



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

OAGCT

Oklahoma Association of Gifted, Creative & Talented

Volume 31, Issue 4

August 2009

Robbie Duck, President

Mark Encyclo-Media on Your Calendar! Literacy, Learning, and Beyond

Encyclo-Media 29 is once again scheduled for September in downtown Oklahoma City at the Cox Convention Center. It is brought to you by the Oklahoma State Department of Education and focuses on gifted and talented, library media, reading, counseling, and technology. We expect another superb professional development opportunity with a wide array of break-out sessions, national speaker presentations, and over 275 exhibitors for the 3000+ educators who attend. Mark your calendar for **Thursday, September 17, and Friday, September 18, 2009**. The conference theme, **Literacy, Learning, and Beyond**, is a reminder that education takes place anywhere, anytime and is a lifelong process. There is no registration fee for the conference.

The **luncheon** for the Oklahoma Association of Gifted, Creative & Talented (OAGCT) is on **Friday, the 18th**, and the **guest speaker is Dr. Eric Cooper**, president of the National Urban Alliance for Effective Education. The cost for the luncheon is \$25, which includes lunch, the national speaker, and the room. Check out the luncheon menu on page 7.

The Encyclo-Media web site has links for registration, luncheon forms, room host/hostess forms, hotel information, and speaker biographies. Go to <http://www.sde.state.ok.us>, select "Site Index" at the top right corner, then locate "Encyclo-Media." Periodically check the Encyclo-Media web site for additional information as it becomes available.

If you have any questions about Encyclo-Media, please contact: Sara Austin, Director of Gifted and Talented Education, Oklahoma State Department of Education, 405.521.4287 or <http://www.sde.state.ok.us/Services/Conference/Encylomedia/default.html>

Look for a Special Edition Mini-Newsletter, coming to you later this month via email, which will include break-out sessions, national speakers' schedules, other details about the conference, and information about the OAGCT Thursday evening Mexican Fiesta at Chelinos in Bricktown.



Inside this issue:

Encyclo-Media	1
President's Corner	2
Family Factoids	3-4
The State Department Dr. Cooper Bio	5
Article by Dr. Cooper	6
Gifted Coursework Luncheon Menu	7
The Achievement Trap	8-9
National Report on Gifted Education	10-13
OAGCT.org Update	13
Raising Topsy-Turvy Kids	14
Research Corner Javits Funding	15
Outliners	16
Top Ten List Fiesta Social	17
Looking Ahead... Sally Reis NAGC Convention	18
Awards and Scholarships	19
Advocacy Award Form	20
Foundation Application	21
Membership Application	22
Board of Directors	23

President's Corner

by Robbie Duck, President

The Grand Challenge!

*"If our children do not get the opportunity to learn all they are able to learn, it is because not enough people insist on appropriate education for them" (Riggs, G. G. March/April, 1996. A call for parent advocacy. *Understanding Our Gifted.*)*

As the new school year approaches, our challenge is to strive for an appropriate education for ALL students. Everyone involved (educators, administrators, parents and students) must work toward this common goal if we are truly to be successful.

In an ideal world, adults would respect and accept the differences each student brings and work to make sure each is healthy, safe, supported, challenged and engaged in the learning process. Differences in readiness to learn would be addressed by implementing a variety of strategies. All children would experience educational equality with access to books, technology and an opportunity to learn something new each day. Students would be encouraged to utilize their strengths to learn and educators and parents would work hard to remove any barriers to learning. This is the grand challenge!

However, in the classroom, educators must struggle daily to simultaneously teach the majority of students in the class, but still allow the gifted child to learn something, too. Currently, only a little over one-half of the potentially gifted learners in the United States are reported to be receiving educational services appropriate to their needs (Delisle & Galbraith, 2002, p. 91).

Lack of appropriate challenge and rigor in either regular classrooms or gifted programs results in students feeling frustrated, bored, and isolated. Many underachieve, negating the belief that left to their own devices in the classroom, they undoubtedly will succeed.

Most educators of gifted students, whether in regular classrooms or gifted programs, need resources and assistance to meet these high expectations. Their understanding of teaching and learning is enhanced through professional development and through time for collaboration. As their understanding evolves, it enables them to refine their assistance to students through such ideas as varying materials, meeting with students in small groups, providing scaffolding suited to student need, and so on. This is why educators must participate in training to educate and assist them in the area of gifted education.

OAGCT is an organization where both parents and educators work together to support educational opportunities and services for gifted youth and to inform the public of their needs. We do this by supporting advocacy in many ways: through disseminating information in our newsletter; fostering professional growth of educators at Encyclo-Media and our spring conference; supporting legislation and funding that supports gifted youth; working with other organizations that support gifted children such as the National Association for Gifted Children; and providing a forum for the exchange of information and ideas. Please join us as we strive to meet the grand challenge!

FAMILY FACTOIDS

A Great Resource for Parents of Gifted Children...

What's Your Strategy?

by Robbie Duck, President and Toni Pantier, Ed.D., Newsletter Editor

As the school year begins, don't forget about quality family time. Strategy games are a great way for your children to think, think, think plus have fun having your undivided attention as you play a game with them. Here are some of our favorites: **Abalone** - Can you push your opponent's marbles off the board? This game is a great way to give players practice in thinking ahead several turns. **DaVinci's Challenge** - Players use their pieces to create 9 different patterns and score points based on the shape's complexity. **Set** - This is a card game of quick recognition and de-

duction. Players must think in 4 different ways at the same time to determine "sets" of cards linked by combinations of sameness or difference. **Tan-trix** - Player creates loops of different sizes while extraneous markings must fit together by color. **Traverse** - This is a cross between Checkers and Chinese Checkers with a hint of Chess and some extra-wild rules for advanced players as well. **Upwords** - This one is way more mind taxing than Scrabble. Letters in a word can be changed because pieces can be placed on top of each other. What is on the board one minute is entirely different the next minute. **Yali** - This game is all about balance. The board is a device built on a curve, which moves based on the weight of the placement of the marbles in each move across the

AUGUST IS NATIONAL INVENTORS MONTH



In celebration of National Inventors Month in August, here are two inventions products from www.brightideascatalog.com that will stimulate the minds of your young inventors.

Be an Inventor: Creative Problem Solving Unit

Be an Inventor encourages bright students to explore some of the stages of the inventing process through finding new uses for existing inventions, establishing a need for a new invention, developing an invention to fill a need, hypothesizing possible inventions that known inventors might have created, and creating and establishing a use for an invention made from a set of specific materials or parts. Grades 4-9. Included in the package are a teacher's guide, 26 reproducible sheets, and 60 activity cards.

