

The GAMbit

An official publication of the Gifted Association of Missouri

IN THIS ISSUE

**LETTER FROM THE
PRESIDENT**

MEMBER UPDATE

**SUMMER
PROGRAMMING
SPECIAL INSERT**

**ADVOCATING FOR
GIFTED EDUCATION
ACROSS MISSOURI**

DESE UPDATE

LEGISLATIVE UPDATE

**HOSTING AN
UNCONFERENCE**

**2024 MISSOURI FINE
ARTS ACADEMY**

**MISSOURI SCHOLARS
ACADEMY 2024 NEWS
BRIEF**

**CHALLENGE FOR
ENTREPRENEURS
COMPETITION**



A Letter from the President

by Dr. Tracy Bednarick-Humes

I was all set to write the President's Letter about providing an enriching experience for gifted children throughout the summer, but then a few things happened that changed my focus. I figured I'd use Katherine Rottjakob and Jessica Harris' presentation from the GAM Speaker Series on meeting the Psychosocial Needs of Gifted Children to inform my letter, but then our Zoom presentation got HIJACKED! About fifteen minutes into the presentation, someone started interrupting Katherine and Jessica asking questions like, "What about me? Am I not special? Am I not gifted?" When I asked the person to mute their microphone and save their questions for the end, they stated, "but I'm here to learn and ask questions—why stop me?" Together, we tried to politely redirect our unwelcomed visitor. At the same time I was frantically scrolling through the participant list to see who was talking, so I could mute them or even remove them, if needed. Unfortunately, they decided to draw an inappropriate image on the screen and that's when I decided to end the Zoom meeting and restart with a new link.

President's Letter

continued from Page 1

The reason why I share this story is because I'm pretty sure that our visitor is a gifted person. The whole time I was trying to find them in the participant list, it looked as if different people were giving the unwelcomed commentary and I couldn't find the name of the person who came into the meeting right before it happened. When I reviewed the recording, it looked like the person was changing their screen name to match various screen names of other participants. That took some talent! It definitely had me confused in the moment and made it impossible for me to kick them out. I am so curious about this person's motive, because they would have had to discover the Speaker Series on Eventbrite and register to get the Zoom link; some thought went into this. Was this a gifted student crying out for help? An adult who was underserved as a child? Or, someone who just wanted to cause a little mischief? We will probably never know. Katherine, Jessica, and I all wished we would have had an opportunity to dialogue with this person about their needs, but the speaker series just wasn't the time and place.

This situation got me thinking: as gifted educators and caregivers we live in the world of making sure gifted students have the services they need, but there is a whole world out there of students who don't qualify for gifted programs but also have gifts and talents that need to be served. Katherine and Jessica shared Renzulli's School Wide Enrichment Model during their presentation and it clicked for me. The model has three goals:

- developing talents in all children,
- providing a broad range of advanced-level enrichment experiences for all students, and
- providing advanced follow-up opportunities for young people based on their strengths and interests. (<https://gifted.uconn.edu/schoolwide-enrichment-model/>)

President's Letter

continued from Page 2

What a great way to examine your schoolwide programming with a lens toward meeting the needs of all learners' gifts and talents! The School Wide Enrichment Model has three components and moves for the general to the more specific:

- Type 1: General Exploratory Activities—all students develop an understanding of their interests and strengths.
- Type 2: Group Training Activities—all students develop skills in a variety of areas from cognitive to creative to affective skills.
- Type 3: Individual or Small Group Investigation of Real World Problems—This is where students specialize in areas of interest and problems can vary in rigor based on students' needs.

This model could also serve as the basis for gifted programming as the gifted curriculum moves from more exploratory to more focused. Additionally, specialized gifted programming could be offered throughout the model at different levels of rigor than the general school population. Perhaps our friend would have enjoyed solving real world problems related to meeting the needs of all learners or building equity into enrichment programs?



But you may still ask, “What do I do with my kids this summer?” I suggest that you use the same model at home with your kiddos or summer school students. Start with exploring their interests, and then move on to building the skills necessary to then address the real world problems they'd like to tackle.

Have a wonderful summer! Explore, learn, and make a difference!



MEMBER UPDATE

At the April 20th, 2024 meeting, the Gifted Association of Missouri voted to update language in their Mission Statement to be more inclusive. The new GAM mission statement is outlined below:

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

Therefore, the Gifted Association of Missouri sets as its goals:

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



SUMMER
PROGRAMMING
FOR STUDENTS



WARRIOR CAMP PROGRAMS ARE DESIGNED FOR BRIGHT MIDDLE AND HIGH SCHOOL STUDENTS LOOKING TO DIG INTO AN EXISTING PASSION, OR TO EXPLORE A NEW ONE!

Sessions include CPR & AED certification, Detective Writers Academy, Spanish Immersion, and Tech Camp (AI adventures, coding quests, 3D printing exploration, robotics rendezvous, and more!).

VISIT OUR WEBSITE FOR MORE INFO AND TO REGISTER TODAY!

<https://www.whitfieldschool.org/summer-programs>



WHITFIELD SUMMER PROGRAMS ARE OPEN TO THE PUBLIC

175 South Mason Road • St. Louis, MO 63141 • 314.434.5141

SUMMER CAMP @ THE STEM STUDIO



📍 Chesterfield Mall
St. Louis, MO 63141



June 3-7: STEM Animal Adventures
June 10-14: Games Galore!
June 17-21 Lights, Camera, Action
June 24-28 Makerspace Marvels

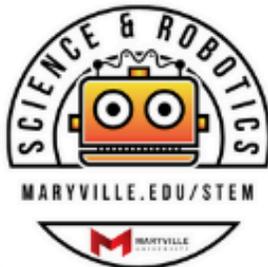
Time: 9 a.m.-4 p.m.
Cost: \$375
Ages 7-12



SUMMER PROGRAMS @ MARYVILLE UNIVERSITY

📍 650 Maryville University Drive
St. Louis, MO 63141

July 15-19: Session 1
July 22-26: Session 2



Our Science and Robotics program is for students ages 4-12 with a focus on hands-on, creative experiences in STEM. Morning sessions run M-F from 9-12 and afternoon sessions run from 1-4. We host over 100 courses taught by highly qualified STEM professionals and teachers. We have before and after care. Students can also choose to purchase or bring a lunch if staying for both sessions.



