



the challenge

Magazine of The Center for Gifted Studies

Numbers are only one way to show what a banner summer The Center for Gifted Studies had.

Advanced Placement
Summer Institute:
472 teachers

SCATS:
202 6th, 7th,
& 8th graders

VAMPY:
232 7th, 8th, 9th,
& 10th graders

International participants in summer programs add a global perspective.

Advanced Placement
Summer Institute:
Mexico & Morocco

SCATS:
4 campers from China

VAMPY:
20 campers from Canada,
China, & Spain

Highlights from a Terrific Summer at The Center



Thank you for putting on such a wonderful program. The staff, teachers, and counselors are all exceptional. You do an amazing job at a comparably low cost. This is definitely a high value program.

— Parent whose child participated in camp

Thanks for a fabulous week! My head is still spinning with all the incredibly brilliant and wonderful, yet relevant and practical, ideas that you all shared last week. Thanks again for a professional development opportunity that truly merits the terms professional, enriching, and relevant!

— Educator attending AP Summer Institute

I would describe camp as an amazing place. I feel truly accepted here – it is a second home. You make lasting friendships and memories. Plus, you are with people who value education as much as you do, so you learn a lot! It is so much fun!

— Student attending 2010 summer camp

Dear Friends of The Center,

As The Center for Gifted Studies approaches its thirtieth year, I want you to mark your calendar to be on campus on July 2, 2011, to join the celebration. The South Lawn has been reserved, and plans are just beginning. Your suggestions will be greatly appreciated. Please send your ideas via email, mail, or give me a call.

Birthdays and anniversaries are times for reflection – causing us to think about what has happened and prompting thinking about the future. Almost thirty years of programming means that quite a large number of children, young people, teachers, and school leaders have participated in one or more programs offered by The Center. Our calculations are that we have had 17,800 children in Super Saturdays, 4,600 campers in SCATS (some before it was called SCATS), 4,000 young people in VAMPY, 6,400 teachers in the Advanced Placement Institute, and almost 550 travelers with The Center.



Letter from Julia

Birthdays are also a time for making wishes. Picture three candles on this cake – each candle represents one of our almost-three decades. And the wishes are all directed at you.

The first wish is for individual and corporate gifts to support children and young people who qualify for programs offered by The Center. The Center awarded \$56,000 in financial assistance this summer.

My second wish is for dedicated gifts to initiate programs and services as well as to enhance the current offerings

of The Center. The focus for a new opportunity could be an interest or passion of the donor or it could be a yet-unrealized goal of The Center (and The Center has several goals that need funding to get started).

My third wish is for you to keep The Center up to date with your contact information so that we can communicate with you via our award-winning *Challenge* magazine, mailings, and email. I wish for you to spread the word about The Center to

others who may want to participate and to help advocate for appropriate educational opportunities for children who are gifted and talented.

Programs offered by The Center for Gifted Studies have been responsive to suggestions, trends, and needs. Please keep “those cards and letters rolling in”!

Sincerely,

Julia Link Roberts

Mahurin Professor of Gifted Studies

The Mission for The Center

We are committed to encouraging excellence by providing educational opportunities and resources to three populations: gifted and talented students, educators working with gifted students, and parents of gifted students.

The Vision for The Center

Becoming an internationally preeminent center is the vision of The Center for Gifted Studies. This vision includes expanding services in five areas: (1) offering educational programs for gifted children and youth, (2) providing professional development opportunities for educators, (3) enhancing communication and advocacy for gifted children, (4) conducting research and developing curriculum to remove the learning ceiling, and (5) building a testing and counseling component for gifted children and their families.

the
challenge

Editor/Writer
TRACY INMAN

Designer
MARCUS DUKES

Highway 68/80 was alive this winter with the sounds of a school bus full of excited students from Christian County. The kids had a lot to share while heading to Winter Super Saturdays as a part of their district's Gifted and Talented program.

Christian County's fresh ideas of how to best serve gifted students began with a revamp of the district's GT program. They employed a cluster-grouping model that includes challenge and differentiated learning experiences. In order to make those classrooms effective, teachers needed their gifted endorsement. Toward that end, forty-two Christian County teachers participated

with the excited chatter of predictions about what stimulating activities would be completed during the day. On the ride home, students talked with one another about all the things they had learned during their classes. Students couldn't wait to share their experiences with their peers."