Inventors and Inventions: A Research-and-Learn Book

A Research-and-Learn Book! written by Vowery Dodd Carlile.

This book provides ten different stories about inventors and their inventions, followed by discussion questions, creative questions and extra activities. There are two culminating units: a research unit and an invention unit in which students use the invention process to create their own inventions. Grades 3-5.

Parenting Gifted Children: *How Do I Know My Child Is Gifted and What Can I Expect?*

provided from the NAGC website

Parenting is the most challenging and rewarding job I know of. However, the responsibility sets us up as easy targets for others' criticism and can often create self-doubt, even among the most confident. Finding answers to parenting questions and seeking information from noted sources is valuable help when faced with parenting dilemmas.

There is a huge myth that parenting gifted children is easy and joyful. Overall, that can be true, but at any one moment of time, it can seem to be the exact opposite. No two children are the same and certainly not gifted children. But, there are some similarities that may help you determine that your child may exhibit gifted behaviors.

Gifted children are typically highly curious and intense. It may seem that their questions will never end. They may display longer-than-normal attention spans with something of their own interest. This **does not** mean that they focus upon what their **parents** or **teachers** want them to pay attention to. Sometimes, their intense focus **prevents** them from focusing upon what we ask them to. They may have multiple interests, but while they are focused upon any one thing, it is with intensity. It may consume them for awhile before moving on to their next item of interest.

Gifted children tend to teach themselves things that may be surprising. We may discover quite by accident that they've learned to read or that they've memorized family or friends' phone numbers and can use the computer with ease. Family or friends may think the parents spent hours teaching these things but, in reality, children learn them on their own.

Gifted children tend to have an unusual sense of humor. They are able to see similarities and differences and understand nuances in language. They enjoy puns and like to make their own humor. Language and vocabulary may be advanced for their age. Rather than learning to speak with single words, they may speak in phrases or complete sentences at a very early age.

Other gifted children may be more advanced with numbers or be talented in music, art, or movement. Some children may have multiple areas of advanced ability, and others may excel only in one area. It is also true that some children may have gifted ability as well as learning disabilities. No two children are the same, and that is why parenting is so challenging and also why it can be very rewarding. Because of these differences, it is extremely important for parents and teachers to have good communication and to share information about a child's learning style, current interests, and past experiences as well as ability level.

Asynchronous development is a term used by psychologists and educators to describe some gifted children. Just because a child is advanced in academic ability, it does not always follow that their social or emotional ability is advanced. For example, they may be able to recite long poems or lyrics to a favorite song, but unable to control their bladder during their sleep. Anxiety may cause them to stutter or they may have speech impairment. These are common and normal, and can be overcome.

Right-brain and left-brain thinking is a way of describing tendencies of how people learn and respond to their surroundings. In general, we tend to think and respond with our whole brains all of the time. Some people, called left brain thinkers, are more adept in tasks that require logical, sequential, orderly patterns of thinking and responding. They are good at organizing. In small children, it can be seen when they try to organize their playmates and teach them the "rules" for play. These children may be very advanced in their vocabulary and can learn best when using their auditory senses. The right brain thinkers may be described as having global thoughts, showing little concern for rules, and may display little or no organization in their life. They may have imaginary friends and have little or no regard for rules. They love to do things differently than others. Is one thinking style better than another? Better depends upon what task is at hand. Strength can be developed in both areas, and some people are more balanced than others in the use of both types of thinking. It is important for parents and teachers to understand and value the learning and thinking styles of each child. Conflict can arise when a left-brain adult expects the right-brain child to organize her back-pack, or when the right-brain adult is frustrated by the left-brain child's refusal to try a different way of doing a familiar task.

Parents of gifted children can be helpful to schools when they communicate the strengths and needs of their child. Students benefit when teachers know and understand their learning style and preferences. Parents can help the teacher provide a climate for learning that will benefit their child. Curriculum for a grade level is usually prepared for the average rate and learning level expected for that age child. Some gifted children may spend a good amount of time waiting for others to learn a concept, and while doing so, may become a distraction or may begin to daydream. These problems may be avoided if a child is kept challenged with curriculum level and pace that matches with their learning needs.

Parents of gifted children can expect intensity in their child's interests and focus. ***Dabrowski's Theory of Positive Disintegration***, edited by Sal Mendaglio, Ph.D., and ***Living with Intensity***, edited by Susan Daniels, Ph.D. and Michael M. Piechowski, Ph.D., are two books that may help explain the overexcitability and oversensitivity that many gifted children exhibit. The books help explain the levels of self-understanding and acceptance that gifted children and gifted adults can benefit from. The books may help parents better understand and support their gifted children's intensity.

Guiding the Gifted Child, James T. Webb, Ph.D., Elizabeth A. Meckstroth, M.S. and Stephanie S. Tolan, M.A.

The State Department...

We hope that you had an enjoyable summer and you are ready for your greatest year ever! We know how exciting those first few weeks can be. At the same time, we also know how hectic they can become. The Gifted Education and Advanced Placement web pages offer many resources, opportunities, and requirements for your programs. Check out our pages on the State Department of Education's Web site at sde.state.ok.us. If you need technical assistance or professional development for your staff please contact us. We are only an email or phone call away! Enjoy your year and thank you for remembering that one size does not fit all!

Cathy Douglas and Sara Austin
Gifted and Talented/Advanced Placement
State Department of Education
405-521-4287
Cathy_Douglas@sde.state.ok.us
Sara_Austin@sde.state.ok.us



Getting to know Dr. Cooper...

OAGCT is happy to welcome Dr. Cooper as our luncheon speaker!

Dr. Cooper is the President of the National Urban Alliance for Effective Education (NUEA). He served in a similar position as Executive Director for the NUEA at Columbia University's Teachers College and as Adjunct Associate Professor for 7 years. Prior to this position, he was the Vice President for Inservice Training & Telecommunications for the Simon & Schuster Education Group. He has worked in the capacities of Associate Director of Program Development for the College Board, Administrative Assistant in the Office of Curriculum for the Boston Public Schools, and Director of a treatment center for emotionally disturbed students, in addition to working as a teacher, researcher, counselor, and Washington Fellow.



