



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

OAGCT

Oklahoma Association of Gifted, Creative and Talented

Volume 30, Issue 3

May 2008

Toni Pantier, Ed.D., President

Encyclo-Media 2008

The 2008 Encyclo-Media Conference will be held on **Thursday, September 18, and Friday, September 19**, at the Cox Convention Center, in Oklahoma City. Included in this newsletter are documents which provide information about free registration, being a room host/hostess, submitting a program proposal, registering for the luncheons, and the conference hotels.

We are in need of room host/hostesses for each session! This is a great way to have a small "job" at the conference. The room host/hostess introduces the presenter and helps hand out session information. Although you don't officially get paid for this job, it is a great way to volunteer for the conference, and sometimes helps with getting permission from your administration for attending.

The program proposals are due in May. Please also consider being a presenter at the conference.

Thanks in advance for registering early, submitting a program proposal, and volunteering as a hostess. We look forward to hearing from you soon.

For more information, contact:

Kristy K Ehlers, Ph.D.

Director, Gifted and Talented Education/Advanced Placement/Conference Exhibits

Innovative Support and Alternative Education Section

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Encyclo-Media offers you national speakers, break-out sessions, and vendors focusing on gifted counseling, media, and technology.

Inside this issue:

Encyclo-Media 2008	1
President's Corner	2
From the State Dept	
Family Factoids	3-4
Spring Conference 2009	5
Summer Coursework	
Is it Still a Cheetah?	6-8
Responsibilities of Staff	9
Gifted and Talented Education Qualifications	10
Rose St. Kids College	
SENG Summit	11
Award Recipients	12-13
You Made It!	14
Advocacy	15
08-09 News Bowl	
Research Corner	16
Looking Ahead...	
Conference Vendors	17
Encyclo-Media Registration Form	18
Program Proposal Form	19-20
Luncheon Registration	21
Host/Hostess Form	22
Hotel Information	23
Foundation Application	24
Membership Application	25
Board of Directors	26

Encyclo-Media Luncheon Speaker and Presenter Announced

After rave reviews from our OAGCT Spring Conference evaluations and many suggestions to bring her back for more "down-to-earth" and "super useful" ideas, Bertie Kingore is returning to Oklahoma! Bertie is our OAGCT luncheon speaker and will present in several sessions as well.

Check her out at www.bertiekingore.com!

President's Corner

by Toni Pantier

Greetings teachers and parents! This newsletter finds you in the final lap of this school year. Look back at the memorable moments when you watched a child have an "aha moment," your lesson just clicked and you and the kiddos lost track of time, you stood back and watched your entire class (or your child by himself) on-task and digging into their curiosities. Celebrate those memories and know that they wouldn't have happened without your guidance. That's the meat of being a teacher or parent—not the testing and the schedules and the paperwork.

This newsletter finds me in the last lap as the president of OAGCT as well. Thank you for trusting me to do this job. My memorable moments are many. I have had the privilege to know a wonderful board of directors and talk with many more members in our organization. I have learned from each one of you and celebrate those memories. We have touched more children this year, moved to an online newsletter, and extended and updated our website. Thank you to everyone who worked to make those ideas a reality!

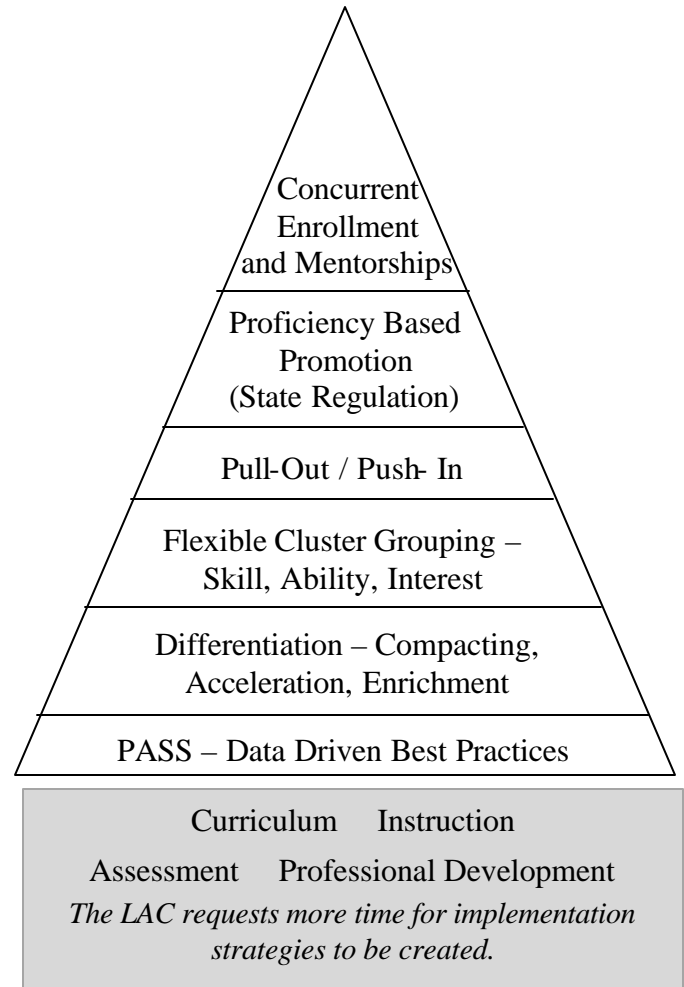
As school comes to an end, I invite you to ponder the "3 R's" over the summer. No—it's not "readin', writin', and 'rithmetic." Instead, concentrate on the "3 R's" of summer—"relaxation, rejuvenation, and reflection." When you become relaxed and rejuvenated, it is then that you can reclaim the power to truly reflect and look at teaching and learning through fresh eyes. Reflect on "How can I create a more embracing climate for children to think and stretch their minds?" After all, if it were not for the children, we would not have our present jobs!

Relax and rest. Rejuvenate and regain excitement!

From the State Department...

We are always looking for best practices in gifted education. Here at the State Department we have compiled a continuum of services model that can be manipulated to fit your district.

