



GAMbit

GIFTED EDUCATION DAY AT THE CAPITOL JEFFERSON CITY, MISSOURI TUESDAY, FEBRUARY 27, 2018

9:30 Missouri State Capitol Arrive and gather on the 4th floor

10:00 House & Senate Chambers Introduction of students in rooms
414 & 416

11:00 Rotunda Gather and be seated

11:15 Introductions & Legislative Briefing

11:30 Awards & Presentations

12:00 Visit Your State Representative & Senator
(ask them to have lunch with you!)

Please call to make appointments prior to arriving
Legislators Directory: www.house.mo.gov

Capitol Switchboard: **573-751-2000**

Questions? Contact Dr. Robin Lady, GAM Advocacy
robin.lady.gam@gmail.com

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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Twitter Chat

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for our gifted students

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Powerful Parents and Disruptive Teachers: Advocates for Gifted Kids

By Sara Lampe, Education Advocate

Our gifted children and students have services today we did not fight for. Those we did not know built foundations of understanding about gifted kids. They lit fires of passion to speak up and to encourage appropriate education. They supported teachers to be creative. They ever bound us in this community of Gifted Advocates.

Those who came before us were risk takers who made the education of gifted kids in Missouri their life's work. Bob Roach, Dede Smith, and Dee Wyckoff were just a few of the many brave individuals across this state. We would not be here without their courage and actions. My mother, Eunice Thomas, my first and best teacher taught me about advocacy. She would say, "Do the right things for the right reasons. Speak up for those who cannot. Love one another." Mom's teachings have guided every parent and teacher I have known who served gifted kids in Missouri.

Of the many creative experiences I have had in my life, nothing compares to the creative years in gifted education. Between 1978 - 2000 were the golden years of gifted education in Missouri. It was a significant period, a 'shining moment' in a career when everything came together and worked in concert. Individuals who shared a collective passion for gifted kids surrounded me. They were teachers and parents who were inspired by this extraordinary project, and it seemed each day we found ourselves in a new, great wonderful world. We felt there was nothing we could not do. Many parents, as gifted individuals themselves, were eager to learn because they had not experienced gifted programs or services for themselves. Parents who came each day to the Center were appreciative and eager to help. There was a collective feeling that if we as teachers could dream it, parents would make the way for our dreams to come true. Gifted parents, Becky Rhoades and Debbie Kring, have often recalled that we were all in the right place, at the right time with the right leaders and teachers to make revolutionary things happen for gifted children. I consider myself fortunate, indeed, to have been in that moment.

Statewide innovation and progress moved rapidly at that same time, and it meant that there were personalized services for individuals and radical acceleration for groups of kids. International diplomas were instituted and premier academies were created on university campuses. These advocacy efforts were made possible because of what I have come to think of as, "the Power of Parents." We insisted on changing the old paradigms of education to make way for services for gifted kids. Parents as advocates are able to do many things educators are unable to do. With each new election of the school board, or the General Assembly, the same old questions and doubts about educating gifted kids would surface. Parents and educators were tireless in beginning again the slow process of educating newly elected officials. Parents worked hand-in-hand with teachers as we studied and researched ways of providing services. It wasn't long before parents become the 'voice of gifted education in Missouri.' Parents rebutted the arguments, answered questions and calmed fears. Decision makers quickly found that parents were impossible to ignore, especially when they were registered voters!

That was then; this is now. **Services for gifted students in Missouri are in jeopardy.** We must not take for granted the services we now have. We are mistaken if we think services will always be available in Missouri. There is minimal language in Missouri Statutes protecting services for gifted students. Dwindling state and local revenue increases the vulnerability. Services can end in one legislative calendar year or in a single vote by a local school board. **Sustaining services for gifted students requires parent advocacy.**

Parents, this is your call to action! It is now your opportunity to stand up and be heard and to carry forward the banner of gifted education in Missouri. Advocacy is public support for a recommendation of a particular cause or policy. Advocacy is to speak or write in favor of; to support or urge by argument. You may think you can't do this – but you can! You are more powerful than you

know. Clearly the very best way to do this is for you to become a decision maker. Consider running for the local school board, as a state representative, or state senator. Our success in gifted education in the Springfield Public Schools is due in large part to the parents of gifted children who have served as school board members and made recommendations for services.

The next best person to be, if you won't 'throw your hat in the ring,' is the individual to whom the decision maker listens. Elected officials rely on key people to educate them on topics/issues they know little about. You could be that person! Be the voice behind the elected official. Establish a relationship with them, build trust and exchange cell numbers. The very best advocates for gifted kids are parents who are fighting for the unmet needs of their children.

Advocacy may not truly change minds and hearts about a cause, but can convince a decision maker to change his/her vote. Because elected officials want to be re-elected, they seek ways to respond favorably to their constituents. Everybody is some elected official's constituent! If you are not the constituent of a particular elected official, find a constituent who is and make him or her your friend.