Additional professional activities include: producer of educational documentaries and talk shows; producer for the Public Broadcasting Service; congressional testimony for House committees; presentations for federal and state educational agencies; advisor to the International Reading Association, the National Assessment of Educational Progress (NAEP), the Editorial Advisory Board, and the Journal of Reading. Eric has also been a member of the Select Committee in Educating Black Children; fundraiser for the National Conference on Educating Black Children; chief advisor for the Thinking Skills Project, Macmillan Publishing Company; director of restructuring team for the Mt. Vernon Public Schools (NY); and has served on the advisory board of WGBH/PBS, Boston, MA.

Below is page 1 of an article by Dr. Eric Cooper. Read it in its entirety as well as his long list of credentials at http://www.nuatac.org/newsite/contact_ind_bios/cooper_e.html.

It Begins with Belief: Social Demography Is Not Destiny

As one travels around this country working in support of principals, teachers, and the students they serve, a refrain often heard from educators is that “some” students are just not capable of learning sufficiently to meet state standards and to ultimately graduate high school prepared to enter a suitable college or university.

A few educators and pundits have written in national and local publications that it is impractical to claim that we can eliminate the achievement gap between rich and poor students; furthermore, they contend, it is impossible to eliminate the pervasive and persistent achievement gap between white (and, statistically, Asian) and nonwhite students, unless standards are lowered, thus keeping top-performing students from reaching their highest potential. The question is, then: Why raise the nonwhite student’s expectations through social activist policies only to see them dashed by “innate” cognitive limitations? Charles Murray, as the Bradley Fellow for the American Enterprise Institute (a think tank associated with conservative views), went so far as to write in the highly influential neoconservative publication, *The Public Interest*, “It is time for policy analysts to stop avoiding the reality of natural inequality, a reality that neither equalization of opportunity nor a freer society will circumvent” (Murray, p. 8).

I stand in disagreement with Murray’s limited understanding of human potential. I do recognize that of course people differ, as do their lives. Some seem to have a talent that does not emerge in oth-

ers; some seem outgoing and talkative and others more reserved and serious; some show an ambitious drive and others are distracted; for some, lessons are attractive and for others, first instruction may miss the mark. But virtually all children can learn the curriculum of American schools; they have the intellect to move on in school and life, perhaps with varied pace and on somewhat varied paths, with success and satisfaction.

A generous view of Murray’s position is that he looked at persistent underachievement of African American and Latino students in American schools and confused institutional factors with innate characteristics, cultural or social misconceptions of school with missing intellectual capacity. This is the long-running argument between the factions in “nurture versus nature.” Confusion of the two might be explained for some by general data that seems consistent and persistent, despite many efforts to make outcomes more alike for demographic groups. Whatever benign explanation for the confusion, neither educators nor the public can excuse the harm such specious arguments do when cited in support of policymaking that abandons the fundamental American value of equal opportunity or gives comfort to ineffective, if well-meaning, efforts to teach students who are underperforming. Sufficient evidence from around the nation shows that children can overcome the ravages of poverty and social confusion when they are nurtured in coherent, caring, and educationally skilled schools (see sidebar, p. 26).

Many educators cringe in reaction to statements that some children are just not capable of making it. To believe such a thing would be akin to accepting that the universe would create two

**Hear Dr. Cooper at the OAGCT/Encyclo-Media Luncheon on Friday, September 18th.
He has been rated as a "must see."**

Coursework for Fall, 2009 Enroll NOW!

Gifted Education and Talent Development

Oklahoma State University

OSU - Tulsa

EPSY 5663: Creativity for Teachers

Are you interested in learning more about the relationship of creativity to giftedness? Enrollment is open now for the Fall Semester for this course, which is offered on the OSU-Tulsa campus. If you are not an OSU student, you can apply to the Graduate College to take this course as a special student. Contact Stacey Coleman in Tulsa 918.594.8527 or go to the OSU website www.okstate.edu

Mondays at 4:30 p.m. – 7:10 p.m.
Diane Montgomery, Ph.D., Instructor

EPSY 5620: Practicum for Exceptional Learners

This course will be offered through the OSU-Tulsa campus for those students admitted to the Master's degree program in gifted education. Contact diane.montgomery@okstate.edu after you enroll.

Diane Montgomery, Ph.D., Instructor



National Standards for Teachers of Gifted and Talented Students

Find them on-line at

www.cectag.org

ENCYCO-MEDIA/OAGCT LUNCHEON MENU

Fresh Market Salad with Ranch Dressing

**Penne Pasta & Grilled Chicken with Juli-
enne Vegetables, Fresh Spinach, and
Roasted Tomato Sauce**

**Chocolate Mousse Cake or Bourbon Street
Pecan Pie**

FAMILY FACTOIDS

How many parents can you
involve in OAGCT?

Connect more parents to OAGCT! Please print "Family Factoids" on pages 3-4 in each newsletter, copy it, and share the handouts with all of your parents and teachers of gifted students.

“The Achievement Trap: How America is Failing Millions of High-Achieving Students from Lower-Income Families”

reviewed by Lucinda Francis, Special Populations Chair

“The Achievement Trap” is a report by the Jack Kent Cooke Foundation and Civic Enterprises. The authors, Wyner, Bridgeland and Dilulio, have created a profile of 3.4 million K-12 students achieving in the top quartile academically who come from families earning less than the median income. These students constitute a segment of American society that is not understood very well and very similar to a significant portion of Oklahoma’s student population. They consist of students in poverty and those from working-class families. Approximately one third of the students profiled in this report are eligible for free or reduced lunches.

High-achieving, low-income students are found all across the country, within every race, among both gender groups, and in every sort of geographic area. The number of high-achieving lower-income students nationally is larger than the individual populations of 21 states.

There are millions of students who defy the stereotype that poverty does not allow high academic performance and that lower income and low academic achievement go hand in hand. They prove to us that economically disadvantaged children can learn at the highest levels and provide hope to other lower-income students seeking to follow the same path.

These students lose more educational ground and excel less often than their higher-income peers. Instead of being recognized for their excellence and encouraged to strengthen their achievement, high achieving lower-income students enter what we call the “achievement trap”—educators, policymakers, and the public assume they can fend for themselves when the facts show otherwise. These students are hidden from public view and are absent from public policy debate.

Wyner, Bridgeland, and Dilulio stated that very little is known about high-achieving students from lower-income families. The authors set out to change that fact and to focus public attention on this extraordinary group of students who can help reset our goal from standards of proficiency to standards of excellence.