TEEN TECH is our full day (9-4) program for current 6th, 7th, and 8th graders. Students select a grouping of activities such as robotics, gaming, drones, or arduino. In addition, they participate in exciting field trips, including a visit to the dorms, the state-of-the-art medical Simulation Lab, and the eSports Arena.

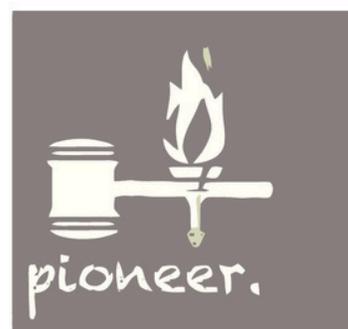


Coding Camp is our week-long high school program crafted to enhance students' understanding of coding and its applications in the contemporary world. Participants will choose from a diverse range of coding activities, including crafting music with Python code, delving into Game Design, and exploring various other coding and college life experiences.

2024

DRURY UNIVERSITY PRE-COLLEGE PROGRAMS

CAMP



SIGN UP NOW

SUMMER PALS & SUMMER QUEST **June 17 – 28**

Grades PK-5th, 8:30 am – 11:30 am

SUMMERSCAPE **July 14-21**

Grades 6, 7 & 8 classes AND Residential

DRURY LEADERSHIP ACADEMY **July 14-21**

Grades 9, 10, 11 & 12 classes AND Residential

We are hoping to see you in 2024!

Please contact me with any questions

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



www.drury.edu/giftededucation
Drury University Pre-College Summer Programs
900 N. Benton Ave. Lay 103
Springfield, MO 65802
417.873.7386



SUMMER

PROGRAMMING FOR TEACHERS



Missouri Alliance
for Arts Education

JUNE 17 & 18

Teaching for Artistic
Behaviors Workshop
St. Louis, MO
moaae.org

JULY 11 & 12

Springfield Regional
Arts Integration Conference
Springfield, MO
springfieldarts.org

JULY 16 & 17

KS/MO Partners in Education
2024 Arts Integration Symposium
Liberty, MO
ksmopartnersineducation.org

Scan the code to learn about other
upcoming events or visit moaae.org



Contact us at
info@moaae.org

Join us at
[@MOArtsEd](https://www.instagram.com/MOArtsEd)    

2024 NEW TEACHER WORKSHOP

for teachers of gifted students



SUSAN MAYNOR

Monday, JULY 15

& Tuesday, July 16

SAGE Northland Innovation Center
North Kansas City Schools
6889 N Oak Traffichighway #100
Gladstone, MO 64118



featuring

Keynote Speaker Susan Maynor is a learning experience designer, visual storyteller, and believer in all things creative in education. She loves to share her more than 25 years of experience by helping to design authentic learning experiences to engage the mind, nurture the heart, and inspire the soul.

\$200

REGISTER
HERE

**FOR TEACHERS
NEW TO GIFTED**

Learn how to meet the unique needs of
K-12 gifted and advanced learners

Reserve your hotel room at the Fairfield Inn & Suites North Kansas City/Gladstone before June 14 to receive a special rate of \$139.

Call 816-866-9693 or

[CLICK HERE FOR ONLINE RESERVATIONS](#)



Want to be a published author?

Whether you are a parent, educator, or administrator, GAM would love to hear from YOU! Potential article topics could be parent involvement, teacher tips, best practices in gifted education, and so much more!

ARTICLE REQUIREMENTS

- 250-500 Words
- Related to Gifted and Talented Education
- Times New Roman, Size 12 Font
- Double Spaced
- Submitted via Word or Google Docs
- Includes 3-4 photos of author and/or related to topic

**DUE
DATES**

**FALL ARTICLES DUE:
SEPTEMBER 1, 2025**

**WINTER ARTICLES DUE:
NOVEMBER 1, 2025**

If interested in writing an
article, email:

gambitpublication@gmail.com

Advocating for Equal Representation of Gifted Education Across Missouri

By Phoebe Pohlman, M.A.Ed in Gifted Education and Talent Development, Gifted Teacher at Perryville Elementary School

Many different areas of education are rightfully recognized by the Missouri Department of Elementary and Secondary Education on the DESE website's special days and events calendar. Areas of education such as school counselors, libraries, special education, etc. each have a day or week set aside to bring awareness to their importance in Missouri's public schools. As I was looking through the awareness days and weeks, I noticed that gifted education was not listed on the DESE calendar. This deeply troubled me, as the needs of gifted students should be treated with the same importance and equality as all other areas of education. As the lack of equal representation for gifted education continued to concern me, I was inspired to turn the real world issue into a unit for my gifted students at Perryville Elementary School.

One of the main skills in the Missouri Gifted Learner Outcomes is communicating effectively, with a subcategory of self-advocacy. I spent the first half of the school year teaching my students the four forms of communication; verbal, non-verbal, written, and visual. During the written communication unit, my students learned how to write a formal email. This spring I focused on the art of persuasion using ethos, logos, and pathos to persuade an audience. When I revealed to my gifted students we were learning about communication and persuasion to persuade the Missouri State School Board to recognize Gifted Education Awareness Week, they were upset to have been overlooked thus far. They wanted to get to work advocating for equal representation of gifted education right away! We even invited other gifted students, parents of gifted students, teachers, and education stakeholders to join in the campaign with us by posting infographics on social media.