Some of the more popular class choices were Discovering Your Environment, a class that explored the earth, including water molecules, snakes, and deer; Math in the Middle, a class that explored statistics and graphs, connecting them to sports and hobbies; Art from All Angles, a class that allowed students to create 2-D and 3-D art works

using clay, plaster and other media; and Wayfinding, a class about global positioning using ancient and modern global positioning.

"We'll be back," Kim explained. "There are children who have already been talking about what they hope to do when we return next school year. It was a great thing for Christian County students!"

Fall Super Saturdays will be October 30, November 6, 13, and 20, 2010. Winter Super Saturdays will be January 29, February 5, 12, and 19, 2011. Information will be on our website soon.

Winter Super Saturdays

BY CARA PITCHFORD

**Christian
County
Brings 55**

in graduate classes taught in their local community by Julia Roberts.

With all of that impetus, Leann Pickerell, Elementary Enrichment Specialist, and Kim Batts, Secondary Enrichment Specialist, thought Christian County students might find Winter Super Saturdays at WKU a stimulating opportunity. They were right! When the number hit 55 students, everyone knew it was going to be a big success. The school district provided transportation, and The Center for Gifted Studies coordinated drop-offs for student classes in assorted locations across WKU's campus.

Leann said, "The Saturday morning bus rides to Super Saturdays were filled



TRAVELERS SEE England

WITH
THE
CENTER



BY JULIA ROBERTS

Twenty-eight travelers spent a week and two weekends enjoying the sights of London and the towns beyond the big city. The first stop was at Stonehenge, and the last one was the ride on the Eye of London for a bird's eye view of the city. In between, they sandwiched in trips to Warwick Castle, Stratford on Avon, Leeds Castle, Canterbury, Windsor, and Hampton Court — places outside London.

In the city, they toured Parliament, went to St. Paul's Cathedral on Sunday morning and then back for a tour, explored the Tower of London complete with viewing the crown jewels, and visited the Globe Theater — just to name a few places that were visited. Of course, two evenings at the theater were included, seeing both *Wicked* and *Les Miserables*.

The highlight for various travelers differed. Travelers came as individuals



and as families. Some were first-time travelers with The Center while some were repeat travelers.

Jake Inman (Super Saturdays 2000-05; SCATS 2005; VAMPY 2006-09) said, "The trip to London with The Center was one of the greatest experiences of my life! We did so many amazing things – I couldn't even begin to choose a favorite. I made a lot of new friends and saw tons of breathtaking sights. I'm so glad that I was able to go on this awesome trip!"

Sara Summers (Travel to Paris 2009) described the trip to London as "Fantastic! It was well thought out and planned. I saw so much in the ten days we were there. My favorite was William Shakespeare's birthplace and Anne Hathaway's cottage. Everything we saw from Stonehenge to the Tower of London was completely mind-blowing and fantastic! The trip was grand, the people were

wonderful, and the overall experience was incredible."

Ellie Johnston (Super Saturdays 2001) summarized her London experience in this way: "Because my sister and I were traveling without our parents, I feel like the London trip helped me become more confident in my independence and in my own abilities. This forced me to make new friends and branch out to others which enhanced my enjoyment level. Plus, Dr. Roberts showed us amazing sights all around London. I know the experience touched my life in the best way possible."

Gabe Smith (Super Saturdays 2005; SCATS 2008; VAMPY 2009-10; Travel to Paris 2009) enjoyed many experiences but "especially Warwick Castle's modern twist on history. There you saw not just the exhibits but you felt like you were a part of what was happening in a corny sort of way, of course."

Fran Smith (Travel to Paris 2009) commented, "After traveling to France with The Center for Gifted Studies in 2009, I thought this year's trip to London could never compare. I was so very wrong as this year's trip was even better! How awesome to view St. Paul's Cathedral and realize a church has been on that site for over 1,000 years. There was so much interesting history, and I hope to return some day to learn even more about our mother country."

