

THE GAMBIT

THE OFFICIAL PUBLICATION OF THE
GIFTED ASSOCIATION OF MISSOURI
SUMMER 2022

MAJOR GIFTED LEGISLATION PASSED!

We are thrilled to report that after several years of efforts, GAM-supported legislation that included a mandate for gifted education was signed by the governor this past summer! Thanks to all of you who contributed to this monumental success with your phone calls, letters, testimonials, emails, and contributions! This legislation is a HUGE step forward for gifted education and gifted students in Missouri!



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Meredith Wisniewski says goodbye as her term comes to a close.

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You're Invited!



GIFTED ASSOCIATION OF MISSOURI CONFERENCE

**OCTOBER 14-15, 2022
VIRTUAL EVENT**

SOARING WITH GIFTED:

The Best is Yet to Come



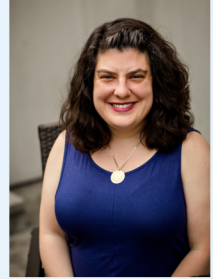
**Keynote Speaker
Dr. Carol Tomlinson**



Mizzou Academy
University of Missouri

Keynote address co-hosted by Mizzou Academy
and the Gifted Association of Missouri

PRESIDENT'S REPORT



SAYING GOODBYE

It's hard to believe that the new school year is upon us – summer flew by for me, as I imagine it did for many of you. As I turn my focus to new beginnings, it's also time to reflect on the past. The GAMbit issue after this will be our annual conference wrap-up, and this year that includes the installation of a new executive board. My term as president will have ended, and it will be time for a new group of individuals to take the helm. I certainly don't intend to slip quietly away; GAM can't shake me that easily. I can honestly say the last two years have been quite the ride, and I feel like a better educator and person as a result. So, I appreciate you all granting me a moment of indulgence to write this thank you letter.

It has been my absolute honor to serve as GAM president for the last two years. I can't say it was easy – even in the best of non-pandemic times, there is a lot of pressure knowing that gifted educators, students, and parents are looking to you for guidance and support. I felt very uncertain and anxious as I prepared to take this role; I questioned whether I had the experience and the ability to lead. However, looking back I can say I'm extremely proud of the last two years. Navigating anything during Covid was challenging, but GAM continued to thrive even during tough times.

This thank you, though, wouldn't be complete without my utmost gratitude for those who stepped up to serve with me. GAM is led by the most passionate, dedicated, and enthusiastic group of volunteers I have the privilege of knowing. These people did not hesitate to share their energy and experience; even when their own plates were full, they took time to give back to others. I could not have made it through the last two years without them. While the passing of the gifted mandate is undoubtedly the highlight of my

PRESIDENT'S REPORT

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tenure, it is a shared achievement with all of you. I'm also proud that despite the obstacles of virtual reality we've continued to provide opportunities to learn and grow, and I can't mention that with mentioning all those whose hard work made it happen. I am forever grateful to have connected with these wonderful people.

So now it's time to look ahead. GAM is going to be in wonderful hands as we move into this new era of gifted education in Missouri. These last two years may not have been how I envisioned them to be, but I wouldn't have had them any other way.

As always – GAM (and I) are here for whatever you need.

Signing off one last time,

Meredith Wisniewski



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FALL '22 – SUMMER '23

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

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

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

FALL 2022

- ED 550 G** – Intro to Gifted & Talented*
- ED 604 G** – Professional Learning: Gifted Policy, Practice, & Research**
- ED 605 G** – Psychology of Exceptional Children^
- ED 632 G** – Research: Applied Education Psychology^
- ED 651 G** – Curriculum for Gifted*

SPRING 2023

- ED 605 G** – Psychology of Exceptional Children^
- ED 619 G** – Gifted Practicum^
- ED 632 G** – Research: Applied Education Psychology^

* Offered first 8-week session

** Offered second 8-week session

^ Full semester

SUMMER 2023

- ED 550 G** – Introduction to Gifted and Talented*
- ED 605 G** – Psychology of Exceptional Children (1st or 2nd 5-week)
- ED 626 G** – Creativity*
- ED 650 G** – Identification of Gifted**
- ED 652 G** – Affective Needs of Gifted*
- ED 653 G** – Programming and Administration of Gifted**

* Offered first 5-week session

** Offered second 5-week session

^ Full semester

Learn more at:
gifted.truman.edu or



DESE Gifted Education Update April - August 2022

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



"Creativity is like life insurance.
If you are creative, you are never
afraid, because you can design
yourself out of any situation!"
~Lidewij Edelkoort, designer



Programs for Gifted Children Rule

Amendment: The amended rule and the *Gifted Education Program Guidelines* went into effect on 05/30/2022. An Administrative Memo was released on June 2, 2022: <https://dese.mo.gov/csr-20-100110-programs-gifted-children>. If you have not read this memo, please take a moment to read it now and to study the new guidelines. If you are the designated administrator, gifted education coordinator, or lead gifted education specialist, please be sure to complete the Gifted Program Application form ASAP.