Continuum of Services Flexible Grouping with Acceleration and Enrichment



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FAMILY FACTOIDS

A Great Resource for Parents of Gifted Children...

2e Kids

taken from www.2eNewsletter.com

Maybe you know a bright child who seems lazy – a child who just never seems to work up to his or her potential. Children who are gifted in intelligence account for three to five percent of all children. Of those, however, as many as one-fifth may have some kind of learning difficulty.

These are "**2e kids**" – **twice-exceptional children**. They're exceptional because they're gifted and exceptional because they have learning disabilities, learning disorders, attention difficulties, or just plain learning differences.

The books below may be great resources for students and parents!

All Kinds of Minds (Mel Levine)

The story of a fictitious group of five friends who discover their own learning strengths and weaknesses and come to appreciate all kinds of minds; aimed at children from 7-11 years old

A Mind at a Time (Mel Levine)

A book that explores individual learning patterns and discusses ways for parents and teachers to encourage a child's strengths and bypass the child's weaknesses

Did you know???

The 3rd week in July of each year will now be National Parenting Gifted Children Week!

This week is intended to celebrate the joys and challenges of raising, guiding, and supporting bright young minds.

Some Day 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 for catalog

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

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

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

LOTS OF INFORMATION AT YOUR FINGERTIPS

Check the website for the National Assoc. for Gifted Children for all kinds of information for parents. Visit www.nagc.org and click on the "Parent" button along the left side. Voila! You will find lots of information for parents wanting to understand giftedness.

OU Summer Camps!

Earth Cycles - June 8-20, 2008

Earth Cycles provides Native American and other underrepresented middle school students entering grades 6-8 in the fall the opportunity to study the geosciences through a core curriculum based on STEM (Science, Technology, Engineering and Math) Education. Students participate in class discussions, perform lab research and computer work, go on field trips, and much more. These activities show them the connection between the science concepts of the origin of rocks and minerals and the Native American "Sacred Circle." Students are instructed by University of Oklahoma faculty and outstanding secondary teachers. All expenses, including room, board, supplies, books, field trips, and recreational activity expenses, are provided for each Earth Cycles' student accepted. Travel to and from the camp location and incidental personal expenditures are the responsibility of the camp participant.

Horizons Unlimited - July 13-18, 2008

During the summer the University of Oklahoma offers a one-week intensive program for academically gifted and talented youth who enter grades 6 through 8 in the fall. Students discover new concepts, philosophies, and perspectives as they enjoy a preview of the riches available on a major college campus. Students live on campus in a university residence hall or commute. In addition to classroom time, recreational activities are planned for the evenings. Commuter students participate in the evening activities as well. Residence hall staff reside on the floors with the students, escort them to and from class, and supervise evening activities. Horizons students eat in Couch Cafeteria, which provides all-you-can-eat meals, including a salad bar.

For information, please call 405-325-6897



Summer Enrichment Program at the University of Oregon

The University of Oregon Summer Enrichment Program (SEP) is a residential academic enrichment summer program held on the university's campus in Eugene, Oregon, for 6th-10th grade gifted and talented students that is . The program offers stimulating experiences designed for gifted and highly able middle and high school students. Academic classes are offered each weekday in science, mathematics, literature, writing, law, cultural studies, dance, theatre, media arts, and visual arts. Please visit the website for listings and descriptions. Students must be in grades 6-10 during the 2007-08 school year to apply. Formal gifted identification or educator nomination is required for admittance. No preference is given to in or out-of-state applicants.

Sessions run from July 13- July 26 and from July 27- August 9. Full and partial scholarships are available. For program brochures, applications, or other information, visit the website at www.uoyouth.org, inquire at sep@uoregon.edu, or call 1.541.346.1405.

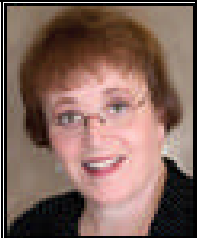
OAGCT Spring Conference 2008
Attendees - Thank you for your responses
on the Conference Evaluation.

We value your input!

OAGCT Board of Directors

2009 Conference Speaker Announced!

OAGCT is proud to be
bringing Susan Weinbrenner
to our 2009 Spring Conference.



Susan Winebrenner, a national and international presenter, is a full-time consultant who works with school districts to help them translate current educational research into classroom practice. Currently she contracts with individual schools to coach teachers on strategy implementation utilizing a two-day format combining teaching strategies from her books. Susan has published three books, *Teaching Gifted Kids in the Regular Classroom*, *Teaching Kids with Learning Difficulties in the Regular Classroom*, and *Super Sentences*, as well as various journal articles. In addition, she has published a stand-alone CD titled *Differentiating Content for Gifted Learners in Grades 6-12*. Multimedia packages designed to serve as school-based staff development programs to help teachers implement the strategies in her books are available as well. Susan has also produced several videos for teachers and parents of gifted children.

Susan Winebrenner has been a classroom teacher, a program coordinator, and a teacher in gifted education programs. She received her Master's Degree in Curriculum and Instruction from the University of Wisconsin. She is currently the president of Education Consulting Services.

Coursework for Summer 2008

Gifted and talented Education—Oklahoma State University - Tulsa

EPSY 5063: Introduction to Gifted Education

The purpose of this course is to survey the current and classic research, theory, and practices in the education of gifted and talented children and youth. State and federal legislation, advocacy, programming, development of talent, identification, and curriculum will be reviewed.

June 2 – July 25, **fully online** (Diane Montgomery, Ph.D., Instructor)

EPSY 5963: Developing resources to support educational programs

The purpose of this course is to develop, manage, and evaluate educational programs, including parents, volunteers, mentors, business, enrichment, and service learning. Learning outcomes include the development of community and business interest through public relations, financial development, internet resources to support learning, grantsmanship, or identification of resource sources.

June 2 – July 25, **fully online** (Debra Hull, Ph.D., Instructor)

Is It Still a Cheetah? **(article from www.hoagies.com)**

The child who does well in school, gets good grades, wins awards, and "performs" beyond the norms for his or her age, is considered talented. The child who does not, no matter what his innate intellectual capacities or developmental level, is less and less likely to be identified, less and less likely to be served.

