

SUMMER 2019

The GAMbit

*The Official Newsletter of the
Gifted Association of Missouri*



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Upcoming Events

SEPTEMBER 1	<i>DEADLINE FOR GAM AWARD NOMINATIONS</i>
SEPTEMBER 14	<i>BOARD MEETING</i>
OCTOBER 11-12	<i>GAM CONFERENCE ON GIFTED EDUCATION</i>
NOVEMBER 7-10	<i>NAGC CONFERENCE (ALBUQUERQUE, NM)</i>

Check out the latest information at www.mogam.org

Gifted Association of Missouri

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w: www.mogam.org

fb: @GAMgifted

tw: @GAMgifted

Letter From the President

Peggy Pennington



Happy Summer Break GAMbit Readers!

I love this opportunity to share with you all the exciting things that have been going on and are coming up. We have a great group of individuals that volunteer their time to serve on the board. They have been working hard this past year.

Missouri Scholars Academy

A special opportunity that I had this summer was to visit with a select group of students at the Missouri Scholars Academy on the Mizzou campus. I have had the opportunity to visit the Scholars Academy a few times and I am always impressed with the group of talented and focused rising high school juniors that are chosen to attend. Funding for the Missouri Scholars Academy through the Missouri Legislature is one of the Gifted Association of Missouri's special projects. In the past, students were able to attend the Missouri Scholars Academy without any cost. Recently funding has been cut for the Academy with the threat of being completely eliminated. When the Academy was fully funded, it allowed students from all socioeconomic groups to attend. In this edition of the GAMbit, you will read about one student's experiences at the Missouri Scholars Academy. Every time I get to interact with the students at MSA or get to talk with a student about how MSA positively affected their life, my energy to support MSA gets renewed. Check out her article.

Gifted Association of Missouri Conference on Gifted Education 2019

I am so excited about the upcoming conference in October. It will be held October 11-12 at Ritenour High School in St. Louis. We have a great lineup of speakers and session. Our featured speakers will be Brian Stack (author of *Breaking with Tradition: The Shift to Competency-Based Education*), Dr. Donna Ford (Professor at Vanderbilt University with expertise in equity in gifted education), Dr. Thomas Hébert (Professor at the University of South Carolina with expertise in social and emotional development of gifted students, equity

in gifted education, and issues faced by gifted boys), and Karen Brown, a gifted education consultant.

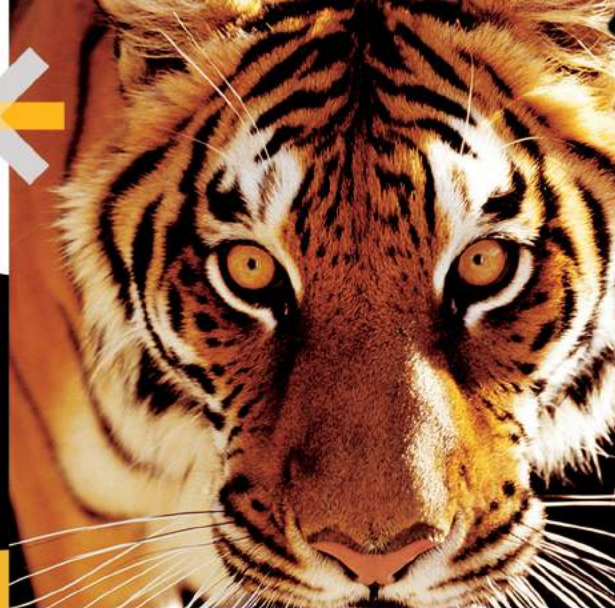
The conference will have sessions on topics covering issues such as social/emotional issues, technology/robotics, 2E students, and teaching units that you can take back and use in your classroom. Even though regular education teachers are always welcome and encouraged to attend our conference, this would be a particularly great year for those teachers to attend. I can't wait to see you all there!