Portrait of a Gifted Learner: In June we met for three days to create the Portrait, revise the MO-GLOs, and propose

solutions for tracking growth over time. Please watch the Gift-Ed listserv for further information. The committee worked hard and the outcome is impressive!

Missouri Scholars and Missouri Fine Arts Academies: I attended both academies in June and enjoyed visiting classes and talking to students. Please begin sharing information with students who are eligible to apply. The application process typically begins in early November. If you have not been involved with the MSA/MFAA process, please reach out and I can share more information with you. Students regularly say “the academy changed my life” and I want to ensure that students in every district have access.

SB 681: This omnibus bill brings big changes to gifted education! To read a summary of the bill and to download the entire bill please visit the Missouri Senate’s website: <https://www.senate.mo.gov/22info/BTSWeb/Bill.aspx?SessionType=R&BillID=71259862>. The summary states: “Under this act, if 3% or more of students enrolled in a school district are identified as gifted, the district is required to establish a state-approved gifted program for gifted children.” ... “These provisions shall apply starting in the 2024-2025 school year.”

Conferences: Surveys from 2022 Powerful Learning Conference indicate

that educators would like information on challenging gifted learners in general classrooms. Learn more about submitting a proposal, here:

<https://dese.mo.gov/quality-schools/powerful-learning-conference>.

In July, I presented at the New School Counselor Institute and the Literacy Summit. I also presented virtually at GAM's New Teacher Workshop. In August, I presented at the Back-to-School Symposium in St. Charles.

I hosted two well-attended Virtual Bootcamps for Gifted Education Leaders in June and two well attended Small & Mighty sessions in August.

The Advisory Council on the Education of Gifted and Talented Children: We met in April, July, and August. Please watch the listserv and the Council's website for updates.

<https://dese.mo.gov/quality-schools/gifted-education/gifted-advisory-council>

Success-Ready Students Work Group:

The goal is to develop a framework for implementing competency-based learning (CBL). More information can be found here:

<https://dese.mo.gov/success-ready-students-work-group> . This group reported to the State Board of Education in June. Their PowerPoint, which provides a brief summary of CBL, can be found at this link:

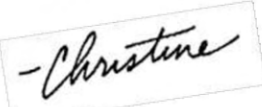
<https://dese.mo.gov/media/pdf/june-2022-competency-based-learning-report-success-ready-students-work-group> CBL is a system that could make a big impact on gifted learners because progress is based on evidence of mastery, not seat time.

Consultations with schools and responses to parent requests for information:

I served as an evaluator for PEGS interviews, conducting a creativity activity. I held several virtual sessions with districts on identification procedures. Parents called about identification processes, acceleration, and frustration over lack of services. If possible, find a highly visible spot on your gifted program webpage for contact information. Oftentimes, these calls must be answered by district personnel, but the parent can't figure out who to call.

Gifted and Talented Tuesdays: I will continue with these events in 2022-23. During the 2021-22 school year, the Second Tuesday at 9:00 and the Third Tuesday at 3:30 were the most popular events. The flier announcing Fall 2022 events is included in the GAMbit.

Please reach out if need support, have a great idea to share, or just want to talk gifted.

-Christine

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special education with an
emphasis in gifted education

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GIFTED CERTIFICATE

This 12-hour option provides a certificate of specialization.

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:

Jena K. Randolph, PhD

Assistant Professor, Special Education
Special Education Online Program Director
randolphj@missouri.edu
(573) 884-1911



FALL SEMESTER 2022

- Assessment and Evaluation in Gifted Education (SPC_ED 8405)
- Admin & Supervision (SPC_ED 8410)
- Differentiating Instruction: Reaching Gifted, Typical and Struggling Learners (SPC_ED 8406)
- Practicum: Gifted Education (SPC_ED 8946)

SPRING SEMESTER 2023

- 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 2023

- Curriculum Methods for Gifted and Talented Students (SPC_ED 8391)
- Assessment and Evaluation in Gifted Education (SPC_ED 8405)
- High Functioning Autism (if adding all courses and not just gifted specific...)(SPC_ED 8604)
- Research (SPC_ED 8350)

LEARN MORE online.missouri.edu/gambit-su22

New Teacher Workshop

By Jenna Leonard, NKC Schools SAGE Center

I recently attended the Gifted Association of Missouri's New Teacher Workshop at Truman University. I walked away feeling motivated and inspired as I start my first year in Gifted Education. The conference provided me with ready to use resources and helpful sites and programs to support my learners. I was informed of how to advocate for my students and gained insight from fellow teachers in the field to better improve my practice.