Advocating for Equal Representation

continued from Page 11

HELP MISSOURI DECLARE GIFTED EDUCATION AWARENESS WEEK

THE ISSUE

Many areas of education in Missouri's public schools have a specified day or week to rightfully bring awareness to their importance. However, gifted education does not yet have a specified week to bring awareness to its importance in Missouri's public schools.



GIFTED STATISTICS



According to DESE, there are **37,466 identified gifted students** in Missouri, that means **4.35% of Missouri's public school students are gifted**. These students deserve a statewide week to bring awareness to their unique needs as gifted students.

HELP PERSUADE

Teachers, gifted students, parents of gifted students, and administrators may write or email the Missouri State School Board asking them to instate **Gifted Education Awareness Week as the second full week of February**.



SEND LETTERS/EMAIL TO

The submission window for letters to DESE has closed, but Ms. Pohlman's gifted class at Perryville Elementary would like to thank all gifted students, teachers, parents of gifted students, and education stakeholders that contributed their voices to try and bring equal representation to gifted students in Missouri.

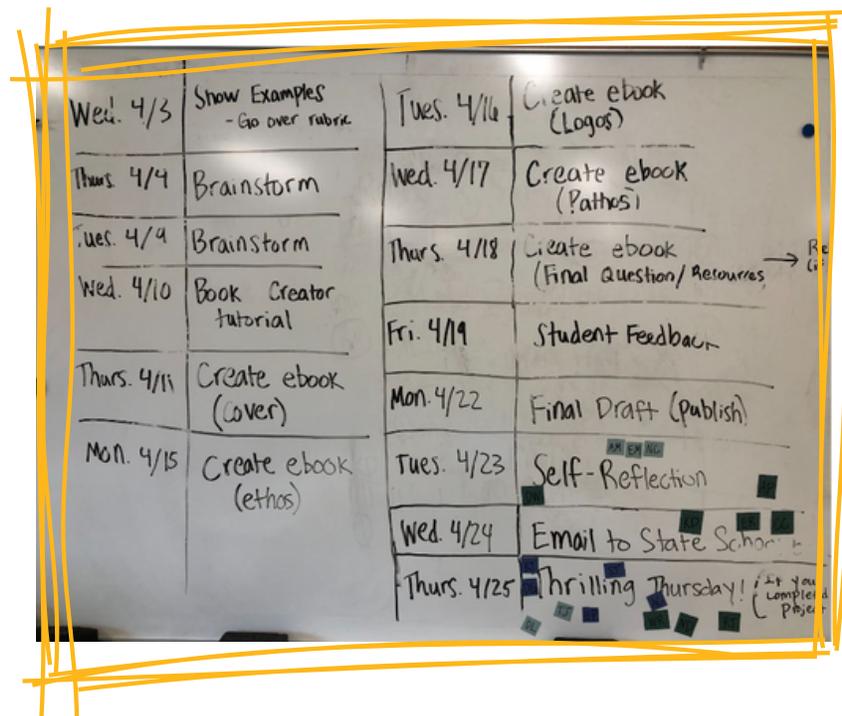


Contact ppohlman@pcsd32.com for more information

Advocating for Equal Representation

continued from Page 12

Their final project for the school year combined all of their communication and persuasion skills. The students wrote and published eBooks using BookCreator.com to persuade the Missouri State School Board to declare the second full week of February as Gifted Education Awareness Week. To complete the communication and self-advocacy unit, students wrote formal emails to the state school board that included a link to their eBook. My students and I heard back from DESE in late April, and we are happy to announce that Gifted Education Awareness Week is now listed on the Special Days and Events calendar of the DESE website! We hope that this new recognition inspires many districts across the state to celebrate and bring awareness to the needs of gifted students during the second full week of February. Although I am thrilled about the outcome of my student's advocacy project, I am most thrilled that my students now possess the skills of a leader to effectively advocate, no matter what the future topic of advocacy may be.



Using the project management tracker on the markerboard, students grew in project management as they moved a magnet with their initials on it each time they completed a step. Each grade level was color coded, which allowed the instructor to quickly see the progress of a group or individual student.

Advocating for Equal Representation

continued from Page 13



Fifth grade students in Ms. Pohlman's gifted classroom display the eBooks they created to share with the Missouri State School Board to advocate for Gifted Education Awareness Week.

Fourth grade students in Ms. Pohlman's gifted classroom display the eBooks they created to share with the Missouri State School Board to advocate for Gifted Education Awareness Week.





TRUMAN
STATE UNIVERSITY

SUMMER '24, FALL '24 AND SPRING '25

100% Online Gifted Education

Learn the skills you need to better identify gifted characteristics in students, develop effective curricula, and provide support throughout the learning process. You're in control with completely online study options. Complete the full Master's program, hand-pick a single course, or anything in between.

WHY TRUMAN?

- An emphasis on current challenges and opportunities unique to gifted education
- A combination of Truman Education faculty and active expert practitioners
- Fully online coursework combined with practical field experience
- A program designed for the working professional

MASTER OF ARTS IN GIFTED EDUCATION

Complete a 30 hour degree program and earn a Master's degree in gifted education.

GIFTED CERTIFICATION

Also available is the option to take certification courses to earn an endorsement from the Missouri Department of Elementary and Secondary Education.