Being A Member

I would like to leave you with the knowledge that our members are important. Some of our members get involved and organize events like the ones that I just wrote about. Other members attend our events or just support our cause, but each and every member is important. Every member gives our organization more voice and more support. Right now gifted education needs our support. When I first started teaching gifted classes in 2005, school districts in the State of Missouri with State-Approved Gifted Programs received funds specifically earmarked for gifted programs. For the 2006-2007 those funds were still given to the schools, but were rolled into the Foundation Formula that allowed the school districts to spend those funds on other programs. In the 2005-2006 school year there were 295 school districts with gifted programs. Since the change in funding that number has fallen to 204 districts in the 2015-2016 school year. Gifted students need our support.

Who can be a member? Anyone that would like to support gifted students in the state is welcome to join us. We have individuals that are teachers, parents, administrators, therapists, and gifted individuals. We would be happy to have you join us. Go to www.mogam.org to find the link to join.

Have a great rest of the summer!



GIFTED EDUCATION ONLINE

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

Choose your option:

MASTER'S DEGREE An online master's degree designed to enhance the process of teaching and learning in the elementary, middle or high school classroom.

MISSOURI CERTIFICATION The necessary gifted course work to prepare for Missouri gifted education certification — available online.

All courses listed meet requirements for Missouri Gifted Certification.

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

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

FOR MORE INFORMATION, CONTACT:

Nancy Gerardy

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

FALL SEMESTER 2019

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

SPRING SEMESTER 2020

- 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 2020

- 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)
- Administration and Supervision of Gifted Programs (SPC_ED 8410)
- Practicum: Gifted Education (SPC_ED 8946)



Christine Nobbe
Director, Gifted Education
Christine.Nobbe@dese.mo.gov
573.751.7754

Greetings from Missouri Department of Elementary and Secondary Education Gifted Education! Since arriving at DESE on April 4th, I have

- completed the 2018-2019 desk audits,
- participated in Missouri Scholars Academy and Missouri Fine Arts Academy,
- attended a GAM Board meeting and the Duke TIP Recognition Ceremony,
- consulted with and visited school districts,
- applied to speak at conferences and set up talks at schools for 2019-2020,
- presented at STLInSTL,
- edited documents and web pages,
- communicated with stakeholders, and
- fielded questions about gifted education via phone and email.

One frequently asked question is about identification of gifted students.

Parents call and ask me about school district **identification procedures**. I use Google to find out what I can and share that information with the caller. I always recommend that the parent call the school district gifted education contact. I have discovered a range of information on district websites from non-existent to detailed and I encourage educators to review district websites. This would be a good time to see if the parent/guardian **review policy** is on the website. (According to Section 162.720.4, RSMo, any district with a state recognized gifted education program will have a policy, approved by the board of education of the district, that establishes a process that outlines the procedures and conditions under which parents or guardians may request a review of the decision that determined that their child did not qualify to receive services through the district's gifted education program.)

District personnel ask about identification, as well. One reason for the calls is that the number of identified gifted students is decreasing. I encourage educators to study the guidance for **identifying underrepresented populations**. Many districts are under identifying subgroups within the population, including students of poverty, twice-exceptional students, and students who are learning English as a second language. Please visit the [MO-DESE gifted education website](#) and look in the "Quick Links" column for the document called, "Identifying and Serving Traditionally Underrepresented Gifted Students." I would love to work with districts to more equitably identify gifted learners. Remember that, in general, **the goal is to identify and serve about 5% of the school population** for the gifted program.

One of the most important steps for equitably identifying gifted students is to **conduct universal screenings** in which all students (of one grade level or more) are studied. Each district should be conducting a universal screening each year. I am available to consult with districts to figure out the best approach to conduct universal screenings.

Connected to each district's identification process is reporting that process accurately on **Screen 25 of Core Data**. I would like to have 100% of the districts (with a gifted program) accurately complete this key piece of data by August 15th. (Last year a bit more than half of the districts completed Screen 25 correctly.) For questions about how to complete Screen 25 correctly, reach out for more information.

