



GAMbit

On July 5, 2018, Governor Mike Parson signed the Omnibus Education Bill that allowed for GAM's language for Gifted Education. This language requires any district with an approved gifted education program to have a process, approved by the district's board of education, that outlines the procedures and conditions under which parents or guardians may request a review of the decision that determined that their child did not qualify to receive services through the district's gifted education program. The language also requires school districts to establish a policy that allows for the subject or whole grade acceleration of any student who demonstrates advanced performance and emotional readiness for acceleration.



Kyna Inman, Representative Pfautsch, and Representative Redmon, were all present in the Governor's Office to witness the signing.

Prior to this signing, on July 5th, Governor Mike Parson signed the appropriations bills that comprise the State Fiscal Year 2019 operating budget. The new fiscal year began July 1.

House Bill 2002, the Department of Elementary & Secondary Education's budget contains \$125,000 to fund the Missouri Scholars and the Missouri Fine Arts Academies.

Thank you to Jennifer Medina, GAM's Scholarship and Awards Chairperson and Cassie Fogel, GAM's District 3 Regional Director for being the summer editors for this issue of the GAMbit!

GAM is committed to the pursuit of appropriate educational opportunities in every Missouri school, for every student, and will perform the following mandate:

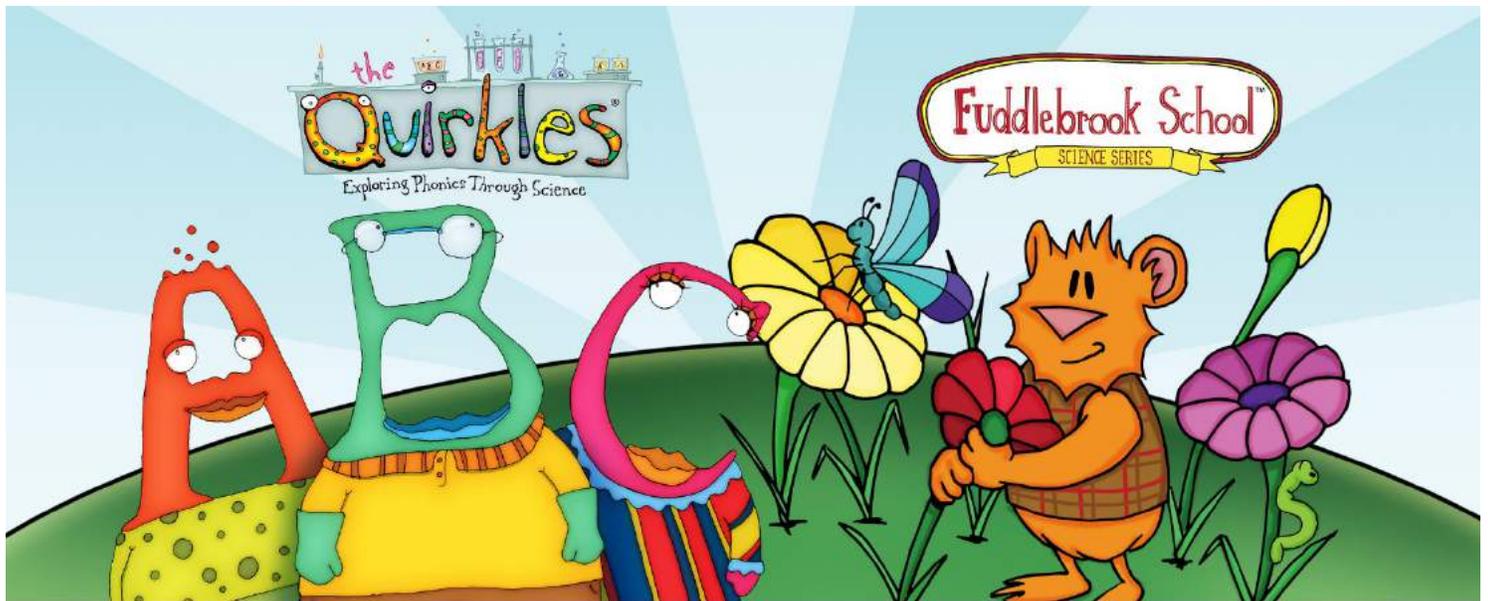
- Advocate for gifted students, their families, and their teachers
- Connect students, families, educators, and the broader community in a statewide network of stakeholders with a unified voice
- Educate by providing information and training opportunities to general and gifted classroom teachers, as well as the families of gifted students

Advocate. Connect. Educate.

The GAMbit is published quarterly by the Gifted Association of Missouri (GAM) to inform educators, parents, and others about the unique educational, social and emotional needs of gifted and talented children and the issues that impact their development.

