



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

# OAGCT

Oklahoma Association of Gifted, Creative and Talented

Volume 30, Issue 2

February 2008

Toni Pantier, Ed.D., President

## ARE YOU REGISTERED?

Make plans today to attend the OAGCT Spring Conference - **A Kaleidoscope of Gifted Learning!** The conference will be held in the Nigh University Center at the University of Central Oklahoma in Edmond on Friday, February 22, 2008. Conference hours will be from 8 a.m. - 5 p.m.

Dr. Bertie Kingore will be our keynote speaker.

### Spring Conference Guest Speaker - Dr. Bertie Kilgore

Dr. Kingore is the author of numerous articles, instructional aids, and 24 books on education. These include most recently:

*PORTFOLIOS AND AUTHENTIC ASSESSMENTS*  
*REACHING ALL LEARNERS: MAKING DIFFERENTIATION WORK*  
*ASSESSMENT: TIMESAVING PROCEDURES FOR BUSY TEACHERS*  
*DIFFERENTIATION: SIMPLIFIED, REALISTIC, AND EFFECTIVE*

She has received many honors including the Outstanding Alumnus Award from the University of North Texas where she earned her Ph.D. She is a past President of the Texas Association for the Gifted and Talented and was also recognized as the Texas Gifted Educator of the Year.



#### TEACHING

Shelton Professor of Education, Hardin-Simmons University 1980-1998  
Director, Early Childhood Education Program at HSU  
Director, Threshold Program for Advanced or Gifted Youth, Ages 5-16  
Classroom Teacher - elementary and secondary students

#### PRESENTATIONS

- Keynote at National Association for Gifted Children (NAGC), November, 2006
- Keynote speaker at numerous state conferences.
- Speaker at state and national conferences including the International Reading Conference and the National Association for Gifted Children Conference.
- Presenter at seven world conferences in reading and gifted education.

### Inside this issue:

OAGCT Conference	1
President's Corner	2
From the State Dept	
Family Factoids	3-4
Conference Agenda	5
Breakout Session	6
Schedule	
Students to Perform	7
And the Winner is...	
High Achiever, Gifted Learner, Creative Thinker	8-10
Twice-Exceptional Gifted Coursework	11
Gifted Books	
Credibility on the Internet	12
Camp Emerson	
Research Corner	13
Legislative News	
Kid's Corner	14
Who was Cheryl Kennedy?	
Board Meeting Dates	
Creativity and Innovation in Education	15
What Did You Learn In School?	16
OAGCT Conference Registration Form	17
Foundation Application	18
Riggs Scholarship	19-20
Membership Application	21
Board of Directors	22

**We look forward to seeing all of you there!**

Please contact Kristy Ehlers at 521-4287 or [Kristy\\_Ehlers@sde.state.ok.us](mailto:Kristy_Ehlers@sde.state.ok.us)

with any questions you may have.

## President's Corner

by Toni Pantier

In our mission to touch more students, teachers, and parents, your OAGCT Board of Directors has focused on making an "e-newsletter" happen to disseminate information faster. We are excited to send all of our members this winter newsletter by way of our new email address, which is [gifted@oagct.org](mailto:gifted@oagct.org). Goodbye to paper and hello to saving the trees.

Our vision was to have a current and extended website by early fall. Our reality is that it is just now happening. The board has worked towards giving our website a total makeover. Recently we employed a professional web design company called Invisible Windows. Celebrate with us now by checking out OAGCT's new site at [www.oagct.org](http://www.oagct.org). Consider the website a work in progress. We want your input. In what ways do you want the website to inform you? What do you wish to see added?

In our last newsletter I challenged each one of you to come to the edge in your teaching—to step out of your comfort zones and stretch yourselves in the name of delivery to gifted kiddos. This journey with an e-newsletter and the improved website has certainly been a "coming to the edge"! If the domino effect actually happens and if we touch more teachers and parents who in turn touch more students who are gifted, then the stretch was a success.

Speaking of touching more teachers and parents, I look forward to seeing you at the Spring Conference. It is a wonderful way to gain new ideas, learn new approaches, network and collaborate with others, and rejuvenate your excitement for gifted education. Plus, we are trying something new. We will showcase student talent for you to enjoy in between sessions. Put it on your calendar, February 22nd, find your registration form in this newsletter and/or on the website, and send it in.

See you there!

## From the State Department...

The State Department is in full swing at the first of the year. Our Advanced Placement one and two day conferences, put on by the College Board, have been a complete success. We have been "packed out" and attendance is outstanding. This is just a reminder that the State Department pays for all one and two day conferences and one week Summer Institutes for public school teachers. Other programs our AP State Incentive Program fund are grants, test fee assistance, and incentive money back to the school for qualifying test scores. We hope you and your district take advantage of these outstanding opportunities.

We also want to personally invite you to the OAGCT state conference on Friday, February 22, 2008, at UCO in Edmond. We are so excited to be able to bring in such an amazing speaker and education as Bertie Kingore. We look forward to personally meeting you and growing our strategies in these sessions.

We are always here to serve you. Please feel free to contact us and utilize our websites. We appreciate you and all your hard work. Have a great year.

Dr. Kristy Ehlers

Catherine Dunn

Gifted Education/Advanced Placement

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<http://title3.sde.state.ok.us/gifted>

<http://title3.sde.state.ok.us/ap>

Our website has a new look! Check it out and find our newsletter on-line at [www.OAGCT.org](http://www.OAGCT.org).

# FAMILY FACTOIDS

A Great Resource for Parents of Gifted Children...