I appreciated the time to connect with other first year teachers and prepare for the upcoming year. It is clear gifted students have needs that require special support as they grow and develop, to reach their full potential. After attending the conference, I feel better informed and prepared going into my first year of teaching.

WHAT IF WE COULD...



- **TEACH** all students a systematic method to solve problems?
- **IMPROVE** students' creativity, collaboration, communication, and critical thinking?
- **EMPOWER** students to offer solutions to community problems?
- **PROVIDE** structure to guide students in problem-based learning?
- **INTERACT** with students from other states and countries?
- **ENCOURAGE** students to research and thoughtfully consider future concerns?

We can through participation in Future Problem Solving Program International!

FPSPi.org • MOFPS.org

LEGISLATIVE REPORT

2022 END OF SESSION REPORT

The best news of the year is that GAM was successful in passing their number one legislative priority for the 2022 legislative session. In an omnibus bill relating to elementary and secondary education, language was included to require school districts to provide programs and services for students who are identified as gifted.

GIFTED CHILDREN (Section 162.720)

This bill requires that if 3% or more of students enrolled in a school district are identified as gifted, the district is required to establish a state-approved gifted program for gifted children. If a school district has an average daily attendance of 350 students or fewer, the district's gifted program shall not be required to provide services by a teacher certified to teach gifted education. Any teacher who provides gifted services through the program, and is not certified, shall annually participate in at least six hours of professional development focused on gifted development. These provisions shall apply starting in the 2024- 2025 school year.

The language was included in CCS #2 HCS SS SCS SBs 681 & 662.

Other sections of the bill that may be of interest include:

DRINKING WATER IN SCHOOLS (Section 160.077 RSMo) This bill establishes the "Get the Lead Out of School Drinking Water Act."

CORPORAL PUNISHMENT (Section 160.261) The bill requires school districts to notify parents and receive written permission before using corporal punishment.

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SHOW ME SUCCESS DIPLOMA PROGRAM (Section 160.560) as an alternative pathway to graduation for high school students.

ADULT HIGH SCHOOLS (Sections 160.2700 & 160.2705) This bill repeals the on-site requirement for childcare at adult high schools and allows adult high schools to provide synchronous instruction connecting students to a live class at a Missouri adult high school to be treated as in-person instruction. The bill provides that adult high schools shall be deemed a "secondary school system" for purposes of offering childcare services without a license.

MISSOURI ADVISORY BOARD FOR EDUCATOR PREPARATION (Section 161.097) The State Board of Education (SBE) shall, in consultation with MABEP, align literacy and reading instruction coursework for teacher education programs. All reading and special education certificates shall include training as outlined in the bill.

SCHOOL INNOVATION WAIVERS (Section 161.214)

READING INTERVENTION (Section 161.241) The SBE, in collaboration with the Coordinating Board for Higher Education and the Commissioner's Literacy Advisory Council established by the bill, shall develop a plan to establish a comprehensive system of services for reading instruction. The SBE shall also create an Office of Literacy and shall take other actions relating to improving literacy set forth in the bill. The bill also creates the Evidence-based Reading Instruction Program Fund, to be used for purposes set forth in the bill.

COMPETENCY-BASED EDUCATION GRANT PROGRAM (Section 161.380) The bill establishes the "Competency-Based Education Grant Program" and the "Competency-Based Education Grant

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Fund". By application, DESE shall award grants from the Fund to eligible school districts for the purpose of providing competency-based education programs. The Department shall facilitate the creation, sharing, and development of course assessments, curriculum, training and guidance for teachers, and best practices for the school districts that offer competency-based education courses.