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[Sheila Bonner@idschools.org](mailto:Sheila_Bonner@idschools.org)



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GAM: Get Connected

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DRURY UNIVERSITY
OCTOBER 19-20, 2018

KEYNOTE:

DR. BRIAN HOUSAND

[HTTP://WWW.BRIANHOUSAND.COM](http://www.brianhousand.com)

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www.mogam.org

FOR ADDITIONAL DETAILS



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first Thursday of each mont

Twitter Chat

Twitter chats provide a chance to network
professionally, share ideas, and advocate
for our gifted students

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GIFTED ASSOCIATION OF MISSOURI

2018 State Advocacy Agenda

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

GIFTED EDUCATION PROGRAMS

Support legislation to increase gifted education programs in Missouri schools.

- 1) Support legislation that mandates every school in Missouri provide state approved gifted education programs for students identified as “gifted” under section 162.675 and that all program services are provided by teachers with a valid certification in gifted education. (**House Bill 1435** has been filed by Rep. Chrissy Sommer, R-St. Charles)
- 2) Support legislation that requires any district with a state-approved gifted education program to have a process that allows parents or guardians to review a determination that their child does not qualify for gifted services. (**House Bill 1371** has been filed by Rep. Chrissy Sommer, R-St. Charles)
- 3) Support legislation that requires all Missouri school districts to have a policy allowing acceleration for students demonstrating advanced performance or potential for advanced performance and the social/emotional readiness for such acceleration. The policy should include subject acceleration and whole grade acceleration, among other opportunities. (**House Bill 1421** has been filed by Rep. Donna Pfautsch, R-Harrisonville, and **Senate Bill 648** has been filed by Senator Gary Romine, R-Farmington. These bills combine the acceleration and the review legislation into one bill.)

MISSOURI SCHOLARS ACADEMY & MISSOURI FINE ARTS ACADEMY

Support state funding for the Missouri Scholars Academy and Missouri Fine Arts Academy for June, 2019. The State Legislature & Governor zeroed out the June, 2018 academies.

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

MISSOURI SCHOOL FOUNDATION FORMULA FUNDING

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

OTHER GIFTED FACTS & FIGURES

\$24,870,104 was appropriated for gifted education in FY2006. There were 295 school districts with state approved gifted programs. In FY2007, this amount was rolled into the new foundation formula. Without this line item providing earmarked funding for state approved gifted programs, those funds can be spent on other programs, and there are now only 215 school districts offering state approved gifted programs.

If you have questions, please contact GAM’s Governmental Consultant, Kyna Iman, at

kynaiman@earthlink.net

GAM Districts 3 and 9

Enjoyed Family Day in Oak Grove

GAM Districts 3 and 9 teamed up to offer local area families a day of learning and discussion. The day was planned by Christa Bell and Cassie Fogel, the regional directors for each district.

Students had the chance to participate in challenging and creative sessions presented by area teachers. We are so thankful these instructors donated their time to our Family Day!

Parents had the chance to listen to presentations by Sheila Bonner, GAMbit Editor, Teacher of Gifted and Mom as well as her daughter, Hope Bonner, former gifted student. Amber Hibdon also spoke to parents about being a mom and advocate for her gifted child.

Several vendors were available to families as well as made donations to our door prizes. College for Kids, the KC Zoo, Mid-Continent Public Library, Tech. Summer Day Camp, Arrowhead Forensics and the Cooking Station were visited by parents and students.

The families enjoyed coffee (donated by Panera) and donuts (donated by Casey's) when they arrived that morning.

We want to thank the Oak Grove Middle School for hosting our event and Susan Brinkmeyer for overseeing the logistics of the space.



If your area hosts an event for gifted families or students, let the GAMbit know!



Odyssey of the Mind

By: Chelsea Trieu, 6th Grade

Odyssey of the Mind, what is that? Odyssey of the Mind is a nationwide creative competition. There are five problems to choose from that change each year. You and a team of about five to seven people create a unique skit based around your chosen problem. You create costumes, a script, and you perform for a panel of judges.

How do you join Odyssey of the Mind? You need a school group, homeschool group or community group of five to seven people preferably around your age level, and you need the group sponsored by any organization, for example, a church. A group of students from North Kansas City's Innovation Center recently participated.

Teams start by competing at the local level. You can go to the website, www.odysseyofthemind.com for info about competing. If your team makes it, you continuously move your way up and hopefully make it into nationals! Keep in mind that you will have to perform against a lot of teams nationwide. Try to be creative and make your play unique.

The team taking top honors below was Marian Chamberlin, Emory McClendon, Kayka Nguyen, Malia Kuykendall, Madeleine May, Jerrilynn Phillippi, and Sophia McCann. Congratulations to all the participants!



First Place Team



Second Place Team



Third Place Team

The GAMbit loves articles by students!
Submit student writing to Sheila_Bonner@idschools.org



The Social and Emotional Benefits of Nature

By Steve V. Coxon, Ph.D

As a child growing up in East Tennessee, I had the great joy of having woods in my backyard and nearby streams. Science was everywhere. My sister and I learned about praying mantises, frogs, and turtles—often bringing snakes in to show off to our parents. My friends and I learned about the power of water while attempting—and failing—to stop the flow of water in the creek in our yard during heavy rains. We learned about physics while sledding in the winter, spraying the bottoms of our plastic sleds with cooking oil (and occasionally running into trees or the rocky, dry creek bed). We learned about poison ivy, ticks, and mosquitoes. We benefited from minimal adult interference. And although we didn't think about it at the time, we also experienced tremendous social and emotional benefits.

