



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

OAGCT

Oklahoma Association of Gifted, Creative & Talented

Volume 32, Issue 2

February 2010

Robbie Duck, President

Make plans to attend!

OAGCT Spring Conference

*Tuesday, February 16, 2010
The University of Central Oklahoma
Nigh Conference Center, Edmond, Oklahoma*



KEYNOTE SPEAKER:

Dr. Sally M. Reis

Distinguished Professor and Teaching Fellow, Educational Psychology

Coordinator, Confratute, Summer Institute on Enrichment Learning and Teaching

Principal Researcher, The National Research Center on the Gifted and Talented

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Overcoming Underachievement

- **How to understand underachieving gifted students, provide the support they need, and help them reach their fullest potential**
- **How to address the needs of special populations of gifted and talented students, including students with learning disabilities, and diverse groups of students**
- **How to provide appropriate enrichment to all students**

Conference schedule and online registration at **<http://oagct.org>**

MEET THE KEYNOTE SPEAKER FOR THE OAGCT 2010 SPRING CONFERENCE

Getting to know Sally Reis . . .

Sally M. Reis is a Board of Trustees Distinguished Professor at The University of Connecticut and the past Department Head of Educational Psychology Department at the University of Connecticut where she also serves as a Principal Investigator for the National Research Center on the Gifted and Talented. She was a teacher for 15 years, 11 of which were spent working with gifted students on the elementary, junior high, and high school levels. She has authored or co-authored over 250 articles, books, book chapters, monographs and technical reports. Her most recent work is a computer-based assessment of student strengths integrated with an Internet based search engine that matches enrichment activities and resources with individual student profiles.

Reis' research interests are related to special populations of gifted and talented students, including: underachievement, students with learning disabilities, and gifted females and diverse groups of talented students. She is also interested in extensions of the School-wide Enrichment Model for both gifted and talented students and as a way to expand offerings and provide general enrichment to identify talents and potentials in students who have not been previously identified as gifted. Reis is the Co-Director of Confratute, the longest running summer institute in the development of gifts and talents. She has been a consultant to numerous schools and ministries of education throughout the U. S. and abroad and her work has been translated into several languages and is widely used around the world. She is co-author of The School-wide Enrichment Model, The Secondary Triad Model, Dilemmas in Talent Development in the Middle Years, and a book published in 1998 about women's talent development entitled *Work Left Undone: Choices and Compromises of Talented Females*. Reis serves on several editorial boards, including the *Gifted Child Quarterly*, and is a past President of the National Association for Gifted Children. She recently was honored with the highest award in her field as the Distinguished Scholar of the National Association for Gifted Children and named a fellow of the American Psychological Association.

Oklahoma is proud to welcome Dr. Sally Reis to our 2010 Spring Conference!

Underachievement of Gifted Students: Many Frustrations and Few Solutions

by Sally M. Reis

When I married for the second time, I entered a new world with a new set of relationships. My second husband had been my friend and colleague for a long time and our relationship was well-established. My new stepsons Mark and Scott, however, were teenagers, and having a new stepmother was not easy for either of them. Scott loved school and was an excellent student, but Mark's work in school had frustrated both of his parents for years. Always a child of remarkably high potential, Mark's grades fluctuated in elementary, junior and senior high school. He lived with his father and me and I became more involved in his life, both in school and at home. Mark took advanced math classes in school and achieved a near perfect score on the math section of the SAT, taken during his junior year of high school. However, he was labeled an "underachiever" because of his variable attitudes toward school. Figuring out the situation was not difficult. If Mark liked his teacher, he would do well in class, regardless of the content. If Mark liked the content of the class, but not his teacher, he would do enough to get by with marginal grades, usually C's. But if Mark did not like either his teacher or the content, or the content was well below his achievement level, Mark usually failed the class or pulled through with a D. He always did well on his exams, even when he had done none of

the assigned work in class. He simply lost credit for every bit of homework and class work that he did not do.

The problem wasn't that Mark was idle. In fact, we usually had to plead with him to go to bed on time because he was reading books about artificial intelligence or pursuing his own interests, which happened to be designing software and building computers. In his senior year, Mark got recruitment letters from the best colleges in the country because of his SAT scores, but unfortunately, he did not graduate from high school, failing both English and History. He did not like his teachers, and the work was too easy in the lower-track classes to which he had been assigned because of his lack of effort in earlier years. Not graduating from high school was for Mark the lesser of two fates. The worse fate, in his opinion, was pretending to be interested in boring, non-inspiring classes taught by teachers he believed did not care about him. Was he wrong? Or in some way did he respond honestly to a bad situation? What always troubles me when I remember these difficult months in his life were the dilemmas his father and I faced when we tried to give him advice. Should we tell him to pretend to be interested? To play the game? Do the minimal work? Mark tried to negotiate with his English teacher about substituting more challenging and more enjoyable assignments. He even tried to show his teachers some of the work he was doing at home, but few of them cared . . .

