

FALL 2021

THE GAMBIT

The Official Publication of the Gifted Association of Missouri

Giving Thanks

BY ALEX PAGNANI, EDITOR

As this issue hits distribution, trick-or-treating has passed along with our 2021 Virtual GAM Conference. While we had hoped to share this year's conference with you in person, there is still much for us to be appreciative of as we head towards Thanksgiving.

First, the conference was a joy and so many were able to attend!

Second, GAM has an active legislative year approaching, including our annual GAM Day at the Capitol on Feb. 23rd for students and teachers alike! Third, a marvelous group of volunteers have joined the GAM Board... but they've kindly left some spots open for you! (p. 12). Lastly, the awards and scholarships season is upon us, so please nominate deserving candidates by Dec. 31st.



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Resilience and Reinvention

GAM President Meredith Wisniewski

While I normally try to have my thoughts for the GAMbit organized and submitted ahead of schedule, I'm pushing the deadline this time (sorry to our amazing editor, Alex Pagnani). I promise I have a good reason, though -- I wanted to soak in as much as I could from our annual conference before sharing my reflections. While hosting it virtually again this year was not our hope, we were thrilled to get creative and find more ways for everyone to interact. We appreciate everyone's patience and flexibility, and we are so proud of the live and on-demand content we provided this year. We welcomed a mix of veteran and new presenters, and all of them brought wonderful energy and inspiration -- we thank you!

This year's theme of Resilience and Reinvention seemed a natural choice. Whether we are figuring out learning during a pandemic or looking at equity with a long-overdue critical eye, it feels like we are all being asked to constantly dig a little deeper and give just a little more. Educators and parents alike encourage our gifted learners to show perseverance and creativity when faced with a problem, but admittedly that's sometimes easier said than done...especially when we realize we should be taking our own advice. In cultivating sessions reflecting Resilience and Reinvention, we knew we wanted content that was relevant and meaningful; there is a fine line between genuine care and toxic positivity. However, we also know that truthful dialogue is more useful than prose without depth. Colin Seale's keynote and breakout sessions challenged us to re-imagine education not just because we want to, but because we have to. Subsequent sessions on equity reminded us yet again that gifted education for all students is a right, not a privilege. Resilience and Reinvention is hard, but when we consider our "why" it takes on a whole new meaning.

That being said, #GAM21 also reminded us how to reinvent our time with students. Attendees of Dr. Kathryn Fishman Weaver's Brain Lab delighted in interaction, creating memories even if they were over the ubiquitous Zoom. Sessions on STEAM, film making, creativity, and more brought us back to the beauty of engaging gifted thinking and letting it soar. We heard from experts vocalizing the worry in many of us that it's actually ok not to always feel ok, and we created space for parents to process. This year's conference ran the gamut with a little something for everyone. Despite having so much on my plate right now, I left the conference feeling refreshed and excited. I have no illusions that the hardships many of us are facing right now will magically disappear, but I am reassured that this gifted community does great things and provides immeasurable support.

Our hope is for everyone to be able to safely get together next year for #GAM22. However next year's conference ends up looking, know that we are honored to make that happen for all of you.

Sincerely,

Meredith Wisniewski



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FOR MORE INFORMATION, CONTACT:

Nancy Gerardy

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



SPRING SEMESTER 2022

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

SUMMER SEMESTER 2022

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

FALL SEMESTER 2022

- 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)

LEARN MORE online.missouri.edu/GAMbit-F21





DESE Gifted Education Update
November 2021

Christine Nobbe
Director, Gifted Education
Christine.Nobbe@dese.mo.gov
573-751-7754

The 2021-22 School Year is well under way! I appreciate your dedication, your hard work, and your love for gifted learners and gifted education. Thank you!

