



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

OAGCT

Oklahoma Association of Gifted, Creative & Talented

Volume 30, Issue 4

August 2008

Donna Walker, President

Inform. Inspire. Invigorate.

The **2008 Encyclo-Media Conference** will be held on **Thursday, September 18**, and **Friday, September 19**, at the Cox Convention Center in Oklahoma City. Encyclo-Media offers professional development in the fields of gifted, library media, technology, and counseling.

Please join us for the OAGCT luncheon on Thursday the 18th. **Bertie Kingore** is back by popular demand and will be our keynote speaker! The Beverly Riggs Summer Camp Scholarship recipients will be our guests and share their camp experiences with us!

Hostesses needed: One hundred three EM hostess volunteers are needed and currently only half that number have volunteered.

What does it mean to be a hostess?

Room Hosts/Hostesses are essential to the success of the Encyclo-Media conference. Hostess introduce the speaker, distribute evaluation forms to the participants, inform the Encyclo-Media staff if there are difficulties with equipment, and notify participants when the room is full. It's easy! Please help!

Look for registration and hostess forms beginning on page 17 or register on-line at <http://title3.sde.state.ok.us/encyclomedia!>

2008 NAGC Conference
October 30 -
November 2, 2008
Tampa, Florida
(more info on page 7)

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Looking Ahead...

Put the **2009 OAGCT Spring Conference** on your calendar!

HOW TO CHALLENGE GIFTED STUDENTS AND IMPROVE ACHIEVEMENT FOR ALL

Friday, February 20, 2009

University of Central Oklahoma

Nigh University Center

Edmond, Oklahoma

Keynote Speaker:

Susan Winebrenner



President's Corner

by Donna Walker, President

As for me, the beginning of a school year always brings a feeling of promise and high expectation, both for myself and for students. Students are hoping for the best year ever with a teacher who thinks they hung the moon or may someday explore it. What potential lies in the minds and hearts of those young people! It is our privilege and responsibility to help each student identify and refine their intellectual abilities and talents. My colleagues in the Oklahoma Association of Gifted, Creative & Talented have enriched my life and my professional career by inspiring me and sharing with me their experiences with gifted students. I am hopeful that you will utilize the experience and expertise within the membership of OAGCT to help you inspire and motivate your students to claim and apply their great promise and potential.

What do I see as the purpose of OAGCT and my work in this association? I see the faces of my sons, the faces of the children whose lives I've touched and whose lives you affect. I also see the faces of teachers and parents of gifted children who are looking for ways to meet the special needs of gifted children. I hope that our newsletters, OAGCT website, and meetings and conferences inform and cause discomfort. Why discomfort? We need to examine our thoughts and practices and compare with what researchers tell us is best practice. We cannot become complacent with where we are and what we are doing. It is the discovery of new ideas and the hope of improving upon what we've already accomplished that keeps me motivated.

Perseverance is a word that I hope you will use often when challenging and motivating gifted children. So many things come easy for gifted youngsters and their paths are sometimes less bumpy than others. When gifted children find challenges, they sometimes back away because of fear of failure or a lazy attitude. That's when we as educators and parents need to encourage them to persevere. They need to stretch beyond their comfort zone to find out what greatness they have inside. Overcoming obstacles is a sure way of developing self-esteem. And I encourage you as teachers and parents of gifted children to persevere as well. Sooner or later, we all find children who are experts in an area of knowledge that we know very little about. Celebrate their expertise and challenge them to learn more. Persevere.

August Board Meeting

August 7, 2008

Norman Curriculum Center
131 S. Flood Street
5:30 to 8:00 P.M.

**All board meetings are open.
OAGCT members and visitors
are welcome to attend.**

FAMILY FACTOIDS

Connect more parents to OAGCT!
Please take the Family Factoids page in each newsletter, copy the front and back, and share the handout with parents. How many parents can you involve in OAGCT? When we extend our membership family to more parents, then we do a better job of nurturing gifted students in our state.

FAMILY FACTOIDS

A Great Resource for Parents of Gifted Children...

Check it Out...



Parenting Gifted Kids: Tips for Raising Happy and Successful Children provides a humorous, engaging, and encouraging look at raising gifted children today. Jim Delisle, Ph.D., offers practical, down-to-earth advice that will cause parents to reexamine the ways they perceive and relate to their children.

Delisle puts forth 10 "tips" to parents of gifted children:

Understand what giftedness is... and what it is not.

Know the distinction between "better at" and "better than."

Stop paying interest on a bill you never owed.

Take charge of your child's education.