SUMMER 2024

ED 550 G — Introduction to Gifted and Talented*

ED 605 G — Psychology of Exceptional Children (1st or 2nd, 5-weeks)

ED 626 G — Creativity*

ED 650 G — Identification of Gifted**

ED 652 G — Affective Needs of Gifted*

ED 653 G — Programming and Administration of Gifted**

* Offered first 5-week session

** Offered second 5-week session

FALL 2024

ED 550 G — Intro to Gifted & Talented* **ED 604 G** — Professional Learning:
Gifted Policy, Practice, & Research**

ED 605 G — Psychology of Exceptional Children^

ED 619 G — Gifted Internship^

ED 632 G — Research: Applied Education Psychology^

ED 651 G — Curriculum for Gifted (1st or 2nd, 8-weeks)

SPRING 2025

ED 550 G — Introduction to Gifted and Talented*

ED 605 G — Psychology of Exceptional Children^

ED 619 G — Gifted Internship^

ED 632 G — Research: Applied Education Psychology^

* Offered first 8-week

session ** Offered second

8-week session

^ Full semester

Learn more at:
gifted.truman.edu or



DESE Gifted Education Update May 1, 2024

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



Missouri Scholars and Missouri Fine Arts Academies

At the time of writing, MSA and MFAA are gearing up for the summer academies. Dr. Fatih Benzer, MFAA Director, reports, "There were a total of 216 applications for Missouri Fine Arts Academy and MFAA will host 100 students this summer. The 2024 MFAA theme is "Transform" because of the ability of art to transform our perception of the world by stimulating our imagination and exposing us to new possibilities. The most exciting aspect of MFAA is to establish a warm and welcoming environment where so many talented students can thrive academically during their brief stay at MSU. We will offer interdisciplinary and discipline-specific courses. We are dedicated to give our students a variety of opportunities in many different art disciplines that will have a lasting effect on them."

Please look for the MSA article by Brian Stuhlman in this edition of the GAMbit.

The Advisory Council on the Education of Gifted and Talented Children (Council)

The Council took the lead on revising the K-12 Gifted certification. The changes are set to take place on August 1, 2024. The [current](#) and [future](#) requirements are posted on the DESE Gifted Education page.

Gifted Rule and Gifted Program Application

Because of SB 681, the gifted education rule and *Gifted Education Program Guidelines* needed an update. The amendment is focused on the fact that in schools with ADA of 350 or less, teachers providing services are not required to hold K-12

gifted certification. The rule was making progress and then we had to pull it back and adjust the guidance on Alternate Identification Plans. The amended rule and updated *Gifted Education Program Guidelines* will be in effect in November (or later depending on the rulemaking progress). If you haven't studied the changes, you can read the documents shared at the [April State Board of Education Meeting](#).

DESE requests that all districts indicate **if they will or will not have a gifted program** in 2024-25 by completing [this form](#) by July 15. Please verify that someone in your district has completed the form. (Thank you!)

2024 Summer Gifted Education Workshops

Six dates, four Zoom events, three main topics, two in-person meetings... Learn more and register on [Eventbrite](#).

Gifted and Talented Tuesdays 2024-25

I will continue to offer Gifted and Talented Tuesday events during the 2024-25 School Year and will continue with the same general layout.

- First Tuesdays will be Space Talks for Students at 10:00 AM (not 11:00 AM).
- Second Tuesdays will be Information for Gifted Education Leaders at 9:00 AM, focusing on guest speakers.
- Third Tuesdays will focus on classroom ideas at 3:30 PM and will include guest speakers.
- Fourth (and Fifth) Tuesdays will focus on a book study, which is typically a free online book.

Once the fall events are planned, I will post the flyer on the [Gifted Education](#) website.

Call for Speakers: Would you like to share your gifted program and classroom successes? Send me an [email with the topic and dates](#) so I can include you. (Dates – September 10 and 17, October 15, November 12 and 19, and December 10)
We want to hear your stories!

Powerful Learning Conference

The Call for Proposals is open for the Powerful Learning Conference. Conference attendees are interested in learning how to meet the needs of gifted learners in all classrooms. A team approach works well for presenting: include at least one general education teacher who successfully meets the needs of gifted learners paired with a gifted education professional. Also, there is an interest in how gifted programs are using the Portrait of a Gifted Learner and MO-GLOs. Please consider [submitting a proposal!](#)

Upcoming Fall Conferences

If you are using the Portrait of a Gifted Learner and/or the MO-GLOs, I would love to hear from you to collect information, stories, and examples for fall conferences. [Please email me!](#)

Competency-Based Education

Districts across Missouri are buzzing about competency-based education (or competency-based learning). The concept behind competency-based education (CBE) is simple: learning is best measured by students demonstrating mastery of learning, rather than the number of hours spent in a classroom. The thinking is that by redesigning the education system around actual student learning, we will prepare students more effectively for a future in an increasingly global and competitive economy.

[Aurora Institute](#), a non-profit organization focusing on the topic, defines CBE as a system in which:

- Students are empowered daily to make important decisions about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning.
- Assessment is a meaningful, positive, and empowering learning experience for students that yields timely, relevant, and actionable evidence.
- Students receive timely, differentiated support based on their individual learning needs.

- Students progress based on evidence of mastery, not seat time.
- Students learn actively using different pathways and varied pacing.
- Strategies to ensure equity for all students are embedded in the culture, structure, and pedagogy of schools and education systems.
- Rigorous, common expectations for learning (knowledge, skills, and dispositions) are explicit, transparent, measurable, and transferable.

In [Missouri](#) we added an eighth element: Students engage in Real World Learning experiences that support high school, college, career, and workplace readiness.

I believe that CBE is good for gifted students because they can progress based on mastery, not seat time. At a recent DESE-hosted conference, CBE Essentials, the keynote speaker shared ideas and examples from around the country. Throughout the talk I thought, “we do that in gifted education.” Four gifted educators, Dr. Mollie Glazer, Dr. Lenae Lazzelle, Dr. Beth Winton, and I, presented two sessions on developing a Portrait of a Graduate, the first step to developing a CBE system.

Reach out if you are interested in learning more!

Staying Connected

Even though I am in a state office building, I strive to remain connected with gifted learners and gifted education classrooms. This school year I provided feedback on space exploration projects, helped with creativity assessments, contributed to a gifted program evaluation, judged creativity projects, visited classrooms, and met with parents virtually. Help keep me connected by inviting me to participate in your events. I will do my best to attend virtually or in-person.

