



Mission: To advocate for appropriate education for gifted, creative and talented students.

OAGCT

Oklahoma Association of Gifted, Creative & Talented

Volume 33, Issue 1 November 2010 Linnea Van Eman, Ph.D, President

OAGCT Conference

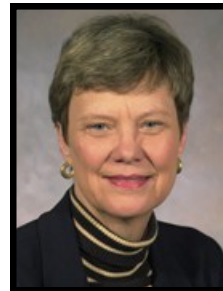
February 18, 2010

Building a State Presence Through Unification

Location: Oklahoma State University, Stillwater, OK

Keynote Speaker:
Dr. Susan K. Johnsen

*Differentiated Instruction in
the Regular Classroom*



Susan K. Johnsen, Ph.D., is a professor in the Department of Educational Psychology at Baylor University. She directs the Ph.D. program and other programs related to gifted and talented education. She has written more than 100 articles, monographs, technical reports, and books related to gifted education. She is a frequent presenter at international, national, and state conferences. She is editor of *Gifted Child Today* and serves on the editorial boards of *Gifted Child Quarterly* and *Journal for Advanced Academics*. She is the author of *Identifying Gifted Students: A Practical Guide*. She also coauthored the *Independent Study Program* and three tests that are used in identifying gifted students: TOMAG, TONI-3, and SAGES-2.

We look forward to seeing you at the conference!

Please contact Donia Doudican or Tressa Wilson for conference-related questions:
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*Read more
about the OAGCT
conference and our
keynote speaker
on page 10!*

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Edited by:
Annie Lewis & Debra Price

President's Corner

Linnea Van Eman, Ph.D.

Several weeks ago OAGCT hosted a luncheon at EncycloMedia. Our attendance was outstanding and our guest speaker Barbara King-Shaver's discussion on differentiation kicked off our year of highlighting the necessity of providing differentiated curriculum in the regular classroom. We are reminded that differentiation is a philosophy, a way of thinking about education, as well as a necessary educational delivery strategy. Differentiation isn't the latest district initiative which will fade away if we just wait long enough. Differentiated teaching in United States schools goes back over 142 years. Before pioneers in gifted education began to study how intellectually gifted children's academic needs differed from other populations of children, evidence of differentiation and acceleration practices were documented in the St. Louis school system in 1868 when academically advanced children were allowed to skip grades and were grouped according to their intellectual ability (Rogers, 2004).

The need for a paradigm shift in our thinking about differentiating curriculum crystallized for me recently as I collaborated with teachers and graduate students from several school districts. Several misconceptions came to light. First, differentiating several lessons here and there should meet the needs of gifted students. I think we are all in agreement that gifted students' needs as well as the needs of all students in a classroom must be met daily. Gifted learners need to be challenged daily in their area of talent or interest (Rogers, 2007). Developing innate ability occurs through consistent practice and mastering increasingly difficult levels of skill. If gifted children are not given an opportunity to progress, researchers have noticed an increase in depression, boredom, and stress (Csikszentmihalyi, Rathunde, & Whalen, 1993). Differentiating a few lessons is a starting point, and as teachers become more comfortable with the philosophy, their practice will follow suit.

Pre-testing is another topic that needs to be addressed. It is a revelation to some teachers that students may already know part or perhaps all of the material that will be covered. Though teachers are likely to give beginning of the year pre-test assessments and often pre-test before starting a new unit of study, I believe a disconnect exists between what the pretest reveals about mastery and what teachers should do with the data. Does scoring 80% on a beginning of year assessment mean that the child who receives a B on the test is above average and it's nice to know information, or does it mean that he/she has mastered 4/5 of the instructional material for the school year and requires some action? What is a teacher's responsibility for that information? Or, what should teachers provide instructionally for the child who scores 85% on a pre-test for a 10 lesson Unit? Should that child be expected to work through all of the lessons in the unit or should the teacher allow the student to work on alternate or more complex activities related to the topic for those already mastered and participate with the class on the topics not mastered? We need to start thinking differently about what test results mean. The teacher in the above case might give a mini lesson over the few topics missed on the pretest and then post-test and allow the child to move to the next unit. This is an example of compacting the curriculum.

As a result of pretesting and offering compacting to such students, teachers may group students according to readiness (student(s) with high pretest scores, those with average scores, and those who need remediation) and work with several levels of learners at the same time, which would require tiered assignments. Differentiation requires little extra funding but does require organization, good classroom management strategies, and lessons to meet individual needs. Somewhat time consuming in the beginning, I fully agree, but best practices are worth it. Teacher's in the late 1900's understood differentiation and we are rediscovering its truth.

On another note, EncycloMedia breakout sessions were well represented by OAGCT board members and other gifted educators. Educators from other disciplines were extremely complimentary of the quality of our sessions. After attending a session on emotional intensities associated with some gifted children, a teacher very new to gifted education and in need of reassurance and guidance, asked several gifted educators who stayed after the session some very basic questions about identification, how and when to provide services, and what materials to use when there is nothing available. This conversation reminded me of the importance and necessity of our vision and theme for Oklahoma this year. Our state goal as Oklahoma Gifted Educators should involve Communication, Collaboration, and Cooperation among our Gifted Peers, with Parents, and our state Legislators to Develop highly qualified gifted educators, to Educate our parent population, and to provide Information grounded in solid research to our state and national government so they can make Informed decisions regarding gifted education.

I hope you will attend our state conference February 18th at Oklahoma State University to be a part of a broadening vision for gifted education. The conference this year will have some unique opportunities to help unite Oklahoma's gifted educators from all corners of the state and give a voice to all regions of the state. During the conference luncheon session, those attending will have lunch with gifted educators from their region. This will offer time to collaborate, develop a network of support more locally, and provide a regional voice to the state organization. In this way teachers like the one I met at EncycloMedia will develop a connection with highly qualified experts in the field of gifted education.

I look forward to seeing you at Oklahoma State in February.

Linnea Van Eman Ph.D

"Not every child has an equal talent or an equal ability or equal motivation, but children have the equal right to develop their talent, their ability, and their motivation." - John F. Kennedy

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- Rogers, K. B. (2004). Academic effects of acceleration. In N. Colangelo, S. G. Assouline, & M. U. M. Gross, (Eds.), *A nation deceived: How schools hold back America's brightest students* (pp. 47-58). Iowa City, IA: The Belin Blank International Center for Gifted Education and Talent Development.

FAMILY FACTOIDS

A Great Resource for Parents of Gifted Children...

The Importance of Joining Your State Gifted Organization

By Julia Link Roberts & Tracy Inman

Perhaps you have heard that a whole is no stronger than its parts. That generalization is certainly true for organizations whether the parts refer to the people in the organization, the committees, or the affiliate groups that create the organization as a whole. An advocacy organization, then, is much more effective when its affiliates are active and strong, and strength enhances the opportunity for goals to be reached. A state organization is more effective with healthy local groups, and a national organization is empowered by strong state advocacy organizations.