The authors share with us that there are millions of high-achieving, lower-income students in urban, suburban and rural communities all across America; they reflect the racial, ethnic, and gender composition of our nation’s schools; they drop out of high school at remarkably low rates; and more than 90% of them enter college. But there is cause for alarm. There are far fewer lower-income students achieving at the highest levels than there should be, they disproportionately fall out of the high-achieving group during elementary and high school, they rarely rise into the ranks of high achievers during those periods, and, perhaps most disturbingly, far too few ever graduate from college or go on to graduate school. The authors’ fear is that unless something is done, more of America’s brightest lower-income students will meet this same fate, robbing them of opportunity and our nation of a valuable resource.

The findings of this report are important for educators but also for policymakers, business leaders, the media, and civic leaders to understand and explore as schools, communities, states, and the nation consider ways to ensure that all children succeed.

continued . . .

There is a pattern among these students of declining educational attainment that mirrors the experiences of underachieving students from lower-income families: they start elementary school behind their peers, fall back during high school, and complete college and graduate school at lower rates than those from high-income families. Our nation has understandably focused policy on low-performing students from lower-income backgrounds. The goals of improving basic skills and ensuring minimal proficiency in reading and math are urgent and unmet. But this highly visible struggle to reverse poor achievement must be accompanied by a concerted effort to promote high achievement within the same population. The conclusion to be drawn from these research findings is that high-achieving low-income students' talents are under-nurtured.

“Even though lower-income students succeed at one grade level, we cannot assume that they are subsequently exempt from the struggles facing other lower-income students or that we do not need to pay attention to their continued educational success. Holding on to those faulty assumptions will prevent us from reversing the trend made plain by these findings: **we are failing these high-achieving students throughout the education process.**” Following are the authors' “next steps” to bring this valuable and vulnerable population of students out of what the authors called the “national shadows.”

- Educators, researchers, and policymakers need to more fully understand why, upon entering elementary school, comparatively few lower-income students achieve at high levels and what can be done in early childhood to close this achievement gap.
- Federal, state, and local education officials should consider ways to broaden the current focus on proficiency standards to include policies and incentives that expand the number of lower-income students achieving at advanced levels.
- Educators must raise their expectations for lower-income students and implement effective strategies for maintaining and increasing advanced learning within this population.
- Educators and policymakers must dramatically increase the number of high-achieving lower-income students who complete college and graduate degrees by expanding their access to funding, information, and entry into the full range of colleges and universities our nation has to offer, including the most selective schools.
- Local school districts, states, and the federal government need to collect much better data on their high performing lower-income students and the programs that contribute to their success, and use this information to identify and replicate practices that sustain and improve high levels of performance. Importantly, as each of these and related efforts unfold, we must consider how advancing policies and practices that assist high-achieving lower-income students can be used to help all students.

The authors pointed out that the picture this report painted was in direct opposition to the expectations we have of our educational institutions. They went on to state that we will not be successful at closing the achievement gap if our highest performing students from lower-income families continue to slip through the cracks. The implications of this study are significant for the social mobility of America's lower-income families and the strength of our economy and society as a whole. I will end by quoting the authors:

The consequences are especially severe in a society in which the gap between the rich and poor is growing and in an economy that increasingly rewards highly-skilled and highly-educated workers. By reversing the downward trajectory of their educational achievement, we will not only improve the lives of lower-income high-achievers, but also strengthen our nation by unleashing the potential of literally millions of young people who could be making great contributions to our communities and country.

Wyner, J., Bridgeland, J., & Dilulio, J. The achievement trap: How America is failing millions of high-achieving students from lower-income families. Jack Kent Cooke Foundation & Civic Enterprises.

National Report on Gifted Education

submitted by Lucinda Francis, Special Populations Chair

The National Report on Gifted Education stated that there are many students who are identified as gifted and talented who are bored and unchallenged in the classrooms of this country. *National Excellence: A Case for Developing America's Talent*, the most recent national report, has called this problem a "quiet crisis." Have you seen children who get in trouble because they are bored and their active minds are not engaged? Have you worked with children who have "checked out" of their education by middle school because of the lack of curriculum to support their interests or their abilities?

Many of the nation's most talented students are not encouraged to master rigorous or complex material. Many are not even encouraged to work hard. I have worked with students who have said to me, "Why should I work hard on that project? The teacher will give me an A anyway, just for being smart." The emphasis is often on making the grade and the learning is incidental. The goal for many students becomes "get the A" and move on.

Some students get lost in the shuffle because they have to spend so many long hours in boredom. The aforementioned report is the first comprehensive study in twenty years on the status of gifted and talented education. Findings include, and I quote:

- Most elementary students with high ability have mastered as much as a third or even one half of the year's curriculum before the first day of class, yet most teachers make few provisions for their special needs.
- Poor and minority students with outstanding talents are especially neglected. More than one in five children live in poverty in the United States. These students have access to fewer advanced educational opportunities and their talents go unnoticed. Most programs that serve poor students focus on the problems they bring to school, rather than helping them develop their strengths.

The report made several important recommendations to enhance student learning:

- Set content standards high and use curriculum that challenges ALL children.
- Schools should provide challenging learning opportunities that offer students variety and flexibility and encourage students to pursue learning both in and out of school.
- Recognize that intelligence takes many forms and should be assessed through a variety of criteria.
- Educators should identify outstanding talent by observing students in settings that enable them to display their abilities, rather than relying solely on test scores.
- Increase access for poor and minority children to early childhood education programs that focus on children's strengths, not their deficiencies.
- Make high-level achievement for poor and minority children possible by removing barriers to advanced learning opportunities; and, develop teacher skills in teaching high-level curricula.

National Excellence: A Case for Developing America's Talent. Published by the United States Department of Education's Office of Educational Research and Improvement (OERI).

Common Gifted Education Myths

Myth: Gifted students don't need help; they'll do fine on their own.

Truth: Would you send a star athlete to train for the Olympics without a coach? Gifted students need guidance from well trained, challenging teachers to help develop their talents. Many gifted students may be so far ahead of their same-age peers that they know more than half of the grade-level curriculum before the school year begins. Their resulting boredom and frustration can lead to low achievement, despondency, or unhealthy work habits. The role of the teacher is so crucial for spotting and nurturing talents in school.

continued . . .

Myth: Teachers challenge all the students, so gifted kids will be fine in the regular classroom.

