

Spring 2020

THE GAMBIT

The Official Publication of the
Gifted Association of Missouri



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EXPERIENCES
FOR
FULBRIGHT
TEACHERS**

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**THE
FUTURE CITY
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GIFTED
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**GAM FALL
CONFERENCE
PROPOSAL
DEADLINES
EXTENDED TO
JUNE 1**

mogam.org

GAM PRESIDENT'S REPORT

PEGGY PENNINGTON

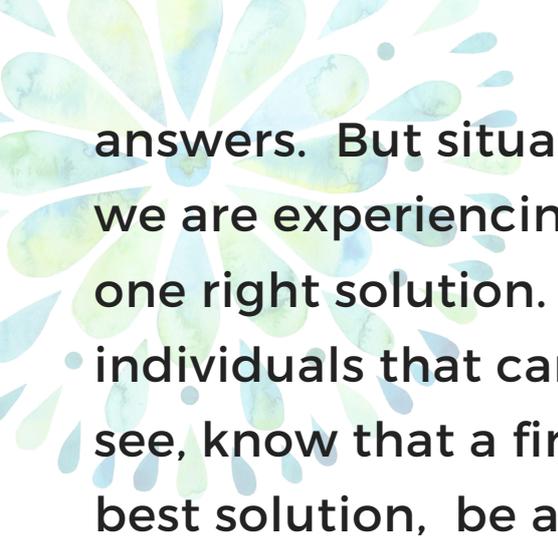


Dear GAMbit Readers,

The end of winter was fast approaching and temperatures were starting to warm.

Spring break was at hand. Our GAM gifted legislation to ensure gifted programs in Missouri schools was finding success in the Missouri Legislature. And then...our world came to a stop due to Covid-19. Then the questions started. How do we provide education for our students as their families protect themselves at home? How do we keep our own children on a good path? What is going to happen to our jobs? Our neighbors and our communities? What can we do that is proactive instead of reactive? What is tomorrow going to look like? If your brain is like mine, then these questions swirled in your brain from day one and they continue to swirl today.

More than ever, I feel that this crisis highlights a need for gifted programs and the creativity and problem solving skills that they instill in our gifted kids. For most gifted students, the first years of school are an academic breeze. They learn to read easily. Knowing math facts is second nature. They learn, but it doesn't take an effort or a struggle. They are used to being the ones with the



answers. But situations like the Covid-19 pandemic that we are experiencing now don't have a simple solution or one right solution. This crisis highlights the need for individuals that can: find relationships that others don't see, know that a first solution may not always be the best solution, be able to see the tools and materials at hand and use them in a different way, be able to understand others' perspectives, be able to take those perspective and create informational items that are understandable to others, and to be willing to ask, "What if?"

As I have spent the last 14 years in a gifted classroom and working with teachers all over the state, I can say that one similarity in our programs is a desire to challenge our students to develop these skills. I have been an active member of GAM since my first year of teaching gifted students and I know the quality of the education that my gifted students are getting has been positively affected by my membership in this organization. I have received so many ideas for my classroom through the conferences, workshops, and natural networking that happens in the organization.

As an organization we have been working to develop resources for parents, teachers, and students in this time of distance learning. Check out our website, www.mogam.org, to explore these resources.





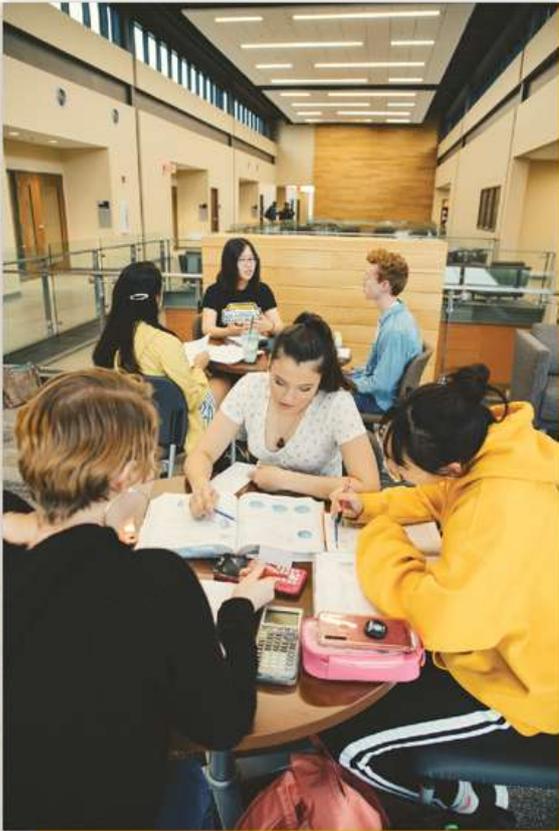
We are also looking ahead to both our New Teacher Workshop in July (a conference for new teachers of gifted) and the Conference on Gifted Education that is scheduled to be held at Drury in October. The Gifted Association of Missouri Conference Planning and New Teacher Workshop committees are monitoring the Covid-19 situation and we are exploring potential changes to the structure of both the workshop and the conference in response to the pandemic. At this point we have already moved to make the New Teacher Workshop a virtual conference. We will update our website and our social media tools with the most current information.

If you are reading this newsletter and are not currently a member of GAM, I would like to encourage you to join. Parents, teachers, administrators, and gifted individuals are all welcome. Membership supports gifted in so many ways. More members equal more voice in legislative matters. More members equal more networking opportunities available. More members equal more resources to support gifted students. If you have been a member, but do not know if your membership is up to date, use the Contact Us link on our website to find out.

Stay safe and healthy.

Peggy Pennington
GAM President





AN EXTRAORDINARY EXPERIENCE FOR EXCEPTIONAL HIGH SCHOOL STUDENTS

The **Academy of Mathematics & Science at Fort Hays State University** offers an unparalleled academic experience for gifted and talented high school students from around the world. Students in the Academy are challenged to excel and complete their high school education living and learning alongside like-minded peers on the innovative and friendly FHSU campus.