It is vitally important to know with absolute clarity why you want a person to vote a certain way. The length of an elevator ride is about as detailed as you should be when crafting this message. Once you have it written with simple sentences (problem/solution), and large font; print it on a single piece of paper (2 sided). You want to convey this message/request multiple times and in multiple formats. You will repeat it so many times that you will think that it is understood, but alas, you need to keep saying it – over and over and each time asking the elected official for a commitment. You may not get a commitment, but keep asking anyway. The frequency of your message should mirror water torture – a steady drip!

I share the following reasons I have given to prompt your thinking as you consider your 'why.' I have found the use of the word 'need' to be very effective. You will be asked specifically about the needs of gifted students, so be prepared. ***Gifted kids have a right to have their needs met just like every other student who comes through the doors of our public schools. The services we are recommending respond directly to what gifted students need and are neither a privilege nor are they a reward – but they are an educational intervention.*** Other appropriate words to use are rigor, challenge, depth, complexity, acceleration and social emotional support. I would not use the word 'enrichment.' Enrichment is not a response unique to meeting the needs of gifted students. All students need enrichment. Whatever your "why," keep it simple. When your advocacy efforts are successful, say thank you and offer to work on their re-election campaign.

Sustaining services for gifted students ALSO requires disruptive thinking and innovation to survive. Teachers, this is your call to action! Gifted education must stand out in the market place of ideas and on the cutting edge of education. Our students deserve nothing less. Your challenge is to try new things in new ways, not old things in new ways. Madeline Hunter once said, "If you want to be a true professional, go to the cutting edge of your competency. Whenever you don't quite know what you are doing, know you are growing." In our beginning years when we didn't quite know what we were doing, we felt an all-encompassing excitement each day that kept us going. I'm asking you to seek that excitement again.

Michael and Marc Maness, through their company, *Subculture*, help companies and institutions understand the evolution that organizations experience: a steep incline; a leveling off; and then a decline unless there is disruptive thinking and disruptive innovation. A.J. Juiiani says, "Nothing changes, if nothing changes." If the niche market of gifted education curriculum and experiences has become mainstream, then without disruptive thinking and innovation, gifted education will suffer a similar fate of Kodak when the iPhone entered the marketplace.

Parents want a personalized educational experience for their child. When we offer an intellectual peer group, social and emotional support, creative, critical, design and productive thinking we are responding to the needs of gifted students with experiences that are not easily if at all met

through online experiences or in other settings. What makes us innovative? Do we remain the niche in education? We must embrace the fact that what we are doing is no longer good enough.

Just suppose students read, *We Rise: The Earth Guardian's Guide to Building a Movement that Restores the Planet*, By Martinez. Would this kind of disruptive thinking move us beyond where we are? Are students gathering data and producing new content instead of simply restating what others have previously discovered? Are students designing new things in new ways? Gifted kids have passion, knowledge, ideas and solutions just waiting to be set free. Disruptive thinking requires us to not only think differently but also to run faster than ever before; to be sprinters and risk takers; to start learning as fast as our students learn. It requires us to create a safe environment for disruptive thinking. We do this not to just reclaim our spot on the cutting edge of education - but because it is the right thing to do for gifted kids.

Carol Dweck's research reminds us to think about how we accept a challenge and how we encourage gifted students to embrace challenge and to risk failure. We have an opportunity to model accepting a challenge. We cannot back away from this challenge...we must charge forward. Our students deserve this from us. Disruptive innovative thinking will bring new energy to your spirit and your thinking. Keep your minds open to information, inspiration and imperfection - the most abundant natural resources humans have. Once the old rules are gone and you look forward, my hope for you is that you will lean into a new way of thinking about gifted education – and once again be the tip of the spear!

Parents, you are the force that speaks truth to power, the force for fighting for services, and the example for your child of embracing a challenge. **Teachers**, you are the hope of gifted kids in creating an environment where they know they are okay, the hope for leading change with disruptive innovation and breaking the rules, and the hope of gifted kids surpassing their wildest imaginations. It is your time parents, teachers and leaders. This is your beginning. You can do anything!

Sara Lampe is a former GAM President; GAMBIT Editor; NAGC Outstanding Educator of the Year; Adjunct Professor at Drury University for MS in Gifted Education; gifted teacher, coordinator and principal for Springfield Public Schools Gifted Education Services; and a Missouri State Representative. Sara's current endeavor is working with teachers and administrators to create classrooms that respond to the diverse needs of students through quality curriculum, instruction and effective classroom management techniques. Contact Sara at sntlampe@msn.com and www.saralampespeaks.com.