COMPETENCY-BASED EDUCATION TASK FORCE (Section 161.385)

HOLOCAUST EDUCATION (Section 161.700)

SCHOOL BOARD COMMUNITY ENGAGEMENT POLICY (Section 162.058)

PUBLIC SCHOOLS AND SCHOOL DISTRICTS (Section 162.084) The bill requires that any individual public elementary school, secondary school, charter school, or school district that is in the bottom 5% of scores on the annual performance report shall mail a letter to the parents and guardians of each student in such school or district informing the parents and guardians of the score and any options available to such students as a result of the school's or district's current status.

SCHOOL BOARD DISTRICTS (Sections 162.261-162.563)

COMPETENCY-BASED HIGH SCHOOL CREDITS (Section 162.1255)

SCHOOL DISTRICT RESIDENCY TUITION WAIVER (Section 167.151)

BRAILLE INSTRUCTION (Section 167.225) This bill establishes the "Blind Students' Rights to Independence, Training, and Education

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Act" or the "BRITE Act".

READING INTERVENTION (Sections 167.268, 167.640, 167.645, & 170.014) The bill changes the term "reading intervention plans" to "reading success plans" throughout the bill and applies provisions regarding such plans to charter schools. Each school district and charter school shall provide intensive reading instruction to students as set forth in the bill.

INDIVIDUALIZED HEALTH CARE PLANS AT SCHOOLS (Section 167.625)

RECOVERY PROGRAMS FOR HIGH SCHOOL STUDENTS (Section 167.850)

TEACHING CERTIFICATES (Section 168.021) The bill expands on the current licensing process for the visiting scholars teacher certification by allowing individuals to obtain a certification to teach if they are employed by a district as part of an initiative designed to fill vacant positions in hard-to-staff schools or subject areas. The bill also allows provisionally certified teachers an alternative route to achieve their full professional certification beyond the qualifying score on a designated exam, the details of the alternative route are included in the bill.

SUBSTITUTE TEACHING (Sections 168.036 & 168.037) This bill creates a four-year certificate for individuals that want to substitute teach.

SCHOOL DISTRICT SUPERINTENDENT SHARING (Section 168.205)

TEACHER CAREER PLANS (Sections 168.500 & 168.515) This bill modifies provisions regarding career ladder admission and stage

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achievement for teachers. Additional responsibilities and volunteer efforts outside of compensated hours may include uncompensated coaching, supervising, and organizing extracurricular activities, serving as a mentor or tutor to students, additional teacher training or certification, or assisting students with college or career preparation. The bill increases the state percentage of funding for salary supplements for career ladder from 40% to 60% and lowers the number of years before a teacher is eligible from five to two years.

COMPUTER SCIENCE COURSES (Section 170.018) This bill modifies the definition of "computer science course" by including any elementary, middle, or high school course that embeds computer science content within other subjects.

SUICIDE AWARENESS & PREVENTION (Sections 170.047 & 170.048) Beginning July 1, 2023, this bill requires a public school or charter school with pupils in grades seven to 12 that issues pupil or student identification cards to print the 3-digit dialing code that directs calls and routes text messages to the Suicide and Crisis Lifeline, 988.

MENTAL HEALTH AWARENESS TRAINING (Section 170.307) This bill establishes a mental health awareness training requirement for pupils in public schools and charter schools that shall be given any time during a pupil's four years of high school. Instruction shall be included in the district's existing health or physical education curriculum. Instruction shall be based on a program established by DESE.

HALF-DAY EDUCATIONAL PROGRAMS (Section 171.033)

WORKFORCE DIPLOMA PROGRAM (Section 173.831)

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This bill establishes the "Workforce Diploma Program" within DESE to assist students in obtaining a high school diploma and in developing employability and career and technical skills through campus-based, blended, or online modalities.

ADVANCED PLACEMENT EXAMS (Section 173.1352) The bill creates provisions relating to advanced placement examinations that requires each institution, which includes instate public community college, college, or university that offer postsecondary freshman-level courses to adopt and implement a policy to grant undergraduate course credit to entering freshman students for each advanced placement examination where a student achieves a score of three or higher for any similarly correlated course offered by the institution.

IMAGINATION LIBRARY OF MISSOURI (Section 178.694)

LITERACY ADVISORY COUNCIL (Section 186.080)

VEHICLES USED TO TRANSPORT SCHOOL CHILDREN (Sections 302.010 & 304.060)

CCS HCS SS SCS SBs 775, 751 & 640 -- JUDICIAL PROCEEDINGS
This bill modifies provisions relating to judicial proceedings. The main provisions of the bill deal with child sex trafficking and orders of protection. Chapter 573 changes several provisions relating to child sex crimes and sexual exploitation of a minor. One section that I want to bring to your attention is Section 573.550....