STUDENTS IN THE PROGRAM:

- Earn a high school diploma while completing 60+ hours of college credit
- Engage in hands-on research opportunities with PhD-level faculty.
- Develop leadership skills while experiencing unique civic and co-curricular opportunities.

Discover the opportunities at www.fhsu.edu/ams



FORT HAYS STATE UNIVERSITY
ACADEMY OF MATHEMATICS AND SCIENCE

785-628-4690
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www.fhsu.edu/ams

SEL FOR GIFTED STUDENTS CURRICULUM WRITING TEAM

WE ARE LOOKING FOR TEACHERS, ED LEADERS, AND EDUCATION STUDENTS TO MEET VIRTUALLY JUNE 2025. CONTACT DR. TRACY BEDNARICK (TRACY.BEDNARICK@LINDBERGH.SCHOOLS.WS) FOR MORE INFORMATION. 3 GRADUATE CREDITS AVAILABLE FROM LINDENWOOD UNIVERSITY.



I am writing this update from my couch, I mean, home office as I shelter in place because of COVID-19. It seems like eons since I was working at the office and traveling to workshops and schools, but it has only been a month. Since I began working from home I have focused on:



- replying to emails and phone calls;
- conducting Zoom workshops and meetings;
- working with the Council on guidance for gifted identification during the COVID-19 pandemic (attached);
- attending Zoom workshops on a variety of topics including social emotional learning; and
- anticipating summer professional development.

I have been planning June professional development workshops in Jefferson City, but will transition them to virtual Zoom workshops. In August, I have four Best Practice workshops planned and am unsure if those will be virtual or in Jefferson City. I will advertise all events through the [Gifted Education listserv](#) and the [DESE Gifted Education webpage](#).

Between my last update in January and my last day in the office on March 16, I worked on several projects including:

- assisted with identification of students for Missouri Scholars Academy (both MSA and MFAA have since been cancelled for June 2020);
- hosted the MO Creativity workshop;
- helped with the Powerful Learning Conference and presented with a team of gifted education specialists on equitable identification;
- presented four sessions on two topics at Interface A;
- worked on desk audits (studying school systems' identification processes, student counts, and gifted certified teachers);
- participated in GAM Day at the Capitol;

- prepared for and participated in the [Advisory Council on the Education of Gifted and Talented Children](#) February meeting;
- worked with six gifted education specialists to write an article on innovative education for publication in the Missouri Association of Elementary School Principals magazine;
- visited schools and conducted workshops
 - Parkway
 - Warrenton
 - Kearney
 - NW RPDC at Maryville
 - NE RPDC at Truman University
 - Metro Gifted Assessment Council
 - Fine Arts Gifted Program in Webster Groves
 - Lindbergh School District
 - North Francois County Schools
 - DESE Partnership Meeting

Upcoming activities include:

- [April 22 Council meeting and 2020 Council applications](#);
- [twice a week Zoom meetings through May 28, 2020](#) (hope to see you there!);
- continued planning for summer workshops; and
- [updates to the Gifted Education Program Manual](#).

If you are using a teleconference program to meet with students, parents, and teachers I would be happy to attend virtually. I can talk about gifted education or space exploration.

Finally, an ongoing concern in gifted identification is equitable identification. In a recent report, [Gifted Education in the United States](#), Missouri received an F in equity of access to gifted education between Title I and Non-Title I schools. Two steps are vital on the path to more equitable identification:

1. Study your [gifted program demographic data](#) and compare it to your school system demographic data.
2. Begin conducting annual universal screenings.

Please reach out to me for more information and to brainstorm solutions.

5 great

Reasons to Pursue Gifted Certification

at
Truman State University



5. Get to work faster with fully online and accelerated courses that can get you certified within a calendar year.
4. Save money with a total course price of almost \$500 less than the normal graduate rate.
3. Benefit from the expertise of outstanding Truman faculty and practicing gifted educators.
2. Enjoy the quality you've come to expect from a Truman education.
1. Enhance your teaching of gifted and talented students.

Annually Scheduled Accelerated Courses – ALL ONLINE!

ED 550G – Introduction to Gifted and Talented (May 26–June 26, 2020)

ED 650G – Identification of Gifted (June 29–July 31, 2020)

ED 651G – Curriculum for Gifted (August 17–December 11, 2020)

ED 652G – Meeting Affective Needs of Gifted Children (May 26–June 26, 2020)

ED 653G – Programming, Planning, and Development: Administration and Supervision of Gifted Programs (June 29–July 31, 2020)

Most of these courses are scheduled during the summer months for your convenience.

In addition to these courses, DESE requires “Psychology of the Exceptional Child” for gifted certification, as well as a research course, and an internship. Most teachers completed the Psychology course and a research course during their initial teaching certification, which typically meets these requirements. Truman also offers these courses if you need them. You can complete your internship through Truman at multiple points during the year.

Cost Courses are offered to Missouri K-12 teachers at a special rate of \$220 per credit hour.* That's a savings of almost \$500 over the normal Graduate rate!

*Online courses charge an additional \$30 fee to support technology costs.

For More Information

PHONE: 660-785-5384

EMAIL: institute@truman.edu

WEB: pd.truman.edu/gifted

GAM Day at the Capitol

February 2020



Gifted students gathered at the Missouri Capitol on February 26 for GAM Day at the Capitol. Students were able to experience first hand the beauty of the Missouri Capitol building and learn about how to have a positive impact on the political process. Student groups started the day in the House and Senate chambers were introduced and were able to watch the proceedings of the day.

The groups then returned to the rotunda where they were welcomed by GAM President Peggy Pennington. Margie Vandeven, Missouri Education Commissioner, and Christine Nobbe, Director of Gifted Education at the Missouri Department of Elementary and Secondary Education, both greeted the students and welcomed them to the Capitol. Next to greet the crowd was GAM's Legislative Consultant, Kyna Iman, who shared with the students information about the gifted legislation, House Bill 1317 Sponsored by Representative Chrissy Sommers (106th District). Representative Sommers was able pop in to the gathering and shared her thoughts about the importance of gifted education in Missouri.