A cheetah metaphor can help us see the problem with achievement-oriented thinking. The cheetah is the fastest animal on earth. When we think of cheetahs we are likely to think first of their speed. It's flashy. It is impressive. It's unique. And it makes identification incredibly easy. Since cheetahs are the only animals that can run 70 mph, if you clock an animal running 70 mph, IT'S A CHEETAH!

But cheetahs are not always running. In fact, they are able to maintain top speed only for a limited time, after which they need a considerable period of rest.

It's not difficult to identify a cheetah when it isn't running, provided we know its other characteristics. It is gold with black spots, like a leopard, but it also has unique black "tear marks" beneath its eyes. Its head is small, its body lean, its legs unusually long--all bodily characteristics critical to a runner. And the cheetah is the only member of the cat family that has non-retractable claws. Other cats retract their claws to keep them sharp, like carving knives kept in a sheath--the cheetah's claws are designed not for cutting but for traction. This is an animal biologically designed to run.

Its chief food is the antelope, itself a prodigious runner. The antelope is not large or heavy, so the cheetah does not need strength and bulk to overpower it. Only speed. On the open plains of its natural habitat the cheetah is capable of catching an antelope simply by running it down.

While body design in nature is utilitarian, it also creates a powerful internal drive. The cheetah needs to run!

Despite design and need however, certain conditions are necessary if it is to attain its famous 70 mph top speed. It must be fully grown. It must be healthy, fit and rested. It must have plenty of room to run. Besides that, it is best motivated to run all out when it is hungry and there are antelope to chase.

If a cheetah is confined to a 10 x 12 foot cage, though it may pace or fling itself against the bars in restless frustration, it won't run 70 mph.

IS IT STILL A CHEETAH?

If a cheetah has only 20 mph rabbits to chase for food, it won't run 70 mph while hunting. If it did, it would flash past its prey and go hungry! Though it might well run on its own for exercise, recreation, fulfillment of its internal drive, when given only rabbits to eat the hunting cheetah will run only fast enough to catch a rabbit.

IS IT STILL A CHEETAH?

If a cheetah is fed Zoo Chow it may not run at all.

IS IT STILL A CHEETAH?

If a cheetah is sick or if its legs have been broken, it won't even walk.

IS IT STILL A CHEETAH?

And finally, if the cheetah is only six weeks old, it can't yet run 70 mph.

continued...

IS IT, THEN, ONLY A "POTENTIAL" CHEETAH?

A school system that defines giftedness (or talent) as behavior, achievement and performance is as compromised in its ability to recognize its highly gifted students and to give them what they need as a zoo would be to recognize and provide for its cheetahs if it looked only for speed. When a cheetah does run 70 mph, it isn't a particularly "achieving" cheetah. Though it is doing what no other cat can do, it is behaving normally for a cheetah.

To lions, tigers, leopards--to any of the other big cats -- the cheetah's biological attributes would seem to be deformities. Far from the "best cat," the cheetah would seem to be barely a cat at all. It is not heavy enough to bring down a wildebeest; its non-retractable claws cannot be kept sharp enough to tear the wildebeest's thick hide. Given the cheetah's tendency to activity, cats who spend most of their time sleeping in the sun might well label the cheetah hyperactive.

Like cheetahs, highly gifted children can be easy to identify. If a child teaches herself Greek at age five, reads at the eighth grade level at age six or does algebra in second grade we can safely assume that child is a highly gifted child. Though the world may see these activities as "achievements," she is not an "achieving" child so much as a child who is operating normally according to her own biological design, her innate mental capacity. Such a child has clearly been given room to "run" and something to run for. She is healthy and fit and has not had her capacities crippled. It doesn't take great knowledge about the characteristics of highly gifted children to recognize this child.

However, schools are to extraordinarily intelligent children as zoos are to cheetahs. Many schools provide a 10 x 12 foot cage, giving the unusual mind no room to get up to speed. Many highly gifted children sit in the classroom the way big cats sit in their cages, dull-eyed and silent. Some, unable to resist the urge from inside even though they can't exercise it, pace the bars, snarl and lash out at their keepers, or throw themselves against the bars until they do themselves damage.

Even open and enlightened schools are likely to create an environment that, like the cheetah enclosures in enlightened zoos, allow some moderate running, but no room for the growing cheetah to develop the necessary muscles and stamina to become a 70 mph runner. Children in cages or enclosures, no matter how bright, are unlikely to appear highly gifted; kept from exercising their minds for too long, these children may never be able to reach the level of mental functioning they were designed for.

A zoo, however much room it provides for its cheetahs, does not feed them antelope, challenging them either to run full out or go hungry. Schools similarly provide too little challenge for the development of extraordinary minds. Even a gifted program may provide only the intellectual equivalent of 20 mph rabbits (while sometimes labeling children suspected of extreme intelligence "underachievers" for NOT putting on top speed to catch those rabbits!) Without special programming, schools provide the academic equivalent of Zoo Chow, food that requires no effort whatsoever. Some children refuse to take in such uninteresting, dead nourishment at all.

To develop not just the physical ability but also the strategy to catch antelope in the wild, a cheetah must have antelopes to chase, room to chase them and a cheetah role model to show them how to do it. Without instruction and practice they are unlikely to be able to learn essential survival skills.

A recent nature documentary about cheetahs in lion country showed a curious fact of life in the wild. Lions kill cheetah cubs. They don't eat them, they just kill them. In fact, they appear to work rather hard to find them in order to kill them (though cheetahs can't possibly threaten the continued survival of lions). Is this maliciousness? Recreation? No one knows. We only know that lions do it. Cheetah mothers must hide their dens and go to great efforts to protect their cubs, coming and going from the den under deep cover or only in the dead of night or when lions are far away. Highly gifted children and their families often feel like cheetahs in lion country.

continued...

In some schools brilliant children are asked to do what they were never designed to do (like cheetahs asked to tear open a wildebeest hide with their claws--after all, the lions can do it!) while the attributes that are a natural aspect of unusual mental capacity--intensity, passion, high energy, independence, moral reasoning, curiosity, humor, unusual interests and insistence on truth and accuracy--are considered problems that need fixing.