I am excited to provide professional development for educators, presentations to parent groups, and talks on space exploration (or on giftedness) to students. Just reach out to schedule a date. I look forward to working with you during the 2019-2020 school year!





Who is the Gifted Learner?

Section 162.675. RSMo defines gifted children as “those children who exhibit precocious development of mental capacity and learning potential as determined by competent professional evaluation to the extent that continued educational growth and stimulation could best be served by an academic environment beyond that offered through a standard grade level curriculum.”

A learner who

- exhibits precocious capacity and learning potential;
- is identified by competent professionals; and
- needs an academic environment beyond standard grade level curriculum.

Why is Gifted Education Important?

Gifted and talented students need an academic environment to meet their learning needs so they can make continuous progress in school. They need

- curriculum that will challenge them in regular classroom settings;
- enrichment;
- accelerated learning opportunities; and
- appropriate social and emotional support.

The myth that “gifted students will do fine on their own” is not supported by research. Gifted students need services provided by well-trained teachers, who challenge and support them, in order to fully develop their gifts and talents.

Characteristics of Gifted Students

- Interests: intense and sometimes unusual
- Motivation: evidence of desire to learn
- Humor: conveys and picks up on humor
- Problem-Solving: effective and inventive strategies
- Inquiry: questions, experiments, explores
- Memory: large storehouse of information on school or non-school topics
- Imagination/Creativity: produces many ideas, highly original
- Insight: quickly grasps new concepts and makes connections, senses deeper meanings
- Reasoning: logical approaches to figuring out solutions
- Communication: highly expressive (with words, numbers, or symbols)

A New Window for Looking at Gifted Children. Javits project, September 1995, Number RM95222: <https://nrcgt.uconn.edu/wp-content/uploads/sites/953/2015/04/rm95222.pdf>



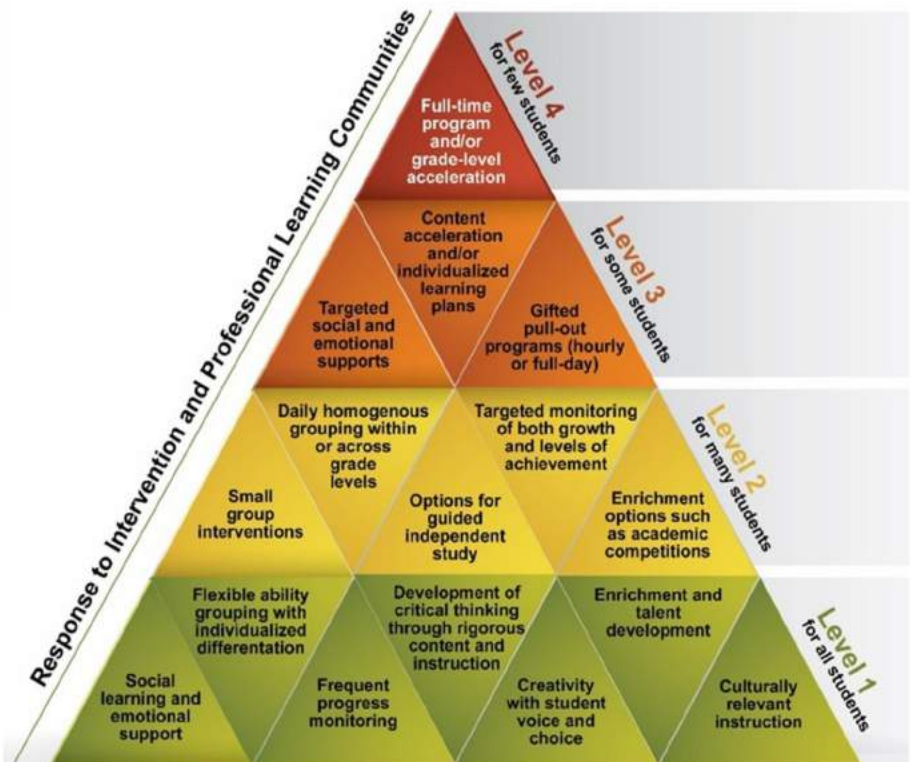
“What makes a child gifted and talented may not always be good grades in school, but a different way of looking at the world and learning,” –Senator Chuck Grassley, 2005



