets for my "loud" personality. I talked to much, asked too many questions, and was generally "too much" for my teachers. The summer after third grade, I went to College for Kids and found a place where I was "just enough." I had opportunities every minute of every day to express myself and the structure of the camp kept my brain and body constantly moving. Even in third grade, I found adult role models who cared about me, respected me, and listened to what I had to say. I made friends my own age that I identified with and could talk to in honest ways. These were all things that I was desperately searching for in school but could not find until coming to College for Kids.

As a Resident Advisor, I find the same things at College for Kids that I found as a third through ninth grader. I can express myself in staff meetings and all of my ideas are welcomed. I am always happily busy with tasks I find important and stimulating. I find role models in my fellow staff and in the directors of the camp, Marilyn Toalson and Sue Craghead. My campers look up to me and grow to love me for who I am. They get to see the best sides of me just as I get to see the best sides of them.

Though I am an education major at Drury University and plan to become a teacher, College for Kids gives me opportunities to understand gifted children in ways that I would never have gotten to understand them in a traditional classroom. I have learned a lot about classroom management and child development in school, but my real-world experience with the fantastic kids who go to College for Kids has been incredibly valuable. They are so very bright, but regardless of how independent gifted children can be, they still need someone to guide them and listen to them. I have been so blessed to be able to do that at College for Kids.



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 2016 DATES:
Session I, **Grades 3 & 4** = June 19 -24
Session II, **Grades 5 & 6** = June 26 – July 1
Session III, **Grades 7, 8 & 9** = July 10 - 16

Teaching Gifted

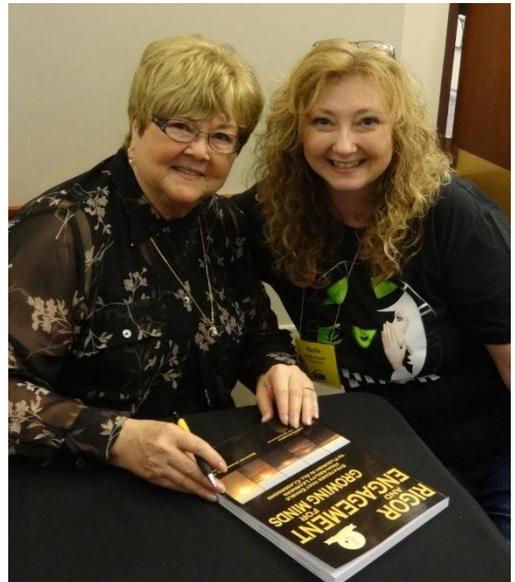
This Blog is dedicated to the LOVE of teaching and learning!

Beginning to Blog

By Sheila Bonner, <http://bonner4gifted.blogspot.com/>

One of the things I struggle with is finding professional development that speaks to what I teach. Since I am one of only two elementary teachers of gifted, most of the district PD is suited to classroom teachers that need to reach those students who struggle.

During a Thursday evening on Twitter (MOchat), the topic was about starting your own blog. I have been encouraged to start my own blog, but I always felt the task was too daunting. I already post to Facebook, Twitter, maintain online portfolios for our students as well as send out a daily email to parents, classroom teachers and administrators. (My teaching partner and I share those responsibilities.) How would I find time to blog too? The Twitter chat gave several common sense suggestions that helped me have the confidence to start a blog.



First of all, I only post to my blog once a week – usually near the end of the week. I have posted resources that I want to share with other teachers, but lately I have been focused on what I am doing for professional development. Most of my PD is found outside of my district, so my blog is more of an “online diary” of how I am trying to improve my teaching and myself as an educator.

I use blogger through Google and I am finding it relatively easy. My only complaint is that you cannot link a picture to a file unless you dive into the html code. I had to have help from our district’s webpage designer to make that work. Otherwise, everything else is pretty easy. I am able to include links and pictures to document how I am addressing PD this year.

My last post (at the time of this GAMbit) was about the book I recently purchased at the GAM conference last month. I found Dr. Bertie Kingore to be a fantastic speaker as the keynote. She was so wonderful that I had to buy her book. She was also kind enough to sign books for those people who purchased or brought their own books from home. I am finding **Rigor and Engagement for Growing Minds** to be an easy read and a MUST HAVE for any classroom – not just gifted! You can find more of Dr. Kingore’s resources at www.BertieKingore.com.

No matter what your reason for starting a blog, I believe you will find it easier than you think. Don’t be afraid to jump right in! Share your experience of starting a blog with the GAMbit (Sheila_Bonner@idschools.org) so that we can let our readers know how it went for you. . . and if you have the time, stop by my blog and leave a comment. I am still learning, and growing in this area, but I am finding it worth my time and effort. Happy Blogging!

Genius Hour

Caruthersville School District
By Lugenia Counce

It has been interesting to watch these older students try to figure out what to work on and then watch as they experiment with ways to orchestrate their ideas!

I have allowed students a 20 minute "work on your own" project this semester. One of my students is interested in animals and wanted to help animals. After brainstorming, she decided to begin by having a project to get her peers to bring donations for the local animal shelter. She had to write a letter to the principal and have an interview with her to explain the project. She had to contact the people at the humane shelter to find out what items they needed, design a flyer to post in the school and around town, and write an article for the newspaper and an announcement for the radio (she decided to let the whole community donate if they wanted to). We held the "Pet Project" the second week of October and it was a big success. She is now planning to do this once a quarter. We had such positive feedback from teachers, students, and community members!

LeAnne is pictured with the local representative from the Pemiscot County Humane Shelter presenting her with a check for \$100. One picture is the student with two volunteers at the Humane Shelter and the pile of donations of food, toys, blankets, and treats the students and teachers brought to the school.



MEGSSS.ORG

PROVIDE THE RIGHT TYPE OF ENRICHMENT AND WATCH THEM GROW

PROJECT
mEgSSS

WE PUT THE M IN STEM

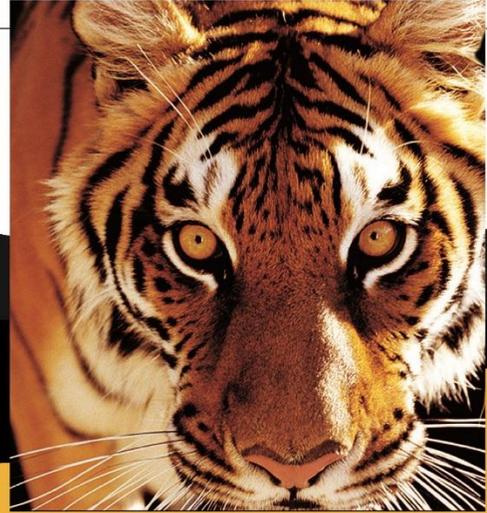
Since 1980, Project MEGSSS, a nonprofit 501(c)3 corporation, has provided services to all qualified students, regardless of race, color, gender, creed, or national origin. Financial assistance available to students who qualify.

PROJECT MEGSSS = MATHEMATICS EDUCATION FOR GIFTED SECONDARY SCHOOL STUDENTS

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GIFTED Education Online

Master's Degree (M Ed) in special education
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Choose your option:

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

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

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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

SPRING SEMESTER 2016

- 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 2016

- 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 2016

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

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