Brilliant children may feel surrounded by lions who make fun of or shun them for their differences, who may even break their legs or drug them to keep them moving more slowly, in time with the lions' pace. Is it any wonder they would try to escape; would put on a lion suit to keep from being noticed; would fight back?

This metaphor, like any metaphor, eventually breaks down. Highly gifted children don't have body markings and non-retractable claws by which to be identified when not performing. Furthermore, the cheetah's ability to run 70 mph is a single trait readily measured. Highly gifted children are very different from each other so there is no single ability to look for even when they are performing; besides that, a child's greatest gifts could be outside the academic world's definition of achievement and so go unrecognized altogether. While this truth can save some children from being wantonly killed by marauding lions, it also keeps them from being recognized for what they are--children with deep and powerful innate differences as all-encompassing as the differences between cheetahs and other big cats.

That they may not be instantly recognizable does not mean that there is no means of identifying them. It means that more time and effort are required to do it. Educators can learn the attributes of unusual intelligence and observe closely enough to see those attributes in individual children. They can recognize not only that highly gifted children can do many things other children cannot, but that there are tasks other children can do that the highly gifted cannot.

Every organism has an internal drive to fulfill its biological design. The same is true for unusually bright children. From time to time the bars need be removed, the enclosures broadened. Zoo Chow, easy and cheap as it is, must give way, at least some of the time, to lively, challenging mental prey. More than this, schools need to believe that it is important to make the effort, that these children not only have the needs of all other children to be protected and properly cared for, but that they have as much RIGHT as others to have their needs met.

Biodiversity is a fundamental principle of life on our planet. It allows life to adapt to change. In our culture highly gifted children, like cheetahs, are endangered. Like cheetahs, they are here for a reason; they fill a particular niche in the design of life. Zoos, whatever their limitations, may be critical to the continued survival of cheetahs; many are doing their best to offer their captives what they will need eventually to survive in the wild. Schools can do the same for their highly gifted children.

Unless we make a commitment to saving these children, we will continue to lose them and whatever unique benefit their existence might provide for the human species of which they are an essential part.

Note: please disseminate this article widely if you find it useful. Proper attribution would be appreciated, however--**Stephanie S. Tolan**

Responsibilities of Staff in Providing for a Gifted and Talented Education Program

submitted by Catherine Dunn, Oklahoma State Department of Education

Superintendent

- Ensure the development and implementation of the gifted education plan for the district
- Appoint the Local Advisory Committee and facilitate its functioning
- Oversee the development of an annual report for dissemination to the local school board

Coordinator

- Serve on the local advisory committee as a district representative
- Create program forms and policies and disseminate to site principals
- Maintain records and documentation
- Oversee annual evaluation of the program
- Consider parental appeals not satisfied at the site level

Principal

- Form and serve on site identification/placement committee
- Disseminate important program information and forms to appropriate parties (parents, staff, community)
- Serve on site appeals committee
- Guide and support teachers in providing differentiated curriculum that meets the needs of identified gifted students
- Provide site professional development opportunities

Site Identification/Placement Committee

- Meet periodically for review of assessment and identification of students for placement in the program
- Identify gifted students according to the district and state regulations; make placement decisions
- Serve on site appeals committee

Classroom Teachers

- Match curriculum and instruction to students' readiness, interests and learning profiles in curricula areas
- Serve on site committee, if requested
- Participate in training opportunities, workshops and/or college courses designed to assist in the area of gifted education
- Communicate student progress throughout the school year with parents

continued...

Gifted and Talented Education Qualifications and Responsibilities of Staff

1. The superintendent or district coordinator for gifted programming will be responsible for working the local advisory committee, overseeing the site coordinators and site plans, and filing reports as required by the State Department of Education.
2. All teachers working with gifted and talented will hold a valid Oklahoma teacher's certificate appropriate to the grade levels taught
3. The principal or site coordinator will work with the site committee, coordinate gifted programming according to the plan and complete reports required by the district coordinator.
4. The site committee will work with the site coordinator to develop a site gifted plan each year. The site specialist or designee will be responsible for coordinating the site programming options.
5. Services are addressed by the regular classroom teachers and the gifted education coordinator. They will work closely together to implement appropriate flexible pacing, plan enrichment, coordinate resources and facilitate academic and social support as needed.
6. The site coordinator will provide professional support through modeling, consultation, co-teaching, collaborative problem solving, inservice training. He/she will be responsible for identification, monitoring student progress, and maintaining records.
7. Classroom teachers will have, and provide upon request, documentation demonstrating that curriculum has been and continues to be modified in pace, breadth and depth.



Help
Wanted

Rose State Kids College

"A Summer School that's Cool!"

Rose State College is taking applications for Adjunct Instructors and camp counselors for their summer program. The pay scale ranges from \$7.00—\$21.43 per hour.

Listed are just a few of the fun programs offered between June 2 - July 25, 2008:

Book Acting, Create a Movie, Talent Show, Spanish, Wacky Weather, Book Series,
Leadership and Apprentice Careers

If you are interested in teaching any of these programs or have a program idea of your own, please contact Stephanie Scott at 733-7395 or sscott@rose.edu.

The SENG Summit

Reaching Attitudes & Altitudes

Salt Lake City • Utah July 18-20 • 2008

Over 25 years, SENG Conference has grown to be the premier national conference committed to the social and emotional aspects of giftedness.

Join SENG this summer for our 25th "Silver Anniversary" Conference... Three exhilarating days for parents and grandparents, educators, gifted adults and children, and mental health professionals.

Most conferences about giftedness focus primarily on educational issues. While a few presentations about the social and emotional development and needs of gifted people and the challenges facing the gifted population may be included, these presentations play a minor role.

SENG conferences reverse the priorities. We believe that recognizing, understanding, and accepting the unique social and emotional needs of this population are the first priorities for teachers, parents, and counselors. SENG supports strong gifted education programs, but we believe the emotional piece is the foundation for the development of healthy, happy, well-adjusted, appropriately educated, and contributing gifted members of society.