Appreciate that less than perfect is more than acceptable.

Live the nuanced life.

Deep roots, long branches: Use the past to understand the present.

Write your dreams in pencil.

Make a life, not just a living.

Life is not a race to see who can get to the end the fastest.

Did you know???

Starting this year, the third week in July is **National Parenting Gifted Children Week**, according to SENG (Supporting Emotional Needs of Gifted), a national nonprofit organization and the official sponsor of this week. National Parenting Gifted Children Week, now placed in the National Special Events Registry, is intended to celebrate the joys and challenges of raising, guiding, and supporting bright young minds.



A great website from
NAGC for parents...

[http://childparenting.about.com/
od/giftedchildren/
Gifted_Children.htm](http://childparenting.about.com/od/giftedchildren/Gifted_Children.htm)



We Are What We Eat

by Dana Stair, Membership Chair

Every now and then, I read an article that makes me want to know more. This occurred with an article in the most recent issue of *Parenting for High Potential*. The article was written by Penelope Heinigk and was entitled "Soothing Over Excitabilities with Food." Heinigk described Dabrowski's five types of Over Excitabilities in gifted children and went on to link foods containing MSG, artificial colors, artificial flavors, some preservatives, and sugar with intensifying these over excitabilities. Quoting the article, "The five types of OEs include: the sensual mode, which incorporates the need for sensory contact and sensory stimulation; the intellectual mode, characterized by the need for continuous intense intellectual stimulation; the imaginal mode, or the tendency to create vivid dreams, fantasies, images, and visualizations of experiences; the emotional mode which concerns attachments and intense feelings; and the psychomotor mode, which encompasses movement and the excess of energy. In short, OEs signify a greater capability to respond to stimuli. I was immediately reminded of my very gifted cousin who, as a child, was not a pleasant person to be around. He was loud and aggressive and was

in trouble a lot when he and his brother and parents came to visit. His mother took action in the form of food. She gave him carob instead of chocolate and removed sugar, caffeine and wheat gluten from his diet completely. This was not an easy task in the mid seventies, but she did it and my cousin's behavior improved dramatically. He was still a challenge at holidays because he was allowed to come off of the restrictions as a treat. It was only a treat for him, however. He is now a lot of fun to be around and may eat as he pleases as his over excitabilities have either lessened or he has learned to better handle them.

What surprised me the most in this article was MSG. I knew that it had been shunned in the late 90's due to its headache inducing tendencies. Past that, I didn't know much about it. MSG is primarily a flavor enhancer that penetrates the taste buds and over excites them thereby creating a sensory taste experience. Neuroscientists call MSG an excitotoxin (scary name, if you ask me). This common additive doesn't stop at stimulating the taste buds, it travels throughout the body via the bloodstream over exciting cells in the nervous system. The body's reaction to the chemical can range from skin rashes, hyperactivity, tachycardia, migraines, depression, obesity, and seizures. Since it was pointed

out a decade ago that MSG could have these side effects, the chemical has gone underground," masquerading under names such as hydrolyzed vegetable, protein HVP, hydrolyzed protein, and yeast food. The Heinigk article included the complete list. A quick search on Google would probably net a complete list as well.

Now, what is a good mommy to do? The author suggested going completely organic, eating whole foods, and shunning processed foods. Easier said than done! I am taking steps toward going sugar free. I have been "clean" from the stuff for two weeks now (I feel much better for it, by the way) and am introducing sugar free candies and treats to my kiddos. I am a label reader anyway and prefer whole wheat pasta, brown rice, whole grain cereal and bread so the children won't have to kick a Wonder bread addiction or deal with a pasta color change. (My dad refuses to eat whole wheat pasta because it is the wrong color!). My children like fruit so I am making a conscious effort to have those more available for snacks and with meals. Small steps in the right direction and a slow change of habits and I may be able to ward off potential problems for my children. We'll all be healthier for the effort.



Public School Funding

A Call to Action

by Deanna Phillips
Parent Advocacy Committee Co-Chair

One of our roles as parents is to be advocates for our children to make sure they are receiving the best education possible so they will be able to compete for jobs in our vastly changing and competitive world. Currently, the state of Oklahoma does not mandate services for children that qualify for gifted education. Although Oklahoma does allocate funds to districts for gifted education, the State does not require them to be used in that manner. Therefore, gifted education monies are being used for daily operating expenses to make up for budget shortfalls.