Some of the projects I've focused on at DESE since my July update:

- The summer workshops were well attended. The Social-Emotional Learning workshop produced many new lessons. Participants of the MO-GLO workshop drafted gifted learner outcomes that school systems **may** adapt and adopt. The four strands are: Creative and Innovative Thinking; Critical Thinking, Systems Thinking, and Decision Making; Problem Solving; and Social Emotional Learning. I would love your feedback on this document. **Please email me if you would like to read the draft.**
- **Gifted and Talented Tuesdays are going well and will run through December 14, 2021.** The flier is in the Quick Links of the DESE Gifted Education webpage. <https://dese.mo.gov/quality-schools/gifted-education> . I have guest speakers lined up for several Tuesdays and I look forward to seeing students at the Space Talks on the First Tuesdays. I welcome feedback as I plan for second semester.

- Members of the **Advisory Council on the Education of Gifted and Talented Children** have been working on several projects: a survey, student data analysis, and modules for school administrators. These projects were detailed in the 2021 biennial report to the State Board of Education (SBE) on October 19. Read the report here:
<https://dese.mo.gov/media/pdf/october-2021-report-education-gifted-and-talented-children>
- Our gifted rule is under review and the amendment was presented at the October SBE.
<https://dese.mo.gov/media/pdf/october-2021-consideration-notice-proposed-rulemaking-amend-5-csr-20-100110-programs> **There will be a comment period in December – watch for notices.**
- Consultations with districts and communications with parents continue to be an important part of every day.
- I am presenting at several fall conferences to share Missouri gifted education information with various education professionals.
- The “desk audits” have begun.

-Christine



Looking back: Ready for Open House! August 17, 2009

Thank You to Our 2021 Conference Sponsors!

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conference tab on the
GAM website.



Missouri Alliance
for Arts Education



PEGS
program for exceptionally gifted students



RESILIENCE & REINVENTION

GIFTED ASSOCIATION OF MISSOURI

GIFTED ASSOCIATION OF MISSOURI

2022 State Advocacy Agenda

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

FUNDING FOR GIFTED EDUCATION PROGRAMS

Support legislation that requires every school in Missouri to 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.

Rep. Aaron Griesheimer (R-Washington) and Senator Denny Hoskins (R-Warrensburg) have agreed to file bills to this effect. Please contact your local State Representative and State Senator to ask them to support these bills, using the URL below to help determine who they are and how to contact them.

MISSOURI SCHOLARS ACADEMY & MISSOURI FINE ARTS ACADEMY

Support state funding for the Missouri Scholars Academy and Missouri Fine Arts Academy for June, 2023. The Academies were appropriated \$500,000.00 for FY22.

- The Scholars Academy is a three-week residential program at MU for 330 rising high school juniors who are academically gifted;
- The Fine Arts Academy is a two-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 \$3.56 billion appropriation in House Bill 2 for the Department of Elementary & Secondary Education.

OTHER GIFTED FACTS & FIGURES

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

2022 GAM DAY AT THE CAPITOL IS WEDNESDAY, FEBRUARY 23, AT 10:00 AM

You can find your legislators by visiting the Missouri Senate website.
Legislative Look-Up: www.senate.mo.gov/lookup/leg_lookup.aspx
It will give you contact information and a webpage on your Legislators.

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

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Success Stories from Bowling Green!

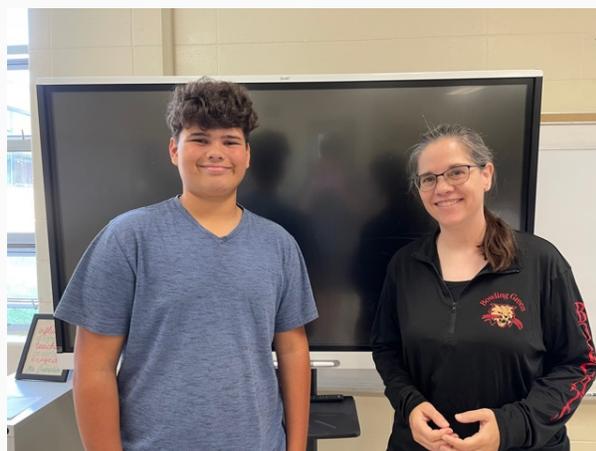
By Alison Frederickson, Coordinator of Gifted Education,
Bowling Green Public Schools

Aaron McBride, HS Freshman

After only 1 semester in Academic Stretch (our gifted classes in Middle School), Aaron volunteered to speak at the school board meeting about the newly created district wide gifted program. This is a kid who knew the insides of the principal's office as he would sometimes find things to do in class that were not always the best choices. School was boring to him.