SENG Welcomes Outstanding Key Note Speakers

George Betts, EdD
Arlene DeVries, MSE
Del Siegle, PhD
James T. Webb, PhD



www.SENGGifted.org

SENG Conference is about making connections.

- Year after year, parents tell us that meeting other parents experiencing similar challenges is life-changing.
- Teachers enjoy an unparalleled opportunity to learn about the keys to understanding and serving gifted children.
- Gifted children and teens discover a unique experience for social interaction and fun with new friends from across the country.
- Gifted adults find strategies and supports to enhance family and professional lives.
- Mental health professionals share specialized knowledge that can increase the effectiveness of counseling with the gifted population.

Signature programs include SENG Model Parent Group Training, Children's and Teen Programs, Continuing Education Program for medical and counseling professionals and intensive Pre-conference Workshops.

New! Introducing SENG Institute Advanced Sessions... a new educator strand... advanced training for experienced SENG Model Parent Group Facilitators! Relax, network and make new friendships during five unhurried meals, including a special Saturday evening 25th Anniversary Celebration!

"It is certainly the most valuable experience I've had in understanding gifted children and learning to cope and provide for their special needs."

The SENG Summit 2008 offers dozens of sessions to choose from among key themes of Misdiagnosis & Twice Exceptional, Education, Gifted Adults, Parenting & Grandparenting, Multicultural Outreach and more!

Understanding Motivation and Gifted Children Who Underachieve

Relationship Issues of Gifted Adults

Guiding the Gifted Teen

Building Bridges between Parents of Gifted Children and Classroom Teachers

Parenting the Young Gifted Child: Preparing for and Managing the Transition to Formal Schooling

Interpretation of the WISC-IV and SB-V: What Every Parent of a Gifted Child Should Know

The Problem of Misdiagnosis in Gifted Children

Children of Promise: Young Advanced Ability Children from Diverse Backgrounds

Facilitating Autonomous Learning in the Home

The Problem of Bullying and Gifted Children

Navigating the 2E Challenge: Strategies for Success in Secondary School

Best Practices in Serving the Gifted: Physicians Share their Experiences

Over-Excitabilities: Fuel for Advanced Development

Turning Down the Heat: Tips to Reduce Kids' Stress

And many more...



The Nicholas Green Distinguished Student Award Recipients

by Robbie Duck

Awards Chairman

In the summer of 1994, Nicholas Green was a caring, seven year old gifted boy living in Bodega Bay, California. His family loved to travel. Because his favorite city was Venice, they planned a trip to Switzerland and Italy. He was killed by highway robbers and his parents agreed to donate his organs and corneas, which went to seven Italians waiting for transplants. They spoke openly to the media about their loss and decision and the world took the story and the family to its heart. The world's response to this tragedy is called "the Nicholas effect" as people respond from the heart and are saving thousands of lives through organ and tissue donation. His parents established the Nicholas Green Foundation to honor his memory. They also paired with NAGC to start the Nicholas Green Distinguished Student awards to recognize young people who are working hard to make the most of their lives and to develop their unique gifts and talents. In Oklahoma, students are recognized in the areas of leadership, academics and the arts and one child is named the overall Nicholas Green Distinguished Student and receives a \$500 savings bond.

The 2007 - 2008 recipient of the Nicholas Green Distinguished Student Award is:

Lauren Reitz is a fifth grader at Cross Timbers Elementary School in Edmond where she is a student of Suzanne Frost. Lauren is a positive leader, admired and respected by both students and teachers. Academically, she sets high standards for herself and is a highly accomplished student. She has always maintained straight A's and received a perfect score on the math portion of the state test. Lauren enjoys artistic activities. She has taken china painting classes for two summers. Her painted plate won first place this year at the state fair. She has taken piano lessons for four years and has always received a 1 or 1+ at contests. At a contest last spring, she received a 1+++ . In third grade, she won a first place performance trophy in a statewide open invitational contest. She loves composing as well. In third grade she wrote a piece called "Cool Cats" for her cat Cinnamon. She illustrated the cover herself and handwrote the piece on music notation paper. This piece won honorable mention in state competition. She then wrote a piece called "The School Day Suite" with three movements which won the state competition and was runner-up at the nine state regional. She performed her piece at the Oklahoma Music Teachers Association state convention before well-known composer Robert Vandall. Lauren intends to keep composing and playing her music because it is fun and exciting and makes all the practice worthwhile.

The 2007 - 2008 OAGCT Award of Excellence recipients are:

Academics: Skylar Williams is a fourth grader at Westville Elementary in Jeanie Nichols class. He has always been interested in math and works as a peer tutor to help others in math. Last year he scored a perfect score on the math section of the state test. He is an asset to his school and is an exemplary citizen, admired and respected by his fellow students. He plans to become a paleontologist in the future. He likes the idea of finding and putting dinosaur bones together as well as being able to use his math in his work.

Leadership: Ethan Brockmeier is a fifth grader at Jefferson Elementary School in Norman. His gifted teacher is Dana Stair. Although this is his first year at the school, he has already made a name for himself with students and staff members as a very positive leader. He is an amazingly deep and logical thinker. With a quick smile and wit, he is always polite, kind and respectful to those around him. He continues to set and reach new goals in many areas. He has achieved a 4.0 grade point average through diligence and hard work. He has distinguished himself in other areas as well. His football team placed second in the city league. He also won the school Arbor Day poster contest and will be going on to state competition. He has always been interested in drawing and may even become an artist in the future.

Arts: Nathan Thompson is a sixth grader at Irving Middle School in Norman and was nominated by his former gifted teacher Carell Falsarella. He excels in several academic areas. He was accelerated a grade level because of his advanced abilities and is currently enrolled in seventh grade math as well. Last year, he placed second in the state Geography Bee and was honored by Governor Henry and other state legislators. He is a kind and caring person who often helps by tutoring others. As a second grader he wrote quiz questions in geography for the

fifth graders to use in practicing for the Geography Bee. He is a member of Math Counts and the math club. He excels in both writing and public speaking. Nathan has already appeared on national television three times. He appeared on the Rosie O'Donnell show in New York at age four and again a year later. At age six he appeared on the Wayne Brady show in Hollywood. He is currently participating in a Model UN program. At age eight he placed second in a state poetry contest. At nine, he placed in the top six percent in a writing contest of over 15,000 entries. In

fifth grade he participated in the Honor Choir and performed in duets. He earned the highest level at his school playing the recorder. In sixth grade, he is a member of the band. In the future, he hopes to become a meteorologist and travel to some of the places he has been learning about in geography.