It is time for the Oklahoma legislature to put the funding of public school education at the top of their priority list! Listed below are common education funding issues that our Oklahoma Public School System is facing:

- Oklahoma ranks 47th in per-pupil spending and is near the bottom of the list in teacher pay.
- State funding for Common Education was reduced in Fiscal Years 2002 and 2003 (FY02 and FY03) due to State revenue shortfalls. "Increases" to Common Education in FY04, FY05 and FY06 only put school districts back to their FY02 funding level before the budget cuts.
- All increases since FY04 have been tied to mandates (salary increases, Teachers' Retirement System contributions, etc.) These mandates have not been fully funded. Districts must still meet the mandates and must use local dollars to supplement the shortfalls.
- The Achieving Classroom Excellence (ACE) initiative is another underfunded mandate. Student remediation required by this law has only been funded at a fraction of its actual cost. Another underfunded result of ACE is the large amount of computer hardware and software required for the mandated online tests.
- It has been several years since school districts have received adequate operational dollars from the State. Although overall school budgets have increased, all increases have been tied to mandates such as teacher pay raises. We have supported those mandates but also recognize that unrestricted funds are long overdue.
- With no increase in operational funds, site-level budgets have been reduced by 30% for the last several years in order to cover continual increases in district-level expenses such as fuel, utilities and insurance.
- If unrestricted funds to address the dramatic increase in schools' operational expenses are not provided, teachers and students will live the reality of unfunded and underfunded mandates in the form of budget cuts, larger class sizes, and the financial inability to hire much-needed staff.
- \$700M in tax cuts over the last three years have prohibited our state from moving forward. Cutting taxes should not be at the expense of the already underfunded students in our public schools.
- Textbooks are woefully underfunded by the State at \$55 per student. The average textbook costs \$85 to \$100. Districts are left to fund textbooks from their local budgets.

FAMILIES, HOW CAN YOU HELP?

Take the time to call your legislator to ask him/her to increase funding for general education and gifted education (see below).

Ask that our State mandates gifted education services within the public school system (the majority of the states mandate gifted services).

Your action will provide our students educational opportunities that will allow them to study at the levels necessary to fulfill their learning needs. This will better prepare our students to be successful in their high school AP programs, which will in turn prepare them to better compete at the college level.

It is time for us to unite and to communicate to our legislators that education must be more adequately funded for the success of our children and for the future of our great state. Oklahoma's National Educational Ranking must improve!

CALLING YOUR LEGISLATOR IS A CLICK AWAY!

- 1) Click here: <http://www.capitolconnect.com/oklahoma/default.aspx>
- 2) Enter your address to find the legislator that represents YOU.
- 3) Click Submit.
- 4) Call your legislator today!

Brought back by popular demand! Dr. Bertie Kingore!

Based on evaluation feedback from OAGCT's Spring Conference 2008, Dr. Bertie Kingore will join us at the OAGCT/Encyclo-Media Luncheon as the keynote speaker on September 19th. You will not want to miss her down-to-earth ideas on stretching curriculum and her delightful sense of humor.



Dr. Kingore is an international consultant and award-winning author of twenty-four books, seven interactive CDs, numerous articles, and instructional aids. She has received many honors including the Legacy Award as the Author of the 2005 Educator Book of the Year, the Outstanding Alumnus Award from the University of North Texas, and the Texas Gifted Educator of the Year Award. Bertie and her husband are the parents of three gifted sons whose needs and talents fuel her dedication to education

Dr. Kingore is the author of numerous articles, instructional aids, and 24 books on education. 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.

Kingore reports, "On my website, I have posted several classroom learning experiences, a substantial list of links to websites that address different areas of education and instruction, classroom activities that accompany different titles to children's literature, and some of my recently published articles from different magazines and journals that address current topics and issues in education. I hope they serve as a resource for interested educators and parents alike." www.bertiekingore.com

Keynote Luncheon: Ensuring that High-Ability Students are NOT Left Behind

With heart and humor, Dr. Kingore translates research and best practices into strategies that nurture the passion and potential of advanced learners. She also shares techniques that help gifted educators increase colleagues and parents' understanding of gifted education.

Session: Differentiation Strategies that Really Work! Grades K-8

This fast-paced session shares practical differentiation strategies that motivate all students to think at high-levels, increase achievement, and simplify product differentiation to reach learners' strengths. Dr. Kingore models a teaching palette of ready-to-use strategies that realistically differentiate instruction.

Session: Practical and Doable: Strategies that Tier Instruction with Less Intensive Preparation Grades K-8

This session translates achievement research into effective, practical strategies for tiered instruction in mixed-ability classrooms. Participate in engaging activities that work with multiple topics and incorporate targeted concepts and skills so less intensive teacher preparation results in multiple applications and higher student achievement. Participate in 10 quick assessment techniques that work when you only have a minute.