This important generalization transfers directly to you as a concerned parent, educator, or citizen who is interested in speaking out in behalf of children who are gifted and talented. Why should you belong to a local affiliate of your state organization for gifted children? Why should you join a state organization if your local chapter is more in tune with what happens locally? What do state advocacy organizations offer to their members? Reasons to join can be described in three words that begin with the letter I: Impact, Information, and Involvement.

IMPACT

Numbers count when you want to make a difference. An organization can only impact legislation and policy at the state and national levels if numerous voices support your cause. An individual may change what happens in a classroom or school, but multiple advocates working together make changes happen at levels that affect all children in the state. A statewide organization provides the vehicle for many advocates to join together to address the academic, social, and emotional needs of children who are gifted and talented. Legislation that establishes regulations and

policies that must be followed for all children who are gifted and talented can make a great impact. Examples include regulations for gifted services, required college-level courses at every high school, teacher requirements for gifted endorsement, and age limits to start school. This potential impact applies to state and national levels when state groups support the national organization. The advocacy voice flows from the local level to the state and national levels.

INFORMATION

State organizations for gifted education provide information that educates members: they send newsletters, operate listserves, update websites, and offer conferences and other professional development opportunities. If you want to stay up-to-date on what is happening concerning gifted education in your state, then you need to be a member of the organization. Not only is this state organization your direct link to the latest information, but it also is a source for opportunities that help you make appropriate decisions for your gifted children. Such information makes you a far more effective advocate for your gifted child and other gifted children.

INVOLVEMENT

If you want to help “make things happen” in your state, your state organization for gifted education is the obvious place to join with others who are also interested in advocacy for gifted children. You will find others who share your interest and passion. From planning events to contacting legislators to writing an article for the newsletter, your talents and efforts are needed. You will have numerous opportunities to be involved and make a lasting difference in the lives of gifted and talented children.

-You will receive newsletters, emails, and mailings to keep you up-to-date about what is happening that relates to the education of children who are gifted and talented.

-You will have a presence for gifted education in your state capital through your state organization.

-You will be in the loop for knowing what is and what is not happening in your state capital, so you will have time to contact decision-makers to influence decisions.

-You will be in a network with others who are working to ensure appropriate educational opportunities for children who are gifted and talented in your state and across the country.

-You will have the opportunity to hear leaders in the field of gifted education at state conferences, experts you otherwise might be unable to hear.

-You will be a part of a state organization with name recognition among educational and civic groups that can support decisions that impact the education of children who are gifted and talented.

-You will have access to a speakers bureau to keep your local affiliate alive and well in addition to being well informed.

-You will be a member of a state organization with the primary goal of advocating for appropriate educational opportunities for gifted and talented children.

-Your voice will combine with others who advocate for children who are gifted and talented.

So what do you say to someone who says, “I want to join the local gifted organization, but I don’t think the state group makes any difference to my child or children”? The response is simple. Although you may be tempted to put your membership dues toward a field trip to a museum through your local group, those same dues plus a little more on the state level can have a more profound impact when targeted toward policy or advocacy on a grander scale. In other words, you can make a little difference on your own. You may change what is happening for your own child during this school year. But, if you want to make a lasting difference, one that affects more than your child this year, you must add your voice to what happens in your state. You do this by joining the

state affiliate. There is no doubt that numbers count when it comes to state level advocacy. Legislators often ask organizations how many members the organization has. They want to know how powerful the group is – they want to know if it is a force to be reckoned with. Add your membership to your state organization. You will add to the impact your organization can have, you will receive valuable information, and you will have numerous opportunities to increase your involvement in gifted education. By joining your state organization, you’re ensuring that the parts are indeed strong and that the whole is powerful.

To find out specific information about your own state’s advocacy organization for gifted and talented children, go to www.nagc.org and then click on Gifted by State. You’ll find contact information as well as other important facts such as funding and gifted regulations.

Advocacy requires members who believe in opportunities for gifted and talented students. It is hard for a general to fight a war without soldiers. Also, it is hard to replace attitudes of apathy and indifference with enthusiasm and support without dedicated members willing to go the extra mile.

Dan Reeder

Past President of the Kentucky

Association for Gifted Education

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**OAGCT is now
on Facebook!**



Please join our group to receive information about gifted issues in the state, start a discussion, and be reminded of upcoming events.

See you there!

Top Toys for 2010

This time of year many parents, grandparents, and school personnel are looking for great gifts or classroom resources. The National Association for Gifted Children (NAGC) has saved us time (and perhaps money) by providing a top toy list. The toys in this list were chosen by teachers and students in a recent study. Many products were made available but at the end of the study, these were the top rated and were for a wide range of ages. There are selections that emphasized logic, science, math, kinetic fun, imagination, and storytelling. For the complete list, go to: nagc.org

Contraptions: Engineering and creativity will be involved in designing a track with 200 pine planks and 2 balls to be used in designing a roller coaster for the balls to maneuver. An idea book is full of instructions, photos, and ideas to help parent and child play together and succeed in this game.

Manufacturer: Mindware, <http://www.mindwareonline.com>
MSRP: \$49.95

Primary Science Set: This collection of unbreakable science tools will be popular for students who are inquisitive about science experimentation. The set includes unbreakable test tubes, beakers, flasks, funnels, with the always popular child-sized goggles. Experiments are outlined on task cards. Adult supervision is required, and materials such as vinegar, baking soda, and lemons are needed.

Manufacturer: Learning Resources, <http://www.learningresources.com>
Recommended grades: pre-K+
MSRP: \$29.99

Rory's Story Cubes: Players roll 9 dice, each with 6 different graphic images that are to be used to spin a tale linking all the images into an imaginative tale. The dice may be divided so each person can contribute parts of the story, or a story can be spun by each individual player. The graphic images will assist children and adults with imaginative story plots. An iPhone app is already available.

Manufacturer: GameWright, <http://www.gamewright.com>
MSRP: \$7.99

7 Ate 9: This game is fast and fun, taking only 5 to 10 minutes per game. This is a great competition for building speed and confidence in little ones learning math facts. Everyone plays at once, but each time a card is put down, the next card played has to equal the sum of the largest number on the previous card. The first one to get rid of all his or her cards wins.

Manufacturer: Out of the Box Publishing, <http://www.otb-games.com>
MSRP: \$9.99

Pentago Multi Player: This is a game board consisting of 9 tic-tac-toe squares. Players take turns placing colored tokens as they try to get 5 in a row. The players must think ahead because each tile may be twisted and turned after each play, making the game board different with each move.