Meeting the Needs of Gifted Learners

Gifted learners come in a variety of shapes and sizes, but they share a common characteristic: *asynchrony*, the disparity between cognitive, emotional, and physical development. This defining characteristic means that gifted students can develop unevenly across skill levels. For example, a gifted child might excel in math but struggle in reading -- or vice versa. Their cognitive skills might be quite advanced, but other areas of development, such as fine motor or social skills, may be lagging. To best meet the needs of gifted students, an understanding of individual strengths and areas of concern is needed so that a range of services can be offered. The Levels of Services Model is useful in developing a range of services. It is important to note that gifted students also require social emotional support from qualified educators.

Levels of Gifted Educational Services Within an RtI Framework



*Students identified for an RtI level are entitled to the services of that level as well as all services at lower levels.

Resources

Gifted Association of Missouri:

www.mogam.org

Missouri Course Access and Virtual School

Program: mocap.mo.gov

Missouri Fine Arts Academy:

www.missouristate.edu/mfaa/

Missouri Scholars Academy:

moscholars.missouri.edu/

Missouri State Statutes: (search gifted)

<http://revisor.mo.gov/main/>

National Association for Gifted Children:

www.NAGC.org



CONTACT INFORMATION

For more information on gifted education in Missouri, or an electronic version of this handout, please visit our website or contact Christine Nobbe, Director of Gifted Education

Phone: 573-751-7754

Email: Christine.Nobbe@dese.mo.gov

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

GAM Handbook Updated & Available

The handbook Understanding and Challenging the Gifted and Talented has been updated, printed, and is now available for purchase. The booklet is a quick 27-page guide to gifted issues ranging from characteristics to program options to summer learning opportunities. It is a great resource to share with parents, administrators, and anyone that is involved with gifted students. The books sell for \$2 each with shipping extra.

Contact Sue Peters to get yours today.
suepeters16@gmail.com

www.MEGSSS.org



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98th

95th

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Project MEGSSS is an almost 35 year old not-for-profit, 501(c)3 corporation who provides services to all qualified students regardless of race, color, gender, creed, or national origin. Financial assistance available for qualified students.

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GAM End of Session Report

Kyna Iman

During 2019 Legislative Session, the Gifted Association of Missouri (GAM) advocated for passage of House Bill 112, sponsored by Rep. Chrissy Sommer. House Bill 112 would require all school districts in Missouri to establish and provide a state-approved gifted program if 3% or more of the students are determined to be gifted. Districts with average daily attendance of 350 or fewer students are not required to have a teacher certificated to teach gifted education, but any teacher without a gifted-teaching certificate must participate in six hours per year of professional development regarding gifted services. Although the legislation overwhelmingly passed the House of Representatives, and had a hearing for the first time in the Senate, time ran out before the legislation could advance to final passage in the Senate.

GAM has actively supported the needs of high-ability and high-potential learners in Missouri since 1980. We provide teacher training, curriculum development, parent support, regional seminars and workshops, scholarships, student competitions, and awards.

The current definition of gifted, which is located in the Elementary and Secondary Education Act, is: Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities. GAM continues to educate legislators to elevate gifted education in our state to the highly-respected and strongly-supported position gifted education enjoys in our neighboring states, e.g. Arkansas, Iowa, Kentucky. Missouri's brightest students – creative, intelligent, persistent, and successful problem-solvers are key players in our state's economic future. We must challenge them appropriately.