Working and playing outside is joyful, engaging, and exciting for children. The social and emotional benefits of being in the natural world have been well-documented for children through observation and empirical research (Thompson & Thompson, 2007). These benefits include sociability, teamwork, responsibility, empathy, and self-control as well as self-defined play, increased creativity and curiosity, and self-awareness and self-esteem. Massive, longitudinal research also clearly indicates that these so-called soft skills offer tremendous future benefits in quantifiable ways including increased educational attainment and future earnings (Chetty et al., 2011).

Not every child has the benefit of growing up near a forest, but learning in nature can occur in any region and nature can be brought inside, too. Science and gifted teachers can lead the way in providing these experiences. In past columns, I've discussed the benefits of field experiences, geocaching, and problem-based learning which can each offer great opportunities for learning in nature. In this column, I'll discuss school gardening and soda bottle terrariums. Look for more information in the resources section.

School Gardens

While I have seen very impressive—and expensive—school gardens, it doesn't take a fortune to create a wonderful garden. You need a sunny location and access to water. Raised beds are an easy way to avoid digging and reduce weeds. Untreated cedar fencing boards are inexpensive and work well to create raised beds and several can be stacked to create a deep raised bed on asphalt in even the most over-paved urban schoolyard (though ideally, your raised beds are planted on the ground). In my own school garden, we have concentrated on quick growing vegetables that can be harvested before the end of the school year. Almost every kid will eat a leafy green salad if they had a hand in growing the plants, in my experience.

School gardens can also focus on local, native plants, many of which can be grown from seed. Such gardens can also be focused on attracting butterflies, bees, and other important pollinators. I encourage any teacher in the monarch migration path, which covers most of the country, to plant milkweed—the only plant monarch caterpillars can eat. Monarch populations have been in decline largely due to milkweed removal for development and farming.

Students should have as much say in the garden location, design, and plantings as possible. And they should do as much of the work as possible, getting their hands dirty, finding worms and insects, and working together to accomplish tasks like weeding, watering, and harvesting. Gardens can be tied in with deep observation, art projects, and problem-based learning including student-designed experiments. Gardens can obviously tie into the standards in many ways including those in science relating to ecology, botany, pollinators, life cycles, and weather and math standards such as measurement of plant growth (which can be graphed), area and perimeter of beds, and volume. Your students will not only likely learn the content better than through in-class activities alone, but they'll likely be better off socially and emotionally as well developing responsibility and empathy in caring for the plants, self-esteem in seeing the benefits of their hard work, and deepening their curiosity.

Soda Bottle Terrariums

One of my own gifted program teachers taught us how to make terrariums in soda bottles and I made about a dozen more that summer, searching my backyard for interesting weeds in the lawn and woods. You only need a clear soda bottle with the label removed, potting soil, and small seedlings or seeds. Start by piercing a hole in which to insert your scissors and then cut the bottom of the soda bottle off about a third of the way up the bottle. To the bottom, you may choose to add an optional inch of aquarium gravel and/or a single layer of activated carbon (sold at aquarium stores). Fill the rest of the bottom with potting soil. Add 1-3 very small plants or a few seeds. Anything that likes a moist, humid environment will do. I've even used avocado pits. Ideally, students collect "weeds" from around the schoolyard. Dandelions, grass, clover, and other lawn plants all work well. However, these terrariums are not suitable for animals.

Water the plants moderately; don't create soupy soil. Gently work the top portion of the bottle into the bottom. Cutting some small slits may help. Terrariums can be placed in a shaded area or a sunny window, but should not be outside in full sun on a warm day as they may get too hot. Students can learn many of the same things with a terrarium as with a garden, and they are ideal for learning about the water cycle as a closed system. Students also develop empathy and responsibility caring for their plants as well as likely having their curiosity piqued. As they each create their own terrarium, they will likely experience pride in their accomplishment and sustained interest in following the progress of their plants.

The natural world is such an exciting place. Bringing your students to nature or bringing nature to your students can lead not only to great academics, but positive social and emotional development as well.

Resources

- Build Raised Beds from Cedar Fencing: <http://preparednessmama.com/build-raised-garden-bed/>
- Designing a School Garden: <http://www.kidsgardening.org/designing-a-school-garden/>
- Growing Milkweed: <http://www.monarchwatch.org/milkweed/prop.htm>
- How to Build a Pop Bottle Terrarium: https://www.youtube.com/watch?v=69hYV9ti_R8
- Louv, R. (2008.) *Last child in the woods: Saving our children from nature-deficit disorder*. Algonquin: Chapel Hill, NC.
- Skenazy, L. (2010). *Free-range kids: How to raise safe, self-reliant children (without going nuts with worry)*. Jossey-Bass: San Francisco.