Manufacturer: MindTwister USA, <http://www.pentago.com>
Recommended ages: 6 and up
MSRP: \$29.95

Zingo! 1-2-3: This number game causes players to match tiles with their card. 4-year-old testers played on the green side and matched according to number recognition. The older players are required to add dots and match to a sum before placing a tile.

Manufacturer: ThinkFun Inc., <http://www.thinkfun.com>
Recommended ages: 4 and up
MSRP: \$19.99

Schader, Robin, (2010), NAGC's 1010 Toy List. *Parenting for High Potential*, September, 2010, 25-29.



The Oklahoma Association of Gifted, Creative and Talented is honored to present these awards in recognition of the significant contributions that the following individuals have made to the field of gifted education in our state.

2010 Lifetime Service Award

Dr. Patricia Hollingsworth

Dr. Hollingsworth has been the Director and a teacher at University School at The University of Tulsa since 1982. She holds both a Master of Teaching Arts and a Doctorate of Education from The University of Tulsa. Pat began her teaching career as a high school art teacher in 1961. Since that time, she has taught students of all ages from preschool to graduate school.

Her strong commitment to service in the realm of gifted education is evidenced by her commitment to OAGCT. She annually attends and presents at OAGCT conventions. In addition to her own attendance, she is *adamant* that all of her teaching staff at University School attend and submit presentation proposals as well. She has held the positions of President Elect and President of the OAGCT board as well as several other committee positions. Dr. Hollingsworth has dedicated her life to service in the field of gifted education. Her door is always open to anyone with questions about or an interest in the needs of gifted students, and her passion for gifted education and gifted children is readily apparent.

2010 Advocacy Award

Dr. Debra Hull

Debra Hull is the District Gifted Coordinator of the largest school district in the state Tulsa Public Schools. Debra is the Director and founder of the GO Foundation (Gifted Oklahomans) which provides scholarships for teachers of gifted students to pursue college course work or a master's degree in the field of gifted education. Debra is National Board Certified in Early Adolescent Language Arts and received a Master in gifted education and a PhD in Educational Psychology from Oklahoma State University.

Nationally she participated in the 2004 NAGC/CEC consortium that developed National Standards for gifted education and gifted educators. Debra participated in a panel presentation in Tampa, Florida, at NAGC on the Use of the National Standards for Gifted and Talented as a basis for a District-Wide Needs Assessment to Build Appropriate Professional Development.

**THANK YOU,
ENCYCLOMEDIA PRESENTERS!**

Thank you to each Encyclo-Media presenter who shared his/her expertise and passion for gifted education with educators across the state. We had over 15 sessions about acceleration, grouping, differentiation, technology, social/emotional issues and more!

Thank you for your time, energy, and wonderful ideas.

The Theory of Positive Disintegration

Mary Waters, Ed.D., LPC

The little-known theory of Positive Disintegration has applicability to working with gifted children. Kazimierz Dabrowski formulated this theory and its hallmark characteristics involve five "overexcitabilities" and five levels of development. This theory's emphasis on the emotional development of children marks it as unique. Further, for the individual to reach maximum development, one must go through a period of disintegration or suffering which optimally can be rewarded with personal development and inner peace.

The first of the overexcitabilities is psychomotor. This gift is characterized by a strong need to move, rapid speech, and a general restlessness. The child is literally bursting with energy and ideas. Of course, this overexcitability can be misdiagnosed as ADHD. The second overexcitability is sensual. This is marked by the child that takes delight and has an extreme sensitivity of the senses. This child also may have extreme sensitivity to labels in clothing and certain textures. Imaginal overexcitability, those children with a rich imagination and ability to create a fantasy world, show their gift through creative outlets. The fourth overexcitability is intellectual, the type typically rewarded in schools. This child expresses superior cognitive abilities in reasoning with numbers and words. This overexcitability can be expressed with a passionate curiosity. Finally, the fifth overexcitability is emotional, the child who expresses strong emotion and has a drive to make interpersonal connections. Frequently, the child with this overexcitability has a need to seek social justice and to make the world a better place. Dabrowski believed that not everyone has these overexcitabilities, but that those endowed with one typically has several.

Along with the construct of overexcitability, the theory explains how children and adults develop. Level one development is marked by a person who is very externally motivated with little inner drive or need to serve humanity. The child in level two development sees the need to serve others and may attempt to work toward greater development, but lacks the ability to make less self-serving choices. In level two, conflicts are resolved with the child falling back on acting in self interest. Level three development is marked by suffering. Conflicts are resolved in less self-serving ways than in level two development, although there is pain and suffering involved for the child. The person who has achieved level four development is typically serving society and has an accompanying level of peace. Finally, the person in level five development has a level of peace and deep consciousness regarding the surrounding world.

The teacher of the gifted may read more about this theory and its application to gifted education in a relatively new book, *Living with Intensity*, which was published in 2009 and edited by Susan Daniels and Michael Piechowski. Piechowski worked with Dabrowski and has devoted his career to researching the theory and explaining it especially to educators of the gifted. The authors introduce the theory in its complexity, but explain it in a clear and lucid manner.

DESTINATION IMAGINATION

Oklahoma Destination ImagiNation (DI) has begun its 2010-11 season! Destination ImagiNation is an exhilarating activity in which students work in teams to solve mind-bending challenges and present their solutions at tournaments. Teams are tested to think on their feet, work together and devise original solutions that satisfy the requirements of the challenges. Participants gain more than just basic knowledge and skills—they learn to unleash their imaginations and take unique approaches to problem solving.

It is widely recognized that creativity, innovation, and the ability to manage change are essential competencies for today's students who live in and are preparing to enter the workplace in a world of rapid and accelerating change. Based on more than five decades of research and development of Creative Problem Solving (CPS), we know that individuals and groups from the primary grades through adulthood can learn and apply creativity, teamwork, and problem solving.

To foster tomorrow's leaders, Destination ImagiNation, Inc. provides a broad range of exciting, "hands-on and minds-on" experiences that teach creativity, teamwork and problem solving and provide real-life opportunities to apply them. These experiences are designed to move beyond the rhetoric and meet the challenge of providing all young people the opportunity to learn the basic skills of the 21st Century.

Destination ImagiNation is a program that builds participants' creativity, teamwork and problem solving in enjoyable and meaningful ways. The goals of Destination ImagiNation are for participants to:

- * Foster creative and critical thinking.
- * Develop teamwork, collaboration, and leadership skills.
- * Nurture research and inquiry skills of creative exploration and attention to detail.
- * Apply and enhance written and verbal communication and presentation skills.
- * Promote the recognition, use, and development of varied strengths and talents.
- * Encourage competence in, enthusiasm for, and commitment to real-life problem solving.