Help support the conference and the great speakers
by attending the luncheon !

Browse Books at Bertie's Booth

In reviewing the OAGCT Spring Conference evaluation forms, multiple attendees commented on how down-to-earth and immediately useful Dr. Kingore's ideas are. With her approaches, a teacher can easily take what s/he does and stretch the thinking level by adding Kingore's approaches.

Do you want to know more about recognizing gifted potential? How about making differentiation work? Do you need fresh ideas for assessment or engaging centers? How about alternative creative thinking approaches? Dr. Kingore is the author of 24 books on a wide range of educational topics. Visit her booth at Encyclo-Media or go to http://www.allbookstores.com/authorBertie_Kingore.html

Are You Looking for Some Great Educational Resources?

Check out www.kingore.com/resources.htm

Dr. Kingore provides links to the National Association for Gifted Children (NAGC), state gifted associations, internet libraries, recommended reading lists, and other educational websites.

LOOK FOR THE OAGCT BOOTH

During Encyclo-Media on September 18 and 19, visit the Exhibit Hall and make sure you stop by the OAGCT Booth. Brochures and information will be waiting for you. Join our organization or update your membership. Board members will be on hand to answer questions, guide you to the right people, and collaborate with you.

**We look forward to visiting
with you!**

NATIONAL ASSOCIATION FOR GIFTED CHILDREN 2008 ANNUAL CONVENTION

Tampa, Florida

October 30 – November 2

GROWING GIFTED IN THE SUNSHINE STATE

Connect with the field's leaders and find out what you need to advance your career and the lives of gifted and talented children.

Pick from general sessions, mini-keynotes, panels, lectures, group discussions, presentation sessions, and pre-convention action labs and institutes.

Choose from more than 260 cutting-edge sessions to help you gain the most knowledge.

Visit the exhibit hall to view an unbelievable number of new products showcased by vendors.

For more information and registration, go to <http://www.nagc.org/index.aspx?d.2692>

Early registration must be postmarked by September 19, 2008. Regular Registration must be postmarked by October 21, 2008.

From the State Department...

I hope you had an enjoyable summer and that you are ready for your greatest year ever! This summer I packed up my 4th grade classroom at Fairview Elementary in Moore and joined the staff at the State Department of Education as Director of Gifted and Talented Education. Like a new school year, this new role has been somewhat hectic. I understand the challenges that arise, and I am very excited about the possibilities for the coming year.

The Gifted and Talented Education web page offers many resources, opportunities, and requirements for your programs. Check out our page on the State Department of Education's new Web site at <sde.state.ok.us>. If you need technical assistance or professional development for your staff, please contact me. I am only an email or phone call away. My email and office number are Sara_Austin@sde.state.ok.us and (405) 521-4287. I am also available for onsite assistance.

Please remember that your Advanced Placement grants are due September 12, 2008, and your Gifted Child Count is due by October 15. Also, I need a current list of the Gifted and Talented and Advanced Placement coordinators for each school district. Please email me with your district coordinator's name for both Gifted and Talented and Advanced Placement programs to ensure I have current information.

Enjoy your year and thank you for remembering that one size does not fit all!

Sara Austin, Director

Gifted and Talented

Oklahoma State Department of Education

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<Sara_Austin@sde.state.ok.us>

<http://sde.state.ok.us/GiftTalented>

<http://sde.state.ok.us/Curriculum/AP>



OAGCT Awards

by Robbie Duck, Awards Chairman

OAGCT promotes lifelong learning and offers a number of opportunities for students and teachers to pursue their interests. The Beverly Riggs Camp Scholarship pays 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.

This year OAGCT honored the following eight students with the Beverly Riggs Camp Scholarship:

Jordan McCoy--from Wiley Post Elementary in Putnam City attended Horizons Unlimited in Norman.

Taylor Bomhoff--from Will Rogers Elementary in Stillwater attended Summer Enrichment at OSU.

Eric Hume--from Highland Park Elementary in Stillwater attended Summer Enrichment at OSU.

Jenna Fowler--from Highland Park Elementary in Stillwater attended Summer Enrichment at OSU.

Darren Midkiff--from Chisholm Elementary in Edmond attended OU Sooner Flight Academy.

Ali Miller--from Richmond Elementary in Stillwater attended Summer Enrichment at OSU.

Spencer Grieb--from Cross Timbers Elementary in Edmond attended Heritage Hall Summer Camp.