Then he was placed in Academic Stretch where expectations were consistently high and he was challenged to create and learn new concepts. He thrived. When presenting to the Bowling Green School Board he talked about all the new things he was learning in the Psychology and Inventions Units. He talked about how he now felt a sense of purpose at school and had found his support group. Aaron also mentioned that he had one regret about the program - that it did not start two years ago so he could've been in Academic Stretch for his 6th and 7th grade years.

As a current freshman in high school, Aaron now plays on the football team, is in chess club, and endeavors to go to either West Point or the Air Force Academy.



Trenton Calvin, 8th Grade

When Trenton first walked into the informational meeting about the gifted program in August of 2020, his dad informed me that Trent does not talk much at all. I then asked Trent if he would hand out the flyers to incoming attendees to the meeting and he hesitantly obliged. It was the start of a wonderful journey.

He won 1st place in the science fair last year for his invention of a phone app that he created in Academic Stretch class. After just one semester of being in Academic Stretch he was asked to present to the Bowling Green School board and share his experience of being in the fledgling gifted program. "A few months ago, I never would have thought I'd be standing here presenting to you right now as I have much anxiety about public speaking, but this program deserves to be recognized. It has given me the opportunity to expand my interests and further my passion for technology. Thank you for giving Bowling Green this new program so kids like me can be challenged and grow."



His input is highly regarded when problem solving computer technical issues around the classroom. He has now taken the initiative to learn the computer coding language Python and has created his own website building platform on which he corresponds with many people from different countries. His goal is to go to college and major in cyber security.



National Inventors Hall of Fame®

EDUCATION PROGRAMS



Contact us to discuss our K-8 evidence-based and cross-curricular in school, after school, and summer school programs. We align with ARP, MLS, SEL, NGSS, ELA, Math, and more. Our all inclusive programs contain all the curriculum, materials, and professional development you need to implement hands-on STEAM programs.