Team Challenges are designed to be open-ended and multidisciplinary. Teams spend several weeks or months working on the *Team Challenge* of their choice, and they present their solutions at Tournaments. Each of the six competitive *Team Challenges* has a different educational and creative focus: Community Service; Technical/Mechanical Design; Scientific Exploration and Theater Arts ; Theater, Literature, and Fine Arts ; Improvisation ; and Structural/Architectural Design. There is also a non-competitive Rising Stars! Challenge designed for students in pre-school through 2nd grade that introduces students to teamwork and creative thinking.

Keeping In Touch

Address:

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P.O. Box 721855
Norman, Ok. 73070



Voice Mail:

Leave a message at: 888-398-0250.
A board member will return your call.



The viewpoints and opinions in the OAGCT newsletter are those of the contributor.

We encourage all members to contribute articles expressing their views.

Please send submissions to: annie.lewis@jenksps.org and debra-price@utulsa.edu

OAGCT Conference

OSU-Stillwater

Friday, February 18



- Buffet Breakfast
- Keynote Speaker:
Dr. Susan K. Johnsen
- Lunch with gifted educators from ***your region***
- Breakout Sessions

Registration fees:

- \$ 70.00 for OAGCT members
- \$ 90.00 for non-members
- \$ 95.00 for conference *and* OAGCT membership

Register online:

www.OAGCT.org/

- *What are you passionate about?*
- *What do gifted educators in our state need to know?*
- *What works well for you?*

Breakout session proposal
form on page 20.

Coursework in Gifted Education Spring 2011

OSU - Stillwater

Wednesdays, 3:30 p.m. – 6:10 p.m

Diane Montgomery, Ph.D.,

Instructor

Are you interested in learning more about the relationship of creativity to giftedness? Enrollment is open now for the Spring Semester for a course that is offered at the Stillwater campus:

Creativity for Teachers

The Spring Semester starts on January 11, 2011, and ends on May 6, 2011. If you are not an OSU student, you can apply to the Graduate College to take this course as a special student.

Find the **GO Foundation Scholarship** for gifted educators taking higher level courses in gifted education on page 27.

CEC – NAGC Initial Knowledge & Skill Standards for Gifted and Talented Education

<http://www.cectag.org/>



Book Review

Annie Lewis

Teaching Strategies in Gifted Education

Keynote Speaker

Susan K. Johnsen & James Kendrick

The challenge for gifted educators is providing the education your students deserve and knowing if you are doing it well. Most educators of gifted students are aware that research in these areas is available and that “gifted activities” abound, but relevant research-based practices are much harder to find. Susan K. Johnsen and James Kendrick bridge this gap between research and application with the *Gifted Child Today Reader Series*. The purpose behind this series is to collect the best articles, by topic, from *Gifted Child Today* in order to comprehensively address pertinent issues in gifted education.

Teaching Strategies in Gifted Education is one of several books in this collection; other books in the *Gifted Child Today Reader Series* detail counseling, gifted students with disabilities, and math and language arts instruction for gifted learners. The articles gathered in Teaching Strategies in Gifted Education were selected for the teacher who is searching for quality strategies to use with gifted students in the classroom.

The book is organized into five sections: Differentiation, Teaching Strategies, Classroom Management, Dealing with Underachievement, and Professional Development and School Improvement. The first two sections clarify content, process and product differentiation, and strategies that encourage higher levels of thinking. There are articles on independent study, the use of simulations, and specific subject areas. The segment on classroom management describes grouping arrangements, learning centers, class meetings, school-wide management strategies, etc., and how these can be effective in gifted programming. Gifted students who show little to no interest and/or production are underachieving. The Underachievement section defines this

specific challenge, and how it relates to gifted learners and provides strategies to use with these students. Finally, Johnsen and Kendrick remind us that quality gifted education depends on quality teachers. They provide articles with specific suggestions for professional development and identify practices that all gifted educators should have in their repertoire.

Teaching Strategies in Gifted Education, edited by Susan K. Johnsen and James Kendrick, is a valuable addition to the library of all gifted educators. The book provides a collection of reliable, research-based practices that facilitate teaching and programming for gifted learners.

Other books by Susan K. Johnsen:

- ◇ Identifying Gifted Students: A Step-by-Step Guide
- ◇ Using the National Gifted Education Standards for PreK-12 Professional Development
with M. Kitano, D. Montgomery, and J. VanTassel-Baska
- ◇ Teaching Gifted Students with Disabilities
- ◇ Language Arts for Gifted Students
- ◇ Math Education for Gifted Students
- ◇ Science Education for Gifted students
- ◇ Teaching and Counseling Gifted Girls
- ◇ Teaching Strategies in Gifted Education
with J. Kendrick
- ◇ Independent Study for Gifted Learners
with S. Goree
- ◇ Identifying Gifted Students: A Practical Guide

Excerpt from: **Social Effects of Hispanic Students
Enrolled in an AP Class in Middle School**

Alexandra Shiu

Temple College

Todd Kettler

Coppell Independent School District

Susan K. Johnsen

Baylor University

← **Keynote Speaker**

The middle school years are a critical time in students' lives. These years lay the foundation for students to learn more about themselves, select their close friends, and form educational aspirations for the future. A sense of belonging, or how connected and accepted students feel in terms of relationships with peers and school personnel, plays a role in school engagement (as measured by attendance, participation in school activities, and effort in the learning process). This sense of belonging is either formed or not formed during the sensitive middle school years (Osterman, 2000).

Middle school students primarily cite interpersonal reasons for why they feel that they belong at school (Nichols, 2006). Reinforcing friends tend to enhance a student's perceived self-worth while positively affecting that student's sense of belonging (Shulman, 1993) and attitudes about school and academic engagement (Nichols, 2006; Osterman, 2000; Woolley, Kol, & Bowen, 2009). In fact, minority students benefit more from a sense of belonging as compared to White students (Battistich, Solomon, Watson, & Schaps, 1997). Social support serves as a "protective-stabilizing role in the relationship between socioeconomic status and academic performance of students of low socioeconomic status" (Malecki & Demaray, 2006, p. 390).

Unfortunately, perceptions of belonging often decrease sometime after sixth or seventh grade (Anderman, 2003). By the time students reach ninth grade, they feel most vulnerable to peer pressure and tend to engage in risky behavior (Boyd & Tashakkori, 1994). Moreover, Hispanic students are more likely to face structural barriers such as "low income, experiences of discrimination and feeling unwelcome at school" (Martinez, DeGarmo, & Eddy, 2004, p. 145). For academic success to occur, students need to feel that they belong to an academic community.