Encourage your child to read more. Here is an article that offers books with gifted characters, with gifted behaviors, with gifted situations! Your child just might find him/herself within these stories. Check the website of our upcoming Spring Conference speaker to read her article:

"Gifted Kids, Gifted Characters, and Great Books"  
by Bertie Kingore, Ph.D

This article contains an annotated bibliography with dozens of quality examples of children's literature that meet three important criteria: the books are written by authors of merit; each book contains well-developed characters who display gifted behaviors; and the stories include thought-provoking problem situations, issues, or personal needs with which gifted students can identify.

Read the article at  
<http://www.bertiekingore.com/articlespar.htm>

## SAT Practice

<http://www.collegeboard.com/apps/qotd/question>

To help students practice for the SAT, the College Board Web site provides an "Official SAT Question of the Day." This is a great way for students to test their knowledge and to brush up on necessary test-taking skills.

## SENG Honor Roll

Honor an educator who is truly making a difference in the life of a gifted individual. The national organization SENG (Supporting Emotional Needs of the Gifted) has established a recognition program especially for educators called The SENG Honor Roll. Your nomination will provide a valued educator with national recognition. All educators -- teachers, administrators, support staff, and university professors - are eligible for nomination to The SENG Honor Roll. Visit [www.SENGifted.org](http://www.SENGifted.org) for more information and the online nomination form.

Educators nominated to The SENG Honor Roll receive:

- . A listing on the national SENG website including letter of nomination
- . Congratulatory acknowledgement in the 25th Annual SENG Conference Program Book
- . Certificate sent to the district/academic institution for formal presentation to the educator
- . Information about SENG services and The SENG Honor Roll
- . Entrance in a drawing for one of three free registrations to the 25th "Silver Anniversary" SENG Conference, where they will be honored at a special dinner

**The SENG Honor Roll is a great way to reward a valued educator.**

## Interesting Tidbits: (from toma@neto.com)

Info. collected by Glenda Choate, past President

The word "lollipop" is the longest word typed with your right hand.

The word "stewardesses" is the longest word typed with only the left hand.

The sentence: "The quick brown fox jumps over the lazy dog" uses every letter of the alphabet.

"Typewriter" is the longest word that can be made using the letters only on one row of the keyboard.

No word in the English language rhymes with month, orange, silver, or purple.

"Dreamt" is the only English word that ends in the letters 'mt.'

The words "racecar," "kayak," and "level" are the same whether they are read left to right or right to left (palindromes).

There are only four words in the English language which end in "dous": tremendous, horrendous, stupendous, and hazardous.

There are two words in the English language that have all five vowels in order: "abstemious" and "facetious."

Our eyes are always the same size from birth, but our nose and ears never stop growing.

A cat has 32 muscles in each ear.

A goldfish has a memory span of three seconds.

A shark is the only fish that can blink with both eyes.

A snail can sleep for three years.

Almonds are a member of the peach family.

An ostrich's eye is bigger than its brain.

Babies are born without kneecaps. They don't appear until the child reaches 2 to 6 years of age.

In the last 4,000 years, no new animals have been domesticated.

Leonardo DaVinci invented the scissors.

Rubber bands last longer when refrigerated.

The microwave was invented after a researcher walked by a radar tube and a chocolate bar melted in his pocket.

The winter of 1932 was so cold that Niagara Falls froze completely solid.

**OKLAHOMA ASSOCIATION FOR GIFTED, CREATIVE,  
AND TALENTED, INC.  
(OAGCT)**

**Spring 2008 Conference**

Friday, February 22, 2008

University of Central Oklahoma – Edmond

**TENTATIVE AGENDA**

7:30 – 8:30 a.m.	Registration, Continental Breakfast, Exhibitors
8:30 – 10 a.m.	Welcome by Toni Pantier, OAGCT President  Keynote by Bertie Kingore <i>Reaching All Learners: Making Differentiation Work in Mixed Ability Classrooms</i>
10 – 10:30 a.m.	Break, Exhibitors
10:30 – 11:30 a.m.	Keynote continued by Bertie Kingore
11:30 a.m. – 12:30 p.m.	Lunch (provided)
12:30 – 1:30 p.m.	Breakout Session 1 (see next page)
1:30 – 2 p.m.	Break, Exhibitors
2 – 3 p.m.	Breakout Session 2 (see next page)
3 – 3:15 p.m.	Break
3:15 – 4:15 p.m.	Keynote by Nathan Levy

## **Breakout Session 1, 12:30 - 1:30 p.m.**

Frankenstein: Cross Curriculum of Literature, Arts, Science  
Presented by Jana Ecrette, Jan Lincoln and Melissa Hamby  
University School at the University of Tulsa

Guidelines for Games  
Presented by Nanette Trainor  
University School at the University of Tulsa

Classroom Game to Make Learning Fun  
Presented by Renee Avery, Carol Carter, Pat Hollingsworth, Steve Bulmer, and  
Pam Thomason  
University School at the University of Tulsa

Stress Reduction for Teachers  
Presented by Jo Sullivan, Carolyne Duncan, Lisa Perrault, Jane Pohlman, Mary  
Beth Rutherford, and Isabel Compana  
University School at the University of Tulsa

Bring History Alive!  
Presented by Marie Harris  
Putnam City Public Schools

Chess in Schools: We're NOT Searching for Bobby Fischer  
Presented by David Nichols  
Edmond Public Schools

Tiered Centers in Minutes for Grades K-6  
Presented by Bertie Kingore

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## **Breakout Session 2, 2 - 3 p.m.**