Truth: Although it's true that teachers try to challenge all students and do the best they can, they are frequently unfamiliar with the needs of gifted children and do not know how to best serve them in the classroom. The National Research Center on Gifted and Talented (NRC/GT) found that 61% of classroom teachers had no training in teaching highly able students, limiting the challenging educational opportunities offered to advanced learners. (1)

Myth: Gifted students make everyone else in the class smarter by providing a role model or a challenge.

Truth: Actually, average or below-average students do not look to the gifted students in the class as role models. They are more likely to model their behavior on those who have similar capabilities and are coping well in school. Seeing a student at a similar performance level succeed motivates students because it adds to their own sense of ability; watching or relying on someone who is expected to succeed does little to increase a struggling student's sense of self-confidence. (2) Similarly, gifted students benefit from interactions with peers at similar performance levels.

Myth: All children are gifted.

Truth: While all children are special and deserving, not all children have exceptional academic gifts that require additional support in school. Interestingly, most people readily accept that there are children in performing arts or athletics whose talents are so far above those of others their age that they require additional or different training or coaching. It is important to understand that these same characteristics apply to academically gifted students who need support and guidance to reach their full potential.

Myth: Acceleration options, such as early entrance, grade skipping, or early exit can be socially harmful for gifted students.

Truth: Academically gifted students often feel bored or out of place with their age peers and naturally gravitate towards older students who are more similar as "intellectual peers." Studies have shown that many students are happier with older students who share their interest than they are with children the same age. (3)

Myth: Gifted education programs are elitist.

Truth: Gifted education is not about status, it is about meeting student needs. Advanced learners are found in all cultures, ethnic backgrounds, and socioeconomic groups. However, not every school district offers services for gifted students, even though there are gifted students in every district. In many states, only affluent districts can afford to offer gifted education programs and services in the absence

Myth: That student can't be gifted; he's receiving poor grades.

Truth: Underachievement describes a discrepancy between a student's performance and his actual ability. The roots of this problem differ, based on each child's experiences. Gifted students may become bored or frustrated in an unchallenging situation, causing them to lose interest, learn bad study habits, or distrust the school environment. Other students may mask their abilities to try to fit in socially with their same-age peers. No matter the cause, it is imperative that a caring and perceptive adult help gifted learners break the cycle of underachievement in order for them to achieve their full potential. See ERIC digests on underachievement in gifted boys and underachievement of minority students.

continued...

Myth: Gifted students are happy, popular, and well adjusted in school.

Truth: Many gifted students flourish in their community and school environment. However, some gifted children differ in terms of their emotional and moral intensity, sensitivity to expectations and feelings, perfectionism, and deep concerns about societal problems. Others do not share interests with their classmates, resulting in isolation or being labeled unfavorably as a “nerd.” Because of these difficulties, the school experience is one to be endured rather than celebrated. It is estimated that 20 to 25% of gifted children have social and emotional difficulties, about twice as many as in the general population of students. (4)

Myth: This child can't be gifted, he is in special education.

Truth: Some gifted students also have learning or other disabilities. These “twice-exceptional” students often go undetected in regular classrooms because their disability and gifts mask each other, making them appear “average.” Other twice- exceptional students are identified as having a learning disability and as a result, are not considered for gifted services. In both cases, it is important to focus on the students’ abilities and allow them to have challenging curricula in addition to receiving help for their learning disability. (5)

[1] Archambault, F. S., Westberg, K. L., Brown, S. W., Hallmark, B. W., Emmons, C. L., & Zhang, W. (1993). *Regular classroom practices with gifted students: Results of a national survey of classroom teachers (#93102)*. Storrs, CT: the National Research Center on the Gifted and Talented.

[2] Fiedler, E.D., Lange, R. E., Winebrenner, S. (1993). In search of reality: Unraveling the myths about tracking, ability grouping, and the gifted. *Roper Review*, (16), 4-7.

[3] Colangelo, N., Assouline, S. G., & Gross, M.U.M. (2004). *A nation deceived: How schools hold back America's brightest students*. Iowa City, IA: University of Iowa.

[4] Winner, E. (1996). *Gifted children: myths and realities*. New York: Basic Books.

[5] Olenchak, F. R., & Reis, S. M. (2002) Gifted students with learning disabilities. In M. Neihart, S. M. Reis, N. Robinson, and S. Moon (Eds.), *The Social and Emotional Development of Gifted Children* (pp. 177-192). Waco TX: Prufrock Press.

National Association for Gifted Children, 1707 L Street, N.W. - Suite 550, Washington, DC 20036

Ensuring that Diverse Learners Participate in Gifted Education Programs and Services from the National Association for Gifted Children website

Growing Achievement Gap for High-Ability Students

Too many students are not receiving appropriately challenging curriculum and services and as a result, fail to reach their potential. This is a loss, not only for the students, but for the nation. Currently, K-12 education policy focuses almost exclusively on closing the achievement gap for struggling learners. Enormous amounts of resources are being deployed to help children reach grade-level proficiency in math and reading. Fortunately, there have been some successes, although there is much more to be done.

For advanced students, however, the No Child Left Behind era has not been as successful. As research studies have shown, there is a growing gap at the top end of the achievement scale between white students and students of color and between advanced students from low-income backgrounds and those from more advantaged circumstances. This achievement gap for high-ability students is especially problematic in light of the demand for a high-performing and highly skilled workforce to ensure U.S. economic competitiveness in the new global economy.

Gifted education Strategies Can Close the Achievement Gap

Classroom practice and strategies developed and used by gifted and talented education professionals can

continued . . .

support advanced learners, including those from disadvantaged backgrounds, in order to reduce, and eventually eliminate the achievement gap. Central to the gifted education approach to student achievement is that curriculum and instruction should be calibrated to the student's abilities and interests rather than his age. That belief operationalizes by adjusting instruction based on what students already know to ensure that they may learn something new every day. Providing a challenging curriculum, teachers who understand gifted learner differences, and the opportunity to work with other advanced students promotes continuous progress, builds confidence, and allows children to achieve at the level at which they are capable. Unfortunately, we know that not all advanced students have access to these critical and necessary elements of an appropriate education.

Spotty Availability of Gifted Education Services

There is no federal mandate or funding to school districts to support gifted and talented students. Although every state recognizes gifted students in state policies and acknowledges their learning needs often may be beyond the scope of the regular classroom, the availability of gifted education depends on key decisions made individually by 50 states and 14,000 local school districts -- a system that leads, unsurprisingly, to a bewildering array of programs and services, or a lack thereof, for high-ability students.