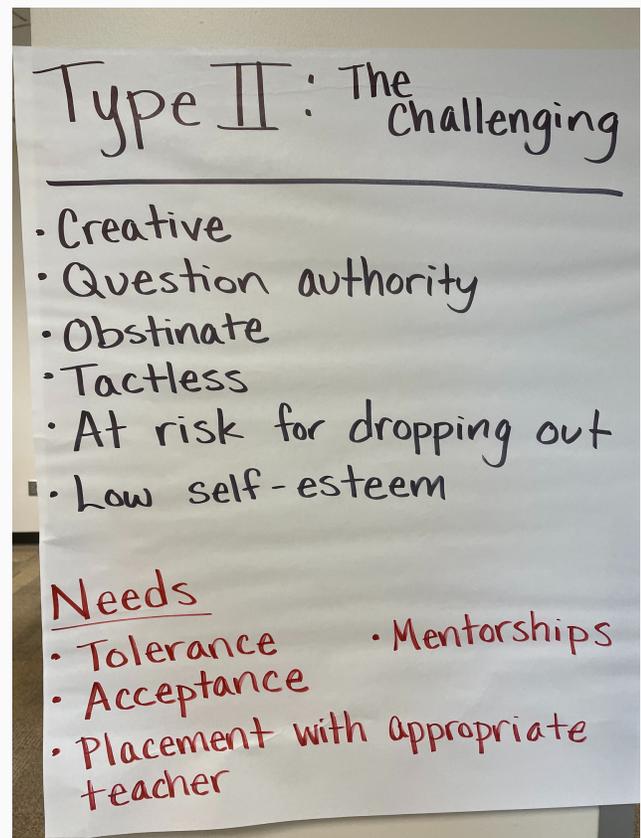
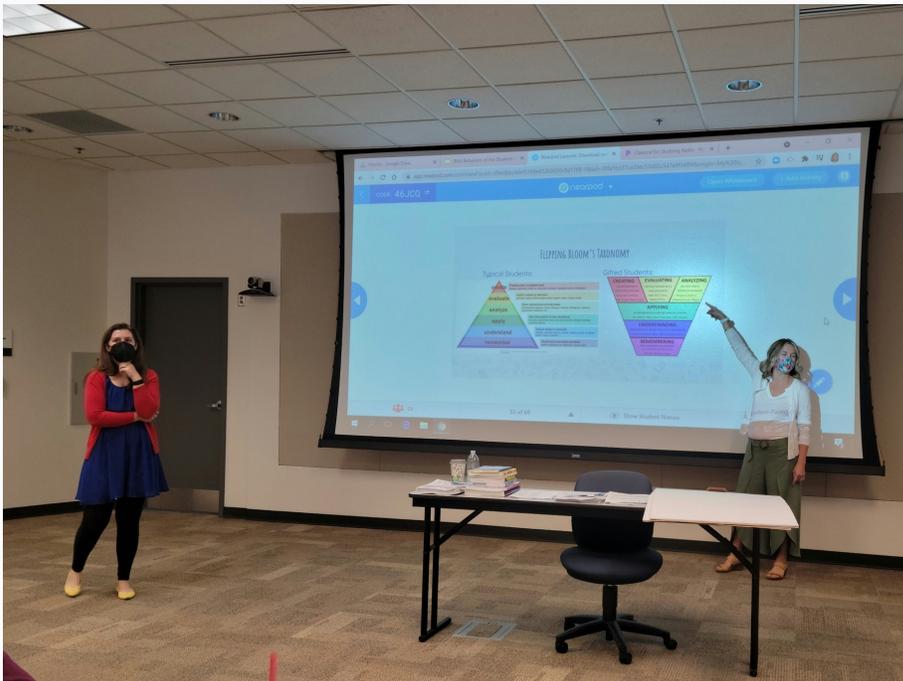
Learn more about our 30 years of experience at invent.org/educators or email LLeibman@invent.org.



Summer Professional Development at the Raytown School District

By Jennifer Blank

In preparation for the new school year, 38 teachers in the Raytown School District chose to spend part of their summer learning about the needs of gifted learners. Jennifer Blank, GAM Region 3 district director, and Jenna Adkins led the professional development on the identification of gifted students, common characteristics of different gifted populations, and differentiation for high-level learners. Participants used a jigsaw activity to learn about the 6 Profiles of Gifted Learners (Betts & Neihart, 1988), in order to broaden their understanding that there is no cookie cutter gifted student and that gifted learners may be different from our preconceived notions.



Lindbergh Schools/
Gifted Association of
Missouri
**Gifted Virtual Speaker
Series**



Second Monday each month from 7-8 pm. Please register via Eventbrite. See links with each speaker's details.

September 13, 2021

Mr. Justin Villet, Lindbergh PEGS Gifted Specialist and Gifted Programs Consultant, will speak on **Fostering a Growth Mindset with Gifted Students**. Request a recording by emailing Dr. Tracy Bednarick-Humes at tracybednarick@lindberghschools.ws.

October 11, 2021

A favorite question for our students is, "Is there another way to do this problem?" Warren Clark of Project MEGSSS will present an approach to **Working with Gifted Math Students** that cultivates critical thinking and strengthens study habits using challenging mathematics. Request a recording by emailing Dr. Tracy Bednarick-Humes at tracybednarick@lindberghschools.ws.