Please contact your State Representative and State Senator during the Interim

to encourage them to support educational measures for Missouri's exceptionally-able and high-potential students.

HOW YOU CAN HELP ADVOCATE: Please thank your State Representative for voting to support gifted education. GAM needs more Senate sponsors to support our proposed legislation. Senator Denny Hoskins, R-Warrensburg, agreed to sponsor the legislation in the Senate, after the bill passed the House. **Invite your State Senator to your classroom** and show them the wonderful educational opportunities you are providing Missouri's best and brightest students.

Go to <https://www.senate.mo.gov/LegisLookup/Default.aspx> for contact information on your Legislators.

If you have questions, please contact Kyna Iman at kynaiman@earthlink.net



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3. Benefit from the expertise of outstanding Truman faculty and practicing gifted educators.
2. Enjoy the quality you've come to expect from a Truman education.
1. Enhance your teaching of gifted and talented students.

Annually Scheduled Accelerated Courses – ALL ONLINE!

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

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

ED 651G – Curriculum for Gifted (August 12–December 11, 2020)

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

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

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

In addition to these courses, DESE requires "Psychology of the Exceptional Child" for gifted certification, as well as a research course, and an internship. Most teachers completed the Psychology course and a research course during their initial teaching certification, which typically meets these requirements. Truman also offers these courses if you need them.

You can complete your internship through Truman at multiple points during the year.

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

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

For More Information

PHONE: 660-785-5384

EMAIL: institute@truman.edu

WEB: pd.truman.edu/gifted

MISSOURI CONFERENCE ON GIFTED EDUCATION

OCTOBER 11-12, 2019

GIFTED: MOVING FORWARD

Conference Focus: Competency-Based Education



*Teachers of Gifted Students, Administrators, Parents,
and Regular Education Teachers*

This year the conference will have a focus on
Competency-Based Education as well as
Gifted Education topics.

Featured Speakers

Brian Stack

Sanborn Regional High School, Kingston, New Hampshire, Principal, Author of *Breaking with Tradition: The Shift to Competency Based in PLCs*

Dr. Donna Ford

Vanderbilt University, Professor

Dr. Thomas Hébert

University of South Carolina, Professor

Dr. Erinn Floyd

NAGC, Director of Professional Learning

Dr. Kathryn Fishman-Weaver

Mizzou Academy, Director of Academic Affairs and Engagement

Karen Brown, M.Ed.

Educational Consultant and Gifted Program Mentor

**To Register or For More Information
visit the Conference tab at www.mogam.org**

Sample of Presentation Topics:

Speed-Geeking, Twice Exceptional (2E) Students,
Social-Emotional Needs of Gifted Students,
Robotics, Technology, and Teaching Units

This year's GAM
Conference
is supported by:



Innovative Technology
Education Fund



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OF MISSOURI**

**Ritenour High School
St. Louis, Missouri**

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Parent of a Gifted Child?



Visit www.mogam.org/parents.html for special resources, links, and a point-by-point guide to setting up a gifted education parent group at your child's school.

Also, be sure to attend this year's GAM Conference for plenty of great sessions on nurturing your child's intellectual, creative, and social-emotional needs.



SAVE THE DATE

**DON'T MISS OUT
ON THE FUN!**

FALLSCAPE
Saturday, Oct. 26, 2019
SUMMER PALS & SUMMER QUEST
July 6-17, 2020

www.drury.edu/giftededucation



Check out the Awards and Scholarships page at mogam.org for full details and application information regarding the following.