Two lovely strokes of good luck associated with the trip to London were that there was no need to put up an umbrella in this country that is known for rain and the flight home was only a few days before airports in England were shut down for the ash clouds. Good luck, indeed.

Next year The Center will travel to Italy. Dates are April 1-10, 2011.



Photos by Allen Summers



Honoring excellence is a tradition at The Center for Gifted Studies. One of the longest standing is the Duke University Talent Identification Program (TIP) Kentucky Recognition Ceremony honoring top-scoring students from the program's annual Seventh Grade Talent Search. In the Talent Search, academically talented seventh graders take an off-level college entrance exam (SAT or ACT) as a way to learn more about their potential.

This year Kentucky Commissioner of Education, Dr. Terry Holliday, provided the keynote address for the Kentucky Recognition Ceremony held in Diddle Arena Friday, May 28. Dr. Holliday emphasized that these students hold a bright future for themselves and a promise for Kentucky. He encouraged them to strive for educational excellence.

This May, 1,417 Kentucky middle school students qualified for state recognition. To qualify, seventh graders had to score a minimum of 20 on one or more of the subsections of the ACT or a minimum of 520 on the Math section or 510 on the Critical Reading section of the SAT.

The Grand Recognition Ceremony, held at Duke University, honors seventh graders who have earned scores better than 85 percent of college-bound seniors who took the same tests. Kentucky had 128 students qualify for Grand Recognition. Qualifying scores on the ACT were a minimum of 26 while SAT scores were 650 plus.

A record 50 students were named 2010 William and Dorothy C. Bevan Scholars. These outstanding students earned a perfect score on one or more sections of the SAT or ACT. The Kentucky students are Katherine Adams, Louisville; Andrew Brown, Central City; James Conti, Villa Hills; Saralina Schell, Bowling Green; and Chelsea Southworth, Lexington. Both Andrew and Saralina have been very active in Super Saturdays.

In addition to the Duke honors that were bestowed, students were given information and resources to help them develop to their full potential – such as information on the Summer Program for Verbally and Mathematically Precocious Youth (VAMPY). VAMPY was the first cooperative program with Duke TIP in 1984, and the only one for seven years.



Duke TIP Honors 7th Graders

BY CARA PITCHFORD



Even though the Gatton Academy will enter its fourth year this fall, the advanced high school continues to celebrate a series of firsts. This spring, four former students became the program's first alumni to earn bachelor's degrees.

Through a combination of Advanced Placement courses in high school, diligence in their time at the Gatton Academy, and hard work (including summer classes) as they continued their undergraduate studies, these individuals finished their undergraduate experience in a total of three years. All four will enter graduate or professional programs this fall.

Ellen Boswell Duke (SCATS 2004; VAMPY 2005-06; TA 2007; Travel 2006; Gatton graduate 2008; Counselor) earned a Bachelor of Arts degree in Religious Studies from WKU, where she also minored in Mathematics. Ellen will attend Case Western Law School this fall. She married fellow Academy alumnus Seth Duke this summer – the first marriage of two Gatton graduates.

Tyler Clark (Center student worker; Gatton graduate 2008; Counselor), earned a Bachelor of Science degree in Mathematics from WKU. Tyler also minored in Religious Studies. Tyler will begin a Master's program in Mathematics at WKU, with plans to pursue doctoral study thereafter.

Emily Peeler (Super Saturdays 2000-01; SCATS 2003; VAMPY 2004-06; Gatton graduate 2008; Counselor) earned a Bachelor of Social Work degree from the University of Louisville. Emily has deferred admission to the University of Louisville's Brandeis Law School and will complete a Master of Social Work at Boston University.

GATTON ACADEMY'S FIRST COLLEGE GRADUATES PLAN EXCITING FUTURES

BY COREY ALDERDICE



Christopher Obermeyer, a member of the Class of 2009, earned a Bachelor of Science degree in Biology and a Bachelor of Arts in Religious Studies from WKU. Chris will begin work toward a Ph.D. in Biological Sciences at The George Washington University this fall.