Happy Summer!

“If you saw a heat wave, would you wave back?”
— Steven Wright, comedian

Heat wave or not, I hope you have a joy-filled summer!

-Christine

LEGISLATIVE UPDATE



Missouri State Capitol Report

By Kyna Iman (GAM Governmental Affairs Consultant)

The Missouri State General Assembly has been working since January to develop a state budget for FY2025 (which begins July 1, 2024). The Gifted Association of Missouri advocates for increases to funding for the Missouri Scholars Academy and the Missouri Fine Arts Academy. Full funding for both these programs will allow students to attend the Academies without having to pay any tuition.

Founded in 1985, the Missouri Scholars Academy is a three-week residential program for 330 of Missouri's academically gifted students who are ready to begin their junior year of high school. The Academy is held each June on the campus of the University of Missouri and administered by the University of Missouri Honors College.

Founded in 1996, the Missouri Fine Arts Academy (MFAA) is a two-week summer residential program for over 100 highly motivated student artists in visual arts, theatre, dance, creative writing, and music. The Academy offers an intensive schedule of classes in interdisciplinary and discipline-specific arts, and a wide range of co-curricular activities. MFAA is conducted in June on the campus of Missouri State University. The Academies reflect Missouri's desire to strive for excellence in education at all levels. The programs are based on the premise that Missouri's gifted youth must be provided with special opportunities for learning and personal development in order for them to realize their full potential.



Legislative Update

continued from Page 18

This budget year, the legislature has recommended \$850,000.00 to fully fund both Academies. At the time of writing this, there is one more vote to be taken in the Senate, prior to the budget being sent to Governor Parson for his approval. The budget must be on the Governor's desk by 6pm, on May 10. The Governor has until June 30, 2024, to sign or veto budget line items.

Thank you to all the GAM advocates who reached out to your State Representative and State Senator to urge their support for this line item in the Department of Elementary and Secondary Education's budget.

Keep up the good fight!!

THANK
YOU!

On April 12, Governor Mike Parson announced two new appointments to the State Board of Education. They will replace Don Claycomb and Peter Herschend, who were both supporters of gifted education.

Dr. Tawni Ferrarini, of St. Charles, was appointed to the **State Board of Education**.

Dr. Ferrarini currently serves as a professor of economic education at Lindenwood University. She previously served as professor and director of economic education and entrepreneurship for Northern Michigan University. Dr. Ferrarini has been a member of the National Association of Economic Education since 2000 and has numerous peer reviewed publications. Dr. Ferrarini holds a Ph.D. in economics and a Master of Arts in economics from Washington University in St. Louis and a Bachelor of Arts in mathematics from Southern Illinois University–Carbondale.

Dr. Thomas Prater, of Springfield, was appointed to the **State Board of Education**.

Dr. Prater currently serves as a partner physician at Mattax, Neu, and Prater Eye Center in Springfield. He is a member of the Missouri State Medical Society and the American Academy of Ophthalmology. He previously served on the Springfield City Council representing zone 2. Dr. Prater holds a Doctor of Medicine from Washington University's School of Medicine and a Bachelor of Arts in chemistry from Southern Methodist University.

College of Arts & Sciences

PRE-COLLEGE PROGRAMS

Continue on your path of academic discovery!



To learn more, visit
precollege.wustl.edu or
scan the QR code.



Washington University in St. Louis

Hosting an Unconference: Keys to Success!



By Dr. Tracy Bednarick-Humes (Lindbergh Schools Gifted Coordinator, GAM President)

No Joke—On April 1st, we hosted a successful Gifted/Twice Exceptional Unconference at Lindbergh Schools' Idea Center, our elementary gifted learning center. What is an “unconference” you might ask? An unconference builds on what many people consider to be the most important aspect of any conference, the networking that happens between attendees during and in between sessions. Another great thing about an unconference, is that with just a little planning and teamwork, you can pull off a successful event!

I first learned about the unconference concept by attending a local Edcamp event when I was still a science coordinator. I think the overarching theme of that event was building access to STEM for students, teachers, and families. Edcamps really are the driving force behind educational unconferences and you can read more about their structure here: <https://digitalpromise.org/edcamp/>.

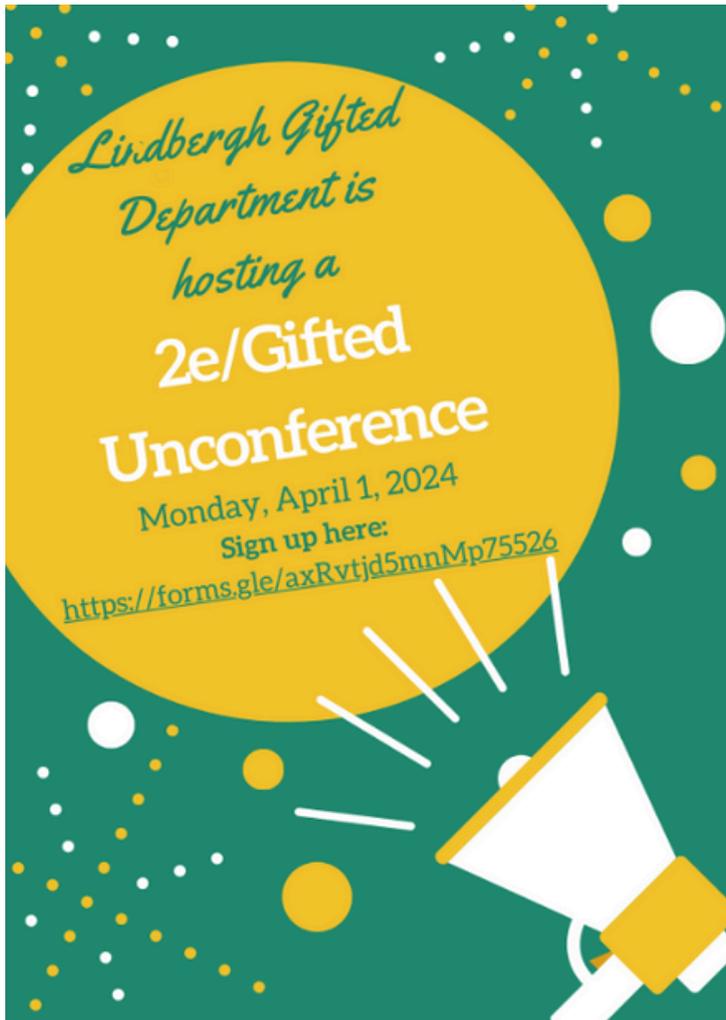
Generally, EdCamp sessions start with a brainstorming session to establish the topics that attendees will discuss in various breakout sessions. This can take the pressure off anyone to prepare sessions ahead of time and allows the topics to flow. When attendees are in various sessions their personal experiences and questions guide the discussions. Additionally, if the conversation doesn't fit an attendee's needs, they are encouraged to use the “Rule of Two Feet” to excuse themselves and wander to another session.