Experiencing an Education for the Gifted  
Presented by Gina Lewis and Eileen Rutter  
University School at the University of Tulsa

Adapting Advanced Curriculum for the Young Learner  
Presented by Alicia Parent, Debi Foster, and Kelly O'Neil-Brown  
University School at the University of Tulsa

Creative Writing  
Presented by Wanda Smith, Ekta Gupta, Barbara Flynt, and Regina Ritchie  
University School at the University of Tulsa

Active Learning to Increase Flow in the Classroom  
Presented by Pat Hollingsworth, Marti Sudduth, and Kathy Call  
University School at the University of Tulsa

Show Me a Story  
Presented by Jeni James  
Putnam City Public Schools

Radical Acceleration and Enrichment in Math  
Presented by LaVida Martens  
Jenks Public Schools

[Title unknown at the moment]  
Presented by Nathan Levy  
NL Associates

## Students to Perform at Spring Conference

by Sara Fisher,  
Corresponding Secretary

The 2008 Spring Conference is only a few weeks away and we are excited to share that this year we will be showcasing some student performances. On Friday, February 22<sup>nd</sup>, we will be honored to hear the Mid-Del Orchestra and the world music ensemble, Zambuko. We will also have several student projects displayed throughout conference rooms. The performances will be during our morning break, 10-10:30, our

lunch, 11:30-12:00, and the afternoon break 1:30-2:00. We look forward to hearing these talented students.

Zambuko is the world music ensemble from Norman. It is a group made up of 40 students who meet two times a week for about 30 minutes each rehearsal. Ms. Lani Garner is the director for the group at Lakeview Elementary. She said, "Zambuko is a shona word (spoken in Zimbabwe) meaning bridge or "right way to pass". The students chose the name due to their interest in "bridging out" to different cultures around the world. We will

hear marimbas and djembe drums; we are in for a great musical celebration.

The Mid-Del High School Orchestra program services three high schools in the Mid-Del district. They currently have 30 students in the orchestra and many smaller chamber groups. "One of those chamber groups, the Mid-Del High School String Quartet, is rapidly gaining popularity after performing for the Governor's Arts Awards Ceremony last November," said Mr. Parvin Smith, the orchestra director. We will be honored to hear this terrific string quartet at the conference.

### AND THE WINNER IS ...



It might be you! At lunch during our Spring Conference on February 22, we will announce awards and scholarships.

The Outstanding Service Award is a surprise! Members submit nominations unbeknownst to the nominee. The recipient is a person who exemplifies a "beyond-the-call-of-duty" approach with involvement to improve gifted and talented education in Oklahoma.

Teachers apply for this one. The Cheryl Kenney Memorial Scholarship/Grant winner will receive \$500 to finance advanced education, a research project, or training in gifted and talented education.

Teachers nominate students for this award. The winner of the Nicholas Green Distinguished Student Award will receive a \$500 savings bond and the runner-ups will receive OAGCT Awards and bonds as well.

**Come meet this year's winners when they are showcased during the luncheon!**

***High Achiever, Gifted Learner, Creative Thinker***  
**Bertie Kingore, Ph.D.**

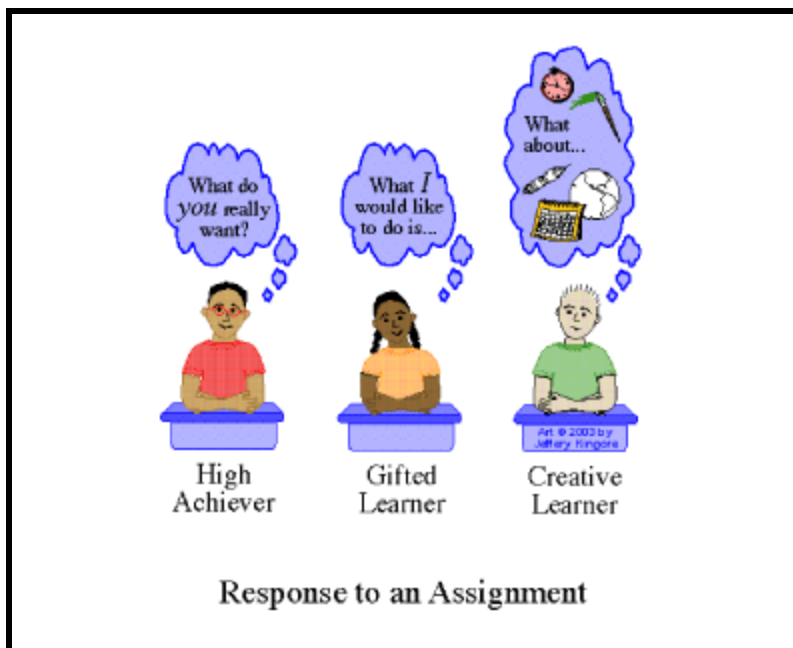
Identification of gifted students is clouded when concerned adults misinterpret high achievement as giftedness. High-achieving students are noticed for their on-time, neat, well-developed, and correct learning products. Adults comment on these students' consistent high grades and note how well they acclimate to class procedures and discussions. Some adults assume these students are gifted because their school-appropriate behaviors and products surface above the typical responses of grade-level students.

Educators with expertise in gifted education are frustrated trying to help other educators and parents understand that while high achievers are valuable participants whose high-level modeling is welcomed in classes, they learn differently from gifted learners. In situations in which they are respected and encouraged, gifted students' thinking is more complex with abstract inferences and more diverse perceptions than is typical of high achievers. Articulating those differences to educators and parents can be difficult.