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NEWS from GAM District 2

District 2 hosted a successful conference! Over thirty-five parents and teachers benefitted from information presented by David Welch, Dr. Brandi Klepper, and Dr. Richard Courtright. Meanwhile, over 40 students attended enrichment sessions taught by District 2 teachers Vicky Bennett, Joe Gulino, and Ann Seider. Parents and students alike commented on the quality of the evening's activities. Thanks to all who helped provide educational opportunities for District 2!

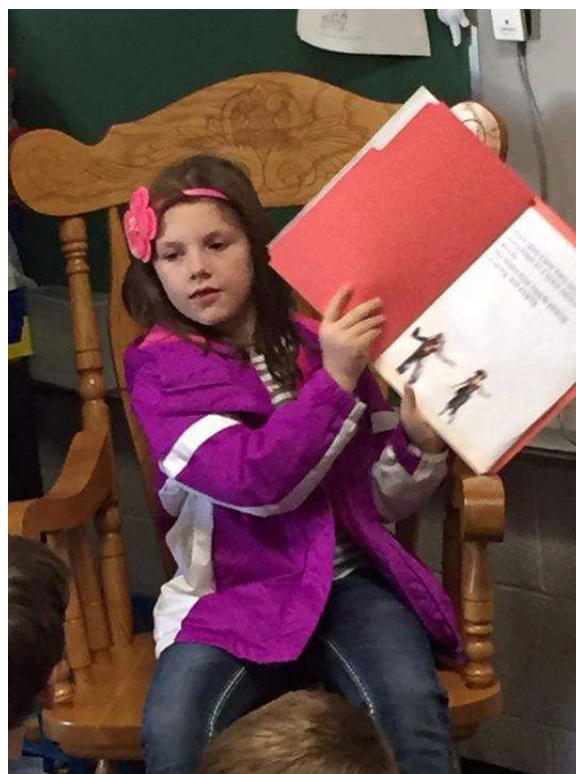
Harrisonville Gifted Students are Hard at Work!

By Laura Frees, Harrisonville Teacher of the Gifted

HATS (Harrisonville Academically Talented Students) learners have had a busy semester in each grade level. I have students in grades three through eight, but have described some work by the youngest and the oldest here.

Third and fourth graders completed their first unit last week. They analyzed fairy tales and road trip stories for common elements and themes such as a moral, special language, and magical content. Each student developed characters and outlined a story arc including rising action, conflicts, climax, and falling action. They finally wrote their own stories, getting feedback from each other and using their good keyboarding skills. The final drafts were illustrated with a combination of cut-and-pasted images from Google (using more technology skills to properly search for, size, and arrange pictures on each page of the story) and hand-drawn elements. To accompany the story, each child also built a three-dimensional map or fairy tale habitat using natural materials from the classroom as well as a nature walk. They ended the unit by reading their final stories to preschool and kindergarten classes.

Seventh and eighth grade students are anxiously awaiting the list of finalists in Burns and McDonnell's Battle of the Brains competition. Each class worked as a team to submit a proposal for a new exhibit at Union Station. Individuals completed job applications and worked as project managers, accountants, architects, safety czars, researchers, social media pros, and videographers to complete all components of the proposal. These students also have me for science and recently completed units on the solar system and interactions of the human body systems.



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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

2018 GAM DAY AT THE CAPITOL IS
TUESDAY, FEBRUARY 27, AT 11:00 AM IN THE CAPITOL ROTUNDA!!

New Members, RTI, & More by Dr. Robin Lady, NBCT

On December 4, 2017 the Advisory Council on the Education of Gifted and Talented Children met in Jefferson City, Missouri. There were many topics covered in the meeting, including MSIP 6, Response to Intervention (RTI), Professional Learning Communities (PLC), a continuum of services, new GAM legislation, and more.

First and foremost, the council has some new faces. We would like to welcome Dr. Julia Alsobrook from Kansas City and Dr. Kris Wiley from Springfield to the council. Dr. Alsobrook comes to us with a rich knowledge of gifted education and much experience in teaching in and coordinating gifted programs. She recently retired as Coordinator of Advanced Programs at North Kansas City Schools, and is serving as chair for the council. Dr. Wiley, Director of Secondary Education at Drury University previously studied and taught at the University of Virginia. He previously taught gifted at the Springfield MO Public Schools. He has a Ph.D. in Gifted Education from the University of Virginia, and brings both a philosophical and practical component to the council.

GAM presented on the legislation that will be proposed in the upcoming session which includes policies on acceleration, identification review processes, and a gifted mandate. GAM also provided an update on happenings in GAM including a positive review of the recent state conference.

David Welch led a discussion on DESE's Gifted Data Portal and Reporting. It is very important for teachers and coordinators to become familiar with who reports the gifted data for the district. This data is now accessible to the public and parents looking for gifted program statistics. It is also being used to inform national reports on gifted, Advisory Council discussions and recommendations to the State Board, and determining if districts will incur a financial penalty for lowering participation in their gifted programs. This is an ongoing effort between districts and DESE with the goal of reporting timely and accurate data that inform our decision making.