Because I knew we would have a limited amount of time and because we also wanted to include a keynote speaker to jumpstart our brains in the morning, I asked everyone registering to suggest topics ahead of time. You can view the Google Form I used to both register participants and to gather their ideas here:

<https://forms.gle/gWUnmpMaYEkCEZXG6>.

Hosting an Unconference

continued from Page 21



Once I had my Google Form ready, it was time to gather interest in the event. Here is a graphic of the promotional flier I sent to several neighboring districts and through the State of Missouri Gifted Listserv (Thanks, Christine Nobbe!) I sent this out about three months before the event.

About a month before the Unconference, I reached out to those who had mentioned they would be open to facilitating a breakout session to confirm their interest and assign a session to them. I then developed the schedule you see later in this article. (FYI-If you don't use Canva yet, you need to check it out. It's amazing and helps you feel like a graphic design PRO!) A couple weeks before the conference, I sent this schedule out to all the attendees so they would know what to expect. And then right before the unconference, I emailed all the volunteer facilitators to give them guidance on how to "run" their sessions. Please see that email below:

Hello!

Thank you for volunteering to be a facilitator for the unconference conversation tomorrow at the Lindbergh Idea Center! Remember you don't have to be an expert in the content area; just be someone willing to get the conversation started. People may come and go from the session, as we will tell people to "vote with their feet" to find the conversation that will be most meaningful to them (don't take that personally). If you need ideas for keeping the conversation flowing, please see below. Of course, always start with introductions...then...

Hosting an Unconference

continued from Page 22

1. Ask the group members why they picked this topic.
2. What have been some of their triumphs? Challenges?
3. What kind of resources do they use? What do they wish they had?
4. What could change to better meet the needs related to the topic?
5. What else would they like to discuss?

Usually once the conversation is going, people will build off each other and share ideas. Encourage that dialogue.

Attached is a schedule for the day that also lists room locations.

We will go over the rules and structure of an unconference prior to our keynote speaker: Nancy Bonn-Winkler

- Whoever shows up are the right people
- Whatever happens is fine
- Whenever it starts is the right time
- It is over when it is over

 Gifted/2E--April 1, 2024 UNCONFERENCE <i>Schedule</i>	
Welcome	8:15-8:30 Registration and Refreshments in the "donut hole" 8:30-8:45 Welcome and review of the day-- Learning Stairs--Dr. Bednarick-Humes
Keynote 8:45-9:30	Nancy Bonn Winkler, Gifted Counseling Learning Stairs
Session 1 9:45-10:30	Rm. 15-- Tech Share-out (Moderator: Thomas Anderson, Lindbergh) Rm. 2-- Executive Functioning (Moderator: Laura Falk, Gifted Resource Council) Rm. 3-- SEL Needs of Gifted Students (Moderator: Tammy MacLean, Ladue) Multipurpose Rm-- ADHD (Moderator: Abigale Harris, N. St. Francois)
Session 2 10:45-11:30	Rm. 15-- Perfectionism (Moderator: Beth Knoot, Ladue) Rm. 2-- Learning Disabilities (Moderator: Tracy Bednarick-Humes, Lindbergh) Rm. 3-- Gifted Identification (Moderator: Paul Husch, Rockwood) Multipurpose Rm-- My Favorite Lesson Plan/Unit Share Out (Moderator: Mollie Glazer, Parkway)

Hosting an Unconference

continued from Page 23

Session 3 11:45-12:30	Rm. 13-- Acceleration (Moderator: Christine Nobbe, DESE) Rm. 2-- Asynchronous Development (Moderator: Aisha Hasan, Lindbergh) Rm. 3-- Sensory Issues (Moderator: Laura Macheca, Lindbergh) Rm. 4-- Perfectionism (Moderator: Lauren Maschmann, Lindbergh) Multipurpose Rm-- Accommodations (Moderator: Kelly Clark, Kingston)
Optional Lunch 12:45	Chevy's Fresh Mex 12466 Tesson Ferry Rd. St. Louis, MO 63128
Location: Lindbergh Idea Center The Round Building at LHS 5000 S. Lindbergh Blvd. St. Louis, MO 63126	
Lindbergh Staff--PLC after lunch	

The day of the unconference went off without a hitch. Because this also counted as a professional development session for my staff, I was able to use my professional learning budget to provide some morning refreshments. I recruited parent volunteers to help with registration and my team worked together to set up the facilities. Our one hiccup was that technology forgot to set up the microphone for our keynote speaker, but Nancy Bonn-Winkler used her teacher's voice and we did just fine! After the keynote, attendees set off to sessions based on their interests. It was great to wander the rooms hearing educators sharing resources, problem solving together, and also commiserating at times!