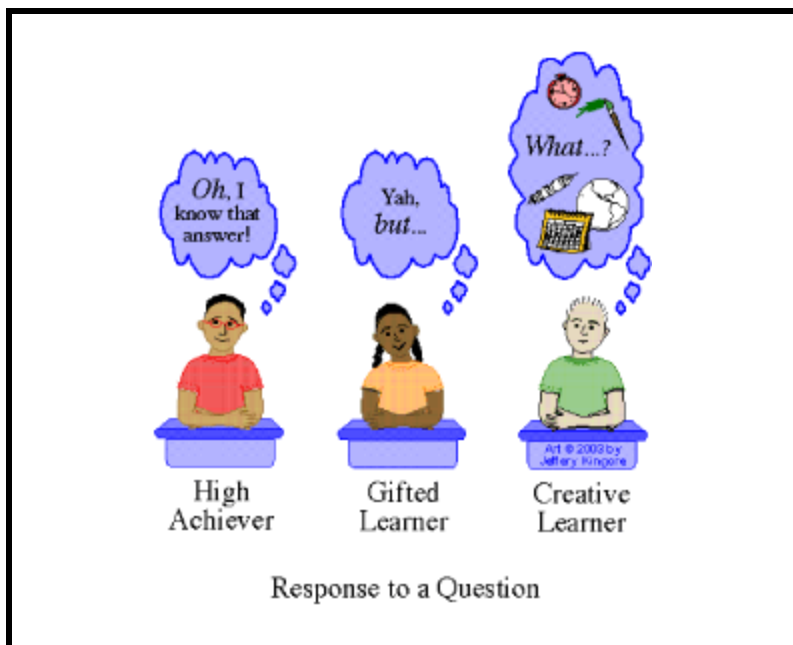
In 1989, Janice Szabos published a comparison of the bright child and the gifted learner. Her comparison helps to delineate differences between the two groups and provides a useful format for discussions. However, some of the items listed in the comparison are questionable. For example, the gifted learner is credited with having wild, silly ideas. In reality, it is creative thinkers who exhibit the ideas often called wild or silly; not all gifted learners demonstrate that aspect of the creative process. As a second example of concern, Szabos lists bright children as enjoying straightforward, sequential presentations. This behavior seems more associated with learning preferences than with ability. Arguably, some gifted learners also enjoy straightforward, sequential presentations, but their questions and responses to such a presentation may dramatically differ from the questions and responses of bright children. As a final example, Szabos' comparison states that gifted learners prefer adults while bright children enjoy peers. This statement has negative connotations leading to the stereotype that gifted learners are so out of sync with society and have such poor social skills that they can only communicate with adults. In reality, gifted learners seek idea-mates rather than age-mates. They enjoy the company of peers when the peer group understands the shared ideas.

Responding to those concerns, a three-way comparison of a high achiever, a gifted learner, and a creative thinker is proposed for you to consider and ponder. No column is intended to be mutually exclusive. For example, a high achiever might also be a creative thinker, and a gifted learner might also be a creative thinker; a creative thinker might also be a high achiever, and a gifted learner might also be a high achiever. This three-column comparison emerged over several years while working with students representing all three of these groups. Hundreds of teachers and students reviewed and discussed the items as the comparison developed.

These students and teachers found the following cartoons helpful in understanding the comparison since high achievers, gifted learners, and creative thinkers co-exist in many classrooms. In the first cartoon, the teacher announces an assignment, and the high achiever quickly tries to determine what the teacher most wants so he can please and satisfy the teacher's intentions: "What do you really want?" The gifted learner ponders what to do that would most interest her as she learns: "What I would like to do is..." Simultaneously, the creative thinker's mind begins to race with all of the diverse and varied possibilities that could be explored:



Later, in the second cartoon, the teacher poses a question to the class. The high achiever is delighted because he knows the answer and is in control: "Oh, I know that answer!" The gifted learner considers multiple nuances and alternative perspectives: "The question could mean..." or "It might suggest..." or "Another way to say that is..." or "Yah, but..." The creative thinker is still obsessed with the seemingly endless possibilities of the earlier assignment, concentrating so much on his ideas that he completely misses the teacher's question:



Consider sharing this three-way comparison with your gifted students to elicit their perceptions. If you wish, their responses can be shared with the author at the email listed below. Stimulating discussion rather than fostering agreement is the goal. The results might clarify or extend understanding among administrators, teachers, parents, and students of the marvelous similarities and differences among high achievers, gifted learners, and creative thinkers.

**Gifted learners prefer idea-mates rather than age -mates. They enjoy the company of peers when the peer group understands the shared ideas.**