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- Chetty, R., Friedman, J. N., Hilger, N., Saez, E., Schanzenbach, D. W., & Yagan, D. (2011). How does your kindergarten classroom affect your earnings? Evidence from Project Star. *The Quarterly Journal of Economics*, 126(4), 1593-1660.

Thompson, J. E., & Thompson, R. A. (2007). Natural connections: Children, nature, and social-emotional development. *Exchange*. Retrieved from http://ccic.dcf.wi.gov/sites/default/files/pdf/newsart/63/Natural_connections.pdf

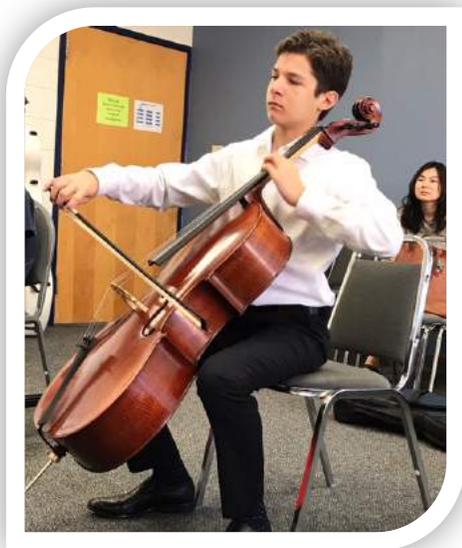
Biography

Steve V. Coxon, Ph.D. is a veteran public school teacher who now serves as associate professor of gifted education at Maryville University of St. Louis where he directs the programs in gifted education including the graduate program and STEM Education Certificate, the Maryville Young Scholars Program to increase diversity in gifted programs, the Maryville Summer Science and Robotics Program for High Ability Students, and the CREST-M math and robotics curriculum development program. Visit him on the web at <http://stevecoxon.com> and follow him on Twitter @GiftedEdStLouis.

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Bridging Language Barriers Through Music

Written by Carter A. Medina, 6th Grade



This summer, I had the opportunity to play cello in a premiere Chamber Institute in Chicago, Illinois. Chamber music requires a group to play with precision, varying between notes played in sync and melodies and harmonies that sometimes conflict. This is usually an extremely difficult task to undertake, much more difficult than playing a solo piece or working in an orchestra. My challenge was exemplified by the fact that my group members came from different countries and spoke three different languages. The first violinist was from Chicago, the second violinist was from Colombia and spoke Spanish, and the violist was from Taiwan and spoke Mandarin Chinese. Group work is difficult enough when you all speak the same language, but how were we going to put together a Mozart and Hayden quartet without a common vocabulary? Luckily the music spoke for itself. We were able to communicate using gestures, breathing, and eye contact. If a musician is a second behind,

the piece will run off track. My teacher this summer was a Yale Conservatory trained musician and perfection was her ultimate goal. We struggled during the week to play up to her expectations, but as we rehearsed we learned how to read each other's body language and facial expressions and our performance was successful. I've come to the conclusion that words aren't always necessary to communicate the emotion in music. Music can help bridge our gaps.

Biography

Carter Medina is going to be a 7th grader next year at Delta Woods Middle School, in the Blue Springs School District. He is a part of the district's gifted program, STRETCH, and has played cello since the age of three. He's also a member of the Kansas City Youth Symphony.

Grandview FOCUS Students Begin Work on their Winning Exhibit for Science City

By Jennifer R. Medina, Blue Springs
School District



Last fall, the Grandview FOCUS students were named winners of the Burns & McDonnell Battle of the Brains Competition with a project called “The Big Brain Theory.” The Kansas City based engineering firm, Burns & McDonnell invites students from the KC area to propose a new permanent exhibit design for the Science City at Union Station. Sixteen students and their teachers (Dr, Vickie Adams, Calvetta Leek, and Scott Bounds) have now started working on the process to watch their concept become a \$1 million dollar permanent exhibit at Science City at Union Station in Kansas City.

“The Big Bang Theory” exhibit concept explores human health by looking at the brain and how it processes memory, regulates motor movement, and experiences the world through the sense of taste, touch, hearing, smell and vision.

Battle of the Brains has now completed its fourth year of existence and over 18,000 kids in the area have competed since it’s first year. Many of the top winners come from Kansas City area gifted programs. This year the Grandview team received \$50,000, the second-place team from Cordill-Mason Elementary (STRETCH) in the Blue Springs School District received \$25,000 for a project called “Magical Me.” The gifted program from Alexander Doniphan Elementary in the Liberty School District received \$10,000 for a project called “Math Mania.” All prize money is paid in the form of a grant that is to be used on STEAM education initiatives.