The final portion of the gathering included the recognition award ceremonies for the student winners of this year's GAM day competition--Letters to Legislators.

We hope to see you at GAM Day at the Capitol next year. Watch the GAMbit and www.mogam.org for more information.



GAM'S LETTER TO LEGISLATOR WRITING CONTEST



Each year the Gifted Association of Missouri has hosted a Student Contest in conjunction with GAM Day at the Capitol to spread awareness of the importance of gifted education from the student perspective. This year the contest was a Letter Writing Contest for grades 3-8. The letters were to be written to the student's legislator in support of the GAM-sponsored pieces of legislation in the 2020 Missouri Congressional session.

This year the legislation focused on House Bill 1317 (sponsored by Representative Chrissy Sommer) and Senate Bill 645 (sponsored by Senator Denny Hoskins.) The bills required school districts to establish a state-approved gifted program if 3% or more of the students are determined to be gifted. Districts with average daily attendance of 350 or more students are required to have a teacher certified to teach gifted education. Any teacher providing gifted instruction without a gifted-teaching certificate must participate in six hours per year of professional development regarding gifted services.



6TH – 8TH DIVISION

1ST PLACE – Sophy Wickham-Zhou
Springfield Scholars Program

2ND PLACE – Jayden Griffiee
Springfield Scholars Program

3RD PLACE – Braxton Watkins
Caruthersville Middle School--6th Grade

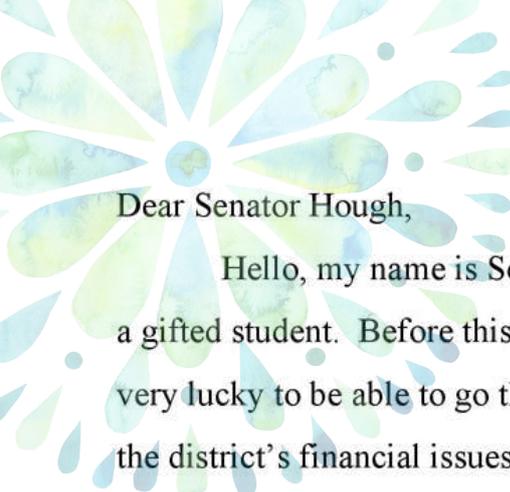
3RD – 5TH DIVISION

1ST PLACE – Gerard Hickey
Lillian Shumaker Elementary, Liberty

2ND PLACE – Leah Hickey
Lillian Shumaker Elementary, Liberty

3RD PLACE – Devin Garner
Rose Acres Elementary School, Jefferson City





Dear Senator Hough,

February 3, 2020

Hello, my name is Sophy and I currently attend the Springfield Scholars Program and am a gifted student. Before this, I went to W.I.N.G.S, which is a gifted school for grades 1-8. I was very lucky to be able to go there because some kids are not able to go there because of issues like the district's financial issues. Did you know that gifted education only gets 42 million dollars a year out of the total 6 billion spent on all education? That is only 0.07% of the money spent each year. That is not fair. Also, only 42 percent of the 567 school districts in Missouri offer gifted education. Do you know how many kids don't get an opportunity to get a gifted education, which they should get? Another thing is that 38 states, the majority of the USA, have mandated gifted education. Missouri is not one of those states. That means that in a lot of other states gifted kids get the opportunity to get gifted education which is really beneficial to them.

Gifted education is important because gifted kids need gifted programs to be engaged. Gifted programs are not something where we go to have fun and play games. Gifted education is something special and gets gifted kids engaged and it exercises their brains so they are not bored like they sometimes are in school. When I was in school, a lot of times I finished my work early and was told to go read a book or help someone else. At those times I was not exercising my brain or learning something, but in gifted education, I and others are engaged for most, if not all of the time. It is important to be engaged and interested in a school subject so you do not get bored with the subject because if you do, you can lose interest and not like the subject all because you finished early and were told to read a book.

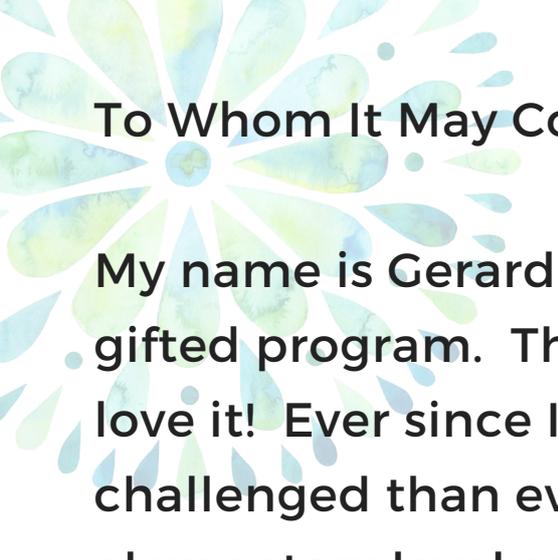
Gifted education is really important and bill 1317 should be a law. This is only to help gifted students get what they need. You should give every student you can opportunities to make them succeed because this world needs good students who will go on to be good adults and people. You can help the people by voting for the bill to be passed.

Sincerely,

Sophy Wickham-Zhou

Sophy Wickham-Zhou





To Whom It May Concern,

My name is Gerard Hickey and I am in the gifted program. The program is very challenging, and I love it! Ever since I entered the PEAK program, I felt more challenged than ever before. It is like starting at elementary level and moving straight to eighth grade level! The challenge that the PEAK program gives us PEAK kids is exciting and fun! I think other schools should have a gifted program to give gifted kids the challenge they need that their normal classes are not able to give. In PEAK the PEAK teachers are very nice too. They understand you more, and are good at explaining questions without giving away the answer. Getting into PEAK changed my life as I could finally be me. I want all kids with gifted minds to be able to be in a space where they can be themselves too.