Submission deadlines are September 1st

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

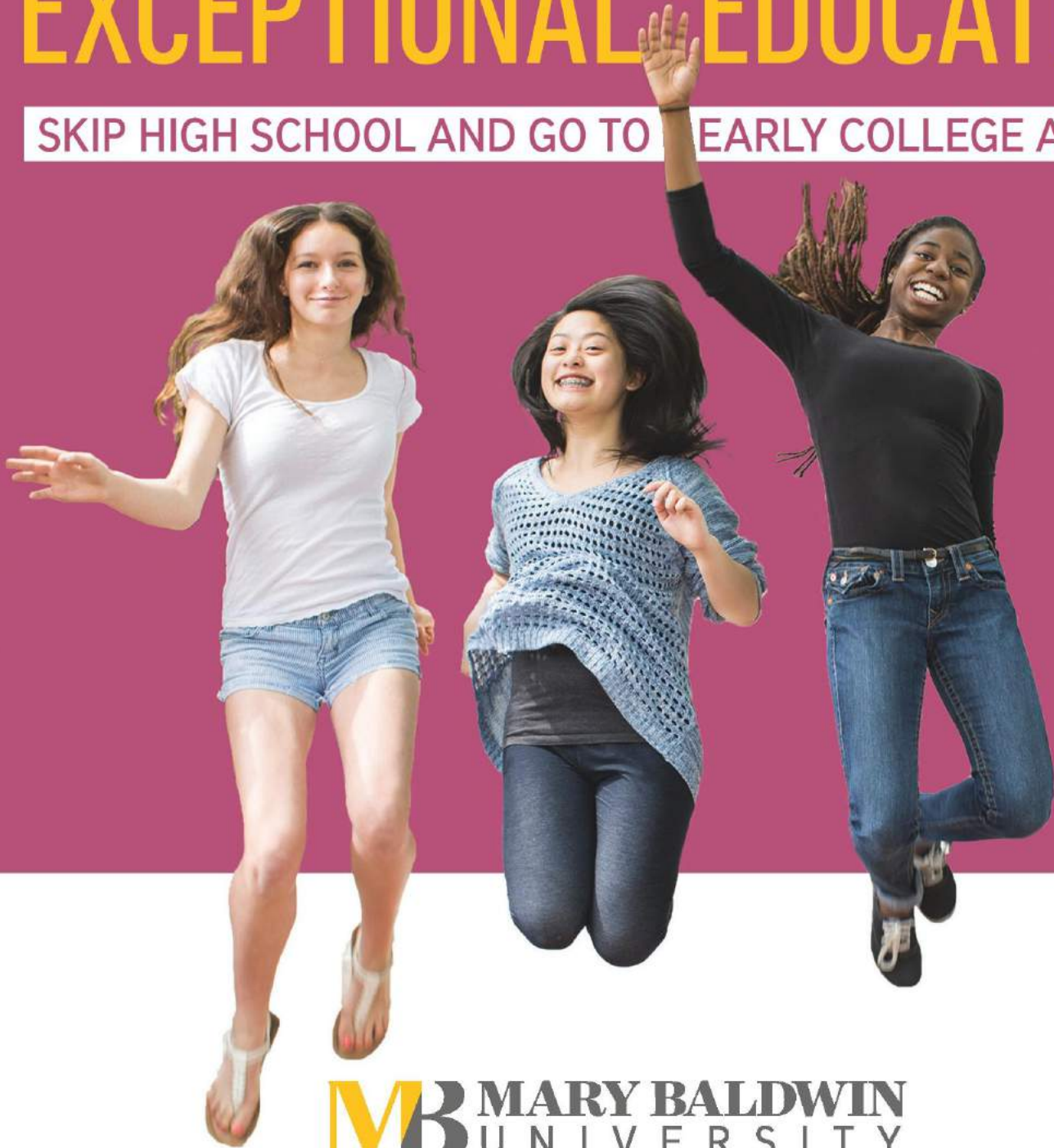
The Delma Johnson Outstanding Educator of Gifted Award - To recognize teachers, coordinators, and college professors directly involved with gifted students or teachers of the gifted.