Acknowledging the importance of academic development during the middle school years, the College Board has recently been extending its Advanced Placement (AP) programs beyond high school to middle school (Ezarik, 2004; Flannery, 2007; Ho", 2002). A spokesperson for the College Board reported that focusing on the high school years is inadequate in order to prepare students for college. She stated, "By the time they're in 10th or 11th grade, there's no amount of acceleration that will get them ready for college" (Ho", 2002, p. 10). Similarly, the president for the ACT assessment company education division stated that by eighth grade, students "already are accelerating on the road to college or [are] completely derailed . . . it may be that eighth grade is too late" (Flannery, 2007, p. 24). Schools clearly need to create mechanisms to engage middle school students in courses that prepare them for college-level work.

Given the importance of both social and academic factors in influencing middle school students' success, this study examines the effects of connecting students from Hispanic backgrounds to more academically supportive peers with the ultimate goal of increasing their educational aspirations. The Middle School AP Spanish Language program considers student language diversity as an advanced talent rather than a risk factor (Kettler, Shiu, & Johnsen, 2006a). Native Spanish-speaking students from economically disadvantaged backgrounds are offered an opportunity for intensive Spanish instruction in an AP Spanish Language class while in eighth grade. Kettler, Shiu, and Johnsen (2006b) found that offering AP Spanish Language to native Spanish speakers in middle school can provide a gateway to advanced academics for a population of students who typically face barriers to such courses (College Board, 2001; Ndura, Robinson, & Ochs, 2003).

(continued on the next page)

Effects of Advanced Placement Courses

To raise educational aspirations, many schools offer AP classes for academically able high school students. These classes provide students with a more rigorous course path and predict future leadership endeavors (Curry, MacDonald, & Morgan, 1999). Moreover, AP students are twice as likely to attend graduate school, graduate with a double major, and specialize in majors with more stringent grading standards (Curry et al., 1999). Other benefits include colleges' consideration of rigorous high school courses during the admissions process (Solorzano & Ornelas, 2004) and college credit earned prior to enrollment in higher education programs, which saves high school students thousands of dollars in tuition money (Santoli, 2002).

Because research documents the academic benefits of participation in AP programs and because success in AP classes is built on a rigorous academic program, curriculum administrators now consider the pre-AP concept as an academic option during the middle school years (College Board, 2002). They believe that it is essential for students to "begin to develop college awareness and aspirations in the middle school years in order to take . . . gate-keeping courses, which then position students for high school coursework that aligns well with college enrollment requirements" (McDonough, 2004, p. 5). The Education Resources Institute (2007) even suggested that all schools

. . . should adopt informed policies that require a rigorous college-preparatory curriculum as the "default option" for all students. In Texas and Indiana, for example, all high school students are automatically enrolled in a collegeprep curriculum unless they formally opt out with parental consent. This demonstration of high expectations, tangibly embedded in policy and practice, motivates students to achieve academically and helps create a culture of college-going within schools. (p. 2)

With minority students, research shows that Latinos who enroll in rigorous coursework both attend and persist in higher education at higher rates than their peers (Martinez & Kloppot, 2005). Moreover, the language experience of native Spanish-speaking students may make them uniquely qualified to partici-

pate in AP courses much earlier than typical monolingual students who may not have the academic background to take rigorous language courses.

Factors That Influence Hispanic Students' Educational Aspirations

Social factors of family, friends, and a sense of belonging tend to influence Hispanic students' educational aspirations. The participation of Spanish-speaking students in advanced academics may affect their sense of belonging and these other factors that influence their educational aspirations.

Family

With the parents' own educational levels and aspirations transferring to their children (Behnke, Piercy, & Diversi, 2004), the role of the family is particularly important in the Hispanic culture (Aspiazu, Bauer, & Spillett, 1998). In fact, family support and aspirations are the primary factors in predicting Latino students' overall emotional and academic adjustment to college (Schneider & Ward, 2003). On the other hand, parental involvement appears to be more advantageous for Latino students in terms of making informed academic decisions about which courses to take if the parents are from higher socioeconomic backgrounds (Valadez, 2002). Parents who are immigrants or who have limited English proficiency may not be familiar with how the American educational system works and may work long hours and have multiple children (Romo & Falbo, 1996). Romo and Falbo (1996) reported,

Uneducated parents had less opportunity to monitor their children...Were unable to advocate for their children when their children needed help in overcoming administrative obstacles within the school. . . .These parents did not know when their advocacy was needed, how to be an advocate, and were discouraged from doing so by their children. Many parents told us that their children begged them not to go to the schools because the students were ashamed of them. (p. 197)

When parents are not able to help their children due to language or cultural barriers or due to the lack of access to school information, other resource options, such as peer groups, become more significant in students' lives (Lewis-Charp, Yu, & Friedlaender, 2004).

(continued on the next page)

Friends

Having the right peer group provides a reason to stay committed to school (Anderson, Christenson, Sinclair, & Lehr, 2004; Brown & Teobald, 1998; Gibson, Gándara, & Koyama, 2004). Being around other academically focused people tends to create a positive feedback effect and a “culture of learning” (Klopfenstein, 2004; Ndura et al., 2003). Hispanic students tend to select their closest friends from their own ethnic group, which provides a sense of community and access to a support network. If the peer group values education, the student’s friends may serve as role models for staying on track academically (Gibson et al., 2004). On the other hand, if the peer group does not value education, a student’s attitudes toward academics may be negatively affected. Unfortunately, Hispanic students tend to select friends that earn lower grades, spend less time on schoolwork, and have substantially lower performance standards (Steinberg, 1996), which compounds the challenge of Hispanic students having the highest high school dropout rate in relation to other groups. Despite having a differing and/or conflicting cultural/linguistic background, it is critical for minority students to be able to engage in and access social networks at home and school to obtain important information that will encourage academic success. Successful Hispanic students are able not only to form alliances with achieving peers but also with key individuals within the school setting (Lewis-Charp et al., 2004; Saylor & Aries, 1999).

Sense of Belonging

As mentioned earlier, the sense of belonging at school affects a student’s educational aspirations (Aguirre & Hernandez, 2002; Gibson et al., 2004; Romo & Falbo, 1996; Stanton-Salazar, 2001). This belonging can be enhanced by school personnel who take a particular interest in a student’s academic and social well-being. Not only is the development of social relationships with teachers and school personnel crucial to ethnic minority students for effective socialization but also for the development of a “bicultural network orientation” (Stanton-Salazar, 1997, p. 25). This network facilitates the crossing of cultural borders, the overcoming of institutional barriers, and the entrance into “multiple community and institutional settings” where instrumental social relationships can be formed and “social support and funds of knowledge can be obtained” (Stanton-Salazar,

1997, p. 25). Stanton-Salazar (1997) emphasized that minority children must remain “embedded in familial and communal support systems” (p. 33) while accessing information from their friends, teachers, and counselors from the dominant culture and from their own culture (Darder, 1991). Unfortunately, Mexican-origin students in particular are “more likely than other students to report they do not feel they belong in the schools in which they are a minority” (Gibson et al., 2004, p. 11). Therefore, schools need to create a learning atmosphere that is culturally responsive.