November 8, 2021

Mrs. Margaret Dickinson, Lindbergh Gifted Programs Counselor and certified Art Therapist, will present **Dealing with Big Emotions**. Register here:

<https://www.eventbrite.com/e/gifted-speaker-series-tickets-165812897841>

**No Gifted Speaker Series in
December**

January 10, 2022

Dr. Tracy Bednarick-Humes, Lindbergh Schools Gifted Coordinator and Gifted Association of Missouri Executive Vice President, will share ideas to **encourage and practice creativity** with your gifted student/child. You might even ignite your own creativity! Register here:

<https://www.eventbrite.com/e/gifted-speaker-series-tickets-165811626037>

**February 7, 2022 -- (Note: 1st Monday
of the month)**

Brad Barry & Justin Dove, Mirman Academy, will speak on **Executive Functioning in Gifted Students**. Executive functioning is a term for the essential self-regulating skills that we all use to complete activities from the planning stage to the final deadline. In gifted students, these skills can sometimes take longer to develop. In this session, we'll look at ways to help students build executive functioning skills both at school and at home.

Register here:

<https://www.eventbrite.com/e/gifted-speaker-series-executive-functioning-tickets-166080566445>

March 14, 2022

Hollis Moore, Kirkwood Schools Gifted Specialist, will return to share more ideas for how to **"Gamify" Learning**. Register here:

<https://www.eventbrite.com/e/gifted-speaker-series-tickets-165814364227>

April 11, 2022--Currently accepting

proposals. Please email Dr. Tracy Bednarick-Humes at tracybednarick@lindberghschools.ws with suggestions or speaking proposals.

An Interview with Rachel Hensley

By Christine Nobbe

Rachel Hensley is the junior high gifted education specialist in Carl Junction. She is one of the 2022 Teacher of the Year finalists. The mission of the Missouri Teacher of the Year (TOY) Program is to honor, promote, and celebrate excellence in the teaching profession. (*To learn more about TOY, please see end of the article.) I am excited that we have a gifted education teacher as a TOY finalist and conducted this interview to learn more about Rachel and her gifted program in Carl Junction.



I began our interview with the question, “Tell me how long you’ve been teaching.” Rachel has been a teacher for seven years, all at Carl Junction, with one year in fourth grade and six years as the gifted educator. Lori Good was the gifted educator before Rachel, and Lori mentored Rachel to take the position when Lori retired. Rachel started on a provisional certificate and took courses from MU to obtain certification. Rachel was in Lori’s pilot gifted education class, back in the late 1980’s. Lori had been a fourth grade teacher before becoming the Carl Junction gifted teacher.

Before becoming a teacher, Rachel was a young mom with part-time jobs. She was a medical courier for 13 years. She laughed that she is desensitized to gross things because “I literally carried body parts in my trunk.” The students love her stories and the experience comes in handy when student vomit in the hall. “I’m the person who runs out and keeps students away from the mess. Everyone else is grossed out.”

She and her husband also ran a party rental company and they are pastors in a local church. She became a non-traditional student when she went back to school at 35. She received her undergraduate degree at Missouri Southern State University in Joplin.

I asked Rachel a bit about the TOY process. She shared that a collection of parents, students, and fellow teachers at Carl Junction Junior High nominated her for the Teacher Impact Building Award. From there she wrote essays and was interviewed by a panel. She was selected as the Secondary Teacher of the Year, the District TOY, and then went on to the state level competition, where she became a regional teacher of the year, a TOY semi-finalist, and finalist.

She said that her students, colleagues, family, and community members have been very supportive. They are so proud of her and she has heard from people she hasn’t seen in years. An old acquaintance let her know that she saw Rachel’s face on the town’s digital billboard. Rachel is overwhelmed by the community reaction and is so proud to be from Carl Junction.

Always a teacher I asked, “What did you learn from this experience?” Rachel replied, “I learned that I have something to say, and people will listen! This has been a huge victory for me. I’ve always struggled with imposter syndrome. I learned that I can do hard things. I can make big things happen. It has been amazing to be able to bring things I’m passionate about to the forefront.”