A High Achiever...	A Gifted Learner...	A Creative Thinker...
Remembers the answers.	Poses unforeseen questions.	Sees exceptions.
Is interested.	Is curious.	Wonders.
Is attentive.	Is selectively mentally engaged.	Daydreams; may seem off task.
Generates advanced ideas.	Generates complex, abstract ideas.	Overflows with ideas, many of which will never be developed.
Works hard to achieve.	Knows without working hard.	Plays with ideas and concepts.
Answer the questions in detail.	Ponders with depth and multiple perspectives.	Injects new possibilities.
Performs at the top of the group.	Is beyond the group.	Is in own group.
Responds with interest and opinions.	Exhibits feelings and opinions from multiple perspectives.	Shares bizarre, sometimes conflicting opinions.
Learns with ease.	Already knows.	Questions: What if...
Needs 6 to 8 repetitions to master.	Needs 1 to 3 repetitions to master.	Questions the need for mastery.
Comprehends at a high level.	Comprehends in-depth, complex ideas.	Overflows with ideas--many of which will never be developed.
Enjoys the company of age peers.	Prefers the company of intellectual peers.	Prefers the company of creative peers but often works alone.
Understands complex, abstract humor.	Creates complex, abstract humor.	Relishes wild, off-the-wall humor.
Grasps the meaning.	Infers and connects concepts.	Makes mental leaps: Aha!
Completes assignments on time.	Initiates projects and extensions of assignments.	Initiates more projects that will ever be completed.
Is receptive.	Is intense.	Is independent and unconventional.
Is accurate and complete.	Is original and continually developing.	Is original and continually developing.
Enjoys school often.	Enjoys self-directed learning.	Enjoys creating.
Absorbs information.	Manipulates information.	Improvises.
Is a technician with expertise in a field.	Is an expert who abstracts beyond the field.	Is an inventor and idea generator.
Memorizes well.	Guesses and infers well.	Creates and brainstorms well.
Is highly alert and observant.	Anticipates and relates observations.	Is intuitive.
Is pleased with own learning.	Is self-critical.	Is never finished with possibilities.
Gets A's.	May not be motivated by grades.	May not be motivated by grades.
Is able.	Is intellectual.	Is idiosyncratic.

**References**

Szabos, J. (1989). Bright child, gifted learner. Challenge, 34. Good Apple.

## Twice-Exceptional Students

### Gifted Students with Disabilities

by Cindi Hodges, Special Populations Committee Chair

Are you looking for an excellent resource for information on ways to address the issues of Gifted Students with Disabilities? The Colorado Department of Education has a wonderful Resource Book available on the web. The materials provided are the result of a cooperative effort between Special and Gifted Educators. The result of their efforts is an outstanding resource for anyone involved in Gifted Education.

The 83 page document is a guide to give a thorough insight and understanding into the fact that "gifted students with disabilities are at-risk because their education and social/emotional needs often go undetected."

The Colorado Resource book is an exceptionally thorough study of identifying the characteristics of twice-exceptional children, identification processes, strategic planning and programming, creating an individual student plan, instructional strategies, parenting twice-exceptional children, case studies, recommendations for case studies, and further resources that can be found on the world wide web.

The website for the entire document can be downloaded at: <http://www.cde.state.co.us/qt/download/pdf/TwiceExceptionalResourceHandbook.pdf>

Another way, and maybe an easier way to access the document on the web, is to Google: "Twice-Exceptional Students Gifted Students with Disabilities-an Introductory Resource Book, Colorado."

### **Coursework for Spring, 2008**

EDUC 4110.501

Designing Authentic Assessments for  
All Learners

CID# 20586

Dates: Mar. 31-Apr. 25

Credit Hour: 1

Contact:

Candace Thrasher, Manager

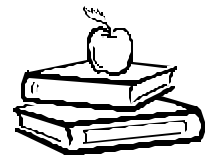
405-744-8935

[candace.lebow@okstate.edu](mailto:candace.lebow@okstate.edu)

or Dr. Diane Montgomery at

[montgom@okstate.edu](mailto:montgom@okstate.edu)

Looking for new resources?  
Try these books...



*Alternative Assessments for Identifying Gifted and Talented Students* (by Joyce VanTassel-Baska, Ed.D.) provides a concise and thorough introduction to methods for identifying gifted students in the school setting.

*Reaching All Learners: Making Differentiation Work* (by **Bertie Kingore, Ph.D.**)

The reality is that when students represent different levels of readiness, different levels of instruction are needed. This book provides specific examples and simplified procedures that help make differentiation work.

## Truth or Consequences: Credibility on the Internet

by Alicia Steer, Curriculum Committee Co-Chair

I recently attended the Annual NAGC Convention in Minneapolis. Among the information I received was a resource list about the safe use of the internet. The following are internet sites you might find useful in educating yourself and your students about quality information, internet safety, and some really cool stuff.

### Teacher Links:

Integrating the Internet in the Classroom - <http://www.kathimitchell.com/>

This award winning web site from Kathi Mitchell, a classroom teacher in New Hampshire, contains a plethora of information on just about any topic, K-Middle School, as well as for teachers. It is easy to use and has a suggested list of internet sites for kids of all ages. Make sure your volume is turned down when you enter this site. :-)

Kathy Schrock's Guide for Educators - <http://school.discoveryeducation.com/schrockguide/>

Contains downloadable clip art, lesson plans, and my favorite BrainBoosters. The Kathy's Picks tab has links to content rich sites.

### Information:

Cyber Smart - <http://www.cybersmart.org>

Click on the Curriculum tab for free lesson plans, activity sheets, and more free stuff. This site also offers (for a fee) online Professional Development.

Wikipedia - <http://www.wikipedia.com/>

Some information is not completely cited. When using this site with my students I preview the material on their topic.

National Cyber Security Alliance - <http://www.staysafeonline.org/basics/educators.html>

This website provides information on practices to help safeguard your personal and students' computers, K-12 Curriculum that educators can use in classrooms, educational materials, and other Internet resources. The site also provides lesson plans, scripts for live assemblies and a free DVD for an Assembly Toolkit.

### Cool Stuff:

Watch this video "Wikis is Plain English" - <http://www.youtube.com>

Put Wikis in Plain English in the search box. I have not learned how to use Wikis at this time, but I have students collaborating on projects, and I think this would be a great way for them to be able to work together on a document. Learning to use Wikis is on my personal to do list. If you already know how, please contact me: [asteer@norman.k12.ok.us](mailto:asteer@norman.k12.ok.us)

<http://docs.google.com> has much the same kind of information.