In summary, students can successfully adapt and achieve in life despite challenging circumstances if they have positive relationships with their family and friends (Werner & Smith, 1988); attentive, caring teachers (Coburn & Nelson, 1989; Geary, 1988; Werner & Smith, 1988); and supportive classmates (Rutter, 1984). If a school is a place that is sensitive to the minority students’ culture and fosters a safe learning environment, the students will respond with higher motivation to meet academic demands (Aguirre & Hernandez, 2002; Stanton-Salazar, 2001).

Purpose of the Study

Because AP courses tend to raise educational aspirations and provide a mechanism for connecting students to more academically supportive peers, we wanted to explore these effects with Spanish-speaking students taking an AP course earlier than typical during middle school.

The questions we sought to answer included:

1. Would any native Spanish-speaking students enroll in an AP Spanish Language class in eighth grade?
2. How might they be the same or different from others who choose not to enroll?
3. Would there be differences in the students’ characteristics as identified in the literature?

Therefore, the major purpose of this study was to describe the differences in social factors between Spanish-speaking students who chose to enroll and who did not choose to enroll in an AP Spanish Language course offered for native Spanish speakers at the middle school level.

(continued on the next page)

SUMMARY

Waco Independent School District (WISD) initiated a project offering AP Spanish Language to Hispanic students in the 8th grade. The Hispanic students in this AP Spanish Language class and a similar comparison group answered survey questions on parental involvement, composition of peer group, sense of belonging at school, academic attitudes, and academic aspirations. Data gathered indicated that the students enrolled in the AP course made friends with peers who cared more about grades, enjoyed reading in English, and were more optimistic about their future family, future job, and their service to the community. These results suggest that Spanish-speaking skills can be viewed as a strength and can be used as a gateway, rather than a barrier, to academic success. Enrolling at-risk native Spanish-speaking students in an AP Spanish Language class during their 8th-grade year can create a peer group that honors the students' native language. This academically supportive peer group can play a role in students' decisions to enroll in higher level coursework in high school. Because

beliefs about self and school are deep rooted and peer group influences are intensifying during middle school, the academic benefits of AP participation need to be extended to Spanish-speaking Hispanic students. AP Spanish Language programs such as this seems to be a feasible way to target Hispanic middle school students and create an academically supportive peer group that will positively influence students' educational aspirations.

Shiu, A., Kettler, T., & Johnsen, S. K. (2009). Social effects of Hispanic students enrolled in an AP class in middle school. *Journal for Advanced Academics*, 21, 58-82.

Read the article in its entirety at:

www.oagct.org

Research Corner

Diane Montgomery, Ph.D.
Regents Professor, Educational Psychology
Oklahoma State University

What journals in Gifted Education are you reading? You may not know about the journal that is published by the European Council on High Ability, which is in its 21st year of publication. This journal often has topical special issues, and the one that is highlighted for the *Research Corner* this time is the issue on Character Education and Giftedness. This special issue came out almost a year ago (Volume 20, Issue Number 2, December, 2009). There are two theoretical articles and at least six studies on focus on ethics and giftedness. The issue opens with comments from Kirsi Tirri from the University of Helsinki in Finland. She ties the research and theory together with comments about morality, ethics, character development and particularly the ethical sensitivity that is exhibited in learners who are gifted. The first theoretical article is Robert Sternberg's (from Oklahoma State University) eight steps to ethical behavior and thinking, which leads to a concrete sequence of skills to encourage in the classroom.

The rest of the issue will capture your imagination as you read Berkowitz and Hoppe who propose the necessary components in evidence-based quality character education. The research articles come from a large international community of scholars and provide direction to the social and emotional needs of gifted. By reading this issue, you will learn the outcome of research on the Youth Purpose Project (Stanford University), the Renzulli Houndstooth Model, moral judgment development (relationship to verbal ability), and intercultural sensitivity.

Let me know if you need an electronic copy to read.

NEW

What Works: in Gifted Education

Subject: Language Arts – Hispanic Heritage month (folktales)

Grade: 3 - 4 Gifted

Submitted by: Linnea Van Eman, Ph.D.

Brief Description

Create a Folktale: After reading and listening to folktales from various Hispanic cultures, tall tales and legends from early America, and Scottish legends, students will write and illustrate a new folktale.

*As a result of this lesson Catherine Hartman (3rd grade) and Carson Brown (4th grade) will be published in *Creative Kids Magazine*. [Read their stories on the following pages!](#)

Objectives

Connections: Language Arts, Art, Social Studies, Geography, Technology

Define and speak knowledgeably about *folktale, fable, legends, myth, tall tales*,

Demonstrate creative thinking and writing skills to create a folktale,

Recognize the importance of editing, rough draft, rewrite, multiple drafts

Analyze: work together in cooperative groups- retell stories to uncover the motive behind the story (moral, explanation, or message.)

Evaluate: based on what students learn, explain the value of this genre for different historical periods to create and pass on information

Create: an original tale and present their creation to a real audience (other grades).

Possible submission for an authentic audience: Prufrock Press: *Creative Kids*.

http://www.prufrock.com/client/client_pages/prufrock_jm_ck_wg.cfm

Materials Needed

Internet sources

Teacher-selected library sources of folktales from Hispanic cultures, printouts from the Internet.

Paper and pencil. Access to computers for students who wanted to have their story submitted for possible publication.

TV and DVD player to view an American folktales (“Rip Van Winkle”).

Handouts from: Watrous, M. K., and Tekarian, I. (1988). *Art and writing throughout the year. “Indian Myths and Legends: Primary Writing Plan”*. Fearson Teachers Aids, Belmont, CA, 42-46.

Lesson Plan (3-4 weeks meeting twice a week)

- Discuss the meaning of the word *folktale, fable, myth, tall tales*,
- Bring in examples of folktales from Hispanic culture, [Magic Tales of Mexico](#). Read and discuss examples.
- Divide the class into small groups. Make printouts from [Rabbit Stories](#). Distribute one story to each group.
- Invite students to read the story aloud to one another. Then challenge students to determine the motive behind the stories.
- In small groups create an oral short folktale, using the examples they heard and read as models.
- Students will read and watch video interpretation of American folktales – “Rip Van Winkle”
- Students will additionally listen to a Scottish storyteller for a completely different perspective.
- After discussing the unique characteristics of the three different culture’s tales, students will research geographic details to include in their own Hispanic folktale.
- In small groups determined by writing readiness (ability,) students will review each other’s writing and make constructive suggestions to improve the story or message.
- Students may want to illustrate their tale.

Extension: Have students present them to another audience. Have students further edit their story to fit guidelines for publication.