Jacob Greenfield--from Chandler Schools in Chandler attended Horizons Unlimited in Norman.

Congratulations to each student!

Meet these great kids at our Encyclo-Media luncheon and hear about their camp experiences!

We encourage everyone to apply for OAGCT scholarships or to nominate candidates for OAGCT recognition. Applications are available through our website at www.oagct.org

How Did I Get Into a Gifted Program and What Does Being Gifted Mean to Me?

by Alicia Steer, Treasurer-Elect

Every year as I identify new students, it never fails that one, or more, ask, “Why do I come to your class?” Many gifted students have questions about being gifted and what giftedness means. Some students know at an early age they are different and learn faster or know more than their peers, while some students may have been told they are gifted by their parents or teachers.

Most GT students enjoy being part of a special program; they find it fun to be challenged and love to learn new things. Some students enjoy being identified as gifted and feel proud, but others can feel pressured and even embarrassed by being labeled gifted. Whatever their feelings, gifted students still have questions and concerns about what being gifted means to them.

Along with meeting their intellectual needs, we also need to consider the emotional needs of the gifted student. They need to know their feelings and questions about being gifted are probably shared by their GT peers. To help them through this process of understanding what being gifted means to them, my recommendation is to check out an easily read book, perfect for a group book discussion; *The Gifted Kids’ Survival Guide* by Judy Galbraith, M.A. Some of the chapters included in the book discuss:

- *8 Great Gripes of Gifted Kids*
- *8 Great Things About Being Gifted*
- *How Do You Feel About Being Called Gifted*
- *5 Things You Need to Exceed*
- *What if There’s No GT Program*
- *10 Ways to Make School More Cool*
- *What if Your Teacher Says No*
- *How to Cope With Teasing*
- *8 Great Rights of Gifted Kids*

There are many more chapters although the book is short, less than 100 pages. The final chapter contains suggested books, organizations, and web sites as resources for teachers and parents. For ordering and more information about Gifted Education go to www.freespirit.com. You can type in the title, *The Gifted Kids’ Survival Guide* in the search box or on the left side click on *Special Needs* and then click on *Search by Author*.

We all need a little help coping from time to time and I hope this small, but powerful book, helps you and your GT students discover tools for gifted survival. Have a great year!

OAGCT NEEDS TO HEAR FROM YOU

OAGCT wants to deepen its level of service to educators, parents, and gifted students. How can OAGCT be more of a service to you? What else would you like to see in the newsletter? What else can we do for the Oklahoma gifted community?

**If you have comments, questions, or suggestions, please contact any of the board members! Board member emails are listed on the last page.

Career Planning for Gifted and Talented Youth

by Barbara Kerr

summarized by Lucinda Francis, President-Elect

"Academic planning is given much attention, but parents and teachers often assume that career planning will take care of itself," began this article by Barbara Kerr. Kerr reminded that students may have many choices available because of multiple gifts or a particular talent besides a career choice in an area that seems obvious. Some think there is no need for planning. The student is simply expected to make an occupational decision around the sophomore year of college and then follow through on the steps necessary to attain the goal.

The author pointed out that youthful brilliance in one or more areas does not always translate into adult satisfaction and accomplishment in working life. She explained that studies with such diverse groups as National Merit Scholars (Watley, 1969), Presidential Scholars (Kaufmann, 1981), and graduates of gifted programs (Kerr, 1985) have shown that the path from education to career is not always smooth. It may be complicated by social-emotional problems and needs of gifted students that differ from those of more typical students.

Some factors that can contribute to problems with career planning are presented here, along with ways of preventing and intervening with career development problems.

MULTIPOTENTIALITY

Kerr shared the definition of multipotentiality as the ability to select and develop any number of career options because of a wide variety of interests, aptitudes, and abilities (Frederickson and Rothney, 1972). The broad range of opportunities available tends to increase the complexity of decision making and goal setting, and it may actually delay career selection. She reported that this is the most common concern of students with moderately high IQ's (120-140), those who are academically talented, and those who have two or more outstanding but very different abilities such as violin virtuosity and mathematics precocity. According to Kerr, signs that multipotentiality is a concern include the following:

Elementary school: Despite excellent performance in many or all school subjects, students may have difficulty making decisions, particularly when they are asked to make a choice on topics or projects from among many options. Multiple hobbies with only brief periods of enthusiasm and difficulty in finishing up and following through on tasks (even those that are enjoyable) are additional signs for concern.