OFFENSE OF PROVIDING EXPLICIT SEXUAL MATERIAL TO A STUDENT (Section 573.550)

This bill provides that a person commits the offense of providing

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explicit sexual material to a student if such person is affiliated with a public or private elementary or secondary school in an official capacity and, knowing of its content and character, such person provides, assigns, supplies, distributes, loans, or coerces acceptance of or the approval of the providing of explicit sexual material to a student or possesses with the purpose of providing, assigning, supplying, distributing, loaning, or coercing acceptance of or the approval of the providing of explicit sexual material to a student. This offense is a class A misdemeanor.

As used in this section, the following terms shall mean:

(1) "Explicit sexual material", any pictorial, three dimensional, or visual depiction, including any photography, film, video, picture, or computer-generated image, showing human masturbation, deviate sexual intercourse as defined in section 566.010, sexual intercourse, direct physical stimulation of genitals, sadomasochistic abuse, or emphasizing the depiction of post pubertal human genitals; provided, however, that works of art, when taken as a whole, that have serious artistic significance, or works of anthropological significance, or materials used in science courses, including but not limited to materials used in biology, anatomy, physiology, and sexual education classes shall not be deemed to be within the foregoing definition;

(2) "Person affiliated with a public or private elementary or secondary school in an official capacity", an administrator, teacher, librarian, media center personnel, substitute teacher, teacher's assistant, student teacher, law enforcement officer, school board member, school bus driver, guidance counselor, coach, guest lecturer, guest speaker, or other non-school employee who is invited to present information to students by a teacher,

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administrator, or other school employee. Such term shall not include a student enrolled in the elementary or secondary school.

MISSOURI SCHOLARS ACADEMY & MISSOURI FINE ARTS ACADEMY were fully funded!! The legislature appropriated \$750,000 for the June, 2023, academies. This means every student will be able to attend free of charge!

GAM tracked over 70 pieces of legislation throughout the legislative session. Many challenging issues such as open enrollment, critical race theory and curricula review, immunization requirements, Parents' Bill of Rights, transgender athletes in school activities, etc., demanded a lot of debate time; however, did not make final passage.

Thank you to everyone who helped advocate throughout the entire session!! GAM voices were heard in the Capitol and gifted students prevailed!!

Once again, thank you for the opportunity to represent GAM at the State Capitol. If you have questions, please contact me at kynaiman@earthlink.net

Kyna Iman

LEGISLATIVE REPORT

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SLATE OF OFFICERS

Dear GAM members,

The following individuals have been put forth for the 2022-2023 GAM executive board. A formal vote will be taken on the slate of officers at the October 15th annual meeting.

Please attend and cast your vote. Thank you!

Slate of Officers

President - Dr. Tracy Bednarick-Humes

Vice-President - Heather Tomicich

Secretary - Jennifer Hawkins

Conference - Stefanie McKoy

Finance - Shannon Fuller

Membership - Cindy Turner



SLATE OF OFFICERS

GIFTED AND TALENTED TUESDAYS



ZOOM EVENTS FOR STUDENTS, TEACHERS, AND COORDINATORS/ADMINISTRATORS

Tuesdays beginning September 13, 2022



You are invited to join Missouri's gifted education community for discussion and inspiration every Tuesday, September 13 to December 13, 2022. Log in 15 minutes early to network.

First Tuesdays, 11:00 – 11:30 with Q/A until noon – Space Exploration Talks for Gifted Learners

- October 4, An Update: Moon, Mars, and More
- November 1, Americans in Space (& on the Moon)
- December 6, Holidays in Space

Second Tuesdays, 9:00 – 10:00, Coordinating MO Gifted Education Programs for Gifted Education Specialists, Coordinators, Directors, Counselors, Principals, and Administrators

- September 13, Top Trends in MO Gifted Education, discussion with Christine
- October 11, GAM Conference on Oct. 14-15
- November 8, Neurodiversity, guest speaker Emily Kircher-Morris
- December 13, TBD

Third Tuesdays, 3:30-4:30, For Gifted Education Specialists and Coordinators/Directors of Gifted Programs

- September 20, 3:30 guest speaker Crystal Koenig, Collaborating with MO Conservation to Build a Pollination Habitat; 4:00 guest speaker Lauren Maschmann, Butterfly Effect Unit
- October 18, GAM Conference on Oct. 14-15
- November 15, 3e: Gifted, Autistic, & Artistic, guest speakers Maggie Peeno and Phyllis Pasley

Final Tuesday of the Month, 3:30 – 4:30, Book Study for the G/T Community, *A Nation Empowered*, download the report on acceleration here:

http://www.accelerationinstitute.org/nation_empowerd/Order/Default.aspx

- September 27, Chapter 1, The Evidence is Clear
- October 25, Chapter 4, Acceleration Works
- November 29, Chapter 10, What You Can Do

THE FUTURE IS ALREADY HERE – IT'S JUST NOT EVENLY DISTRIBUTED.