Keywords

culture, folktale, fable, legend, myth, Mayan, tall tales,

Assessment

Evaluate students' folktales and presentations based on the audiences' ability to understand the message.

Gifted Differentiation Summary

Accelerated pacing: Requires advanced writing skills and understanding of storytelling.

Independent in-depth study: Work independently to explore folktales in depth, learn about and utilize literary elements, such as plot, characters, settings to create an original tale.

Flexible skills group work:

Mixed group: opportunities for the students to retell folktales and practice the art of storytelling.

Readiness groups (based on writing sophistication): to analyze specific selections; give and get peer feedback for their works in progress.

Interest-based project: Integrates students interests and creative connections to write original folktales.

Language of the field: Fable, Folktale, Legends, Myths, Tall tales, Morals and Lessons, Culture, Diversity, Voice

Observed patterns: Comparison of this genre across cultures; Evaluate: explain the value of this genre for different historical periods to create and pass on information - American, Scottish, and Mayan tales

Ethical conflicts: Folktales present how culture deal with dilemmas, and the unknown such as a phenomena in the world. Students make personal connections to moral dilemmas and lessons

PASS/Tulsa Public School Standards

TPS Curriculum Objectives

*Social Studies 4th

Std 1.1- demonstrate ability to use research materials;

Std 2 2.1-2 interpret geog info, identify physical maps - (US, Mexico-S America);

Std3- physical systems – landforms US (Mexico-S America);

Std 4.2 human systems - cultural mosaics, environment (beyond US)

***Social Studies 3rd Std 2 -** interaction of the environment and the people of the community.

Std 3 - 3.2 compare/contrast storytelling;

Std 4 - 4.1 climate affect lives

*LA 4th

Writing Std 1-process 1-4

Reading/Lit 3.1b- Comprehension/crit literacy:

Std 3.2d- participate in creative response to text

Modes-Forms Std 2 - 1c,d- narrative; 2 write creative stories

Gram/Usage/Mechanics Std 3 - 3 punctuation;3b-quotation marks; 4b sentence structure.

Oral Lang Std 2.- Speaking Std 3 Group Interaction- participate in storytelling

*LA 3rd

Reading/Lit 4.2b: Comprehension/crit literacy- interpret text including lesson depicted in fables, etc, and draw conclusions about appropriate meanings.

Writing Std 1-process 1;1.3-4,

Modes-Forms Std 2- 6a write narrative;

Gram/Usage/Mechanics Std3 - 3 punctuation; 3b-question – quotation marks; 4b sentence structure;

Oral Lang Std2 Speaking - 2.2,

Std 3 Group Interaction - show respect/consideration

Why the Sky is High Up

by Catherine Hartman



There once were villages made of the five tribes. The sky above their villages was so close that a tall man could hit his head on it; a boy's arrows could get stuck on it. The children of these tribes could climb to the top of the trees and hide so that no one could find them.

Parents complained to the chiefs that the children would hide when they didn't want to do work. So, the chiefs of the five tribes decided to get together to agree on what they should do.

The first chief said, "We must move the sky up. A boy in my village hides in the trees in the sky when his mother asks him to fetch water or hunt the rabbits she needs for the rabbit stew."

The second chief added, "Every time my tribe and I go hunting, our arrows get stuck in the sky."

So it was agreed that the sky should be moved higher up so that no one could hide or get hurt. The chiefs of the five tribes asked the animals to help. They found eagles with the biggest wings that had ever been seen and took them to the biggest field they could find.

They told the eagles to fly as high as they could and to go to the north, the south, the east, and the west. As they flew higher and higher the sky rose slowly but surely and in half an hour's time they had moved the sky so far up that they could barely see it. The eagles kept pushing until only the people with the best eyes could see the sky. They kept pushing forever so the sky would never fall back down again. The people never saw the eagles again because they had to live in high places to protect the sky.

This is why the sky is so high up.





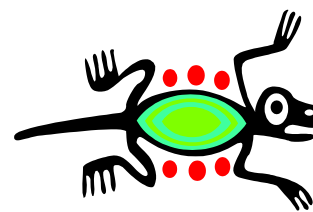
How the Rhino Got His Horns.

by: Carson Brown

There was once a rhino. He lived in the Amazon Jungle. (At that time rhinos were carnivores.) Rhino had two friends, Lion & Snake. They were best friends and did lots of things together. They played games together and also ate meat together.

One day the lizards, birds, crocodiles, alligators, Snake, and Lion gathered in a secret meeting. "Rhino's eating rampage needs to stop," the animals said to Snake and Lion.

"I have a special mushroom that will make him a plant eater, but I need someone to give it to him," said a lizard. His friends agreed to help with the plan.



Snake and Lion came up to Rhino. They lied saying to Rhino, "We have found mushrooms that will help you digest your food faster so you can eat more."

"Cool", Rhino said. "But you'll have to give me all your food or I will end up eating *YOU*." They answered, "Okay," pretending to be frightened.



Rhino ate the mushroom. His teeth started to flatten. His nose started to grow horns. He no longer liked meat.

Lion and Snake were surprised to find that the special mushroom had changed more than just Rhino's food choices. They realized that the mushroom had changed his teeth to better eat grass, plants and fruit. They also realized the mushroom had given him horns for protection.



That is the tale of how rhinos became herbivores and got their horns.

The End

*Sometimes it is better to trick a friend, than to be eaten by one.



Oklahoma Association of Gifted, Creative and Talented

Nomination for the OAGCT Outstanding Service Award

Each year the OAGCT Outstanding Service Award is presented in recognition of sustained efforts to make a difference for Oklahoma's gifted and talented students. Anyone actively involved in a personal effort to improve gifted and talented education in Oklahoma is eligible to receive this award, including teachers, consultants, administrators, and others. Anyone may submit a nomination. Please use this form to nominate any qualified person who has not previously been selected.

Nominee _____

Nominee's School Affiliation _____

Nominee's Address _____

Nominee's City/State/Zip _____

Nominee's Role in Gifted Education _____

Nominee's Number of Years of Service to Gifted Education _____

On a separate page, provide a detailed narrative description of the nominee's service to gifted education and your reasons for nominating this person.

Nominated By _____

Address _____

City/State/Zip _____

Phone (Home) _____ Phone (Work) _____

How long have you known the nominee? _____

Nomination forms and narratives
must be postmarked no later than December 6.

Mail to: OAGCT
P.O. Box 721855
Norman, Ok. 73070

Oklahoma Association of Gifted, Creative and Talented NAGC Nicholas Green Distinguished Student Award and the OAGCT Awards of Excellence

The National Association for Gifted Children (NAGC) Nicholas Green Distinguished Student Award is designed to recognize excellence in young children and is awarded to one student in each state who is entered in Grades 3, 4, 5 or 6, and who has distinguished himself or herself in the area of academics, leadership, or the arts.