Below is a sample of some of the feedback from the event:

"I thought it was a great day! I liked having a keynote presenter to kick things off. Using the unconference approach meant that there was less time preparing presentations and more time talking and sharing. A "half day" was enough time and an opportunity to socialize over lunch was great!"

"Thank you so much for hosting this wonderful event! It was really beneficial to meet with others who are rowing the same boat."

I would definitely do this again and recommend a similar format to anyone who wants to run a conference that is low cost, high impact, and easy to plan. As always, feel free to reach out if you have questions or would like to brainstorm a plan for your area!

2024 Missouri Fine Arts Academy

By Faith Benzer

The Missouri Fine Arts Academy is an intensive two-week interdisciplinary arts program that includes classes and extracurricular activities in creative writing, music (vocal and instrumental), dance, theater, and visual arts for a select group of students in Missouri high schools. Its layout accommodates a range of learning preferences, meets certain fine arts knowledge requirements, and offers a platform for collaborative learning. MFAA 2024 is tuition-free because of funding from the State of Missouri and individual contributions. The Academy seeks to inspire and push students to investigate, produce, and exhibit new works of art; to think creatively when posing and resolving issues; to engage in a dialogue that maintains a balance between concept, process, and product; and to encourage artistic risk-taking behavior in a setting that values and challenges intellectual faculties.

This year, MFAA received the highest number of applications compared to the previous years. We accepted 100 students out of 215 applicants to host in “Wood Hall” on Missouri State University campus in Springfield, MO. A selection committee composed of professors, artists, and arts educators evaluated all application materials before selecting qualified participants. Students will take courses in “Ellis Hall,” “Craig Hall,” and “the Brick City.” We are delighted to say that our students will attend the “The Beautiful: The Carole King Musical” at Tent Theatre on MSU campus. Students will also enjoy great performances by renowned musicians and artists to expand their horizons as young artists.



The 2024 MFAA theme is “Transform” because of the ability of art to transform our perception of the world by stimulating our imagination and exposing us to new possibilities. The most exciting aspect of MFAA is to establish a warm and welcoming environment where so many talented students can thrive academically during their brief stay at MSU. We will offer interdisciplinary and discipline-specific courses along with elective ones. About 20 students make up each interdisciplinary course, which includes actors, singers, musicians, creative writers, and visual artists. Two faculty members with expertise in various artistic disciplines lead each interdisciplinary course.

We are dedicated to give our students a variety of opportunities in many different art disciplines that will have a long-lasting effect on them.



GAIN MASTERY IN GIFTED EDUCATION

JOIN A TOP-RANKED MIZZOU EDUCATION PROGRAM

100% ONLINE | EARN YOUR FULL M ED IN GIFTED EDUCATION OR COMPLETE ONLY THE COURSES YOU NEED TO MEET DESE REQUIREMENTS

University of Missouri's (Mizzou) College of Education & Human Development offers exciting options for teachers looking to maximize the rewards of working with gifted students — entirely online.

If you want to teach gifted students, Mizzou has three 100% online options:

EARN YOUR MASTER OF EDUCATION IN GIFTED EDUCATION (M ED).

The 30-credit-hour program includes all the course work you'll need to meet Missouri Department of Elementary and Secondary Education (DESE) requirements for gifted education, while increasing your earning potential.

MEET DESE GIFTED CERTIFICATION REQUIREMENTS.

Complete only the 23-credit-hours of gifted education course work needed for certification from the state. Finish in two years or less.

EARN A 12-CREDIT GRADUATE CERTIFICATE IN GIFTED EDUCATION.

Start your path toward meeting state requirements for gifted certification. Finish in as little as one year.

All three are career-building paths. The credits you earn completing options two or three can apply toward an M Ed in gifted education or a similar degree later. Regardless of your choice, Mizzou's online gifted education options are affordable, practical steps to achieving your dreams.

- Join an online community of dedicated educators like you, connect to a diverse professional network and increase your earning potential while working full time.
- Hone research-based skills in differentiated instruction and gifted pedagogy.
- Transform your classroom, bolster student success and have an impact on learning that lasts a lifetime.

Don't miss the chance to take one of these options. Advance your career and nourish your love for learning in your classrooms.

FOR MORE INFORMATION, CONTACT:

Jena K. Randolph, Ph.D.

Assistant Professor and Special Education Online Program

Director, Department of Special Education

RandolphJ@missouri.edu

573-884-1911



SCAN ME

TAKE THE NEXT STEP.

CONTACT US TODAY:
online.missouri.edu/GAMbit

Missouri Scholars Academy 2024 News Brief

By Brian Stuhlman

During the summer of 2024, the flagship campus of the University of Missouri in Columbia will host the Missouri Scholars Academy (MSA) for the 40th time! Looking back to that auspicious summer in 1985, one might pin the longevity of MSA on two mainstays: consistency and change (or standardization and differentiation, for those fluent in education-ese).

What is consistent for 2024? This year's Academy will once again welcome approximately 330 scholars fresh off their sophomore year, bringing our total scholar numbers to just about 13,000! Scholars will form a home base at Mark Twain Hall, and they will attend classes on campus, including a three-hour major in the morning, a one-hour minor in the afternoon, followed by a one-hour "COR" class focusing on social-emotional learning and discussion-based exploration. Afternoons and evenings will offer a variety of activities, workshops, discussions, service opportunities and other unique programs...all of which are curated and designed to provoke thought, stimulate creativity, and inspire discovery.

This year MSA saw the biggest nomination cycle since COVID (efforts continue to increase these numbers, and to see more representation from ALL of Missouri's counties.) This year's Academy promises to be as unique as its 39 predecessors, offering a place where gifted and talented people can talk and work and debate and discuss in safety and camaraderie. And just as in a barbershop quartet, each individual brings their own voice to add to a magical new harmony that is created only when young people "find their people."