Sincerely,
Gerard Hickey



Make Your Summer Extraordinary



SCATS

June 7 - 19, 2020
wku.edu/gifted/scats

A two-week residential camp held in June, SCATS offers high-ability students who have finished grades 6–8 a unique learning environment to explore new ideas, develop concepts, make friends, and share experiences. Students arrive at the WKU campus to challenge themselves academically and to meet like-minded peers with diverse backgrounds and interests.



VAMPY

June 21 - July 11, 2020
wku.edu/gifted/vampy

A three-week residential camp held in June and July, VAMPY offers high-ability students who have finished grades 7–10 a rigorous educational environment that reminds students learning is an enjoyable process as they spend three weeks immersed in a topic of their choosing that ignites their curiosity.

The Advanced Placement Summer Institute



Ritenour High School, St. Louis | July 13 - 16, 2020 | wku.edu/gifted/ap
Pre-AP Institute | Bowling Green, KY | June 29 - July 2

Since 1984, The Center for Gifted Studies at WKU has assisted **more than 9,000 teachers** in better understanding the demands of AP classrooms and high-ability learners. In addition to offering an APSI at WKU, this year we will offer nine workshops at Ritenour High School in St. Louis, MO.

- College Board-Endorsed Workshops In —
- Biology
 - Statistics
 - Calculus AB
 - U.S. Government and Politics
 - English Language and Composition
 - U.S. History
 - English Literature and Composition
 - World History
 - Psychology

DO YOU WANT TO MAKE A DIFFERENCE IN THE SOCIAL EMOTIONAL NEEDS OF GIFTED STUDENTS?



What? Create a comprehensive SEL curriculum (grades 1-8) with lesson plans and resources to be shared with teachers across Missouri and beyond.

When? Virtual Meetings June 9, 23, & 25 and other days in between.

Where? In the comfort of your own home.

How? With a team of fellow educators via a virtual meeting platform (Zoom).

Why? Because gifted kids have unique needs and teachers need resources.

What's in it for me? You will have a hand in crafting curriculum that will make a difference for not only your students but the larger community of gifted students. You will get to share ideas and collaborate with other passionate educators. Additionally, three Master's level graduate credits are available through Lindenwood University (fee associated).

For more information contact: Dr. Tracy Bednarick, Gifted Coordinator
Lindbergh Schools tracybednarick@lindberghschools.ws

Fulbright Teachers for Global Classrooms

The Fulbright Teachers for Global Classrooms (TGC) Program is sponsored by the U.S. State Department and covers a year of free professional development for teachers interested in global education. The program includes four main components explained in further detail below: a 10-week online course, a symposium in Washington D.C., an international field experience, and a global education guide. Each part of the program is geared to provide teachers with the skills to develop students into active participants in our competitive global economy. Participants are selected through an open application process every winter, and all expenses for the course, conference, travel, meals, and symposium are funded by the U.S. government. While this program is a wonderful fit for any educator, we, the authors of this article, find it especially impactful for gifted teachers because of our flexibility with curriculum. The Fulbright TGC Program could transform your students' gifted experience whether you participate in the program directly or simply access the resources available in alumni's global education guide websites.



Teaching & Leading for Global Education Online Course

The first phase of the TGC fellowship involves a ten-week online course. The first half of the course is spent learning the foundations of globalized learning, and the second half focuses on leadership skills for global education. Teachers were introduced to dozens of high quality articles, books, websites, and experts to use as immediate classroom resources, including the United Nations Sustainable Development Goals, the Asia Society's Center for Global Education, prominent social media accounts, global competencies, PBL & UDI units, Project Zero, TED Talks, Global Citizen, and many more. All of these resources could be used to develop new curriculum, enhance existing lessons, and/or inspire students' real world independent study projects. Participants also engage in powerful weekly webinars with global ed experts, unique discussion boards with colleagues, spotlight challenges within their own classrooms, inter-school activities with another fellow's class, a dozen new instructional technology tools, and many other highly-applicable course assignments.



About the Fellows

Sophie Chambers serves as the K-8 gifted teacher and elementary instructional coach for the Chillicothe R-II School District. She is a current Fulbright TGC scholar and was scheduled to visit Thailand this July. She will be assigned to a new field experience in 2021 due to Covid-19. She can be reached at schambers@chillicotheschools.org and on Twitter at @atechiebookworm.

Melissa Englert serves as Gifted Coordinator for Liberty Public Schools. She is an alumna of the Teachers for Global Classrooms Program and completed her international field experience in India in July 2018. She can be reached at melissa.englert@lps53.org and on Twitter at @andmymom.

Global Education Guide

Teachers for Global Classroom fellows create a Global Education Guide (GEG) as the culminating activity of the program. Each GEG is a curation of global education resources, lesson plans, videos, photographs, and blog entries from the international field experience.

Melissa Englert's GEG - India
Learn, Grow, Connect

<https://bit.ly/LearnGrowConnect>

Sophie Chambers' GEG (Location TBD)
<https://bit.ly/ChambersGEG> (Coming in Aug)



Above: The 19/20 Fulbright TGC Cohort attend the Global Education Symposium (Jan '20)

Right: Sophie and her principal explore DC during their free evening.



Global Education Symposium

After proper completion of the online course, each fellow and his/her administrator are invited to attend the Global Education Symposium in Washington, D.C. Throughout this three-day experience, administrators are immersed in the global learning philosophies and resources their teachers have been studying in the program. They learn from panels of alumni and government officials about both big and small ways to bring globalized learning to their staff. Simultaneously, the teaching fellows plan for their international field experience with their specific cohort, design their Global Education Guide along with their guiding research question, and learn from U.S. State Department officials about ways to positively impact global policies. Attendees are also given a free evening to explore the city's landmarks, art, and culture.

International Field Experience

Each fellow completes a two to three week international field experience in the spring or summer. As part of the application process, teachers can indicate preferred seasons and continents for travel. After completing the online course component of the fellowship, fellows are notified which country they will be visiting. After the Global Education Symposium, fellows are connected with their U.S. teaching partners and their teaching partner in their host country. All host teachers have participated in a sister program, either TEA (Teaching Excellence and Achievement Program) or ILEP (International Leaders in Education Program) and have completed an international field experience in the United States. For the first half of the international field experience for U.S. teachers, a group of twelve teachers and an IREX employee spend time together, visiting schools and cultural sites. For the second half of the experience, fellows travel in pairs to their host teacher's community. They teach lessons at their host teacher's school and lead professional development sessions. Each U.S. fellowship pair collaborates with their host teacher to schedule additional cultural activities in their region.