Almost Everything about Podcasting - <http://www.podcasting-tools.com>

If you currently Podcast or would like to, this site has tons of information in their navigation bar.

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### Do you know any children/families who would be interested in venturing up to beautiful Massachusetts this summer? If so, then they need to check out Camp Emerson!

Camp Emerson campers design their day from over 50 traditional and unique activities, including theater productions, MythBusters, archery, waterskiing, fashion design, rock band, cooking, basketball, game lab, adventure, rocketry, and [much much more](#). For more information visit [www.campemerson.com](http://www.campemerson.com)



Suggestion submitted by Melissa Hamby, Parenting Committee Co-Chair

## Research Corner

by Dr. Diane Montgomery, OSU

Happy New Year! For the third issue of this volume for our academic year 2007-2008, the focus will be on diversity, specifically Native American Indian gifted learners. The latest issue of *Understanding Our Gifted* was a special topic issue devoted to diversity concerns in gifted education. As you may know, we continue to experience the problem of under-representation for students from diverse backgrounds. What this means is that not all groups of people who live in our communities, counties, or state are represented in the identified students who are placed in special services for gifted.

This concern is being actively addressed by our national professional associations. For example, The Association for the Gifted (TAG) will be disseminating the new National Diversity Call for Action in April at the conference in Boston. Both TAG and the National Association for Gifted Children (NAGC) are promoting the standards for teachers of the gifted, which includes 59% of the knowledge criteria and 39% of the skills directly related to diversity. As teachers we know to develop our own awareness and knowledge we bring improvements to our field.

The article from volume 20, 3<sup>rd</sup> issue (Fall, 2007) of *Understanding Our Gifted* that you will want to read summarizes the characteristics of students who are gifted and American Indian. The writer, Tamara J. Fisher, teaches gifted on an Indian reservation in Montana and cautions us to recognize that tribes differ across the country and general characteristics are difficult to state definitively, but can be used as an initial place to better understand the Indian children in your classes. For example, an Indian child often learns quickly by watching and thinking reflectively before engaging. This depth of cognition is difficult to observe without structured activities. Websites that will help you learn more were provided in the article and a few are listed here:

American Indian students' values spring from a rich heritage

[www.nwrel.org/nwedu/fall\\_97/article7.html](http://www.nwrel.org/nwedu/fall_97/article7.html)

Identifying Gifted and Talented American Indian Students: An Overview

[www.thememoryhole.org/edu/eric/ed296810.html](http://www.thememoryhole.org/edu/eric/ed296810.html)

Challenging Schools' Expectations of Native American Students

[www.sp.uconn.edu/~nrcgt/news/fall02/fall023.html](http://www.sp.uconn.edu/~nrcgt/news/fall02/fall023.html)

Nurturing Creative/Artistic Giftedness in American Indian Students

[www.jaie.asu.edu/v31/V31S1nur.htm](http://www.jaie.asu.edu/v31/V31S1nur.htm)

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### **Legislative News**

By Carell Falsarella,  
Advocacy Committee Chair

For national legislative updates, check the NAGC website.

Samples of "Dear Colleague" letters can be found there. Check to see if your senator and representative participated in advocating for gifted spending.

Copy of Congressional

directory can be found at [www.house.gov](http://www.house.gov) and [www.senate.gov](http://www.senate.gov) for your continued efforts in gaining funding and support for gifted education.

The Jacob Javits Act (funding for gifted) information:

\$11.25 million dollars funding was requested.

\$7.6 million is supposed to be secure for 2008.

These funds cover several areas explained on the Web site in detail.

HR 2925 Formula Grant sponsored by Rep. Elton Gallegly (CA-24)

This grant would be distributed by individual SDE from each state to fund:

professional development  
innovative programs  
materials and services  
high level coursework  
distance learning  
independent studies

Send your thanks to Rep. Gallegly and letters to your reps to keep support going.

Check out the Advocacy Tool-Kit for your local use on the NAGC site. Examples of "letters to the editor" are included for professional and parental use.

**SPEAK UP AND BE HEARD!** Let NO child be left behind!

## Kid's Corner

by Keith Higa,  
OAGCT Member

Chad Johnson is a graduate of the Mid-Del School District. He attended the district's gifted program, the Mid-Del Academic Center, during his elementary school years. Chad's dedication and passion for learning resonates in the accomplishments he has achieved thus far. At just the young age of twenty, Chad graduated with a Bachelor's degree in Information Assurance and Forensics. He is currently pursuing his Master's degree in Computer Science at the University of Tulsa.

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### 2007-08 BOARD MEETING DATES

OAGCT Board Meetings are open to all OAGCT members. Meetings will be held on the last Tuesday whenever possible.

#### **February 21, 2008 (Thursday)**

UCO Student Union Ballroom,  
Edmond, 4:00 set-up for  
conference and meeting

#### **April 29, 2008 (Tuesday)**

State Dept. of Education, OKC,  
5:30-7:00

## Awards to be announced at the Spring Conference:

Nicholas Green Distinguished Student Award  
Cheryl Kennedy Memorial Scholarship  
Outstanding Service Award


### Who was Cheryl Kennedy?

by Marj Iven, Immediate Past President

Cheryl Kennedy was a lady of commitment. If she accepted a challenge or a position such as a board member for OAGCT, she was totally committed. She showed up for every board meeting regardless of where the meetings might be held. So what made this so unusual? She lived in Ardmore and would drive to OKC or Chandler's Steakhouse. She never complained about where the meetings were, how far the drive--she ALWAYS drove the farthest, whatever the weather, or if it were dark. If it was good for the organization, it was fine with her.