MSA 2024 News Brief

continued from Page 27



MSA 2024 News Brief

continued from Page 28



What is unique about this 2024 Academy? Well, we don't want to give too much away! What we can say is that scholars will be given endless opportunities to participate and engage, and to have unparalleled experiences. This smorgasbord of options include programs that will challenge mathematical theorems, suggest new perspectives on the arts, and encourage expression in writing, speech, and song. Afternoon and evening programming will offer topics ranging from earthquake seismology, artificial intelligence, myth, philosophy, ethics, chemistry, delivered by experts from academia and private sectors, including an astronaut, a Grammy-nominated storyteller, genocide survivors, an African storyteller, and more.

One speaker that will interest the larger education and gifted education community is the keynote speaker for the annual Teacher Appreciation Day, where scholars may nominate a teacher that is important to them in some way. This year, the keynote speaker is none other than Dr. Temple Grandin, a noted academic and animal behaviorist.

*** If any GAM member is interested in attending the Teacher Appreciation Day speaker presentation of Dr. Temple Grandin, the program will be at 7:15pm on Monday, June 24, in Mizzou's Jesse Hall Auditorium.**

You can register for this event by going to this link:

https://missouri.qualtrics.com/jfe/form/SV_eWZlAX5rokwFRR4

The faculty and staff of the 2024 Missouri Scholars Academy are excited to welcome this year's class of scholars to a once-in-a-lifetime experience this June at Mizzou!

2024 GIFTED ASSOCIATION OF MISSOURI

Conference

ALL OF US



7TH-8TH
OCTOBER
2024

JOIN US AT THE
UNIVERSITY OF MISSOURI - COLUMBIA

REGISTER HERE BEFORE AUG 31 FOR AN EARLY BIRD DISCOUNT

Innovation Challenge for Entrepreneurs Competition Wins Big with Students

By Jennifer Blank (Gifted Education Specialist at Wydown Middle School In the School District of Clayton, Assistant Direct of GAM District 8)

On February 23, 2023, my middle school students and I sleepily boarded a bus at 4:30 am to depart St. Louis on a drive to Sedalia. I knew that we were going to an invention competition, of sorts, but the Innovation Challenge for Entrepreneurs really delivered! Housed on the campus of State Fair Community College in Sedalia, MO, students had the opportunity to put the design thinking process to use while ideating, iterating, prototyping, and pitching their own original invention. Students demonstrated skills through developing an innovative project as an entrepreneur by preparing a pitch and business/marketing campaign for the innovation.



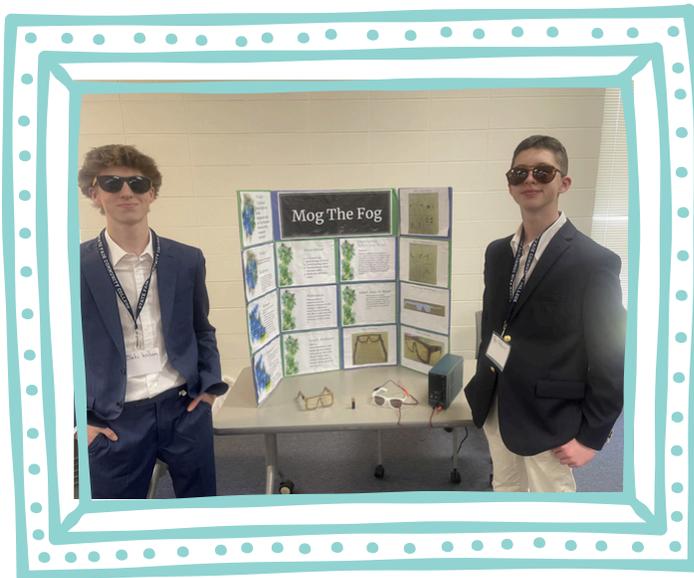
My students had prepared for months for this one singular moment: the pitch. Each invention team (a solo student or a pair) had an opportunity to pitch to the judges by displaying a tri-fold presentation board, a prototype, and preparing a speech. The most magical part of the day was the kindness that the judges showed to the students; every student emerged from those rooms beaming, saying that it went great and that the judges had really liked their invention or given them some sort of complimentary feedback. They felt proud and accomplished.

Innovation Challenge

continued from Page 31

When students were not presenting, there was a whole itinerary of activities planned for them to take part in. Current college students taught them to use the 3D printers and laser cutters. There were walking tours and demonstrations. The Daum Museum of Contemporary Art at State Fair Community College was truly a hidden gem in Missouri, and we toured it for free! The real highlight, however, was walking around and seeing what inventions had been dreamt up by these middle school minds.

After lunch, the top scorers from each judges' room were announced as finalists and invited to present their pitch again to one final set of judges. After the pitches and judging for the finalists came to a conclusion, the winners were announced. Out of the 6 school districts and 37 inventions presented, the 3D-printed trophies were awarded:



1st Place: Blake Wilson and Tyler Poelker from Wydown Middle School for “Mog the Fog” - A heated glasses/sunglasses lens that prevents lenses from fogging up through an integrated wire.

2nd Place: Meg Linsenhardt and Aleks Simic from Marshall for “STEAM Train” - carts that help to provide simple, hands-on STEM learning opportunities for classrooms.



Innovation Challenge

continued from Page 32

3rd Place: Mike Milchanowski and Sam Gruber from Wydown Middle School for “RamDrive” – A simple device that will improve laptop loading speed by adding additional memory, in a convenient jump drive-like device.



Mark your calendars for February 2024 to attend the Innovation Challenge for Entrepreneurs! Curtis Hartley, competition head, says they plan to expand the competition to serve grades 6-12 next year, opening it up to high school students. Keep an eye on their website as details draw closer:

<https://sites.google.com/knobnoster.k12.mo.us/sfcc-ice-challenge-information/home>