-WILLIAM GIBSON, THE ECONOMIST, DECEMBER 4, 2003

ZOOM LINK: [HTTPS://WWW.ZOOMGOV.COM/J/16190848473](https://www.zoomgov.com/j/16190848473)
LISTSERVE UPDATES: <https://lists.mo.gov/mailman/listinfo/gifted-ed>

Gifted Association of Missouri Upcoming Virtual Speaker Series

Monday, September 19, 2022 at 7 pm—**Why Does my Gifted Child/Student do THAT?**

Dr. Tracy Bednarick-Humes, Ed.D., Lindbergh's Gifted Coordinator and GAM Executive Vice-President will discuss Dabrowski's Theory of Overexcitabilities and how it explains common behaviors observed in gifted children. She will also discuss how to support students with understanding and managing these behaviors.

Register here

<https://www.eventbrite.com/e/gifted-association-of-missouri-virtual-speaker-series-overexciteabilities-tickets-347326521977?aff=ebdsoporgprofile>

Monday, October 17th at 7 pm—**The Gifted Twice Exceptional (2e) Learner: Resources for Teachers and Caregivers**

Stefanie McKoy (University of Arkansas Ph.D. Student, Graduate Assistant Curriculum and Instruction; College of Education and Health Professions) and Krystle Merry (University of Arkansas Ph.D. Student, Special Education Curriculum and Instruction; College of Education and Health Professions) - We will share information regarding the qualities of twice exceptional gifted children. Participants will add resources to their toolbox to assist 2e students to succeed in the classroom and through adolescence.

Register here:

<https://www.eventbrite.com/e/gifted-speaker-series-the-gifted-twice-exceptional-2e-learner-tickets-391190109147>

Monday, November 14th at 7 pm--**Advocating for and as a Gifted Learner**

Justin Villet (Sphinx Gifted Consulting President, Lindbergh Schools PEGS Teacher, Lindenwood University Ed.D Student)

Gifted people are capable of wonderful things, but there are also some roadblocks that can make it difficult for a gifted person to achieve their objectives. Educators, parents, and gifted individuals themselves might not fully comprehend how to break down these barriers to success and how to communicate what they might need to help the gifted. This discussion will focus on what these three groups can do to proactively advocate for gifted individuals. Register here:

<https://www.eventbrite.com/e/gifted-speaker-series-advocating-for-and-as-a-gifted-learner-tickets-394407743177>

Monday, January 23rd at 7 pm—**Trending in MO: Portrait of a Gifted Learner, MO-GLOs, and More.**

Christine Nobbe, Missouri State Director of Gifted Education Gifted Education is trending in Missouri! With SB681 passed and signed into law, Gifted Education is being pushed to the top of the educational trends! In this session, we will look at the bill's wording and what is in store for gifted education. Also, we will look at the newly developed Portrait of a Gifted Learner and Missouri Gifted Learner Outcomes. Finally, we will use Padlet to brainstorm future trends.

Register here:

<https://www.eventbrite.com/e/gam-virtual-speaker-series-gifted-topics-trending-in-mo-tickets-347413441957?aff=ebdsoporgprofile>

Monday, February 13th at 7 pm--**Multi-tiered Systems of Support for Gifted Learners in the General Education Classroom**

Dr. Rosanne Malek, Ph.D. (Iowa Department of Education Gifted and Talented Consultant) During this session, Dr. Malek will share tips and ideas for meeting the learning needs of gifted students in the general education classroom. She will share strategies from her work on the [*Advanced Learning: Multi-tiered Systems of Support Guide*](#). Register here:

<https://www.eventbrite.com/e/gifted-speaker-series-multi-tiered-systems-of-support-for-gifted-learners-tickets-391226467897>

Monday, March 13th at 7 pm--**Literal Thinking and Fixed Mind-sets in the Gifted Children**