Dr. Vickie Adams, Focus Teacher, said, “The Battle of the Brains was a perfect fit for the Focus gifted program. The competition involves problem-based learning, incorporated all content areas, would cause our students to creatively and critically think, and would allow the students to dream and dream big.” Winning big brought a sense of pride and positive perceptions to the Grandview gifted program and school district. Adams said, “The exhibit will remind Grandview students of the fact that it was their

achievement, and hopefully our students will always know that no dream is too big and hard work and teamwork do pay off!”

This experience has been memorable for all of the students involved. When asked about the experience of winning the completion, fourth grader Jordan Sanders said, “I hopped up, jumped up and down, and cried super hard! It was the best day of my life! My shirt got all wet from my crying.” Fourth grader Gabi McBride can’t wait to see the final product. “The imagination in my head coming to life is really cool!” she said.

One Tuesday, May 15th, the Focus 4th and 5th grade students worked with the architects from Burns & McDonnell on structural components of Science City that must be worked around or incorporated in the design for the Big Brain Theory exhibit. The student’s proposed design will require some transformation to work around existing structures. The team of designers and architects are working around these three vision words: contrast, transparency, and connectivity.



All images from @BOTBKC Twitter



On July 17th, the team will have an opportunity to work with graphic designers. To follow the progress of this project, follow the Battle of the Brains Twitter account: **BattleoftheBrainsKC (@BOTBKC)**

Introducing the New Director of Gifted Programs for the State of Missouri

By Dr. Denise Farinella



I am delighted to introduce myself as the new Director of Gifted Programs for the state of Missouri. I grew up in West St. Louis County, and I am a proud St. Louis girl! I attended Parkway Schools as a child and was brought back to my roots in 1999 as an Assistant Principal at Sorrento Springs Elementary School in the district. Prior to that, I was an administrator and teacher in the Rockwood School District. In 2000, I became the Coordinator for Gifted Education in Parkway, where I then spent 17+ years molding the gifted education program, which is now called the Parkway MOSAICS Gifted Program. Some of the improvements made during my tenure were the expansion of the MOSAICS Gifted Program to incorporate four levels of service, including Level IV, which is the MOSAICS Academy for Highly and Exceptionally Gifted Students. I also took on the role of Coordinator of Grants & Funding in 2003, where I oversaw all federal title programs and authored numerous successful grants for the district.

On June 30, 2017, I retired from Parkway. However, I remained very passionate about public education, especially gifted education. Upon retirement, I felt unsettled and could not fight the gnawing desire to continue to contribute and work to have an impact in the field. When the position of Director of Gifted Programs was posted and I received an email notification, I knew this was my calling. Little did I know that I would soon be commuting from “the Lou” to Jeff City!

In my new role, as Director of Gifted Programs, I feel that it is extremely important that I take the time to understand where our state is, district by district, in serving gifted students. One of my first charges is to identify what districts are currently implementing, and analyze how the programs have changed over time. In doing so, I have been pleasantly surprised to see the number of districts that have expanded their services to include not only a solid gifted program, but also offering different levels of service, much like the Response to Intervention model that many districts are utilizing for students who struggle. I am also pleased to see that many districts had submitted proposals to the

Department to refine their screening and identification procedures. These districts are now implementing new alternative identification processes to ensure that those students who have been historically underrepresented through traditional identification measures are now being identified and served in their gifted program.

As I continued to assess the current reality of gifted programming in Missouri, I have also realized that there are needs in the gifted arena. There are districts with declining enrollment in gifted programs, and there are districts that could use support in reshaping gifted programming in their district. This will be very important as I work within the Department of Elementary and Secondary Education to develop web applications and house resources that are readily available for all school districts and stakeholders to easily access. There are so many outstanding models in the state of Missouri, and for districts that are located in rural settings or do not have expertise in the area of gifted programming, I think it is vital that they are able to easily access exemplary curriculum and instruction and models of service delivery. There are also so many excellent teachers who have developed and solidified gifted curriculum through a research based curriculum development process. These teachers need to be commended and their work needs to be showcased for all teachers.

I would also like to research how the state can incentivize districts to expand gifted services, and this will be a priority as I work with the Department on the development and implementation of MSIP 6.

I feel that I am fortunate in this role as I have great support in Missouri, support that other states are not afforded. The Gifted Association of Missouri, the Gifted Advisory Council for the Department of Elementary and Secondary Education, the Gifted Resource Council, St. Louis Association for Gifted Education, and the many universities with gifted programs that support certification and masters' work in the field of gifted education are all vital in our efforts to bring gifted education to the forefront in the state of Missouri. We are also very fortunate to have the lobbying efforts of Kyna Iman. She has been instrumental in the passing of recent

legislation for funding for the Missouri Scholar's Academy and legislation to continue to ensure accountability measures are in place for all districts with state approved gifted education programs.