**Congratulations to all our
2007-2008 recipients and
their teachers!**

Outstanding Service Award

Marilyn Howard has a long-standing commitment to serving gifted education at all levels. In recognition of her contributions, she was awarded the Outstanding Service Award trophy and a check for \$500 at the OAGCT Spring conference held February 22, 2008. Marilyn teaches mathematics and computer technology to seventh and eighth grade students at the University School in Tulsa. She has helped students to think creatively, to apply mathematics in their lives and to reach their potential over a span of 23 years. By using many creative thinking strategies, she has provided a launching pad for student success. She has a strong background in mathematics and taught classes in Finite Mathematics at Indiana University and Calculus at a University of Texas branch. This has helped her to incorporate applications and modern tools in a mathematically rigorous way. For six years she worked with economically disadvantaged gifted students through a Javits grant

from the U. S. Department of Education. She wrote the math portion of the SAILS curriculum used in Department of Defense schools around the world. As an adjunct professor at the University of Tulsa, she teaches pre-service elementary and middle school teachers and teachers who lack certification in middle school math. In the summer of 2006 with a team of distinguished university faculty from prestigious schools across the nation, she taught at MathPath, a month long residential enrichment program for highly gifted middle school students from across the nation and many foreign countries held on the U. C. Santa Cruz campus. She regularly attends and presents at state and national conferences. Her work has received considerable recognition from peers including being selected in 2000 as the Oklahoma Middle School Math Teacher of the Year. Marilyn also received the Edyth Sliffe Math Award for student math achievement.

You Made It!

by Alicia Steer

OAGCT Curriculum Co-Chair

As the end of the school year approaches, teachers and students can both get a little antsy about summer break. I know I do! At this time of year, trying to keep students engaged and under control can be challenging. If you and your students need a break from the rigor of the classroom, but still need to practice skills, the following lessons and websites might make the remaining school days informative and challenging, yet fun for all.

Have you been putting off art lessons because you think you can't draw? Take a visit to **Uncle Fred**. <http://www.unclefred.com/index.html> This site is very user friendly. Students of all ages, and their teachers, can have fun with these simple guided drawing lessons.

Combine art with fun writing prompts at **Art Junction**. <http://www.artjunction.org/index.php> To the right of the home page is a section just for kids. There are some great art projects that should keep your students thinking creatively for quite a while.

I have taught a fun unit called **Hatscapades and Shoetopia**. Research the history of shoes and hats with your students (or assign to individuals or small groups), just **Google**. Paint/decorate old shoes (never to be worn again) with all kinds of left over art materials. Then create a hat to go with your "new shoes." Of course, after making such fabulous attire, students can write poetry or a descriptive piece telling why and where someone would wear their shoes and hats, or have a fashion parade. **Kindeart** has a related lesson as well as many other art ideas. <http://www.kinderart.com/painting/shoes.shtml>

How about some **wacky word play** by combining students' love of word games and drawing to promote critical thinking? Check out **The Meaning of Doodles** lesson plan. http://www.educationworld.com/a_lesson/02/lp264-01.shtml

I hope this has been a successful school year, and that you will be able to rest and recharge during the summer.

Advocacy for Our Gifted Population

by Carell Falsarella
Advocacy Chair

Please check our NAGC Web Site for a multitude of wonderful links and legislative updates.

Javits Act

Funding for education 2007 included The Javits Act that provides monies for the National Research Center on the Gifted and Talented. No new state grants were awarded.

The 2008-2009 budget

proposed for education doesn't provide ANY funding for the Javits Act for Gifted and Talented.

Advocate and Act Now

State programs have benefited through research and materials from the National Research Center on the Gifted and Talented. We all have a stake in full funding for the Javits Act.

Find a list of Senators and Representatives who added their names to support funding for the gifted through the "Dear Colleague" letter campaign at www.NAGC.

While you are there, read about H.R.2925.

NAGC also supports changes in NCLB to require states to be accountable as to how they use funds to raise instruction through professional development for teachers involved with gifted students in their classroom.

The organization is also working to insure students at "advanced" level will not be left behind in the NCLB funding.

Sally Reis presented a session at the national meeting under the heading Why We Need Gifted

Education *Looking for Data in All the Right Places*, Research That Supports the Need for and Benefits of Gifted Education that is linked on NAGC and will help anyone who needs ammunition to advocate. Especially interesting is the research that shows the benefits to other students when our gifted are provided with opportunities that they require to excel and thrive.

Let your voice be heard!

www.house.gov

www.senate.gov

2008-09 News Bowl Online Current Events League!

Goal: Develop lifelong learners and a future voting citizenry!



Please forward this email web address to all academic coaches and gifted and talented teachers to peruse this unique lifelong learning academic event! <http://www.newsowl.com>

The league is made up of six end-of-the-month events tests (50- multiple choice questions). The News Bowl Online Current Events League is designed for grades 3 through high school and teams are made up of 1 - 5 students. The league will run the last week of the months of September, October, January, February, March and April. Student will be tested on the current events that occur in the first three weeks of each of those months. Questions will cover National and World News, Arts and Entertainment, Sports News and People and Places news. You enter your school by grade level and you may have as many testings as you wish for the grade level you sign up for. At the end of the league month, you will email to News Bowl your school's Top 3 score in the grade level you signed up for. If you have multiple grade levels, you will use the same email form to send in all scores. National rankings will be listed on the fifth day of the next month. Teachers are asked to reward students for achieving a "benchmark" raw score and also, News Bowl has certificates available on the web site for students. T-shirts will also be for sale from the web site!

News Bowl is different from other academic competitions because News Bowl **INSPIRES** young people to read, watch, listen and discuss news on their own time! **Real learning is when students are motivated to become interested on their own!**

If you have questions about entry or cost, please call Peter @ 402-994-2090.