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

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

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I Knew MSA Was Where I Belonged

Clara Haverstic

Searching for a place to belong is a frequent issue among gifted teenagers. We're forced into a school we didn't choose, with a class of age mates seemingly chosen at random. If you're lucky, you find a group of friends you can stick with. If you're not lucky, you get four years of loneliness and isolation. I was on the unlucky side. I didn't connect easily to my peers, and my class schedule kept me away from the friends I did have. At the end of my sophomore year, I was lost, alone, and only halfway done with high school.

Missouri Scholars Academy changed that. I knew MSA was where I belonged on my very first day when I sat down at a breakfast table of strangers, and had a conversation about the superior writing utensil (Pilot G2 07 pens, for the record). It doesn't seem like much, but I'd never had anyone in my life with the same niche interests and conversational energy. These people were just like me-weird, intelligent, and looking for a place to belong. Inside the classroom was a similar story. I had been reluctant to take the Shakespeare class, saying I'd read Shakespeare in school, and I'd rather travel cross country in an unairconditioned car full of clowns than sit in a stuffy classroom and stagger through another unenthused rendition of Romeo & Juliet. I should have ditched my preconceived notions at the door. It turns out, when you have a teacher who's dedicated their life to a subject and has voluntarily come to a three week camp for teens, it makes a difference.

We would read a play in day, each of us taking on multiple roles and brandishing wooden swords. The next day we would discuss the deeper meanings and hidden contexts of the stories. We examined motivations, searched for wordplay, and discussed allusions to then-current events.

On the last day, I cried like a baby, but I walked away armed with a new found support system, a network of people who I know will always be there for me.

We've helped each other through crises and heartaches, celebrated achievements and milestones. I still talk to the friends I made there every day. They live all over the state, yet we still make time to see each other whenever possible. We've traversed the state for birthdays, homecomings, plays, and New Years. They're the first people I tell when something happens to me, good bad or funny. We love each other.

I hate to think what would have happened if none of us had had MSA. It's a thought I don't even want to entertain. I can say for certain I owe a great deal of my current success to the support and inspiration from the Academy, and one day I hope to repay the favor.

Northwestern University's Center for Talent Development

PROGRAMS & RESOURCES FOR STUDENTS & FAMILIES

Center for Talent Development

at Northwestern University is dedicated to helping gifted students reach full potential. CTD's pathways approach leads students on a journey of intellectual, emotional and social growth.

CTD provides research-based assessment and advanced enrichment and accelerated, credit-bearing programs for students. For schools and educators, CTD offers professional development, program evaluations, and collaborative programming.

For Students Age 3–Grade 12

- > Assessment to identify academic strengths
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- > Weekend programs
- > Residential and commuter summer programs held on Northwestern University's Evanston, IL campus and at sites in the Chicago area



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- > CTD Backpack™ for families and students
- > Online Family Program (K-grade 3)

Explore all programs
online using CTD's
Explore Courses tool!

ctd.northwestern.edu



Northwestern | CTD

In Search Of Tabletop Displays!

DESE Gifted Education will host a table at the Federal Programs Conference on September 15-17, 2019. To encourage people to stop and learn about gifted education in Missouri, Christine is in need of student-created displays.



St. Louis Science Center

Ideas: 3D works of art, STEM models, 2D art or projects, posters.

Criteria: created in a gifted program in Missouri, reflects creative and critical thinking, and demonstrates age-appropriate quality craftsmanship.

If you have work that can be displayed, please contact Christine to arrange for shipping. Christine.Nobbe@dese.mo.gov

Need by September 6, 2019. (Student work will be returned.)



Westridge Elementary School



Grand Center Arts Academy

Submit an Article to The GAMbit

The GAMbit is the official publication of the Gifted Association of Missouri.

Have something exciting to share about your gifted program? Submit an article to The GAMbit. Use the contact us link to start the article submission.

Advertising opportunities are also available.



Visit mogam.org to join GAM and learn more about your district events.