The gaps in support of and services for our most advanced students are even more pronounced for children from disadvantaged backgrounds. In addition to the key issue of access to services and programs -- whether districts with disadvantaged children offer gifted education services -- there are other challenges to ensuring that these students are properly screened and identified for advanced learner services. For example, what assessments are appropriate for limited-English proficient children? Are the instruments culturally biased? Do we recognize potential in students who arrive at school without the advantages of home computers, libraries, and travel experiences?

Thanks in part to research conducted under the Jacob Javits Gifted and Talented Students Education Act, the gifted education community has examined many of these issues and has developed numerous strategies to address the under-representation of diverse learners in gifted education programs and services. NAGC provides information on the research that can help guide districts as they develop policies and practices to serve all their gifted learners. You are encouraged to explore the entire NAGC website for more information on the gifted education strategies in identification, assessment, curricular modification, and social and emotional support that not only increase gifted student achievement, but also contribute to total school improvement.



**OAGCT.org
update**

We are improving our website to serve you better! Updates have been made. Find new information and new links added. Our biggest improvement will be coming in the next month with the addition of online membership registration. You will be able to become a member of OAGCT or renew your membership online using your credit card. Districts will also be able to join using purchase orders to buy Institutional Memberships. Online registrations will also be available for our Spring Conference. Come check it out! Thank you to, Dana Stair, our new webmaster.

Raising Topsy-Turvy Kids: Successfully Parenting Your Visual-Spatial Child
by Alexandra Shires Golan

(forward by Linda Kreger Silverman, Ph.D.)

reviewed by Dana Stair, Membership Chair and Web Master

Recently, I began noticing that many of my identified gifted students were extremely visual-spatial. They were slow or non-readers, had speech delays, and difficulty putting their ideas into words. On the other hand, they could score in the 99th percentile on the Nagliari Nonverbal Ability Test (NNAT). That is no small feat! These students can draw, dance, sing, do puzzles quickly, build amazing things out of Legos, and read maps with ease. While these are all wonderful gifts, these students had a lot of trouble learning in our very verbal classrooms. I found these students struggling with their schoolwork and classroom teachers struggling to find ways to help them. So I did some research and found some great books on Visual-Spatial learners.

I did some Googling and discovered www.visual-spatial.com and with it, the information I needed. This site offers information on identifying this type of learner and suggestions for parents and teachers to help these students excel. Also on this site is a collection of books that you can purchase and use. I bought *Raising Topsy-Turvy Kids* as a parent resource and began handing them out as soon as the books arrived. One parent was extremely pleased with the information she found in the book. She said that she had read many articles and books in an effort to help her son. Those sources only confirmed that her son was visual-spatial but didn't offer any real ideas to help him learn. This book was different. After reading it, she now had some tools to help him study his spelling words, learn his multiplication facts, and many other things. After she returned the book, it was my turn to read it. I

found the book engaging, humorous, and very practical. The author included real examples of life with visual-spatial kids by relating stories about her own sons. She also included a check list to evaluate children to see if they are visual-spatial. The great thing about this checklist is that it may be reproduced! Guess what I'll be making copies of!

By reading the book, I have realized that my daughter has some visual-spatial tendencies. She loves to draw and create but can't turn loose of anything she creates. There is a story that goes along with every scribble so disposing of so much as a children's menu causes trauma and drama. Golan found that photographing her boys' creations and keeping them in a photo album allows the boys to remember and relive the stories in their drawings and cardboard buildings. This makes mom happy because her house is no longer a fire and tripping hazard due to all the paper creations, and it makes the boys happy because their creativity has been honored and they can look back and remember the fun involved. Great solution! I wish I'd thought of that, but I'm glad I have that idea now! Aside from the practical home solutions to life with the visual-spatial, the author also provided tips on how to help these kiddos in the classroom. She included tips for helping with spelling, vocabulary, math, writing, and organizational skills. She also explored the idea of keyboarding over handwriting for these students since handwriting can be close to torture for some (I can identify with that!). Appendices include information on additional resources, home schooling options and resources and a survival checklist for parents.

Raising Topsy-Turvy Kids was just what I needed for both parents and teachers. I plan to continue to share it with parents and suggest ideas from it with teachers to use with these visual-spatial students.

Research Corner

by Diane Montgomery, Ph.D.
Oklahoma State University
diane.Montgomery@okstate.edu

For this newsletter, the research I want to highlight comes from Oklahoma!! Dr. Linnea Van Eman, our new Vice President of OAGCT, successfully defended her dissertation in May of this year. Congratulate our newest Ph.D. and ask her more about this study that I will summarize here.

Linnea was interested in the social and emotional aspects of acceleration and studied two groups of gifted middle-school learners. One group was in regular math classes (on grade level), taking part in gifted program options outside of the math class. The other group was accelerated in math with other gifted learners, taking pre-algebra, algebra or other advanced math courses. She administered two instruments; one measured various aspects of social adjustment in school, such

as attitudes toward school, teachers, etc. The other instrument measured psychological adjustment, such as positive relationships, personal growth, well-being, etc. Without the space for technical detail here (there are 11 scales within the two instruments), let me just say that there were numerous statistical tests to determine differences between the placement group (enrichment or acceleration) and gender (girls and boys). Yes, girls scored differently than boys on many of the scales. What I found most interesting was that girls and boys in accelerated classes often scored the same, while girls scored higher than boys in the enrichment classes on some of the scales. The implications of this research are far reaching for the necessity to accelerate boys in their math classes, but what does this mean for girls? Girls in accelerated math classes scored similarly to boys in accelerated math classes on most of the scales, surpassing boys in certain types of motivation. Further study is needed to be able to determine the social and emotional status of girls placed in enrichment classes.

OAGCT Wants You!

Please contact the President-Elect, Dr. Linnea van Enman, if you would like to join us in serving on the Board of Directors. Positions could include officers, committee chairs, conference vendor organizer, conference student showcase organizer, conference breakout sessions organizer, newsletter editor, or webmaster.

SAY IT ISN'T SO!

Seems like as long as gifted education has existed, there are reports on the yearly battles to maintain **Javits** GT education funding in the U.S. budget. We assumed things would improve with the new administration, but NAGC reports that President Obama's 2010 budget eliminates the token amount (\$11 million) that is the benchmark for the program's funding. Take time to be an advocate for this funding. Go to NAGC's website to see what you can do. And please pass on the information and encourage others to do the same.



Outliers

by Malcolm Gladwell

Reviewed by Jo Glaser, Ph.D.