Here are directions for accessing the gifted data. Go to the DESE main webpage; hover on the School Data link near the top right of the page; move cursor to the MCDS Portal link and click on this link. Go to the Guided Inquiry link near the top of the page and hover over this link; move down the list and click on the student characteristic link. The District and Building Student Indicators list will show. The last item on this list is the Gifted Students Report. Click on this link. There will be two drop down links. One to choose the year you wish to look at and the other to choose the school district. Once these two items are selected, click the view report button on the far right. This will bring up the report for this school district. Most district reports will be two pages. You will have to click on the blue triangle to move to the second page of the report.

The report includes the number and percentage of students identified and served in a state approved gifted program, the demographic characteristics of the students, and the percentage of the district gifted students that scored at each level of the state MAP test.

Dr. Chris Neale, Assistant Commissioner for the Office of Quality Schools, joined the Council meeting for a discussion of MSIP 6. The Council discussed several ideas with Dr. Neale on how gifted students could be more prominently included as part of MSIP. Some of the ideas brought up by the Council are currently included in ongoing Department internal MSIP discussions but nothing has been finalized.

Much discussion took place on the formation of a Levels of Service document to help school districts serve gifted students' needs through a continuum of services that encompasses several instructional initiatives such as RTI and PLC. Dr. Beth Winton provided a rough draft document *Recommendations for Providing a Continuum of Services to Advanced and Gifted Students*, that the council will be completing in the next few meetings that will serve as a resource to districts when planning PLC work, RTI placement, and a continuum of services to meet the academic and affective needs of gifted children.



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Elements of Mathematics

Summer and after-school high-ability programming for qualified students.

Students are nominated (by parents or teachers) and qualify by testing, which is held in the spring.

Nominate a student online at www.megsss.org/content/nomination-form

MathJam

Two-week summer camp offered to current 4th – 7th graders looking for challenging and fun experiences in math, no qualification necessary.

MATHJAM18 SUMMER CLASS SCHEDULE

SESSION 1: JUNE 11 – 22 (Daily from 8:30 AM to 4:00 PM) **SESSION 2:** JULY 9 – 20 (Daily from 8:30 AM to 4:00 PM)
– NERINX HALL HIGH SCHOOL IN WEBSTER GROV – DESMET JESUIT HIGH IN CREVE COEUR

For more information, megsss.org or email nomination@megsss.org



Project MEGSSS Elements Testing:

Saturday, March 24, 2018 Washington University, 8:30 a.m.

Saturday, April 7, 2018 Washington University, 8:30 a.m.

Wednesday, April 18, 2018 South Tech High School (limited seating), 8:30 a.m.

Summer Programs for MathJam and Elements (full and half day available):

Mon-Fri, June 10-22, 2018

Mon-Fri, July 9-20, 2018

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GAMbit Report from Jefferson City

by Kyna Iman

The Gifted Association of Missouri works closely with the Gifted and Talented Advisory Council to educate the Missouri State Board of Education (SBOE) on the importance of school districts providing programs for gifted students. For two years, the Advisory Council has been presenting their facts regarding gifted education to the SBOE, and their members have taken action on five of the ten proposed initiatives.

I wanted to update you and give you the latest information on how the State Board of Education has changed under Governor Eric Greitens' time as Governor. The Governor has the authority to appoint eight members to the SBOE – four Democrats and four Republicans. All members must be confirmed by the State Senate.

Charlie Shields (St. Joseph), who serves as the President and Victor Lenz (St. Louis), who serves as the Vice President have been long-time supporters of gifted education. Michael Jones (St. Louis) is also a current board member and has been supportive as well.

Governor Eric Greitens has been busy making new appointments to the eight-member Board. GAM wanted to keep you informed of the new Board members and provide you with information on the five new appointments:

Eddy Justice is owner and an agent of Eddy Justice State Farm Insurance Agency in Poplar Bluff. He was appointed to the State Board in July 2017. He has built his business in the region for the last 17 years. Mr. Justice earned his bachelor's degree in business administration from John Brown University.

John D. "Doug" Russell, Lebanon, is president of Durham Company, which designs, manufactures and sells products for the electrical utilities industry. Mr. Russell is active in the Rotary Club, Lebanon Trustees, and Lebanon Ambassadors and has served on the University of Missouri board of curators. He holds a bachelor's degree in business administration from the University of Missouri-Columbia.

Marvin "Sonny" Jungmeyer, of Russellville was a member of the Cole R-I School Board and served as board president. He is serving his 11th year on the Community Point Bank Board and is an outside salesperson for Scruggs Lumber in Jefferson City. He resides on a cattle farm.

Jennifer Edwards is co-founder and president of Decoding Dyslexia Missouri, a group dedicated to changing access to educational interventions for dyslexic students in Missouri schools. She also serves as a member of the Missouri Legislative Task Force on Dyslexia. She holds a bachelor's degree in international business management from Missouri State University in Springfield.