Middle school: Excellence in many or all subjects, but difficulty with decision making and follow-through continue. There may be participation in multiple social and recreational activities with no clear preferences, and they may over schedule, leaving few free periods and little time to just think.

High school: Decision-making problems generalize to academic and career decisions, resulting in overly packed class schedules and highly diverse participation in school activities. Students may accept leadership in a wide variety of groups in school, religious activities, and community organizations. Adults may see signs of stress and exhaustion (absences, frequent or chronic illness, periods of depression or anxiety, etc.), or they may see delay or vacillation about college and other decisions. Students are able to maintain high grades in most or all courses taken. A vocational interest test profile often shows interests and similarities to an unusually large number of occupations.

College: Students often have multiple academic majors. Three or more changes of college major are not unusual for a student who can't set long-term goals. Participation in extracurricular activities is intense. Although the student may have outstanding academic performance, career selection is a concern. The dilemma becomes opportunities lost in giving up some interests in favor of others.

Adulthood: Implications of multipotentiality can be seen in bright adults who, despite excellent performance in most jobs, hold multiple positions in short time periods and experience a general feeling of lack of fit in most jobs. Some experience feelings of alienation, purposelessness, depression, and apathy despite high performance and excellent evaluations. Some experience periods of unemployment and underemployment, or they fall behind same-age peers in career progress and sometimes social development (marriage, family, community involvement).

Kerr shared ideas about possible intervention strategies for multipotentiality at different educational levels. They include the following:

Elementary school:

- Provide realistic exposure to the world of work through parent sharing and exposure to working places.
- Encourage career fantasies through dress-up and plays.
- Encourage focusing activities such as class projects or things such as Scout merit badges which require goal setting and follow-through.
- Use biographies of eminent people.
- Carefully evaluate the student's skills, talents and interests in order to help understand possible areas of greatest interest.

Middle School:

- Discuss the meaning and value of work.
- Share articles about work.
- Discuss family and community values pertaining to work.
- Provide for light volunteer work in several areas of interest.
- Provide shadowing experiences in which students spend the day with a working adult.
- Discourage over involvement in social and recreational activities for the sake of involvement; prioritize and decide on a few involvements.

High School:

- Seek appropriate vocational testing.
- Encourage visits to college and university classes in a few areas of interest.
- Provide for more extensive volunteer work.
- Explore possibilities of paid internships with professionals.
- Insist on a solid curriculum of coursework to insure against inadequate preparation.
- Provide value-based guidance, which emphasizes choosing a career that fulfills deeply held values.
- Discourage conformist stereotyped career choices.
- Expose students to atypical career models.

College:

- Seek career counseling including assessment of interests, needs, and values.
- Enroll in a career planning course.
- Encourage careful course selection.
- Avoid conformist and stereotyped major choices.
- Seek a mentor.
- Engage in long-term goal setting and planning.

If you would like to read the article in its totality, please go to the following web site:

Kerr, Barbara. ERIC Digest #E492, ED321497, 1990. National Association for Gifted Children, Washington, DC. 24 July 2008<www.ericdigests.org/1994/career.htm>

Research Corner

Diane Montgomery, Ph.D.,
Oklahoma State University

Revisiting Talented Unlimited

The summer issue of *Gifted Child Today* (volume 31, issue 2 of 2008) has so much to offer as we start thinking about the new academic year! The purpose of this column is to review and comment on Jane Newman's article, "Talents are Unlimited: It's Time to Teach Thinking Skills Again" (pages 34-44). This practical article provides the history and application of the Talents Unlimited Model (TU) in gifted education and highlights the crucial need for weaving thinking skills into curriculum planning. The TU model was built on Calvin Taylor's Multiple Talent Model, which sounds familiar to those of us who are career gifted educators! You will find in dozens of chapters describing Taylor's model in texts on gifted education since the 1960s (see for example, Renzulli's

History and Systems in Gifted Education classic book).

The Multiple Talent Model (Taylor, 1967, 1968) identifies ability areas in which gifted individuals might excel as a result of innate, inherited potential to acquire knowledge. We may recognize this concept as it was replicated in Gardner's (1983) Multiple Intelligences model. The talent areas in TU are related to ways to approach study: productive thinking, decision-making, forecasting, communicating, etc. In the 1980s, Dr. Schlichter (1987) designed professional development modules to demonstrate to teachers of the gifted how TU could be integrated in curriculum planning through theme board designs. (These strategies are demonstrated in the article on pages 36-39 of GCT). One of the progressive contributions of TU during this time was its direct application to secondary education (Schlichter, 1988).