This book is a must read for GT professionals working with exceptional students with great potential. In defining the title and his reasoning for writing this book, Gladwell defined the term “outlier,” indicating it is a scientific term used to describe things or phenomena that lie “outside normal experience.” He stated that he was interested in people who were/are “outliers”, i.e., both men and women who for one reason or another are so accomplished, so extraordinary and so outside the ordinary experience that they are completely puzzling to the rest of us. Gladwell wanted to explain the careers of highly successful people in a different way than has been done before. He differentiated between people who are just “really smart” and “ambitious” and those people he described as “outliers.” He contrasted the “smart and ambitious” individuals with someone such as Bill Gates, “the outlier,” who may be described as smart and ambitious, but who is also worth 60 billion dollars. There are many people who are smart and ambitious who are not in the category of an “outlier.” Gladwell indicated that our understanding of success is crude and rudimentary. *Outliers* presented a better set of explanations for these individuals. The author stated that we are too focused on the characteristics, habits and personality traits of those who are most successful in our world. Gladwell’s way is to look “around these people”—look at their culture and community and family and generation. He refocused observation from simply looking at the tall trees to looking more at the forest around the tall trees.

One fascinating chapter was dedicated to looking at the lineage of the most powerful

and successful corporate lawyers in New York City, indicating that they almost all have the same biography—Jewish men, born in the Bronx or Brooklyn in the mid 1930s to immigrant parents who worked in the garment industry. He showed how this heritage, influenced by the Depression, shaped the formation of lawyers in subsequent generations. He did not go so far as to say that success is something that is outside an individual’s control, but Gladwell supported that we vastly underestimate the extent to which success happens because of things the individual has nothing to do with.

Outliers taught that we learn more from extreme circumstances than anything else in life. Disasters teach what ordinary life cannot. The premise of *Outliers* is that those who lie outside the ordinary experience of life have the most to teach us. The subtitle of the book, *The Story of Success*, is appropriate in that it is focused on successful people and telling their stories in a different way. Gladwell indicated that in telling the story of Bill Gates, he was not interested in anything prior to Gates’ age of 17 because it is the experience of Gates’ life after that point that teaches us most.

Gladwell wanted the reader to think about the world a little differently and to understand how much of a “group project” success really is. This has great implications to professional educators. The author showed that when “outliers” become “outliers,” it is not just because of their own efforts. It is because of the contributions of many different people and circumstances in their lives. This indicates that we, as a society, have more control about who succeeds and how many of us succeed than we think.

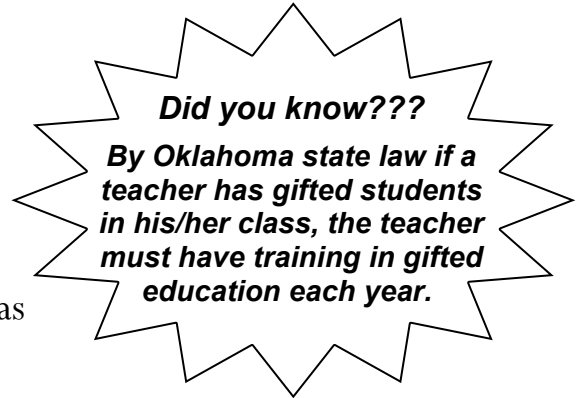
Gladwell’s two previous books, *Blink* and *The Tipping Point*, are well worth reading also.

“Top Ten” List of Reasons to Convince Your Administrator

by the OAGCT Board of Directors

Here our top ten reasons to convince your administrator to let you attend Encyclo-Media:

- Free registration
- Door prizes
- A day with adult conversation
- Lots of vendors
- National speakers
- Resources in gifted education and in other areas such as library media, counseling, and technology
- Readily implemented curriculum ideas
- Networking and collaboration
- Training hours for gifted teachers as required by state law
- Information for advisory committee members, especially for parents and community members



WE'RE TRYING SOMETHING NEW after the first day of Encyclo-Media, and we want you to join us!

WHO: Teachers of gifted students

WHAT: Mexican Fiesta Social

WHEN: September 17, 5:30 - 7:00

WHERE: Chelinos in Bricktown

WHY: To socialize with people who work with a gifted population, meet several speakers informally, and door prizes!

COMPLIMENTS OF: Riverside Publishing, Donna Bigbee, and OAGCT

Sally Reis will join OAGCT as the guest speaker for the Spring Conference February 16, 2010!

Dr. Sally Reis' research interests are related to special populations of gifted and talented students, including: students with learning disabilities, gifted females, and diverse groups of talented students. She is also interested in extensions of the Schoolwide Enrichment Model for both gifted and talented students and as a way to expand offerings and provide general enrichment to identify talents and potentials in students who have not been previously identified as gifted.

Reis is a Distinguished Professor and Teaching Fellow of the Educational Psychology Department at the University of Connecticut and Principal Investigator of the National Research Center on the Gifted and Talented. She was a teacher for 15 years, 11 of which were spent working with gifted students on the ele-

mentary, junior high, and high school levels. Reis has authored more than 130 articles, nine books, 40 book chapters, and numerous monographs and technical reports. In addition, she has traveled extensively, conducting workshops and providing professional development for school districts on gifted education, enrichment programs, and talent development programs.

Reis is co-author of *The Schoolwide Enrichment Model*, *The Secondary Triad Model*, *Dilemmas in Talent Development in the Middle Years*, and a book about women's talent development entitled *Work Left Undone: Choices and Compromises of Talented Females*. Reis serves on several editorial boards, including the *Gifted Child Quarterly* and is a past President of the National Association for Gifted Children.



Looking Ahead . . .

2009 NAGC Convention & Exhibition

“Gateway to Gifted”

St. Louis, Missouri

November 5 – 8, 2009

Put the 2010 OAGCT Spring Conference on your calendar!

February 16, 2010

University of Central Oklahoma

Nigh University Center

Edmond, Oklahoma

Keynote Speaker: Dr. Sally Reis



2009 NAGC Convention & Exhibition

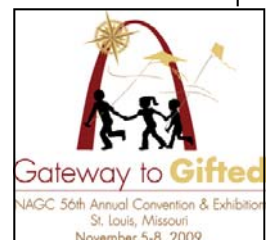
“Gateway to Gifted”

by Donna Walker, Immediate Past-President

Meet with other teachers and parents of gifted children in St. Louis to learn more about gifted education across the nation. Take time to learn from national experts in gifted education and from teachers who are willing to share their struggles as well as their successes.