I followed up with “what are you passionate about?” Rachel quickly responded, “I’m passionate about one of the things we are struggling with now - mental health in our school – the students and the teachers. There have been a lot of changes with COVID-19, lots of added pressure. It is important to take care of the mental health of the students and adults. There is a stigma associated with some mental health issues, and I would like to work on that. Carl Junction has made strides in many areas. Teachers can request mental health days and counseling sessions are available. Students and teachers need to be heard – being heard does so much for you. The administration has been very responsive.”

She went on to add, “I’m also passionate about gifted education. I love that I have friends and allies that work with me. We also have a teacher at the elementary school and the high school, Kristin Riley and Kristina Alford. They are amazing gifted teachers. The kids love their gifted teachers! We all work well together. We work well with the general education teachers so that students are successful. When our students have struggles, we all work together.

I asked, “Do you have any words of wisdom for gifted education specialists?” Rachel offered three big ideas:

1. Gifted Students need transferable skills in problem solving, critical thinking, creativity, and collaboration.
2. Kids need a purpose. “My students are always asking ‘why are we doing this?’ If they can showcase their work and share with the community it gives them purpose. On my white board I have the question, ‘What is the Big Picture?’ in red marker. We are always coming back to the big picture. “
3. Students need flexibility, choice, and individualized learning opportunities. “My students do an independent project each year, but they do collaborate. This year we are looking at History Day, Destination Imagination, and Future Cities.”

I explained to Rachel that I’m presenting at the Secondary School Principal Conference and my goal is to show the principals that gifted programs impact the students AND the school community. I asked her if she and her students have worked on a project that has impacted the school community. Rachel excitedly talked about a new idea that the students will be working on this year, a Medieval Fair for the elementary school students to attend. We had a long conversation about all of the things an elementary school student could learn from a Medieval Fair, beyond the history of the middle ages.

It turns out that Rachel is currently working on a project that impacts the community – she is the Destination Imagination Coordinator for Carl Junction. She does Destination Imagination (DI) in the gifted program as a choice independent project, but also coordinates DI for the district. All students are invited to participate in DI. Our DI discussion was cut short when we both realized that the time had flown by and we each had another meeting to attend.

If you have an opportunity to visit Carl Junction or need a speaker for a gifted education event, I highly recommend reaching out to the enthusiastic, charming Rachel Hensley!

-Christine

***Teacher of the Year Information from the Department of Elementary and Secondary Education**

The major purpose of the Teacher of the Year program is to recognize the contributions of the classroom teacher. Teacher quality and effectiveness is the most important school-based factor impacting student learning. No one person has a greater impact on the education of a child than does the teacher who creates the learning environment where children flourish and grow. The mission of the Missouri Teacher of the Year Program is to honor, promote and celebrate excellence in the teaching profession.

Beginning with the 2015-16 year, the Department of Elementary and Secondary Education established a Regional Teacher of the Year recognition level to the Missouri Teacher of the Year Program. Through this addition, Missouri is able to recognize excellence in teaching at the school, district, regional, and statewide levels.

There are two distinct routes that ultimately lead to the Missouri State Teacher of the Year Program. In some Missouri school districts, there is a building/district process that recognizes a district level Teacher of the Year. Other districts do not have a structured process in place for this recognition. Because one of the goals of the Missouri Teacher of the Year Program is to recognize highly effective teachers across the state, we want to acknowledge this difference and provide opportunities for all public and charter schools to participate. The statewide competition is part of the National Teacher of the Year Program, sponsored by the ING Foundation and Target and is a project of the Council of Chief State School Officers (CCSSO) in partnership with the University of Phoenix Foundation and People to People Ambassador Programs.

For further information about the Teacher of the Year program, please visit the [DESE website](#).



Congratulations to Josh Hawkins, JJ Hawkins, Cameron Tedrick, and Kaitlynn VanDeWiele for their exceptional work in Future City! In this photo Future City Coordinator Martina Baur presents a proclamation from Senator Dave Schatz to the team and their teacher, Ms. Jennifer Hawkins.