I feel that an integral part of my position will be to lead a process where all of these efforts and entities come together to create a shared vision for the future of gifted education in the state of Missouri, and a timeline for action. I am excited by this challenge and I believe wholeheartedly that together, we can revitalize gifted education and achieve a new path of excellence for gifted programming throughout our state. These gifted students, our gifted students, are a truly unique population of students who learn differently. They are at-risk of falling through the cracks,

Here's to the crazy ones.

The misfits.

The rebels.

The troublemakers.

The round pegs in the square holes.

The ones who see things differently.

They're not fond of rules. And they have no respect for the status quo. You can praise them, disagree with them, quote them, disbelieve them, glorify or vilify them. About the only thing that you can't do is ignore them. Because they change things. They invent. They imagine. They heal. They explore. They create. They inspire. They push the human race forward. Maybe they have to be crazy. How else can you stare at an empty canvas and see a work of art? Or sit in silence and hear a song that's never been written? Or gaze at a red planet and see a laboratory on wheels? And while some may see them as the crazy ones, we see genius. Because the ones who are crazy enough to think that they can change the world, are the ones who do.

– Apple Computer Advertisement

underachieving, and suffering socially and emotionally; and they deserve nothing less than a call to action and a clear vision for their future.



On a personal note, I am happily married to my wonderful husband, Sam Farinella, and have two daughters; JoAnna Kathryn Pupillo, who lives in Ballwin, Mo. and Gabrielle Marie Pupillo, who lives and works in Vail, Colorado. I also have three stepchildren, Vince, who lives in St. Louis, and will be married in September to his fiancée, Brittany Thebeau, Carly, who lives in Fayetteville and Nicole, who attends Maryville University's nursing program. My wonderful parents, Donald and Patricia Appelbaum live in O'Fallon, MO. I enjoy reading, jogging, traveling and spending time with my children, my four siblings, and my many nieces and nephews. I am also active in the Parkway Alumni Association (having graduated in 1978 from Parkway

North). I am proud to say that I was inducted into the Parkway Alumni Hall of Fame in 2012.

I look forward to meeting with stakeholders, working with the Gifted Association of Missouri, and building relationships with teachers, parents, students and administrators throughout the state. I am excited about the future, and confident that together we can forge a path to excellence in gifted education.

Sincerely,

Dr. Dennis M. Farinella

Professional Preparation/ Education

B.S., Elementary Education, University of Missouri-St. Louis, 1992

Gifted Certification, Maryville University of Saint Louis, 1994

M.A., Educational Processes, emphasis: Gifted Education, Maryville University of Saint Louis, 1997

Administrative Certification, Maryville University of Saint Louis, 2000

Doctor of Education, Educational Administration /Leadership, Saint Louis University, 2003

Work History

2003- 2017 Coordinator of District Grants & Funding and Curriculum Coordinator of Gifted Education, Instructional Services Center, Parkway School District, St. Louis, Missouri

- 2001-2003 Curriculum Coordinator for Gifted Education, Instructional Services Center, Parkway School District, St. Louis, Missouri
- 2000-2001 Assistant Principal, Sorrento Springs Elementary, Parkway School District, Chesterfield, Missouri
- 1999-2000 Administrative Intern, Kellison Elementary School, Rockwood School District, Eureka, Missouri
- 1996-1999 Teacher, Grade One and Grade Four, The Center for Creative Learning, Rockwood School District, Wildwood, Missouri
- 1995-1996 Teacher, Grade One-Five, John Weldon Elementary, Francis Howell School District, St. Peters, Missouri
- 1993-1995 Teacher, Grade One-Five, Daniel Boone Elementary, Francis Howell School District, St. Peters, Missouri