Maggie Dickinson, ATR, LPC Lindbergh Schools Gifted Programs Counselor Fixed thinkers can struggle with understanding other perspectives, problem solving, and unexpected transitions. This can lead to challenging behaviors and emotions. Join this presentation to learn some strategies and tools that will help your child build more flexible thinking skills. Register here:

<https://www.eventbrite.com/e/gifted-speaker-series-literal-thinking-and-fixed-mind-sets-in-the-gifted-c-tickets-401242646557>

Monday, April 17th at 7 pm--**Advocating for Gifted Education: The Power of Social Media**

Stefanie McKoy (University of Arkansas Ph.D. Student, Graduate Assistant Curriculum and Instruction; College of Education and Health Professions)- Social media is a powerful tool to advocate for the gifted classroom when used correctly. Participants will learn tips and tricks for advocating for students and their program. Register here:

<https://www.eventbrite.com/e/gifted-speaker-series-advocating-for-gifted-the-power-of-social-media-tickets-391230349507>

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lawyer Braxton Moral

October 9

TRIVIA NIGHT

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Housand. Free admission
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October 10

EDUCATOR DAY

Join us for sessions specifically designed for educators. We have 3 amazing speakers: Dr. Brandi Klepper - psychologist, Kansas gifted student and 20 year old lawyer Braxton Moral, and Dr. Brian Housand, Coordinator of Gifted Programs at University of North Carolina Wilmington



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NEW PLATINUM SPONSOR!

THANK YOU TO THE ELKS LODGE!

GAM is thrilled to welcome our newest Platinum sponsor: The Christian County Elks Lodge #2777!

The Elks Lodge is a national organization that gives back to their local communities, with an emphasis on programs for youth and veterans. The Christian County Elks Lodge raises money, donates school supplies, offers scholarships, hosts events for families, and more. We are honored that they have chosen to show their support for gifted education in Missouri as a sponsor for this year's conference.

A special thank you to Leading Elk Michael Sweet, who welcomed GAM President Meredith Wisniewski and District 7 Assistant Director Stefanie McKoy – who made this connection between the groups – for dinner. Along with a tour of their impressive facility and an evening of hospitality, they presented us with their donation along with their well wishes for our work.

Thank you so much – we appreciate you!



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We will send information to the schools in September and invite gifted teachers, school counselors, and administrators to nominate their students.

Visit jba.truman.edu or email jba@truman.edu for more information.

Presented by Justin Villet

Presented by Emily Kircher-Morris, LPC

REGISTER NOW



Time Travelers!

Let's face it, understanding the fabric of space and time and the implications of time travel can be a difficult task even for adults, so when I was faced with creating a tangible way for gifted middle schoolers to bring these concepts to life-- I came up with a rigorous Butterfly Effect project -- the culmination of a year-long themed class called Time Travelers.

The idea came to me while watching NBC's short-lived television show, *Timeless*. I thought it would be fun for students to invent secret spies and agents who would ensure that time travelers who were trying to rewrite history would be stopped in their tracks!

This initial thought evolved into a lesson plan that includes student choice, research, creative story writing and art--in six, 49 minute class periods where students work at their own pace.

We discuss The Butterfly Effect and how one tiny change in the fabric of space and time could lead to a completely different universe than how we know it today. Seeing the "aha" moments in learners as they relate the butterfly effect to their own lives, they are instantly hooked! I have heard,

"One time I spilled my soda and I needed to change which made me late for soccer practice and we passed by an accident on the road... I remember my mom saying "it's a good thing we were late and not involved in that accident somehow."

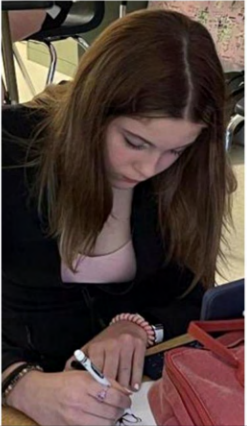
After discussion and watching a Youtube video on the butterfly effect, students have a good grasp on this concept and it is time to lay out the six steps of their project.

- (1) Selecting and researching Top Five Historical Moments in History
- (2) Creating a Butterfly
- (3) Writing-- Historical Fiction
- (4) Designing an "Alternative Timeline"
- (5) Creating an Agent or a Spy (decision is made by rolling a dice)
- (6) Assigning Missions and a three-step action plan is devised to complete their agent or spy's mission

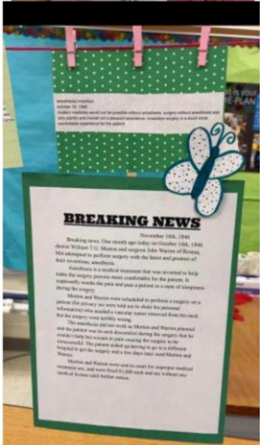


Step one: students choose five historical moments in time. Topics range from "the invention of sliced bread" to President Lincoln's assassination. Each student creates five notecards, each card with a title of historical occurrence, and a short paragraph describing that moment in history.