Research Corner

Diane Montgomery, Ph.D.,
Oklahoma State University

A fascinating new book, *Critical issues and practices in gifted education: What the research says*, was recently published (2007) that should be of interest to all of the readers of this newsletter. It is a comprehensive summary of research published to date in the field of gifted education. The editors (Jonathan Plucker and Carolyn Callahan) chose 50 topics of concern and nominated national experts in the field to write a review of the research related to that topic. These 50 chapters organize the research

and theoretical literature in a way that points to what else we need to study.

(What a perfect resource for anyone conducting a research project in gifted education!).

The chapter that captured my initial attention was *Levels of Service* by Stephen T. Schroth (pp. 321-334). Often when we plan for the identified needs of gifted students we may think of them as one group with similar needs. A continuum of services, or what the State of Oklahoma called Program Options in our regulations, appears to equip districts with the choices needed to facilitate optimal success for students. The chapter

reports the research on the various models or program options that can be organized in individual planning sessions to meet the varying identified needs of students who are gifted and attending our schools.

Here's what Amazon.com says about the book:

Sample topics addressed include alternative assessment, counseling, early childhood, highly gifted students, homeschooling, parenting, and policy and advocacy. Each chapter adopts a rigorous, empirically grounded approach to inform the reader's understanding of the research in gifted education.

Despite a century of research on giftedness, the

enthusiasm and rhetoric surrounding various programs, models, and approaches often exceed the level of available support, or even contradict the available evidence. This book provides an objective assessment of the status of available knowledge in each area, offers guidance in the application of the research, and suggests areas of needed research.

Here's the reference for this book that is over 750 pages! Plucker, J., & Callahan, C. (Eds.) (2008). *Critical issues and practices in gifted education: What the research says*. A service publication of the National Association for Gifted Children. Waco, TX: Prufrock Press.

Looking Ahead...

22nd Annual International Conference on the Autonomous Learner Model

June 17 - 22, 2008

Estes Park Center, YMCA of the Rockies, Estes Park, Colorado

Confratute

July 7 - 18, 2008

Mansfield, Massachusetts

Keynotes: Sandra Kaplan, Rachel McAnallen, Susan Baum, Sally M. Reis, Joseph S. Renzulli, Del Siegle; University of Connecticut, Storrs, Connecticut

SENG (Supporting Emotional Needs of the Gifted) 25th Annual Conference

July 18 - 20, 2008

"The SENG Summit: Reaching Altitudes and Attitudes," Salt Lake City, Utah

National Association for Gifted Children (NAGC) 55th Annual Convention

October 29 - November 2, 2008

Tampa, Florida

THANK YOU!

To each member who served on this year's OAGCT Board of Directors, thank you for your time, your energy, and your insights. And to all the teachers and parents of gifted children, thank you for impacting our state's high potential students. As it has been said, "It takes a village to raise a child."

A SPECIAL "THANK YOU!" TO ALL OF OUR SPRING CONFERENCE EXHIBITORS AND CONTRIBUTORS

Ag in the Classroom

Jamey Allen, Dana Bessinger and Mary Ann Kelsey

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dbessinger@oda.state.ok.us

maryann_kelsey@sde.state.ok.us

American Mensa

Catherine Barney

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Arbonne International

www.arbonne.com

Bigbee Learning Resources

Donna Bigbee

dbbigbee@earthlink.net

Camp Invention

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Danny Gordon Art LLC

Danny Gordon

danny@dannygordon.com

Federal Reserve Bank of Kansas City,

Oklahoma City Branch

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pamela.gutel@kc.frb.org

Great Potential Press, Inc.

Kristina Grant

info@giftedbooks.com

Mad Science of Central Oklahoma

Derick Brock and Dr. Tonette Brock

(405) 285-9643

MindWare

Jaime Goehner and Jennifer Carlson

(800) 999-0398

National Aeronautics and Space Administration (NASA)

Space Place

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National Geographic

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State Superintendent's



Sandy Garrett
State Superintendent of Public Instruction
Oklahoma State Department of Education

ENCYCLO-MEDIA
CONFERENCE REGISTRATION

Cox Convention Center
One Myriad Gardens
Oklahoma City

Thursday, September 18, and Friday, September 19, 2008

No Registration Fee! Everyone Welcome!

First Name _____ Last Name _____

School District Name/Organization _____

School Site Name _____

Work Address _____

City/State/Zip _____

Work Phone (_____) _____ Ext. _____ E-mail _____

(Please Check One)

____ Administrator ____ Counselor ____ Library Media Specialist/Asst.
 ____ Classroom Teacher ____ Gifted and Talented ____ Technology ____ Other _____

(please specify)

Preregistration deadline: Monday, September 8, 2008

E-MAIL FORM TO: <Vickie_Hale@sde.state.ok.us>

OR MAIL FORM TO:

Encyclo-Media, P.O. Box 53159, Oklahoma City, OK 73152
(405) 521-2956, (405) 522-0611 - Fax

____ I would like to be a room host/hostess
(Please submit a host/hostess form.)

****Luncheons--\$25 each****

Luncheon fees will be paid to the sponsoring organization and must be received by **Thursday, September 4, 2008**. Only checks and money orders will be accepted. Payment may **NOT** be made with purchase orders. All luncheons will be held in the Cox Convention Center, 2nd floor. If you are attending a luncheon, you **MUST** submit a luncheon registration form.