Publications and Presentations

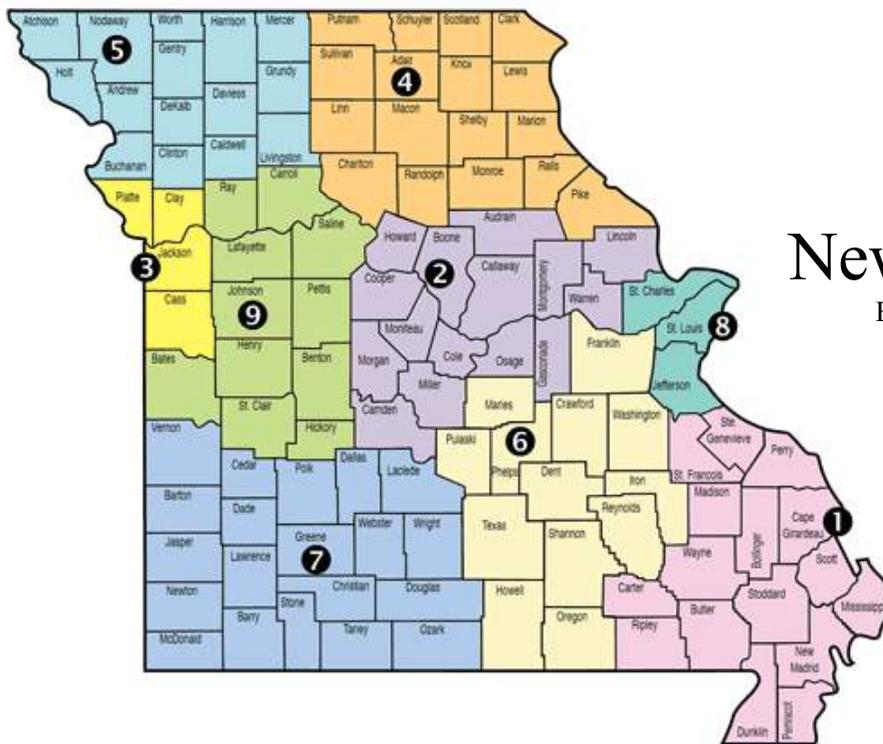
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- Pupillo (Farinella), DM. (1998-99). *“Issue Investigation and Action Research”*, National Association for Gifted Children, National Gifted Conference, Tampa, Florida
- Pupillo (Farinella), DM. (2000-2001). *“Students Problem Solving and Learning through Aquatic Systems and Human Interaction”*, National Association for Gifted Children, National Gifted Conference, Atlanta, Georgia
- Pupillo (Farinella), DM. (2000-2002). *“Whooo’s Thinking: An Investigative Science Unit”*, National Association for Gifted Children, National Gifted Conference, Denver, Colorado
- Pupillo (Farinella), DM. (2000). *“Critical Thinking and Problem Solving”*, Francis Howell School District, St. Peters, Missouri
- Pupillo (Farinella), DM. (2003). *“The Relationship Between Elementary School Principals Leadership Behaviors and the Implementation of the Accelerated Schools School Improvement Model*, Saint Louis University, St. Louis, Missouri
- Pupillo (Farinella), DM. (2009). *“Serving Highly and Exceptionally Gifted Students through the MOSAICS Academy Self Contained Gifted Program”*, National Association for Gifted Children, National Conference, St. Louis, Missouri
- Farinella, DM. (2009-2012) *“Mathematicians in Residence”*, Math and Science Partnership Grant, Award Recipient on behalf of Parkway School District, Federal Department of Education (1.5 million dollars over 3 years)
- Farinella, DM (2012-2015) *“Scientists in Residence”*, Math and Science Partnership Grant, Award Recipient on behalf of Parkway School District, Federal Department of Education (1.5 million dollars over 3 years)
- Farinella, DM. (2015-2018) *“Mathematicians in Residence II”*, Math and Science Partnership Grant, Award Recipient on behalf of Parkway School District, Federal Department of Education (1.5 million dollars over 3 years)

Need to reach out to Dr. Farinella?

Email Dr. Denise Farinella - Denise.Farinella@dese.mo.gov

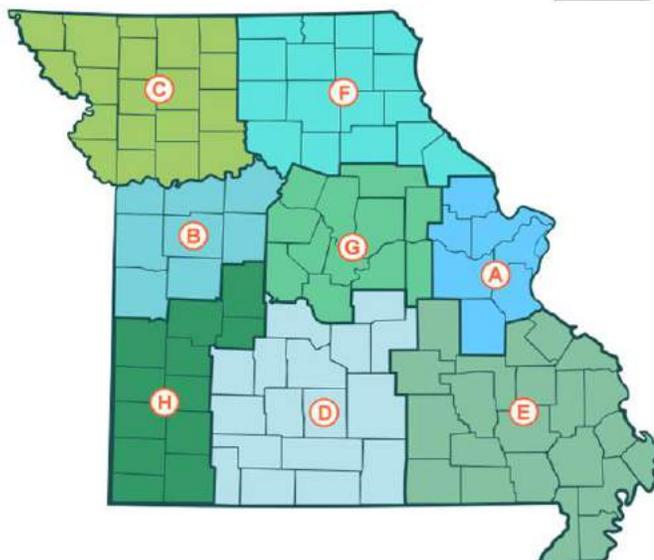
New Districts for GAM!

During the April 2017 board meeting, the GAM board voted to change the GAM districts to align with the Missouri Department of Elementary and Secondary Education (DESE) RPDC. The goal of the change is to align GAM functions with regional resources already utilized within the state by school districts and help future integration of GAM's mission and goals with DESE initiatives. The new districts will go into effect at the 2017 GAM Conference.