The time since graduating from the Academy has been filled with a variety

of academic and social pursuits. Even amid busy academic schedules, students sought involvement in their campus communities. Tyler encourages students to continue their involvement in research and make presentations at state and national conferences. His work with two WKU professors prepared him to study uncommon topics for his honor's thesis. "My thesis, titled Counting Locally Convex Topologies on a Totally Ordered Finite Set, allowed me to do different research involving point-set topology, set theory, combinatorics, and various other mathematical topics that are not normally covered at the undergraduate level," he said.

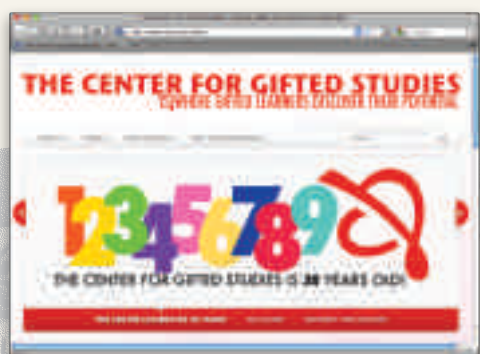
As students begin to explore their post-Academy and undergraduate options, Chris encourages them to aim high and stay off the beaten path. "Be different!" he said. "I have no doubt that I would not have been accepted into graduate school had I just majored in Biology. Picking up a major like Religious Studies in the fine arts made me stick out. If you want to go into medicine, don't just major in Chemistry and Biology. Everyone has those degrees, and you want to be different to avoid being looked over." Chris's unique experiences earned him a graduate assistantship valued at over \$300,000.

Looking back on her Academy experience, Emily noted the program provided her with a strong foundation not only for academic success but also personal growth. "The Academy prepared me academically, in that I knew what to expect in my college classes not only content level but also the structure of them," she said. "I also knew how far I could push myself, which after the Academy I knew was quite a bit."

Website Better than Ever!

The Center's new and improved website will launch later this summer! Be sure to let us know what you think about it!

www.wku.edu/gifted



celeBRating 25

The issue you are reading right now is the 25th one The Center has published! In 1998, Julia Roberts approached Tracy Inman about developing a newsmagazine for The Center, and *The Challenge* was born. We are excited to say that Marcus Dukes has designed every single issue. *The Challenge* has certainly evolved over the years, and, we feel, has improved. Thanks for being a loyal reader!



ALUMNI UPDATE

NORA TRAUM (Paris Travel 1997; London Travel 1998) received a Ph.D. in Economics from Indiana University in May. She published one paper in the *Journal of Economics* and another has been accepted for publication by the *European Economics Review*. She has presented at conferences both in the U.S. and abroad. Nora begins her new position as Assistant Professor at North Carolina State University in the fall. She will devote her first semester to research.

HEATHER VOUGH (VAMPY 1993-95) currently lives with her husband, Lee Black, in Montreal, Canada. After receiving a Ph.D. in Organizational Behavior from the University of Illinois, Urbana-Champaign in 2008, she spent her summer on fellowship at the Institute of Work Psychology, University of Sheffield, before beginning her position as an assistant professor at McGill University. Alongside researching the role of identity and meaning for the work of individuals, she is currently teaching Advanced Organizational Behavior and Managing Organizational Teams to undergrads at McGill. Heather recently returned from a trip to India in which she collected research on entrepreneurial identity. She is looking forward to an upcoming trip to Portugal, Germany, Austria, and the Czech Republic. At home, Heather and Lee spend their time trying to keep up with their year-old tri-color Cavalier King Charles Spaniel, Reilly.

MEREDITH WHITTEN (VAMPY 2005-08) graduated from high school this year and will attend Emory in the fall. Meredith is a recipient of the Woodruff Scholarship and an Emory Scholar.

As I talk with parents of other kids who are heading off to school in the fall, I realize how much better prepared for the experience Meredith is because of her time at VAMPY. Living in a dorm with strangers, finding her way to classes and the dining hall, integrating herself within a group of smart kids, taking on new and challenging coursework with unknown teachers – none of those are new experiences for Meredith. She is well equipped for college life. When we sent her to VAMPY that first summer after 7th grade, we had no idea what we were REALLY giving her! We could not foresee the impact of VAMPY on her preparation for college. The benefits are nothing short of amazing.