The core theme to the article is the renewed call for thinking skills to be

consciously, thoughtfully integrated into units of study to create real-world problem-solving projects using a theoretical model like TU. Talents Unlimited has 35 years of research to support its effectiveness and success with learning and is useful with all ages promoting the depth and breadth needed for gifted students. The important part of any research or theoretical model is not only that it produces results, but that the work is applicable to the classroom, accessible to teachers, and motivating to students.

As TU has been used for curriculum design, questioning strategies, and evaluation models, it is one of the models I teach in the course offered in Tulsa in the Fall on Monday evenings. There are several educators in Oklahoma who know this model well and perhaps are using it in their classrooms or schools. My wish is that we all share our skills so that we continue to increase the quality of the educational experiences for children and youth who are gifted in Oklahoma!

OSU Coursework in Gifted Education

OSU-Tulsa

EPSY 5763 Teaching Techniques and Models in Gifted Education

Mondays at 4:30 – 7:10 p.m. August 18 through December 8, 2008

Diane Montgomery, Instructor

This course will assist the learner to study models of instruction and instructional strategies that assist in teaching children and youth who are gifted, talented, or with high potential, including those from diverse backgrounds. Designed specifically for teachers, questioning techniques based on research will be demonstrated and practiced throughout the semester.

Getting Started

by Alicia Steer, Treasurer-Elect

I spent 25 years in the classroom before becoming a Gifted Resource Coordinator. I could teach 4th grade in my sleep, but my first week as GRC, I felt completely overwhelmed and totally confused. Just getting started seemed to be the hardest part. I no longer had a teacher's guide to tell me what to say and how the students would probably respond. I had no choice but to take a leap of faith in myself and in my students.

The first thing I did was to offer my students an **Interest Inventory** developed by Deborah E. Burns and designed by Del Siegle, *If I Ran the School*.

<http://www.gifted.uconn.edu/3summers/pdf/ifiran.pdf> I tallied the student responses looking for commonalities (I certainly wasn't going to teach all 84 items on the inventory) then planned mini-courses based on their interests. Since many students had an interest in rocks, minerals, earthquakes, volcanoes, and ocean life it seemed logical to create a mini-course about earth science. Being a GRC became much easier and made more sense when I knew how to interest my students.

The internet is full of lesson plans and ideas for working with GT students. I love to Google and I am always looking for new information/ideas to improve my program. As I find things of interest I will pass them on to you via the OAGCT newsletter. Here's one that might help you get started.

http://www.fcpsteach.org/gt_renzulli/

Have a great year!

Attention Gifted Education Teachers!!

Wishing to pursue coursework or a master's degree in Gifted Education? Scholarships available through the Gifted Oklahomans Foundation.

Application on page 21!

An Hour of Education with National Teachers of the Year

Visit www.charlierose.com/2008/7/10/1 to view an interesting roundtable discussion broadcast on PBS, featuring recent National Teachers of the Year from varied teaching backgrounds.

Keeping Up with Gifted News

by Sara Fisher, Corresponding Secretary

If you are like me, you gather up-to-date gifted news, teaching ideas, and parenting tips from the web. This summer I found a few blog sites I would like to share. First off, let's define what a blog is. According to Wikipedia, "A blog (a contraction of the term web log) is a website, usually maintained by an individual, with regular entries of commen-

tary, descriptions of events, or other material such as graphics or video." Blogs are a great way to connect to others across the world who are interested in the lives of gifted children. However, keep in mind that some blogs are expressed individual opinions. Information that is claimed to be factual should be double-checked. Here are a few blog sites to spark your interest in gifted web news:

http://blogs.edweek.org/teachers/unwrapping_the_gifted/

**Great article on explaining what GT is NOT.

<http://giftedexchange.blogspot.com/>

**This one is written by the co-author of Genius Denied: How to Stop Wasting Our Brightest Young Minds. I took particular interest in the June 20th article, *Did NCLB hurt gifted students?*

As I run across new blogs, I will keep you posted of any with particular interest to OAGCT, new gifted legislation, or serving gifted children.



OAGCT Bids a Fond Farewell to Kristy Ehlers!

After 13 years of directing gifted education at the Oklahoma State Department of Education, Dr. Kristy Ehlers left this summer to join Mustang Schools as the Director of Human Resources. Kristy worked closely with OAGCT in many capacities. She sat on our Board of Directors for many years and served as the spring conference chairman multiple times. The conference in itself was an enormous undertaking, and Kristy even volunteered for it more than once! No matter what we were working on, it was a common response for Kristy to say, "I'll do that!" And she always did! Dependable, knowledgeable, articulate, down-to-earth, insightful, present--all that woven together with a sense of humor. Those are some things that come to mind when I think of Kristy. Gifted Education across the state will miss you and your expertise. OAGCT will not be the same without you. Thank you for making a difference for gifted students throughout the state! Thank you for touching so many OAGCT members!