New GAM Districts

Based on DESE/RPDC locations



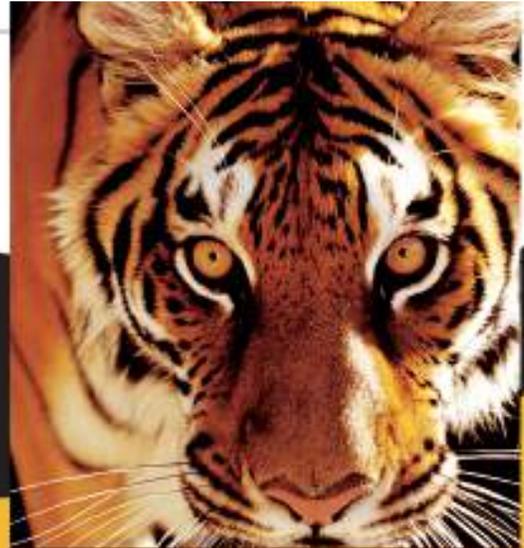
Previous GAM Districts



University of Missouri

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with an emphasis in gifted education



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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

FALL SEMESTER 2018

- 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 2019

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- Assessment and Evaluation in Gifted Education (SPC_ED 8405)
- Differentiating Instruction: Reaching Gifted, Typical and Struggling Learners (SPC_ED 8406)
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This is a wonderful opportunity for new teachers to learn techniques to meet the needs of our gifted learners. The workshop will contain guest speakers from the field, information about the latest research in gifted education, and units/activities to utilize with your gifted students in the classroom.

Apply for GAM Scholarships and Awards

The Nicholas Green Distinguished Student Scholarship

The Nicholas Green Distinguished Student Award is awarded to one Missouri student each year. Recipients are given a \$250 scholarship along with a Certificate of Excellence by the Gifted Association of Missouri (GAM). Students selected for the award are between grades 3 and 6 and have distinguished themselves in academic achievement, leadership, and/or the arts. Nominations, application, and parental release form for the Missouri NGDS Award must be postmarked by **June 1**.



The Bob Roach Scholarship for New Teachers Sponsored by Drury University

In 1999, GAM created the New Teacher Scholarship to promote the certification of teachers in the field of gifted education. In 2007, the award was renamed the Bob Roach Scholarship for New Teachers in honor of the continuous dedication of gifted educator, Bob Roach. In 2010, the gifted community lost this life-long educator and friend. GAM honors Bob's passion for Gifted Education with a \$250 scholarship awarded annually at the Gifted Association of Missouri Conference. To apply, applicants must be in the process of obtaining certification in gifted education and in their first or second year of teaching gifted. **Submit by September 1.**



The DeDe Smith Friend of Gifted Award

Dede, one of GAM's founders, served as GAM president and GAMbit editor. Under her insightful guidance, the Missouri Scholars Academy was established. Dede initiated and served as Director of Drury's Center for Gifted Education until her untimely death in 1991. The Dede Smith Friend of Gifted Award is awarded by nomination. GAM invites nominations of individuals who have made outstanding contributions to the field of gifted education in Missouri. An individual who is eligible to be a recipient of this award will belong to one of the following categories: legislator or other elected official, administrator, counselor, regular classroom teacher, media person, business person or mentor. **Submit by September 1.**



The Delma Johnson Outstanding Educator of Gifted Award

The Delma Johnson Outstanding Educator of Gifted Award is for educators who have made outstanding contributions to the field of gifted education in

Missouri. GAM invites eligible nominees who belong to one of the following categories to apply: teacher of gifted, coordinator of gifted programming, or college professor directly involved with gifted students or teachers of gifted.

Submit by September 1.



The Norine Kerber Parent of Gifted Award

The Norine Kerber Parent of Gifted Award recognizes parents who have made outstanding contributions to the field of gifted education in Missouri. GAM invites nominees who belong to one of the following categories to apply: parent, step-parent, or guardian of a gifted child in the state of Missouri. Submit by September 1.

The student award must be submitted or postmarked by June 1, 2018.
The adult awards must be submitted or postmarked by September 1, 2018.

Submit nominations to:

Gifted Association of Missouri Executive Secretary – Awards & Scholarships
P.O. Box 3252, Springfield, MO 65808

Please see the GAM website for directions on how to nominate and submit information.
We look forward to recognizing those who have worked hard for GAM.

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Did you know GAM is on Facebook?

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



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

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Have you thought of becoming more involved in GAM?



GAM Membership Application

- I am a new member
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Name _____

Address _____

City _____ State _____ Zip _____

School _____

District _____

County _____ GAM District _____

E-mail address _____

Telephone Numbers:

Home (_____) _____

Work (_____) _____

Please check appropriate one: (You can also pay for 2 yrs!)

Educator/Individual/Parent . . . \$30

Sponsor . . . \$100

Lifetime . . . \$500

I am a (n): (Please check all that apply)

Teacher of Gifted Education

Elem. MS HS Admin.

Teacher in the Regular Classroom

Elem. MS HS Admin.

Parent _____

Other _____

**Mail to: Gifted Association of Missouri
P.O. Box 3252, Springfield, MO 65808**

Why join the Gifted Association of Missouri?

GAM is the only organization in the state that advocates for gifted programs and provides support and resources to gifted teachers, students, and parents. We work at the district and state level to lobby for funding for gifted programs, create networking opportunities for parents, and support teachers in the development and implementation of curriculum.

We truly cannot do this with you; your membership makes a difference!

To join, visit

www.mogam.org

and click on

“Join GAM Today”!

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