I hang a piece of yarn across the classroom just high enough so students can both duck under the line and reach up and hang their notecards in timeline order-- if there are 10 students in your class, they will have 50 notecard moments in time, to order and hang. It's okay if some notecard moments match, just hang them all together on the timeline (students should not feel like they cannot pick an event just because someone else picked it.) This timeline represents our current fabric of space and time.

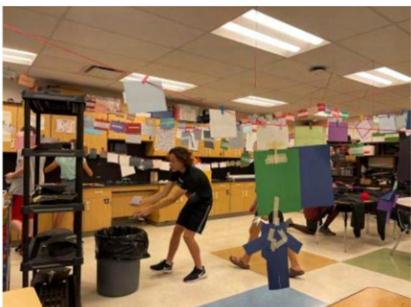


Step Two: students draw, create, color and cut out a butterfly. Yes, my 7th grade students love taking some class time to design a butterfly! After their butterfly is made, they choose **one** of their top five historical moments to research in depth. They affix their butterfly to that chosen notecard.



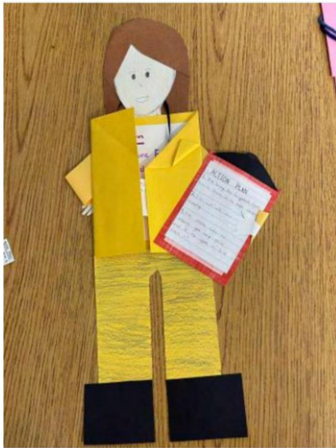
Step Three: Students write a story about their chosen historical event, BUT they include one detail that alters history. One student writes about the terror of 9-11 never happening, another writes about the Beatles never forming a band, another writes about Hitler being accepted into art school - the choices are endless. Just be sure though that your students know that "school never happening or the butterfly effect never being discovered, etc" is off the table as a choice. Yes, once I had a student who said school was never invented, so we never had Mrs. Maschmann and she never gave us this assignment. Yep, she "got me." This assignment requires students to understand the true

historical context and then rewrite history as if it changed somehow. The stories do not elaborate on what happens because of this detail change, it just focuses on the moment in time that was altered and rewritten. Students are encouraged to build and fashion characters and situations that allow this change to happen. That one page short story now gets hung from their butterfly effect notecard. After teacher review, their short story is assigned a number as it is completed and hung.

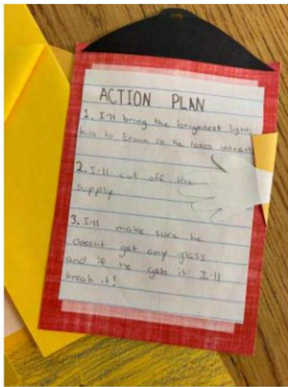


Step Four: Students determine at least four new moments in time creating an alternate timeline or a "new universe." A new line is hung from their butterfly card across the room to a new spot. All students' butterfly effects have an alternate universe hanging to a new spot in the classroom. This represents the chaos that would be created if history was rewritten-- if time travelers were actually able to travel and change time. In one

student's alternate universe, Coca-Cola was never invented which led to George V never being born and therefore, The Revolutionary War never happening. You have to read it to believe it.



Step Five: Once their alternate timeline is created and hung, it is time to create an agent or spy. Roll a dice -- if it's odd they are creating an agent, if it is even they are making a spy. The agent's role is to go back in time and stop the butterfly effect from happening. The spy's role is to go back in time and make sure that the rewritten history does happen.



Step Six: The final step is to use an online random number generator and randomly select a number from the stories that are hanging (remember there is a number on the back of each story as it was written and hung in step three). The student locates the story, reads the story and then creates a mission and a 3 step action plan on how to complete their task. Their Agent or Spy is then hung from the creative story when complete.



Students are imaginative, creative and sometimes even tickled when randomly assigned a bizarre story that another classmate imagined. This project unlocks creativity and embraces the curiosity and complex way that gifted middle schoolers see and understand the world.

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new teacher gifted education workshop.
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... And we at GAM thank Truman
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We appreciate you, Truman State!

See you this Fall!

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