Melissa spent three weeks in New Delhi and Wandoor, India.



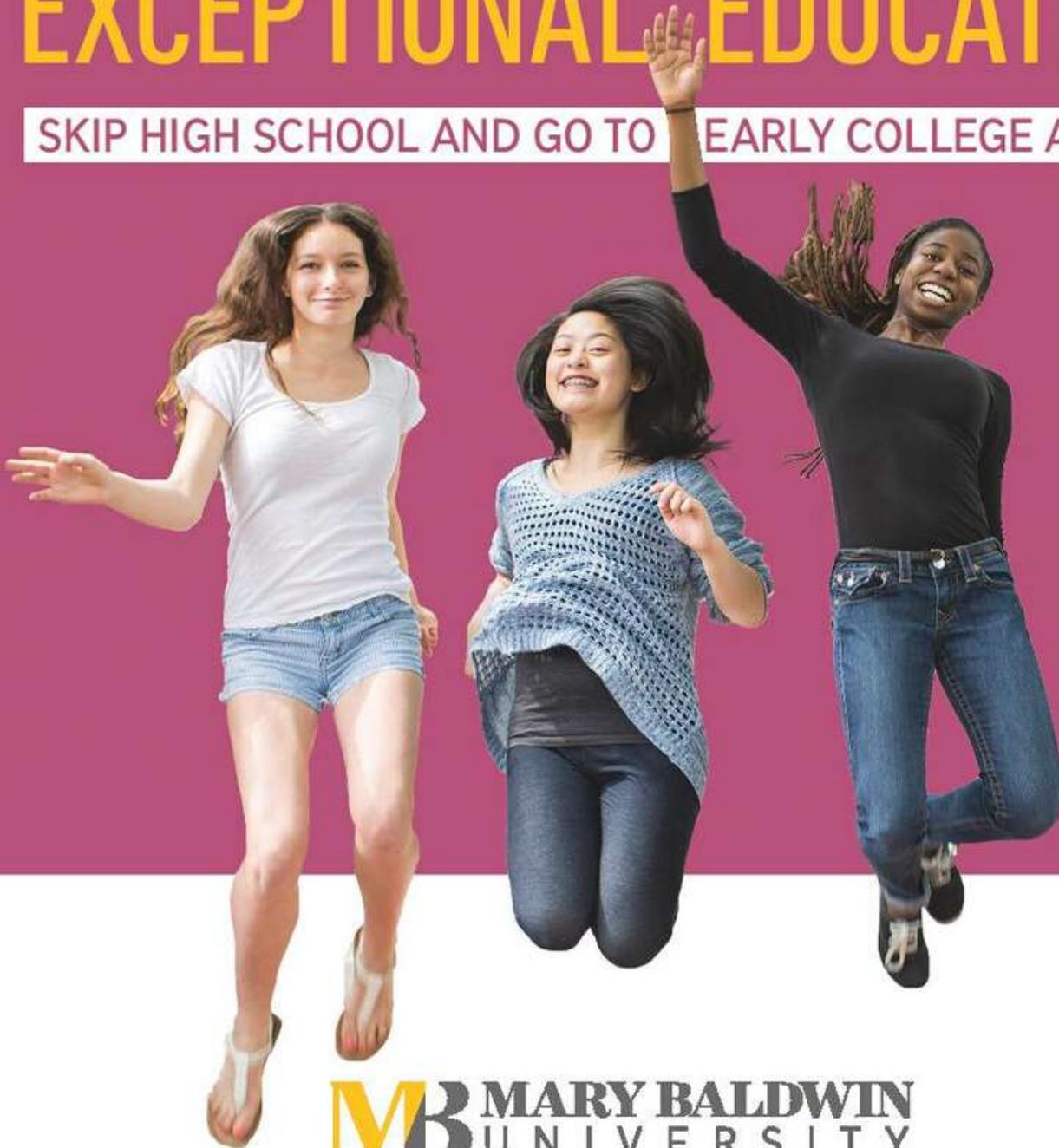
Teaching fellows from India and two colleagues from the United States.

Colleague Connections

Fellows become members of thriving professional development networks: as part of their larger TGC cohort, their smaller country groups, the teacher network in their host countries, and with the larger Fulbright international exchange community. WhatsApp is a common way fellows stay connected with teachers in their host countries. Social media platforms like Facebook, Instagram, and Twitter allow participating educators to stay connected both personally and professionally. After completing the TGC fellowship, alumni become eligible to apply for grants, participate in regional Global Teaching Dialogues, and present at conferences designed for alumni of exchange programs.

EXCEPTIONALLY GIFTED GIRLS DESERVE AN EXCEPTIONAL EDUCATION.

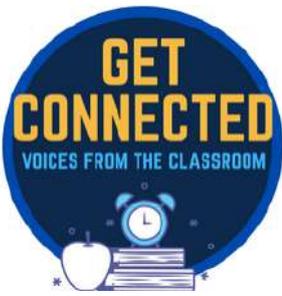
SKIP HIGH SCHOOL AND GO TO EARLY COLLEGE AT MBU.