St. Louis is hosting the national convention, so take advantage of its proximity and attend this year. You won't be sorry! You can register for the conference online at <http://www.nagc.org>

Sessions will cover a wide range of topics from theory to practice, and everywhere in-between. Whether you work with early childhood or teach at the university level or are a parent of a gifted child, you will come away with some great ideas to bring back and share with others. Get a group from your school or community to go with you so you can share ideas, support each others' efforts, and create a learn a learning community.



Oklahoma Association of Gifted, Creative and Talented Awards & Scholarships

Application forms available at: oagct.org

Each year OAGCT provides a number of awards and scholarships. They are:

- The **Outstanding Service Award** is presented in recognition of sustained efforts to make a difference for Oklahoma's gifted and talented students. Anyone actively involved in a personal effort to improve gifted and talented education in Oklahoma is eligible to receive this award, including teachers, consultants, administrators, and others. Anyone may submit a nomination. Applications due Feb. 1.
- The **Advocacy Award**, a new award, is presented in recognition of public support for Oklahoma's gifted and talented students to the Legislature, colleges and universities, local school districts, and/or the Oklahoma State Board of Regents. Anyone actively involved in improving gifted and talented education is eligible to receive this award. Anyone may submit a nomination for the award. Applications due Sep. 1.
- The **Cheryl Kennedy Memorial Scholarship** is a \$500 grant awarded to educators for financing advanced education, a research project, or training in gifted and talented education. Applications due Feb. 1.
- The **Gifted Oklahomans Foundation** is a scholarship for teachers of gifted students to pursue college course work or a master's degree in the field of gifted education. The scholarship is provided with the stipulation the course work 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. Then scholarship money will be provided in a timely manner. Applications are taken throughout the year.
- The **Awards of Excellence**, four awards of a U.S. Savings Bond and a Certificate of Excellence, are designed to recognize excellence in young children in the state of Oklahoma in the areas of Academics, Community Service, the Arts, and Leadership. Use the NAGC Nicholas Green Distinguished Student Award Application. Applications due Feb. 1.
- The **Beverly Riggs Camp Scholarship** pays up to \$500 toward summer camp attendance for a gifted student. The camp must be in the area of academic or artistic enrichment and/or acceleration. Applications due Feb. 1.

OAGCT and the Gifted Oklahoman's Foundation Scholarship

by Debra Hull, Ph.D.

OAGCT and the GO Foundation strive to provide financial support for teachers who want to attend Master's class in Educational Psychology/Gifted Emphasis. These classes are offered in OKC, Stillwater, and Tulsa on a rotational basis. All classes are listed in the OSU Class Schedule under Educational Psychology. If you have questions about the classes, please contact Dr. Diane Montgomery at 405.744.9441 or email her at diane.montgomery@okstate.edu. A \$300 award is made to any teacher who plans to teach or is teaching gifted in Oklahoma schools. All that is required is to fill out the application, which is found online at the OAGCT website. Please download the application, which will be submitted to Dr. Toni Pantier at tpantier@mid-del.k12.ok.us. Notification that your application is accepted will be within one week. You will receive the money upon completion of the class with an A or B grade, after the grade is submitted to Dr. Debra Hull at hulld2@tulsaschools.com. Applicants will receive the award within one week after submission of course completion (transcript). The application is easy to fill out. Please think of attending class. Research shows that the most important component of a student's gifted education is a knowledgeable teacher.

Oklahoma Association of Gifted, Creative and Talented

Nomination for the Advocacy Award

Each year the OAGCT Advocacy Award is presented in recognition of public support for Oklahoma's gifted and talented students by an individual to the Legislature, colleges and universities, local school districts, and/or the Oklahoma State Board of Regents. Anyone actively involved in improving gifted and talented education is eligible to receive this award. Anyone may submit a nomination for the award. Please use this form to nominate any qualified person.

Nominee _____

Nominee's Position/Occupation _____

Nominee's Address _____

Nominee's City/State/Zip _____

Nominee's Advocacy contributions (brief synopsis) _____

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

Nominated By _____

Address _____

City/State/Zip _____

Phone (Home) _____ Phone (Work) _____

How long have you known the nominee? _____

Nomination forms and narratives

must be postmarked no later than September 1.

Mail to: OAGCT, Outstanding Service Award Nominations,
P.O. Box 60448, NW Station, Oklahoma City, OK 73146-0448

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

Scholarship Application for University Coursework

Name: _____

Address: _____

City/State/Zip: _____

E-mail Address: _____

School District: _____

School Site: _____

Educational Background:

Hours in G/T education completed: _____

Hours planned this semester: _____

Course title: _____

Institution: _____

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

Email completed application to:

tpantier@mid-del.k12.ok.us

OAGCT MEMBERSHIP APPLICATION

Yes, I want to become a member of OAGCT

- New Member
- Membership renewal

Name _____

Address _____

City _____

State and Zip _____

Phone _____

E-mail Address _____

School District _____

_____ **Individual membership: \$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 73146-0448

OAGCT Board of Directors 2009-2010

President.....Robbie Duck
rduck@stillwater.k12.ok.us

OAGCT Encyclo-Media Rep... Donna Walker
donnaw@norman.k12.ok.us

President-Elect.....Dr. Linnea van Enman
lve_ed2@sbcglobal.net

Membership Chair.....Dana Stair
dstair@norman.k12.ok.us

Immediate Past Pres.....Donna Walker
donnaw@norman.k12.ok.us

Awards Co-Chair.....Rowena Crockett
rcrockett@stillwater.k12.ok.us

Recording Secretary.....Kim Heaton
kimh@norman.k12.ok.us

Awards Co-Chair.....Ally Sharp
asharp@stillwater.k12.ok.us

Corresponding Sec.....Susan Allgood
sallgood@norman.k12.ok.us

Special Populations Chair....Lucinda Francis
lucindafrancis2@yahoo.com

Treasurer.....Alicia Steer
asteer@norman.k12.ok.us

Parent Committee Chair....Amy Willhoite
awillhoite@guthrie.k12.ok.us

Treasurer-Elect...Michelle Walsdorf-Grady
mwalsdorfg@norman.k12.ok.us

Technology Chair/Webmaster.....Dana Stair
dstair@norman.k12.ok.us

Conference Co-Chair....Dr. Kristy Ehlers
kehlrs@stillwater.k12.ok.us

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

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

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

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

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

State Dept Rep.....Sara Austin
Sara_Austin@sde.state.ok.us

If interested in serving on the OAGCT Board of Directors, please contact Robbie Duck.

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