And the latest appointee, Eric Teeman, from Raytown, was appointed minutes prior to the SBOE meeting on Friday, December 1. Unfortunately, I have no background on this individual at this time.

Governor Greitens had made three other appointments to the Board; however, when they refused to vote to remove the State Commissioner of Education, Margie Vandeven, the Governor withdrew their appointments or they refused to serve. Those appointments were: John T. "Tim" Sumners, of Joplin, Melissa Gelner, of Springfield, and Claudia Oñate Greim, of Kansas City. There have been two lawsuits filed regarding the actions taken to remove their names.

On December 1, the Governor's new appointees controlled the new majority on the SBOE. At that meeting, the SBOE voted 5-3 to fire Vandeven as Commissioner. The board has made Deputy Education Commissioner Roger Dorson the interim chief. He says he's not interested in the permanent top spot.

Governor Greitens said “kids, teachers and families have won today. He said the board has taken a major step in the right direction to improve Missouri’s public education. Our teachers need a raise. If they just got paid at the national average, they’d make nearly \$10,000 more a year. Meanwhile, we’ve got more administrators than most of the country, and their pay is rising more than twice as fast as teacher pay. Some make big bucks—more than \$250,000 a year—while too many teachers struggle to get by,” Greitens said in a written statement. Greitens wants to reportedly replace Vandeven with charter schools advocate Kenneth Zeff of Atlanta.

These appointments could mean changes ahead for issues such as school choice, charter schools throughout the state, adoption of the new MSIP 6 standards, and a new Commissioner of Education.

Vandeven said she is thankful to those who have supported her leadership. “The job of commissioner in Missouri is traditionally not a political role. But at the moment, political forces are eclipsing educational decisions. Although I didn’t come to Jefferson City to fight, I’m willing to fight for children and teachers,” said Vandeven. “Missouri is my home. It’s a great state because it has amazing and compassionate people and our schools are the soul of our state. While I’m sad to leave a job that I wasn’t ready to leave, I know Missouri will stay strong in its commitment to our children.”

Stay tuned for news from GAM to keep you up-to-date on these changes. Also, keep working hard in your own school district to make sure YOUR School Board is well educated and informed on the importance of providing programs for gifted students in your school!