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Program for the Exceptionally Gifted • marybaldwin.edu/peg • Staunton, Virginia





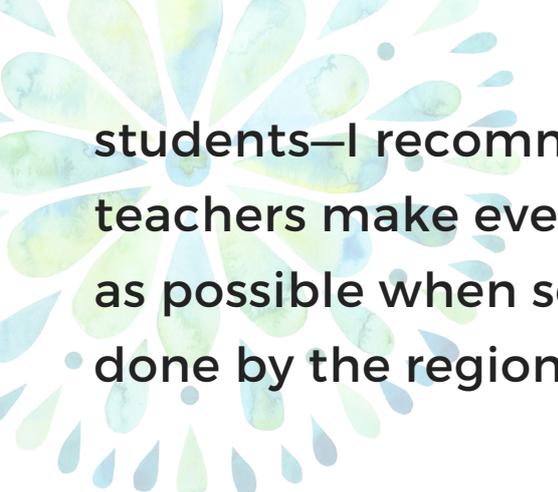
FUTURE CITY

BY ANN SEIDER

As teacher of gifted middle level students in Centralia Schools, I have always participated in some kind of problem-solving contest. I find the competition aspect is appropriate for this age-group and very motivating for the students. Although I also give letter grades to middle school students in our gifted program called Nexus; the joy of winning an award seems to encourage them to create quality products.

Last year I enrolled my students in a contest recommended to me by another teacher of gifted. This contest called Future City has been very enjoyable, fairly easy on the “coach”, and a solid educational experience for my students. I would encourage you to look at all the details on the website at futurecity.org, but I can highlight a few basics in this article.

Teams can consist of any number of current 6th, 7th, or 8th grade students. Only three students will be presenting at the contest held at Missouri S&T (for the Missouri region), but I learned that the amount of work involved requires more than just the three presentation

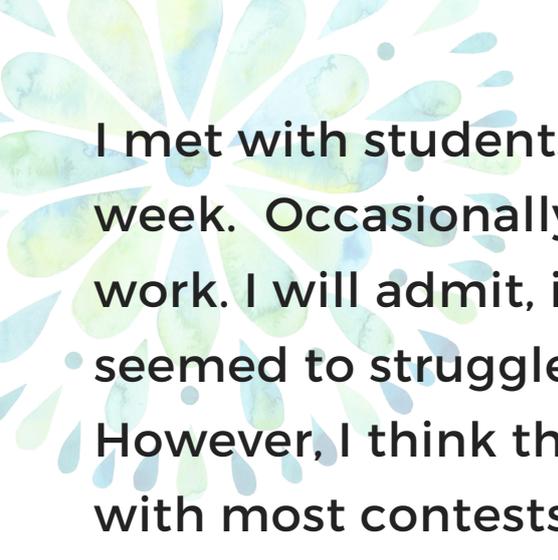


students—I recommend 5-8 students per team but some teachers make even bigger teams. We started as soon as possible when school began so that we could be done by the regional contest held in mid-January.

In this Future City contest, the students are to imagine, research, design and build a city of the future that showcases their solution to a specific sustainability issue. The special sustainability issue changes each year (examples include making your city resilient to a natural disaster, choose a threat to a city's water supply and design a system to maintain a reliable supply of clean drinking water). I invited guest speakers to help the students learn about their own city's infrastructure and this year we visited a local industry that makes water filtration systems worldwide. We also toured the engineering floor of a local industry.

The teams are tasked with completing five “Deliverables”:

- 1) a virtual city design (using SimCity);
 - 2) a 1,500 word essay;
 - 3) a scale model (24 in. x 50 in.) built from recycled materials;
 - 4) a project plan to manage time and task allocation, &
 - 5) a creative presentation for judges at the regional competition.
- 



I met with students for one class period three times a week. Occasionally a team would stay after school to work. I will admit, in both years of participation, we seemed to struggle getting done by the deadline.

However, I think that time management issue happens with most contests. I can address this issue better next year.

Future City recommends, and will help assign a mentor, a professional to assist with learning the engineering design process. Asking a someone such as an engineer questions was helpful and inspiring for the students. I appreciate the cross-curricular rigor required for the Deliverables. I could easily fit the talent of an individual student to a specific Deliverable. Future City engages the students in solving real-world issues, practice STEM skills, learn about career options, and helps them become better citizens. The start up cost is minimal. My students' parents seemed satisfied and engaged with this problem solving activity called Future City. I hope you will consider Future City. The Missouri region is looking to grow the program. Feel free to email me at (ann.seider@catnet.gen.mo.us) with any questions you may have or check out the Facebook page at <https://www.facebook.com/futurecityMO/>.





GIFTED EDUCATION ONLINE

Master's degree (M Ed) in special education
with an emphasis in gifted education

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.

All courses listed meet requirements for Missouri Gifted Certification.

Teachers seeking Missouri Gifted Certification may enroll online as post-baccalaureate students without making an application to a degree program.

Courses may be taken in any order beginning in any semester.

FOR MORE INFORMATION, CONTACT:

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

SUMMER SEMESTER 2020

- 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 2020

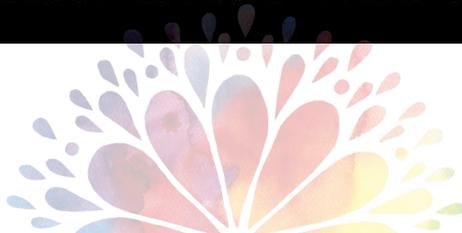
- Curriculum Methods for Gifted and Talented Students (SPC_ED 8391)
- Assessment and Evaluation in Gifted Education (SPC_ED 8405)
- Differentiating Instruction: Reaching Gifted, Typical and Struggling Learners (SPC_ED 8406)
- Practicum: Gifted Education (SPC_ED 8946)

SPRING SEMESTER 2021

- 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)
- Differentiating Instruction: Reaching Gifted, Typical and Struggling Learners (SPC_ED 8406)
- Practicum: Gifted Education (SPC_ED 8946)

 **LEARN MORE**

online.missouri.edu/GAMbit-Sp20



SEARCHING FOR WAYS TO SUPPORT ACADEMICALLY TALENTED STUDENTS?



Duke TIP can help!

TIP provides educators and parents with research-based resources to help support their gifted students. Our Talent Search helps high-ability students identify strengths, explore interests, and celebrate achievements. In the past year, we distributed over **\$4.1 million** in financial aid so that students from all economic backgrounds could participate in our programs. Visit tip.duke.edu to learn more.

Duke TIP

WHAT I'VE LEARNED FROM ONE YEAR IN GIFTED EDUCATION...