Toni Pantier, Ed.D. Immediate Past President

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Gifted Oklahomans Foundation

Sponsored By

OAGCT and Public Support

by

Debra F. Hull, Ph.D.

The Gifted Oklahomans Foundation's mission is to provide scholarships for teachers of gifted students to pursue college course work. Van Tassle-Baska in *Rethinking Gifted* (Borland, 1993) states, "The careful nurturing and socializing of teachers to the demands of working effectively with gifted learners is a long-term process." Sally Reis takes the position, "... gifted education specialists should serve a dual role, providing direct service to students and professional development and consultation services to classroom teachers (Borland, 2003)." Donna Ford believes, "Teachers seldom target the developmental needs of culturally and linguistically diverse

students in general. This lack of preparation places minority students in double jeopardy-enduring the usual prejudices while their academic strengths and needs go unmet in school (Borland, 2003)."

These are just some of the reasons that the GO Foundation has as its sole purpose the funding of teacher education. It is common knowledge that the teacher plays a pivotal role in the education of high performing children. Coleman and Cross (2001) have stated that the selection of high-quality teachers is crucial for effective programming, as do many others. Teachers must have the education necessary to equip them with the skills necessary to provide a full range of services to those students with high potential.

Therefore, the Gifted Oklahomans Foundation with the support of OAGCT provides scholarship money for those teachers wishing to pursue coursework or master's degree in Gifted and Talented education. An easy to fill out scholarship form for partial funding of college

course work, face to face or online, is provided with the stipulation the coursework is completed with a C or above, the recipient is willing to turn in a copy of the grade or a letter from the professor with a grade, and the teacher is working or planning to work in an Oklahoma school in gifted education.

Scholarship monies will then be provided in a timely manner. All interested teachers are encouraged to apply.

References

- Borland, J.H.(Ed.) (2003). *Rethinking gifted education*. New York: Teachers College Press.
- Coleman, L.J. & Cross, T.L. (2001). *Being gifted in school: An introduction to development, guidance, and teaching*. Waco, TX: Prufrock Press.

State Superintendent's



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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 832076
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



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.**

Oklahoma Association of Gifted, Creative and Talented

NAGC Nicholas Green Distinguished Student Award and the OAGCT Awards of Excellence

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

Nomination Procedure

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

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

Eligibility Criteria

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

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

Submission Process

Applications must include:

A composition written by the student nominee. Compositions should describe

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

A completed application form.

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

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

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

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

Selection Procedure

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

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

Selection of award winners will be completed by January 1.

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

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

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

Nominations must be postmarked no later than December 1, 2008.

Mail to: OAGCT
Nicholas Green Nominations
P.O. Box 60448, NW Station
Oklahoma City, OK 73146-0448

**Nicholas Green Distinguished Student Award
2008-2009 Application Form
(Please print or type.)**

Date _____

State (where nominee resides) _____

Student Information

Name _____

Address _____

City/State/Zip _____

Phone Number _____

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

Social Security Number _____

Name of Parent or Guardian _____

School Name _____

School Address _____

Teacher's Name _____

Name of Person Nominating Student _____

**Submit forms and enclosures, postmarked NO LATER THAN DECEMBER 1, to:
OAGCT
Nicholas Green Nomination
PO Box 60448, NW Station
Oklahoma City, OK 73146-0448**

Enclosures (5):

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

**Nicholas Green Distinguished Student Award
2008-2009 Release Form
(Please print or type.)**

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

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

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

Signature of parent or guardian _____

Name (please print) _____

Address _____

City/State/Zip _____

Phone (day) _____ E-Mail _____

Relationship to Student Award Nominee _____

Name of Student Nominee _____

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

State _____ Oklahoma _____

Date _____

NAGC/OKLAHOMA Association for Gifted, Creative, Talented, Inc.

2008-2009

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

Scholarship Application for University Coursework

Name: _____

Address: _____

City/State/Zip: _____

E-mail Address: _____

School District: _____

School Site: _____

Educational Background:

Hours in GT education completed: _____

Hours planned this semester: _____

Course title: _____

Institution: _____

Please attach a 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 _____

E-mail Address _____

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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**If interested in serving on the OAGCT Board of Directors, please contact
Donna Walker or Lucinda Francis.**

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