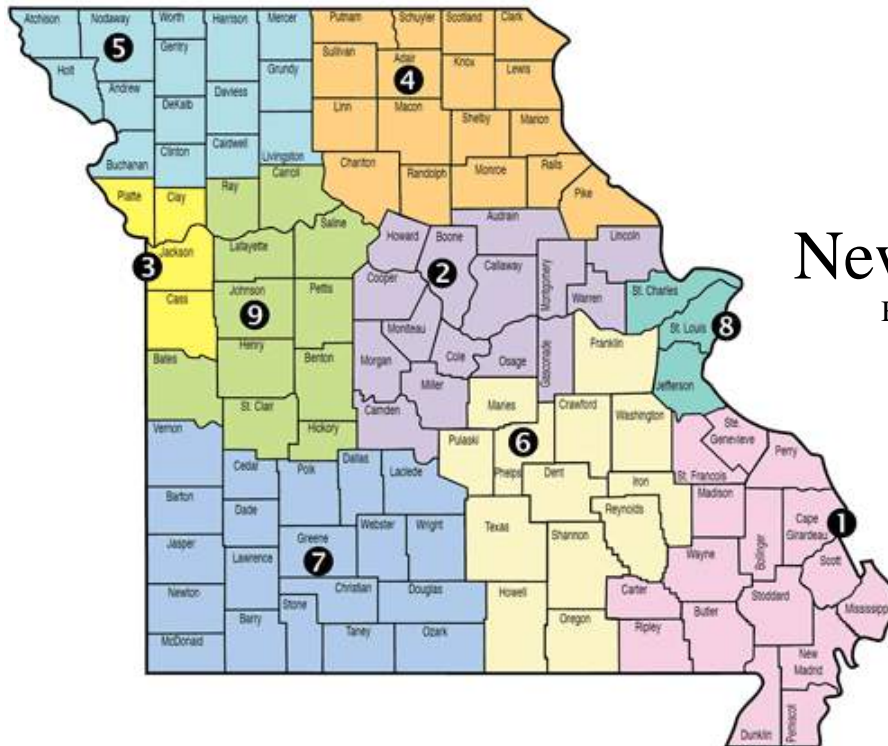


A Realistic Twist for EER Mock Trial Students by Ruthie Caplinger, EER Teacher

Unfortunately, most people first experience a courtroom when under stress, but for Jefferson City EER (Exploration, Enrichment, and Research) students and parents, this was not the case on the evening of October 10. Cole County Circuit Judge Jon Beetem hosted a mock hearing for elementary gifted students and their families. The courtroom was packed with interested spectators as the judge heard a pre-trial motion involving a traffic stop, a drug dog, and the Fourth Amendment. Prior to the enrichment night, students in the "Order in the Court" class studied the Bill of Rights using materials from iCivics. Additionally, the students had performed several mock trials themselves in anticipation of writing their own original trial based on Jack and the Beanstalk. Following the hearing, parents and students had the opportunity to ask the participants about their jobs as well as about the particulars of the motion. During subsequent class sessions, students were heard referring back to their experience in the courtroom. Not only did they have an opportunity to experience a realistic piece of the judicial system, but they were able to visit a local historic structure. An added benefit to the evening was the multi-generational learning that occurred as many students were accompanied not only by a parent, but by an interested grandparent, as well. EER students are fortunate to have county and state government officials willing to invest in their learning.

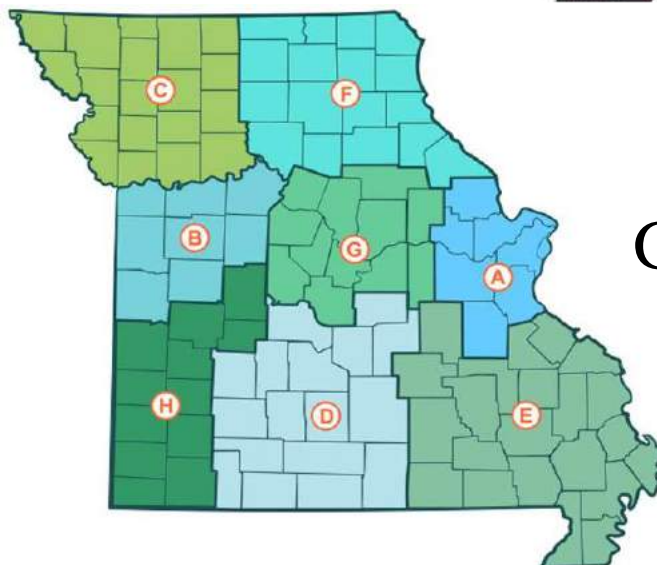
New Districts for GAM!

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

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.

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Those interested in gifted course work for Missouri certification should enroll as nondegree-seeking students at

online.missouri.edu/admissions/new-nondegree.aspx

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

SPRING SEMESTER 2018

- Research with Exceptional Children (SPC_ED 8350)
- 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)

SUMMER SEMESTER 2018

- Research with Exceptional Children (SPC_ED 8350)
- Nature and Needs of Gifted and Talented Students (SPC_ED 8380)
- Curriculum Methods for Gifted and Talented Students (SPC_ED 8391)
- Practicum: Gifted Education (SPC_ED 8946)
- Administration and Supervision of Gifted Programs

FALL SEMESTER 2018

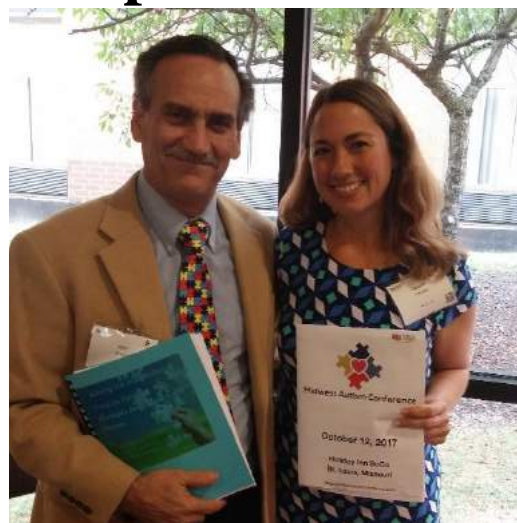
- Nature and Needs of Gifted and Talented Students (SPC_ED 8380)
- Curriculum Methods for Gifted and Talented Students (SPC_ED 8391)
- Assessment and Evaluation in Gifted Education (SPC_ED 8405)
- Differentiating Instruction: Reaching Gifted, Typical and Struggling Learners (SPC_ED 8406)
- Practicum: Gifted Education (SPC_ED 8946)

Visit: online.missouri.edu/GAMbitW17

Strategies for Your Twice Exceptional Child

By John Bruno and Jennifer Pontello
Puzzle Piece Consulting (850) 345-1154

Many teachers and parents can be surprised to learn that a student identified as Gifted and Talented can also have a secondary exceptionality such as being on the Autism Spectrum. These are often referred to as students who are Twice Exceptional, or 2E. While 2E children may have many strengths and abilities that are similar to the traditional Gifted and Talented student, they can also differ in significant ways. Understanding the unique neurobiology of these children can help you better understand the difficulties and successes you are having with your child. With the right adjustments you can increase your success with these students and reduce their frustration. First, we will cover the “WHY” your child may be struggling, and then finish with “WHAT TO DO” strategies to help your child succeed.