BY GREGORY ASHBY

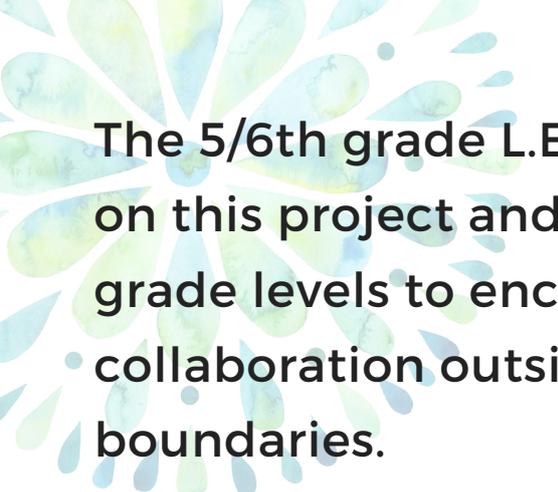


Educating gifted children with something qualitatively different is what will best meet their needs. Pedagogical theory emphasizes this and legal definitions state this in so many words; But it is classroom experience with gifted students that brings this need to light. The remaining question is, how can this be done most successfully?

During my first year in gifted education I have learned that quality can be messy subjective, prone to failure, and is an idea in gifted education that stretches further than academic achievement. Quality and innovation in gifted education is as much affective as it is academic.

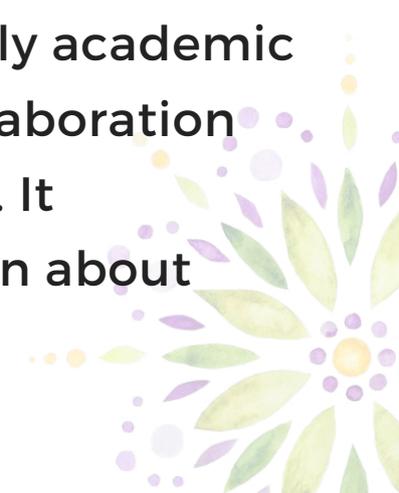
Experts suggest that establishing and maintaining high-quality and innovative curricular programming for gifted students can take years. So for now as I continue to work and grow in this area, I have the opportunity to take away the successes I've experienced with my gifted students and colleagues so far. One joyful learning activity our gifted students in Waynesville have experienced this year is the opportunity to design and build the next Mars Rover.





The 5/6th grade L.E.A.P. teacher and I worked together on this project and formed student groups with varying grade levels to encourage leadership and student collaboration outside of conventional grade level boundaries.

Students were held accountable to anchor themselves in the S.T.E.M. Engineering Design Process, but were also given the freedom to work creatively with a variety of food and candy materials. Our district program places emphasis on researching processes, so students had the opportunity to conduct research into past Mars Rover missions to build background knowledge for this project. Through research students learned about the intentions and outcomes of space missions, and focused on scientific instruments that are used to collect and analyze a variety of data from rover missions. This project allowed students to invest themselves in the learning process, create original products, and was highly relevant. Our science unit is astronomy and NASA will launch the next Mars rover this year! Many of our students have described this project as their favorite of the year. The quality of this project was highly academic but it also allowed us to work on critical collaboration and communication skills with our students. It stretched past collecting information to learn about



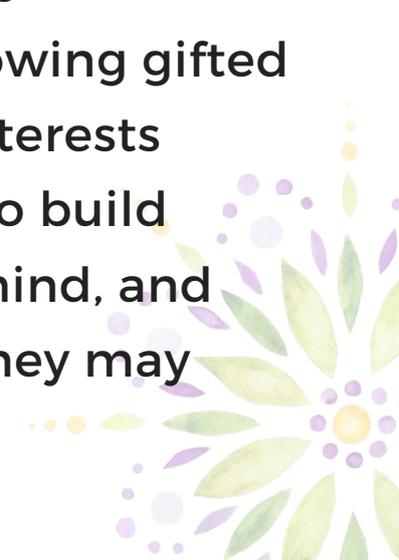


something new and into a creation phase that mimicked a professional working environment.

Authentic learning can be described as experiential. In Waynesville we also work diligently to provide our students with a variety of enrichment activities, as this is another strategy to enhance the quality and innovation of gifted services. Some of the methods we use to achieve this include field trips, guest speakers, community service and independent studies.

These activities open the learning process to extend far beyond the walls of the classroom. Involving gifted students in the community and 'real world' greatly enhances the chance that they will be motivated and understand that learning is an ongoing personal endeavor. When gifted students begin working with their high potential they forgo the checklists, boxes, and extrinsic motivators.

instilled by grades and 'knowing the answers' to truly make learning part of their lives. Allowing gifted students to work with their strengths and interests through enrichment activities allows them to build professional skill sets, productive habits of mind, and nurtures their talents and interests so that they may work to define and achieve life goals.



WE ARE GOING VIRTUAL!

New Teacher Workshop 2020

Meet with us virtually to learn more about:

- Nature and Needs of Gifted Learners
- Identification Processes
- Social Emotional Learning
- Curriculum
- Creative and Critical Thinking



JULY 27TH AND 28TH, 2020

Cost \$150 (includes introductory GAM membership.)

Register Online at

<http://www.mogam.org/new-teacher-workshop-registration---info.html>

Eventbrite fees will apply.

Keep up with the latest information on our
website: www.mogam.org.

For registration questions please contact Sue
Peters via email: suepeters16@gmail.com

VICKY BENNETT OUTSTANDING STUDENT NOMINATIONS DUE SEPTEMBER 1

Who to nominate?

Missouri students in grade 3-6 who have distinguished themselves in academic achievement, leadership, visual and/or performing arts.



GIFTED ASSOCIATION OF MISSOURI VICKY BENNETT OUTSTANDING STUDENT AWARD

Vicky Bennett was a long time board member and recipient of GAM's Outstanding Teacher of the Year. Vicky's infectious spirit positively affected every person she came in contact with. Our Outstanding Student Award was named in her memory. The Gifted Association of Missouri acknowledges one student each year to receive the Vicky Bennett Outstanding Student Scholarship. This \$250 scholarship was designed to recognize student achievement in academics, leadership, and/or the arts. We believe the scholarship like Vicky, inspires children to achieve their fullest potential, while highlighting high-ability students, and drawing attention to the educational needs of our nation's gifted and talented students.