Visit oagct.org for the entire article!

OAGCT 2010 SPRING CONFERENCE

University of Central Oklahoma – Nigh University Center

Tuesday, February 16, 2010

	Third Floor Hallway	Ballroom	Room 300	Room 301	Room 304	Room 314	Room 320B	Room 320C
7:30-8:30	Registra-							
8:30 –		Welcome and						
8:45 –		Keynote:						
10:15 –	Break							
10:30 –		<i>Dr. Sally</i>						
11:50 –	Lunch	Mid-Del Stu-						
1:00 –	Break							
1:10 – 2:00		Marketplace	A Taste of the School-wide Enrichment Model <i>Molly Caram</i>	Make History Come Alive in Your Classroom <i>Carol Carter, Renee Avery, Gloria Widoria does</i>	GPS and Geocaching for Beginners <i>Pam Clower, Rowena Crockett</i>	Drawing to Teach <i>Pat Hollingsworth</i>	Using the Naglieri <i>Karen Barclay</i>	Educating the Whole Gifted Child: Cognitively and Emotionally <i>Barbara Hunt</i>
2:10 – 3:00		Marketplace	To Inquiry and Beyond! A NASA Approach to Inquiry Across the Curriculum <i>Lisa Seay</i>	Duke University Talent Identification Program <i>Traci Guidry</i>	Using Scholarly Traits to Develop Lifelong Learning <i>M. Cox, M Hamby, R. Bowman, S.</i>	The Korean Cinderella: Using Primary Resources to Teach East Asian Culture	Matching PASS with Gifted Units <i>Dana Barden</i>	Developing Communication Skills Through Songwriting <i>Monty Harper</i>

All Marketplace Sessions are held in the Ballroom. Each Mini-Session lasts 20 minutes. Please be respectful to all presenters by adhering to time changes. Thank you!

Marketplace 1:10 - 2:00	Station I	Station II	Station III	Station IV	Station V
Station I Renzulli Learning <i>Alex May</i>	Mad Science: Spark Imaginative Learning <i>Derick Brock</i>	DO DI, OK! Destination Imagination <i>Clara Southerland</i>	Identifying Creativity <i>Kathy Goff</i>	Mac Math Strategies <i>Jeanine McGregor</i>	
Station II Mad Science	Station II Mad Science: Spark Imaginative Learning <i>Derick Brock</i>	Station III DO DI, OK! Destination Imagination <i>Clara Southerland</i>	Station IV Notebook Foldables <i>Elise Kauffman, Jeni James</i>	Station V A+ Schools <i>Rosalynn Wade</i>	
Station III Destination Imagination	Station I Renzulli Learning <i>Alex May</i>	Station II Mad Science: Spark Imaginative Learning <i>Derick Brock</i>	Station III DO DI, OK! Destination Imagination <i>Clara Southerland</i>	Station IV Notebook Foldables <i>Elise Kauffman, Jeni James</i>	Station V A+ Schools <i>Rosalynn Wade</i>
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Marketplace 2:10 - 3:00	Station I Renzulli Learning	Station II Mad Science	Station III Notebook Foldables	Station IV The Korean Cinderella	Station V A+ Schools

OAGCT 2010 Spring Conference

University of Central Oklahoma

Nigh University Center

100 North Garland Godfrey

Edmond, Oklahoma 73034

Tuesday, February 16, 2010

8:30 a.m. – 3:00 p.m.

Schedule of Events

7:30 – 8:30	Registration and Continental Breakfast
8:30 – 8:45	Welcome, Introductions, and Announcements <i>Robbie Duck</i> , OAGCT President
8:45 – 10:15	Keynote Speaker <i>Dr. Sally Reis</i> Overcoming Underachievement
10:15 – 10:30	Break
10:30 – 11:50	<i>Dr. Sally Reis</i> Addressing the Needs of Diverse Groups of Students How Gifted Programs Make a Difference in Children's Lives
11:50 – 1:00	Buffet Luncheon (Lunch is included in your registration fee.) Mid-Del Stringed Quartet Nicholas Green Awards and OAGCT Awards <i>Robbie Duck and Rowena Crockett</i> Luncheon Speaker, Oklahoma State Teacher of the Year <i>Brian Grimm</i>
1:00 – 1:10	Break
1:10 – 2:00	Breakout Sessions
2:10 – 3:00	Breakout Sessions