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Social-Emotional Learning for Missouri's Gifted Students

The Project

During the summers of 2020 and 2021, gifted education specialists participated in a statewide Social-Emotional Learning (SEL) lesson writing project led by representatives from the Department of Elementary and Secondary Education (DESE), the Gifted Association of Missouri (GAM), and Lindenwood University. Over thirty teachers from around the state worked together to create social emotional learning experiences for gifted students. These lessons are part of an [online repository](#) that are accessible to teachers throughout the state and beyond. The hope is that the repository will continue to grow as other teachers become involved in the project.

Additionally, during this project, teachers received training on various components of SEL. In the summer of 2021, the professional learning consisted of 12 hours of whole group learning (via Zoom meetings), 15 hours of small group collaboration, and time to write lessons. All and all, each participant contributed fully vetted lessons in one of the following SEL strands: Self Awareness, Mindsets, Social Capacity, Life Skills, and Emotional Well-being.

Dr. Tracy Bednarick, Gifted Coordinator of Lindbergh Schools and GAM's Executive Vice President, was the leader of this effort. The leadership team included Christine Nobbe, Director of Gifted Education at DESE; Hannah Noack-Ruebling and Hollis Moore, gifted education specialists and GAM Region 8 Co-directors; Valerie Peters, gifted education specialist at Windsor; and Dr. Mary Gismegian, Assistant Professor at Lindenwood University.

Directions to Access the Missouri Gifted Social Emotional Learning Curriculum Repository

Missouri gifted education specialists collaborated to create a repository of Social-Emotional Learning (SEL) lessons for gifted learners. The repository can be found on AirTable, a searchable database.

- To complete a Quick Search by Main Topic go to: <https://airtable.com/shrttDsrvjKf73vuA>.
- To complete a Full Search go to: <https://airtable.com/shrBDwi2DDaYHuqre>. You may search by grade level, author, and additional key words.

As of September 2021, 73 SEL lessons were available. Take a look and see what fits your gifted program's scope and sequence!

The repository was carefully designed to be a "living" collection of SEL lessons. The MO Gifted SEL Leadership team decided on five strands: Self Awareness, Mindsets, Social Capacity, Life Skills, and Emotional Well-being. In addition, sub-topics were determined for each strand, as shown in the chart below. A review team is on hand to review lessons submitted. If you have an original lesson covering one of the topics, you may submit it. First, access the [Understanding by Design template](#), complete it, and get feedback from a colleague. Then submit it to the SEL review team via AirTable: <https://airtable.com/shr8rtYytFZKdLwjp>. Please direct questions about submitting lessons to mogiftedsel@gmail.com.

Missouri Gifted Social Emotional Learning Strands and Subtopics

Self Awareness	Mindsets	Social Capacity	Life Success Skills	Emotional Well-being
<ul style="list-style-type: none"> • traits of a gifted learner • recognition of gifts (by self, peers, adults) • personality styles (introvert/extrovert, 5 factors, etc.) • learning styles • self-advocacy • self-evaluation • self-efficacy • self-esteem (critical self-talk) • asynchrony 	<ul style="list-style-type: none"> • fixed and growth mindsets • fear of failure and risk-taking • perfectionism (functional and dysfunctional) • autonomy and self-resiliency (perseverance) • goal setting (setting realistic goals, succeeding, SMART goals) • openness and acceptance (of learning environments, of differences, including marginalized gifted populations such as LGBTQ, people of color, twice exceptional, etc.) 	<ul style="list-style-type: none"> • relationships, friendship, and peer pressure • communication • conflict resolution skills • debate (building and defending arguments) • mentorship (older students, adults, professionals) • collaboration • justice (including marginalized gifted populations such as LGBTQ, people of color, twice exceptional, etc.) • equity 	<ul style="list-style-type: none"> • time management and organization • focus (techniques and practice) • resources (evaluating, utilizing, citing) • note-taking and researching (summarizing, mapping, outlining, etc.) • interviewing • thesis development • data gathering (surveys, testing, charts, graphs) • media literacy • information processing • leadership skills 	<ul style="list-style-type: none"> • anxiety, worry, and stress (relaxation, meditation, mindfulness) • boredom and under achievement • intensity (overexcitabilities – psychomotor, sensual, intellectual, imaginal, emotional; sense of right and wrong) • coping strategies (trauma, grief, loss, burnout, self-compassion) • the value of quiet (developing thoughtfulness and creativity)