She was savvy. If you are going to be the one to drive farther than anyone else, by golly, bring a friend. And so she did. She brought James with her every meeting. We were always blessed with two great minds for the price of one. For anyone who has served on our board, you know this helped ensure a quorum!

What made her so remarkable was her phenomenal spirit, her sharp mind, and her belief in the importance of gifted education. She was the ultimate advocate for her students and for OAGCT. And she managed to accomplish all of this while being of poor health--kind of humbling, huh?



### National Standards for Teachers of Gifted and Talented Students

Find them on-line at  
[www.cectag.org](http://www.cectag.org)

## ***Creativity and Innovation in Education: New Challenges in Oklahoma's Second Century.***

Creative Oklahoma, Inc., in cooperation with the Oklahoma State Regents for Higher Education, and with the generous support of the Inasmuch Foundation, will be hosting a statewide Creativity & Education Symposium on Friday, February 8, 2008. The event will be from 10:00 am to 3:00 pm at the Nigh University Center Ballroom at the University of Central Oklahoma.

The goal for this event is to begin the conversations with educational leaders about creativity and innovation, and the educational opportunities and challenges we have in Oklahoma. An exceptional slate of presenters will provide attendees with a variety of perspectives and ideas. A box lunch will be provided.

Guest Speakers:

**Sir Ken Robinson** - Author of *Out of Our Minds: Learning to be Creative* and a leading international expert on innovation, creativity, and education, Sir Ken serves as principal consultant to the Oklahoma Creativity Project.

**Keith Sawyer** - Professor of psychology and education at Washington University in St. Louis, Dr. Sawyer is one of the country's leading scientific experts on creativity. Among his books are *Explaining Creativity*, a definitive overview of the new science of creativity, and most recently, *Group Genius: The Creative Power of Collaboration*.

**Richard J. Deasy** - Director of the Arts Education Partnership (AEP), a coalition of over 100 education, arts, business, philanthropic, and government organizations that demonstrate and promote the essential role of the arts in the learning and development of every child and in the improvement of America's schools.

**Robert B. Morrison** - Former CEO of the VH1 Save the Music Foundation, the national non-profit organization committed to restoring music education in America's public schools, Mr. Morrison is the founder and chairman emeritus of the Music for All Foundation, and currently serves as Executive Vice President for Music for All, Inc.

**Pascal Cools** - Pascal is the General Manager of the Flanders District of Creativity in Belgium, and coordinator of the World Creativity Forum and International Network of Creative Districts.

**Register online for this important forum at:  
<http://www.stateofcreativity.com/register>**

For additional information or questions, please contact:

Cassie Cleveland, Creative Oklahoma, Inc., at 405-608-0941 or [ccleveland@stateofcreativity.com](mailto:ccleveland@stateofcreativity.com)

# What Did You Learn In School?

by Alicia Steer, Curriculum Committee Co-chair

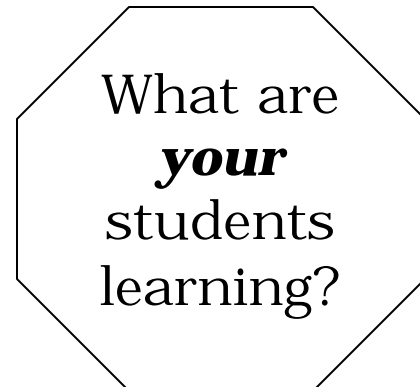
When I think about what I learned in school the first things that come to mind are colors, numbers, letters, reading, math (*new math* which drove my parents crazy) science, social studies, geography, literature, and typing. Some of the things I learned I have retained and used all my life. Some things, like the capital of Turkey, I promptly forgot and have to look up (*it's Ankara*).

I also learned things not part of the school curriculum, but from the school of life. I learned if I was nice to the playground bully he would leave me alone. Another was being at the end of the *crack-the-whip* line usually meant I ended up with a skinned knee, and if I didn't read the book it was hard to fake my way through a book report or discussion.

Not long ago I was perusing one of my favorite websites, *Education World*, and came across an article by Stephen Downes entitled: **Ten Things Everyone Needs to Know**.

His ten points are:

1. **How to Predict Consequences**
2. **How to Read**
3. **How to Distinguish Truth from Fiction**
4. **How to Empathize**
5. **How to Be Creative**
6. **How to Communicate Clearly**
7. **How to Learn**
8. **How to Stay Healthy**
9. **How to Value Yourself**
10. **How to Live Meaningfully**



His article reminded me there were *other* things I could help my students learn, and it also served as a thought provoking personal reminder. To read the article in its entirety go to [www.educationworld.com](http://www.educationworld.com) click on the **Professional Development** tab, look on the left menu for **Article Archives**, scroll down – it is about the 23<sup>rd</sup> article.

Downes writes, “*This is what you need to learn in order to be successful...it is something you can start this year, no matter what grade...no matter how old you are.*”

I hope you find it meaningful as well. Happy New Year!

# ***A Kaleidoscope of Gifted Learning***

2008 OAGCT Spring Conference

Oklahoma Association for the Gifted, Creative, and Talented, Inc.