THE WHY

Often it benefits parents to first understand the three core deficits their children are encountering so that they can best help their children succeed. These three deficits are theory of mind, central cohesion, and executive functioning. When your children struggles with theory of mind, they are having a difficult time understanding that other people’s feelings, thoughts, and intentions are different from their own. This can become quite frustrating to parents when they give a child a time out, but the child looks at them with all sincerity and says they don’t understand why they are being punished. In their minds, they wanted the train, the other kid had the train, and so they shoved the kid and took the train. Since the other kid is just an obstacle that they dealt with, they really don’t understand that what they did was wrong since they got the outcome that they wanted. In central cohesion, your child may look at a page in a science book, and when asked what the page is about, say that there is a cloud, a rain drop, a lake, and wind. They will frequently be unable to put it all together and see with the arrows that it is a picture of the water cycle. This difficulty to see the big picture, and instead focus on each little part but not make the connection that they flow together, will often lead to missing how math, English, and science skills all build upon each other to lead to reading, writing, and problem solving success.

In executive functioning, often your child will have difficulties with homework being completed and turned in because they do not have strong working memory. Your child may not know where to write homework assignments down, forget to complete assignments, and often lose them completely. This difficulty increases in elementary, middle, and high school as teachers expect their students to be more and more self-sufficient.

THE WHAT TO DO

Life at school and at home does not have to be as challenging, though, with adjustments that you can start to make for your child. To help with social issues frequently caused by lack of theory of mind, you can help your child by practicing appropriate topics and helping them with conversational skills. You can read books on emotions and role play with them appropriate

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FREE GIFTED RESOURCES FOR K-12 PROGRAMS

*Submitted by Ginger Beaird, GAM Board Secretary;
Bernie R-13 Schools, District 1*

If you are like me, I work in a small, rural school in Missouri with a K-12 gifted program. I am always looking for FREE resources, lesson plans, activities, and field trip ideas. Here are some of the programs, websites, and field trip ideas I have actually used.

Everfi.com has **free** online resources for elementary, middle, and high school students to learn a variety of topics using a digital platform. Topics range from financial education, STEM exploration, social-emotional learning, wellness, and career preparation. I have used the Future Goals - Hockey Scholar program with my upper elementary and middle school students.

It was easy to use (as a teacher) and student friendly. The kids liked it because they felt like they were playing games, but they were learning math and science concepts. I have considered using one of the topics during a summer school enrichment class (Baseball theme) and the Endeavor-STEM Career Exploration lessons for my middle school students.

I have subscribed to Noetic Learning's problem of the week (<http://www.noetic-learning.com>) to get a **free** problem to solve every week, which includes a link to print the problem and to the answer. These are good to start your class or fill in if you need a little something extra.

Another **free** resource is Science Buddies (www.sciencebuddies.org). This site has hands-on STEM lesson plans, project ideas, project guides, information about the scientific method and engineering design. You can use Google Classroom with sciencebuddies.org resources and sign up for a newsletter. I've gotten ideas for STEM activities and printed worksheets and information for my students. There is also a parent tab and a student tab for help with science fair projects and ideas.

If you need a field trip that is low cost, consider visiting our Missouri state parks and museums around the state. I have taken my classes to the Trail of Tears State Park in Jackson, MO and the museum at Southeast Missouri State University River Campus at Cape Girardeau, MO. Both were **free of charge for school groups** and they each had someone there to give interpretive programs for our students with a focus on our area of study (Native Americans). I am currently planning a field trip to the Mastodon State Historic Site in Imperial, MO and they are sending me some literature through the mail and will prepare a program for us to learn more about Mastodon's and their fossils. Visit <https://mostateparks.com/> for more information about the wonderful state parks in your area.

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UPCOMING FOR STUDENTS

The Maryville Science and Robotics Program offers engaging opportunities this winter for students ages 5-12 who are interested in science, technology, engineering, and math (STEM) fields. The 2018 program will run Saturdays February 3, 10, 17, 24, and March 3. Registration will begin mid-November.

To Register: maryville.edu/robot

Questions: email robot@maryville.edu or call 314.281.1120



UPCOMING FOR TEACHERS

Earn a certificate in STEM Education through hands-on, real world learning experiences to integrate STEM into classrooms. This intensive, 9-credit hour program runs June 4-28, 2018 and includes courses on STEM Education for the 21st Century, Creative Problem Solving, STEM Capstone, and four electives. Electives may include: makerspace, video game design, novel engineering, robotics, plant science, automata, and the physics of toys among other exciting choices.

To Register: maryville.edu/STEM

Questions: mschoeck@maryville.edu



PROGRAM LEADERSHIP Steve Caxon, PhD, is executive director of the CA² and associate professor of education at Maryville University in St. Louis. A former classroom teacher, Steve conducts research on developing STEM talents and is author of more than 50 publications including the book *Serving Visual-Spatial Learners*.