Visit <http://www.mogam.org/awards-and-scholarships.html> for full details and application information regarding the following:

Submission deadlines are December 31st

The Dede Smith Friend of Gifted Award - To recognize legislators, elected officials, administrators, counselors, regular classroom teachers, those in media, business persons, and mentors for outstanding contributions to gifted education.

The Delma Johnson Outstanding Educator of Gifted Award - To recognize teachers, coordinators, and college professors directly involved with gifted students or teachers of the gifted.

The Norine Kerber Parent of Gifted Award - To recognize parents, step-parents, and guardians of a gifted child for outstanding contributions to gifted education.

The Bob Roach Scholarship for New Teachers, Sponsored by Drury University - To promote the certification of new teachers in the field of gifted education.

Vicky Bennett Distinguished Student Award (*Deadline = Dec. 1st*) - To award one student each year from Missouri a \$250 scholarship along with a Certificate of Excellence by the Gifted Association of Missouri (GAM). Students selected for the award are between grades 3 and 6 and have distinguished themselves in academic achievement, leadership, and/or the arts.



Gifted Association of Missouri T-shirt Contest

Submission Instructions: Ready in just 3 STEPS!

STEP 1: You (student) design a t-shirt about supporting or advocating for Gifted Education in Missouri.

STEP 2: Your parent/guardian will complete the release form.

STEP 3: Your teacher or parent/guardian submits the t-shirt design and release form on your behalf. Entries can be submitted on the GAM T-shirt Google Form on the GAM website. www.mogam.org

If you have any questions, please email gamcontest2021@gmail.com

**** Please have all entries include the t-shirt design with release form, with all appropriate signatures of approval. ****



Gifted Association of Missouri T-shirt Contest Release Form

By entering the Gifted Association of Missouri™ T-shirt Contest, I give GAM permission to publish my work on their website, in other media, and for any purposes. I also authorize the use of my photograph (if applicable). I understand that my work and my photograph (if applicable) may be supplied to media outlets, which may elect to publish my work as well. I understand that I will not be paid for the use of my work. All files and submissions, including any photos taken of me, will constitute the property of the Gifted Association of Missouri and may be used in publications, web publications and any other media for purposes of this contest or related organizational activities. I retain all other rights to the work.

By signing the Verification of Authenticity and release form, the student and teacher agree to the terms set forth.

A completed Entry with release form is required for each individual student entry no later than 5pm CST on December 31, 2021. Student and teacher signatures are required. We prefer to receive each entry via Google Form. Finalists will be recognized on February 23, 2022 during GAM Day.

Instructions: Please complete the Verification of Authenticity and Entry with release form. Submit to GAM via the Google Form.

TO BE COMPLETED BY STUDENT: Verification of Authenticity

I, _____ (signature), Date _____
_____ (printed name) have created the following t-shirt design. I have not copied any parts of it from another source or used copyrighted materials. I verify that this is my work. I assume all responsibilities and consequences if my work is found to be otherwise. The Gifted Association of Missouri will not be held responsible if legal action results from publication.

TO BE COMPLETED BY PARENT/GUARDIAN:

I, _____ (signature), Date _____
_____ (printed name) verify that my child has created the following t-shirt design. They have not copied any parts of it from another source or used copyrighted materials. I verify that this is their work. I assume all responsibilities and consequences if their work is found to be otherwise. The Gifted Association of Missouri will not be held responsible if legal action results from publication. I give permission for GAM to use the design and photographs as stated above.

We hope everyone
has a wonderful
holiday
season and a happy
new year!



Please send ads & articles for the January
issue to pagnani@ucmo.edu by Jan 15th.