Oklahoma Technology Association
Thursday, September 18, 2008
Speaker: TBA
Check or money order must be made payable to OTA.
Mail to: OTA
P.O. Box 852076
Yukon, Oklahoma 73085

Oklahoma Association of Gifted, Creative, and Talented
Thursday, September 18, 2008
Speaker: TBA
Check or money order must be made payable to OAGCT.
Mail to: OAGCT
P.O. Box 60448, N.W. Station
Oklahoma City, Oklahoma 73146

Oklahoma School Counselor Association
Friday, September 19, 2008
Speaker: Debbie Silver
Check or money order must be made payable to OSCA.
Mail to: Lisa Edwards, OSCA
P.O. Box 31862
Edmond, Oklahoma 73003

Oklahoma Association of School Library Media Specialists
Friday, September 19, 2008
Speaker: Linda Sue Park
Check or money order must be made payable to OASLMS.
Mail to: OASLMS
Southeast P.O. Tulsa, P.O. Box 471106
Tulsa, Oklahoma 74147

Additional Presenters

Name (Mr./Mrs./Ms./Dr.) _____ School or Institution: _____
Position: _____ Work Address: _____
Home Address: _____ City/State/Zip: _____
City/State/Zip: _____ Work Phone: (_____) _____
Home Phone: (_____) _____ Fax: (_____) _____
WebAddress: _____ E-Mail: _____

Name (Mr./Mrs./Ms./Dr.) _____ School or Institution: _____
Position: _____ Work Address: _____
Home Address: _____ City/State/Zip: _____
City/State/Zip: _____ Work Phone: (_____) _____
Home Phone: (_____) _____ Fax: (_____) _____
WebAddress: _____ E-Mail: _____

Name (Mr./Mrs./Ms./Dr.) _____ School or Institution: _____
Position: _____ Work Address: _____
Home Address: _____ City/State/Zip: _____
City/State/Zip: _____ Work Phone: (_____) _____
Home Phone: (_____) _____ Fax: (_____) _____
WebAddress: _____ E-Mail: _____

Name (Mr./Mrs./Ms./Dr.) _____ School or Institution: _____
Position: _____ Work Address: _____
Home Address: _____ City/State/Zip: _____
City/State/Zip: _____ Work Phone: (_____) _____
Home Phone: (_____) _____ Fax: (_____) _____
WebAddress: _____ E-Mail: _____

Please attach an additional page if needed for more presenters.

Subject Descriptions

Counseling - includes program development, prevention and support programs, counseling, academic advising, safety, crisis management, educational and career planning.

Curriculum and Instruction - includes instructional strategies related to *Priority Academic Student Skills (PASS)*.

Gifted and Talented - includes flexible pacing, differentiated instructional strategies, social and emotional needs of gifted students.

Library Media - includes collaboration, information literacy, roles of the library media specialist, library management, reading promotion, storytelling, Sequoyah Book Awards, intellectual freedom.

Technology - includes classroom technology, Internet, telecommunications, distance learning, integration of technology into the curriculum, using technology to gather and analyze student data.



Oklahoma Association of Gifted, Creative, and Talented (OAGCT)

Speaker: Dr. Bertie Kingore

Thursday, September 18, 2008

12:00 noon - 1:30 p.m.

LUNCHEON REGISTRATION

****Luncheons—\$25 each****

Please complete the form for the OAGCT luncheon to be held during Encyclo-Media. Mail your check or money order to the address below by **Thursday, September 4, 2008**. Only checks and money orders will be accepted. Payment by purchase orders will **NOT** be accepted. If you are attending a luncheon, you **MUST** submit a conference registration form. Tickets will be included with your registration packet. Luncheons will be held in the Cox Convention Center, 2nd floor.

Everyone Welcome!

Please make check or money order payable to OAGCT.

Checks and money orders **MUST** be mailed to:

OAGCT
P.O. Box 60448, N.W. Station
Oklahoma City, Oklahoma 73146

First Name	<input type="text"/>	Last Name	<input type="text"/>
Address	<input type="text"/>		
City/State/Zip	<input type="text"/>		
Home Phone	(<input type="text"/>) <input type="text"/>	E-mail	<input type="text"/>
School District	<input type="text"/>	Work Phone	(<input type="text"/>) <input type="text"/>
Payment Method:	Check <input type="checkbox"/> Money Order <input type="checkbox"/>		



Encyclo-Media 28
 Thursday, September 18, and Friday, September 19, 2008

Host/Hostess Information

E-MAIL FORM TO: <Vickie_Hale@sde.state.ok.us>
 OR MAIL FORM TO:
 Ms. Elaine Regier
 Encyclo-Media
 Post Office Box 53159
 Oklahoma City, OK 73152
 Fax: (405) 522-0611

(You **MUST** submit a registration form or register online before sending in your Host/Hostess form.)

Contact Information

Name	
School District	
Home Address	
City/State/Zip	
Home Phone	
Work Phone	
Home E-Mail Address	

Availability

During which hours are you available for volunteer assignments?

- Thursday Morning Friday Morning
- Thursday Afternoon Friday Afternoon
- Anytime Thursday Anytime Friday

A letter will be mailed to you with your assigned room and host/hostess duties. Please pick up your packet at the information booth.

Interests

Tell us in which areas you are interested in volunteering.

- Counseling
- Curriculum and Instruction
- Gifted and Talented
- Library Media
- Technology

Grade Level Preference

Elementary

Secondary

Any Level

*Please keep a copy of this form for your records.

For Office Use Only

Day Assigned: Thursday Friday Time: _____ a.m. p.m.

Session # _____ Program # _____ Room # _____



Encyclo-Media
Thursday, September 18, and Friday, September 19, 2008
Cox Convention Center
Oklahoma City, Oklahoma

HOTEL INFORMATION

When calling to register, remember to specify you are attending Encyclo-Media.

Taxes are not included in the rates listed below.

Cutoff dates vary—from 30 days prior to conference to two weeks.

Book your room early!

Renaissance Oklahoma City Convention Center
Ten North Broadway
Oklahoma City, Oklahoma 73102
(800) 859-6877
(405) 228-8000

King or Double Room Rate: \$134.00
King Suites: \$154.00

Cutoff date for group rate is **Sunday, August 17, 2008.**

Sheraton Oklahoma City Hotel
One North Broadway
Oklahoma City, Oklahoma 73102
(800) 325-3535

Single or Double Room Rate: \$124.00

<http://www.sheratonokc.com/>

Cutoff date for group rate is **Saturday, August 16, 2008.**

The Skirvin Hilton
One Park Avenue
Oklahoma City, OK 73102
(405) 272-3040
(405) 272-5160 – Fax

King or Double Room Rate: \$135.00

<http://www.skirvinhilton.com/>

Cutoff date for group rate is **Monday, August 18, 2008.**

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

Scholarship Application for University Coursework

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

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

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