Students in Grades 3-6

Materials to Include with Application

Please include the following items with the student's application:

- Letter(s) of recommendation from someone other than a nominee's family members, such as a teacher or principal, explaining why the student is deserving of the award, what sets him or her apart from others, and how the nominee is impacting others.
- 750-word composition written by the student addressing the four of the following areas:
 1. Activity or interest area the student is being nominated
 2. How student became interested/involved in the activity
 3. Impact the activity has had on the student and on others
 4. Future plans and goals for this activity or interest area
- Release Form completed and signed by a parent or guardian.
- Current school photo

Please note: Incomplete applications cannot be considered for the award.

Submit form and enclosures, postmarked by September 1, 2020 to:

Gifted Association of Missouri
Vicky Bennett Outstanding Student Award
P.O. Box 3252
Springfield, MO 65808



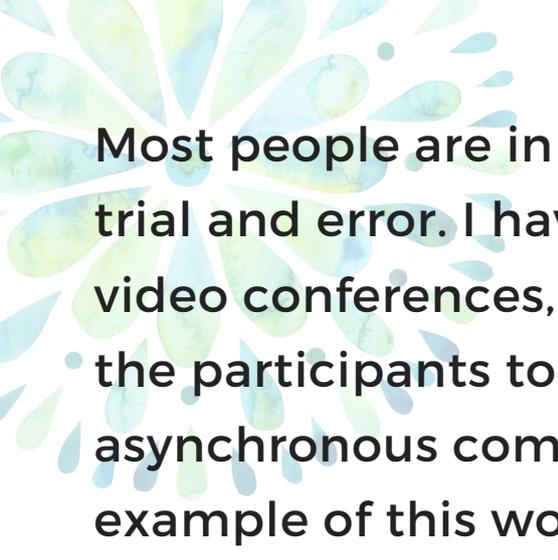


CLEAR COMMUNICATION BY ALEX BEAIRD

On March 16, 2020, the superintendent of our district called an all-staff meeting in the cafeteria to be held after school. There, he announced that the school was shutting down until April 6th, in order to help mitigate the spread of the coronavirus. After a few weeks, the decision was made to move to an online learning model for the remainder of the school year. All core subject teachers were required to begin the delivery of online learning. The response has been varied, to say the least.

Teaching online during the quarantine has emphasized the importance of clear, concise writing. Though this is one of my mantras in English class, it becomes evident when you send directions out into a virtual classroom. I have taken to carefully writing my instructions. With more complicated work, this means that I try to write out or provide several examples, at times even recording videos of myself explaining assignments.

Sometimes, students still need extra explanation, but luckily there are ways to instant message or video conference. In our district we use the Remind app for texting and Google Hangouts or Zoom for video conferencing. For this purpose, we are lucky to live in the digital age.



Most people are in a position where they are utilizing trial and error. I have heard of many people holding video conferences, but it can be very hard to get all of the participants to contribute. I personally prefer asynchronous communication with my students. An example of this would be the platform Moodle or Google Classroom. This allows the students to view content when it is convenient for them. A student may have several siblings and only one laptop or device. They may have limited access to the internet. Factors such as these are barriers to online instruction.

For my own asynchronous writing instruction, I have found that exemplification is an instructional strategy that benefits most students. If students can see an example of what they are supposed to do, they often are able to use it as a springboard for their own work. I have found that making visual examples, which utilize color and arrows to accent important features, is a powerful way to reach learners. Human beings conceptualize in more ways than just understanding words on a screen. Visuals may help trigger the necessary connections so they can achieve understanding.

Human beings are among the most adaptable of all of the creatures on the planet. We have mastered the globe because we have such powerful technology.



Though the pandemic is new territory for all of us, we will overcome. It is our legacy as human beings and our responsibility as educators to face the unknown with boldness and to not despair. The events of the last few months have shown us both the good and bad in people. For our students, let us, as educators, be part of the good.



ad·vo·cate
noun
1. a person who publicly supports or recommends a particular cause or policy.
verb
1. publicly recommend or support.



GIFTED ASSOCIATION OF MISSOURI

CONFERENCE ON GIFTED EDUCATION

October 2020

The Gifted Association of Missouri Conference Planning Committee is monitoring the Covid-19 situation and we are exploring potential changes to the structure of the conference in response to the pandemic. We will update our website with the most current information.

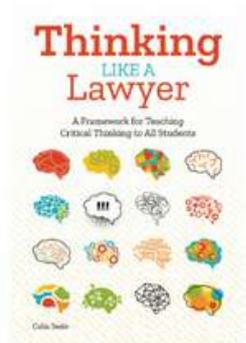


Keynote Speaker: Colin Seale

- Author of *Thinking Like a Lawyer: A Framework for Teaching Critical Thinking to All Students*
- Founder and CEO of ThinkLaw

Colin Seale was born and raised in Brooklyn, NY, where struggles in his upbringing gave birth to his passion for educational equity. Tracked early into gifted and talented programs, Colin was afforded opportunities his neighborhood peers were not.

Using lessons from his experience as a math teacher, later an attorney and now a keynote speaker, contributor to Forbes, The 74, and Education Post and author of *Thinking Like a Lawyer: A Framework for Teaching Critical Thinking to All Students* (Prufrock Press, 2020), Colin founded thinkLaw, a multi-award-winning organization to help educators leverage inquiry-based instructional strategies to close the critical thinking gap and ensure they teach and REACH all students, regardless of race, zip code or what side of the poverty line they are born into.



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SUBMIT AN ARTICLE TO THE GAMBIT!

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MORE INFORMATION**



Call for Proposals

**Gifted Association of Missouri
Conference on Gifted Education**

20/20



Focus

Deadline Proposal Extended--June 1