Nomination Procedure

OAGCT will accept nominations from parents, teachers, students, and community and civic groups, as well as self-nominations.

Nominations for the current school year must be postmarked no later than December 1. Nominations postmarked after that date will not be reviewed.

Eligibility Criteria

Student must be in Grades 3 through 6 at the time of nomination.

Outstanding student accomplishment may be in the area of academics, leadership, or the arts.

Submission Process

Applications must include:

A composition written by the student nominee. Compositions should describe

- a. The activity or interest area for which the student is being nominated.
- b. How the student became interested or involved in the activity.
- c. The impact the activity has had on the student and on others.
- d. How the student's future plans and goals have been affected by this activity or interest area.

A completed application form.

One letter of recommendation, from someone other than a nominee's family member, explaining why the student nominee is deserving of the award, what sets the student apart from others, and how the nominee is impacting others.

A photo (preferably a school photo) to be used in award publicity in the event the student is selected for the award.

A signed release form from a parent or guardian granting permission to NAGC to use the nominee's name, composition, and photo in award publicity and announcements, should he or she be selected.

A self-addressed, stamped POSTCARD which will be used to acknowledge receipt of the application packet.

Selection Procedure

OAGCT will acknowledge receipt of the nomination packet if a self-addressed, stamped POSTCARD is included in the packet.

A selection committee will review the applications and make awards based on merit. NAGC reserves the right not to make an award in a state if the selection committee determines that the submissions for that state are not exceptional.

Selection of award winners will be completed by January 1.

Award winners will be notified of their selection in writing by February 1.

The NAGC winner will receive a certificate and a \$500 U.S. Savings Bond. The U.S. Department of the Treasury will mail the U.S. Savings Bond directly to the NAGC winner.

The OAGCT winners will receive a certificate and a U.S. Savings Bond.

Nominations must be postmarked no later than December 6, 2009.

Mail to:

OAGCT
P.O. Box 721855
Norman, Ok. 73070

**Nicholas Green Distinguished Student Award
2010-2011 Application Form
(Please print or type.)**

Date _____

State (where nominee resides) _____

Student Information

Name _____

Address _____

City/State/Zip _____

Phone Number _____

Birth Date _____ **Grade (at time of application)** _____

Social Security Number _____

Name of Parent or Guardian _____

School Name _____

School Address _____

Teacher's Name _____

Name of Person Nominating Student _____

Submit forms and enclosures, postmarked NO LATER THAN DECEMBER 6, to:

OAGCT
P.O. Box 721855
Norman, Ok. 73070

Enclosures (5):

- Student Composition
- Letter of Recommendation (from someone other than a family member)
- Signed Release Form
- Photo
- Self-addressed, stamped postcard

Nicholas Green Distinguished Student Award
2010-2011 Release Form
(Please print or type.)

I hereby give the National Association for Gifted Children (NAGC) permission to use my son/daughter's photo and composition, submitted in connection with the NAGC Nicholas Green Distinguished Student Award, in any publicity or announcements NAGC may make about the Award or the Award winners should my son or daughter be selected for the Award.

I further grant permission to NAGC to use my son/daughter's name, school name, and city and state in any publicity or announcement that uses his/her photo or composition and to make edits to the length of the composition as may be necessary.

I understand that neither I nor my son/daughter will receive any remuneration in connection with this permission and understand that the photo and composition will not be returned to me.

Signature of parent or guardian _____

Name (please print) _____

Address _____

City/State/Zip _____

Phone (day) _____ E-Mail _____

Relationship to Student Award Nominee _____

Name of Student Nominee _____

Student's Social Security Number (necessary to purchase Bond) _____

State Oklahoma _____

Date _____

NAGC/OKLAHOMA Association for Gifted, Creative, Talented, Inc. 2010-2011

Oklahoma Association of Gifted, Creative and Talented Cheryl Kennedy Memorial Scholarship

The OAGCT Cheryl Kennedy Memorial Scholarship is a grant awarded to educators and is intended to:

- Foster excellence within gifted and talented education.
- Promote an understanding of giftedness through research.

Eligibility—Educators eligible to receive the scholarship must be:

- Currently enrolled in or planning to enter a graduate program in gifted and talented education, OR
- Planning to participate in training in gifted and talented education OR
- Proposing to implement a research project to contribute to the field of gifted and talented education.

Award—A \$500 grant is awarded to finance advanced education, a research project, or training in gifted and talented education.

Application—Applicants must submit:

- A completed, signed application form (front and back).
- A description of the nature and purpose of the proposal (one page).
- Evidence of commitment to purpose or autobiographical statements which include examples of achievement and interest (one page).
- Recommendations or letters of support (one to three pages).

Last Name _____ First Name _____

School District _____ Position _____

Work Address _____

Home Address _____

Phone (Home) _____ Phone (Work) _____

(continued...)

This scholarship will be used for:

A research project entitled

-OR-

Advanced study/workshop/institute/conference (name and location)

I hereby apply for a grant to be awarded at OAGCT's annual Spring Conference. In support of this application, I am enclosing the required statements and certify them to be true and correct. I understand and agree that if I am awarded a grant, I will submit an article describing the program/project for publication in the OAGCT newsletter and be willing to present a workshop at EncycloMedia 2010 or the OAGCT Spring Conference 2011.

Signature _____ Date _____

Completed application must be postmarked by December 6, 2010.

Mail to: OAGCT
P.O. Box 721855
Norman, Ok. 73070

Gifted Oklahomans Foundation
and
Oklahoma Association of the Gifted, Creative & Talented
Scholarship Application for University Coursework

(Revised July, 2010)

Name: _____

Address: _____

City/State/Zip: _____

E-mail Address: _____

School District: _____

School Site: _____

Educational Background: _____

Hours in GT education completed: _____

Hours planned this semester: _____

Course title: _____

Institution: _____

PLEASE ATTACH AN EXPLANATION OF WHY YOU ARE TAKING THE CLASS.

Scholarship Requirements:

1. Currently you must be planning to teach or be teaching gifted education in Oklahoma schools.
2. You must be a member of OAGCT. (Application at www.oagct.org.)
3. If you are not in a university program, for any course in gifted education, \$300 will be awarded.
4. If you are in a masters program in gifted education, for any course, \$300 will be awarded.

Process:

1. Application (at www.oagct.org) must be submitted at the beginning of the course semester.
2. You will be notified immediately upon receipt of application approval.
3. If approved, send proof of final grade for course (must be A or a B). \$300 will be awarded to you at that time.
4. If scholarship is granted, recipient is required to present a breakout session at the OAGCT Spring Conference, in solo or with others who have received the scholarship in the past year, focusing on what was gained from the funded coursework.

E-mail completed application and final grade to: tpantier@mid-del.net

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