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EMBRACE THE STORIES: Storytelling as a Classroom Tool

By Paula Pursley

I come from a long line of storytellers. My Great-Great Grandfather was born in Ireland and immigrated to America in his late thirties. In an article in the Hickory County Index in 1867 he was described as the “typical witty Irishman” and was affectionately called “Uncle Barney” by the county citizens. He was well known around the county for his storytelling ability. My Great-Grandfather was a Tinkerer and traveled with his wagon of wares, stopping along the way to share a good story or two as he sold his goods to people scattered about the countryside. Next, came my grandmother, Cledis, a direct descendant of Barney Smith. She had all the grandkids over every weekend and, as she rocked in her rocking chair, she would share stories of the “old country”.

So, you see, I come about as a storyteller quite naturally and I’m sure if you shook my family tree hard enough, you’d find an Irish Traveler or two. I began accruing stories of my childhood and the lives of my son and daughter, grandkids, and students over the years and in my mind I compartmentalized each story by subject matter.

I learned that education has a special place for storytelling. When used effectively in the classroom, it can increase communication skills, language development, instill moral values and even nurture empathy and compassion within students. True storytelling is the key to hook students’ attention and connect lessons to their lives. I have hundreds of stories that I share with my students throughout the school year and whenever I say, “I have a story to share” or “Would you like to hear a story about that?” I instantly have the attention of my students.

As an example to an engaging lesson I do with fourth graders, I would first read the book [A Hat for Ivan](#) by Max Lucado. Ivan lives in Hatville and everyone ten and over wears a special hat created for them by the hat maker, who seeks to find out what each citizen is good at and what they really love to do.

Following the book, I bring out my bag of hats and I go into the storytelling phase of the lesson. First, I pull out the camouflage hat and share the following story.

When my daughter was in third grade she had a teacher who liked to give her some extra privileges in the classroom. During math class Alisson would help other students who were having problems. When others were taking the weekly spelling test, she was off in the corner grading spelling workbooks. She ran errands for the teacher and created the classroom bulletin boards, too. Other students started to resent Alisson’s role in the classroom and she was being made fun of and belittled. She had always been a straight “A” student, but about a month into the school year she started bringing home papers with “C” marked across the top. As her mother, I confronted her, trying to find out what was going on. She burst into tears and said she hated school! The kids teased her and called her the “Brain” and “Teacher’s Pet”. She just wanted to be a normal kid like everyone else in her class. Then she told me what was happening in the classroom and admitted that she was trying to make poor grades on purpose. She was wearing her camouflage hat. She tried to act like she wasn’t smart, hiding her abilities, flying under the radar, camouflaging herself, as she tried to fit in with everyone else. I called for a conference with her teacher and when I explained how unhappy my daughter was at school, she seemed shocked! At this point in the lesson, my students had lots of comments and stories to share.



Next, I pull out the clown hat and share a story about a student.

When I was teaching at a small, rural school I was asked to earn my gifted certification so that I could start a gifted program for the district. As we were setting up the program, my principal came to me and asked if I could go into classrooms to observe. It seemed that teachers were referring students for testing, but no gifted students were being identified. She felt teachers didn't know what a gifted learner looked like. So I went into a sixth grade classroom and quietly sat down in the back of the room. The teacher was at the board, modeling math problems for students. Right away I noticed a young man sitting on the back row. He had his math book propped up on his desk and I could easily see a hidden library book inside that he was reading. After a while he got restless and started making all kinds of distractions. He cracked jokes under his breath so that those close by could hear; he got out a straw and started shooting spitballs; he folded paper into airplanes and sailed them across the room, always being careful to do these things behind the teacher's back. At the end of the school day, I paid a visit to this classroom teacher and asked if she had ever considered referring this young man for the gifted program. She was not prepared for that! She informed me he was a behavior problem, he refused to do homework, and frequently failed to hand in assignments. "He's failing my class! What could possibly make you think he could be gifted?" "Just humor me, please, and fill out the referral." She did, and guess what? He was profoundly gifted! I then ask my students why he identified with the clown hat. They all knew the answer: He was bored because he already knew the concepts and was just trying to make school more exciting for himself.

As a culmination to this lesson, students are encouraged to create and bring in their own unique hats the following week to share in class. They should be prepared to explain the shape of the hat and its significance to them, personally, and also explain all the decorations attached to the hats...things they are good at and things they really, really love to do. This lesson is always a memorable one for teacher and students, alike!

Share a story...Touch the heart of a child!

Paula Pursley just recently retired from teaching the past twenty years of her career at Phelps Center for Gifted Education in Springfield, Missouri.

The **GAMbit** is always looking for articles about gifted classroom! If you are doing something amazing in your classroom, please share this information with Sheila_Bonner@idschools.org



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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.

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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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