Friday, February 22, 2008

University of Central Oklahoma, Nigh University Center

Edmond, Oklahoma

## **CONFERENCE REGISTRATION**

Name	
Home Address	
Home City, State, Zip	
Home Phone	(      )
School/Business	
School/Business Address	
School/Business City, State, Zip	
School/Business Phone	(      )
E-Mail Address	

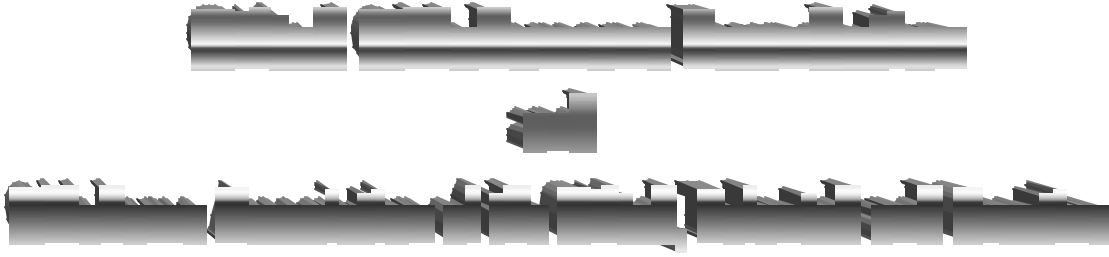
<b>Conference Option</b>	<b>Before 1/31/07</b>	<b>After 2/1/07</b>	<b>Total</b>
<b>Total Conference - Members</b> Includes Friday Sessions and lunch	\$65.00	\$80.00	
<b>Total Conference - Non-Members</b> Includes Friday Sessions and lunch	\$80.00	\$95.00	
<b>OAGCT Membership Dues</b> Conference Registration Fee includes membership dues.	\$15.00	\$20.00	

Form of Payment:      • Personal Check/Money Order  
                                  • School Purchase Order # \_\_\_\_\_

Payment must accompany registration form.

OAGCT, PO Box 60448, NW Station, Oklahoma City, OK 73146-0448

OAGCT FEI #73-1072839



## Scholarship Application

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_

School: \_\_\_\_\_

Educational Background:  
\_\_\_\_\_

Hours in GT education completed: \_\_\_\_\_

Hours planned this semester: \_\_\_\_\_

Course title: \_\_\_\_\_

Institution: \_\_\_\_\_

Brief description of why your are enrolling in coursework:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Mail completed application to:**  
Gifted Oklahomans Foundation  
P.O. Box 10496  
Midwest City, OK 73140

# BEVERLY RIGGS CAMP SCHOLARSHIP

(Revised Version)

The Beverly Riggs Camp Scholarship will pay up to \$500 for summer camp attendance for a student who is gifted. The camp must be in the gifted areas of academic or artistic enrichment and/or acceleration. Please notice examples of possible camps listed on the back. Send completed application and copies of camp enrollment form and camp/course description (postmarked by February 15) to OAGCT, P.O. Box 60448, Oklahoma City, Oklahoma 73146-0048. All students will be notified by March 15.

## PART A: STUDENT INFORMATION

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone number \_\_\_\_\_

E-mail address \_\_\_\_\_

School and District \_\_\_\_\_

Grade \_\_\_\_\_ Age \_\_\_\_\_

Name of camp \_\_\_\_\_

Location of camp \_\_\_\_\_

Camp dates \_\_\_\_\_

Cost \_\_\_\_\_

## PART B: WHY IS THIS CAMP AN APPROPRIATE MATCH FOR YOU?

Enclose a typed description of the camp or specific course, your interests, and why this camp is a good match for you.

## PART C: RECOMMENDATION

Include one recommendation from an educator who knows you well.

## Some Camps in Oklahoma for Gifted Children

Youth and Academic Enrichment Classes, Tulsa Community College,  
Continuing Education, grades 3-11, 918.595.7566 or  
[www.tulsacc.edu/ce](http://www.tulsacc.edu/ce) for catalog

Gilcrease Museum Education Center opportunities and Camp Gilcrease  
for ages 3-15, Tulsa, [www.gilcrease.org/classes.aspx](http://www.gilcrease.org/classes.aspx) or  
918.596.2737

Horizons Unlimited Gifted and Talented Academy; University of  
Oklahoma, Norman, grades 6-8,  
<http://youth.ou.edu/horizons.html>

International Aerospace Academy (IAA), Oklahoma City,  
grades K-12, <http://www.astec-inc.org>

Oklahoma State University Summer Enrichment Camps, Stillwater,  
ages 8-12, 405.744.6254,  
[www.okstate.edu/education/summercamp](http://www.okstate.edu/education/summercamp)

Pipe Organ Encounter, ages 13-18, Oklahoma City,  
<http://www.agohq.org/education/poe.html>

Links for Descriptions of the above opportunities  
and ones in other states

<http://www.hoagiesgifted.org/summer.htm>

Useful Parent Information

[www.oagct.org](http://www.oagct.org)

click on "Parent Pages"

# OAGCT MEMBERSHIP APPLICATION

Yes, I want to become a member of OAGCT

? New Member

? Membership renewal

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

State and Zip \_\_\_\_\_

Phone \_\_\_\_\_

School District \_\_\_\_\_

\_\_\_\_\_ **Individual membership: \$20.00 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: \$200.00 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**

## **OAGCT Board of Directors 2007-2008**

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Immediate Past President.....Marj Iven miven@putnamcityschools.org	Parent Committee Co-Chair.....Debbie Price debra-price@utulsa.edu
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Membership Chair Elect.....Dana Stair dstair@norman.k12.ok.us	Newsletter Editor.....Heather Butler hbutler@mid-del.k12.ok.us