OAGCT 2010 Spring Conference Menu

7:30 – 8:30 Continental Breakfast

Assorted Mini Muffins
Assorted Mini Danish
Coffee – Regular and Decaf
Hot Tea

10-15 – 10:30

Fast Break

Assorted Mini Muffins
Assorted Mini Danish
Coffee
Hot Tea

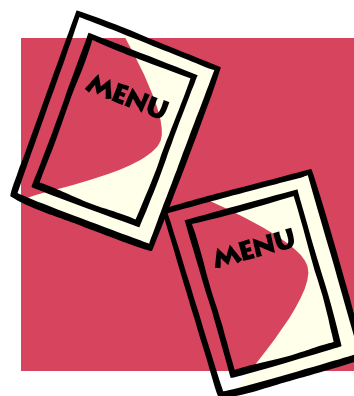
11:50 – 1:00 Lunch Buffet

Tossed greens - choice of dressing
Caesar salad with croutons
Meat lasagna
Chicken Alfredo
Green Beans
Buttered Corn
Scalloped Potatoes
Hot Rolls and butter
Lemon layer cake
Chocolate cream pie
Iced Tea
Iced Water

2:00 – 2:10

Fast Break

Cookies
Iced Tea
Iced Water



PARKING

The UCO parking fee is included in the OAGCT Conference Registration fee. Keep your parking stub. When you leave, tell the parking attendant that you attended the OAGCT Spring Conference. The attendant will collect the parking stub and your exit will be free to you.

OAGCT 2010 Spring Conference Registration

Tuesday, February 16, 2010

University of Central Oklahoma, Nigh University Center, Edmond, Oklahoma

Featuring: Dr. Sally Reis discussing "Overcoming Underachievement"

Name:			
Street Address:			
City:			
State and Zip:			
Phone: ()			
School District:			
Email (REQUIRED):			
Conference Options	Registration Before 2/1/10	Registration After 2/1/10	Total
Members' Rate (includes lunch)	\$70	\$85	
Non-members' Rate (includes lunch))	\$90	\$105	
OAGCT Membership Dues	\$25	\$25	

Form of Payment: Personal Check/Money Order
 School Purchase Order# _____

Payment/purchase order must accompany Registration Form.

Mail to:

OAGCT

P.O. Box 60448, NW Station

Oklahoma City, OK 73146-0448

Cancellations must be made in writing/email to Kristy Ehlers at (drkristy@cox.net) by midnight on Friday, February 12, 2010. Cancellations after that time will be expected to pay the full conference rate.

Gifted Oklahomans Foundation
and
Oklahoma Association of the Gifted, Creative & Talented

Scholarship Application for University Coursework

Name: _____

Address: _____

City/State/Zip: _____

E-mail Address: _____

School District: _____

School Site: _____

Educational Background:

Hours in G/T education completed: _____

Hours planned this semester: _____

Course title: _____

Institution: _____

Please attach a description of why your are enrolling in coursework.

Email completed application to:

tpantier@mid-del.k12.ok.us

OAGCT MEMBERSHIP APPLICATION

Yes, I want to become a member of OAGCT

- New Member
- Membership renewal

Name _____

Address _____

City _____

State and Zip _____

Phone _____

E-mail Address _____

School District _____

_____ **Individual membership: \$25.00 per year**

- ____ Student
- ____ Parent
- ____ Teacher of Gifted Students
- ____ Regular Education Teacher
- ____ Administrator
- ____ Other _____
- ____ Donation of \$2 or more to our teacher scholarship fund for college classes

_____ **Institutional Membership: \$250.00 per year**

Institutional Memberships are for school districts. These memberships include 5 newsletters per quarter that a district may copy and distribute to its employees. Employees of these districts may register for OAGCT conferences and pay the member's fee.

Note: Membership is free this year with OAGCT conference registration.

Checks should be written to OAGCT.

Mail your check and this form to:

OAGCT Membership Chair

P. O. Box 60448 N. W. Station

Oklahoma City, OK 73146-0448

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rduck@stillwater.k12.ok.us

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drkristy@cox.net

Web Designer.....Invisible Window
www.invisiblewindow.com

Conference Co-Chair...Rebecca McLaughlin
rebeccamclaughlin@mooreschools.com

Newsletter Co-Editor.....Heather Butler
hbutler@mid-del.k12.ok.us

State Dept Rep.....Cathy Douglas
Cathy_Douglas@sde.state.ok.us

Newsletter Co-Editor.....Dr. Toni Pantier
tpantier@mid-del.k12.ok.us

State Dept Rep.....Sara Austin
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If interested in serving on the OAGCT Board of Directors, please contact Robbie Duck.

***The viewpoints and opinions in the OAGCT newsletter are those of the contributor.
We encourage all members to contribute articles expressing their views.***