— SHERRY WHITTEN, mother of Meredith Whitten



The Giving of Art

BY CARA PITCHFORD

As you enter Schneider Hall, home of The Center for Gifted Studies and the Gatton Academy, your eye is drawn to the beautiful paintings in the lobby. Three bright splashes of color light up a space that begs for art to complement its decorative plaster archways and marble mosaic. In fact, throughout all four floors of the vast 82-year old building, there are only seven pieces of donated art. The walls echo with a need for your generosity.

Four pieces of donated art came from Gus Swanson, Owensboro, a WKU alumnus and former gifted and talented coordinator in Hancock County. One of those pieces is a colorful abstract that holds a spot of honor on the fourth floor.

A painting of sculptor Ed Hamilton, the sole piece of commissioned art, resides in the lobby, painted by Alice Gatewood Waddell, local artist and WKU alum.

A donation of art is a wonderful way for friends of The Center to leave a lasting mark or remember a loved one. Jennifer Fritsch, an art teacher at Glasgow Middle School, SCATS, and Super Saturdays, donated an original artwork, *Angels Among Us*, she had painted in memory of her father. It is displayed in the conference room in Schneider Hall. A piece of art in the lobby of Schneider Hall was also given in memoriam. This oil painting of Notre Dame was donated by Meg Crittenden in memory of her brother, Michael Joseph Selems. Meg explained that the Gatton Academy students reflect a passion and focus for their area of talent that reminds her of her brother Mike's focus on mathematics and technological design.

Meg spoke about her brother: "Mike loved God, his family, and friends, as well as his work. God blessed him with many gifts and talents. Donating this painting to

The Center symbolizes my appreciation and thanks to so many; to God for my brother and his giftedness which continues to touch people today world-wide, to Mike for his genuine love for his family and friends, to WKU, especially Dr. Julia Roberts for her dedication to gifted education, and to the Gatton Academy for nurturing the giftedness and talents of students like my brother."

A floral painting by award-winning artist Jeannie Spears was given by the Boswell family of Edmonton, KY. Curtis and Lisa's daughter, Alex, was a member of the inaugural class of the Academy. A friend of The Center, she participated in Super Saturdays while in elementary school and worked as a counselor this summer.

If you are interested in donating art to be displayed in Schneider Hall, please contact Julia Roberts. She would love to fill Schneider with original art.

We are living in exponential times, where the amount of information changes hourly. Gone are the days when people could concentrate on a set construct of data in order to begin a career. How is it possible, then, to prepare children for jobs that don't yet exist? That's the challenge of the 21st century educator. The best way to prepare children for this changing world, according to Wedge Lecturer Dr. Donald Treffinger, is to

teach them to think critically and creatively. Over one hundred educators came to WKU this March to learn how to make that shift.

President of the Center for Creative Learning, Inc., in Sarasota, FL, Don is an internationally known researcher, writer, teacher, and presenter in the area of creativity and Creative Problem Solving, as well as in the area of gifted and talented education. He divided up his time here during a recent visit between university faculty and K-12 educators. His first day he spent in a colloquium with

WKU faculty members emphasizing the nuances of research relating to critical and creative thinking. School of Teacher Education Assistant Professor Dr. Lisa Murley appreciated this approach: "Most impressive was the time that Dr. Don Treffinger took to become familiar with the research interests of the audience. Using his extended knowledge and experience, he offered ideas and prompted

our thinking to deeper levels when considering research and our teaching and learning experiences. He provided real life examples which he related to our research-related goals."

The next day he devoted to all educators. Beginning with the slide "OPPORTUNITY IS NOWHERE" and its dual meanings, he challenged his audience to think innovatively. He provided

The Wedge Lecture Series

Dr. Donald Treffinger Prepares Thinkers for a Changing World

BY TRACY INMAN



Clinton Lewis

Excellent Learning Opportunity



The 2010 Berta Excellence in Education Series will be held October 18 and 19 at the Carroll Knicely Conference Center in Bowling Green. There will be an evening session, *Giftedness as Both Asset and Burden: A Parent's Perspective*, on the 18th and an all-day professional development workshop for educators, *Giftedness as Both Asset and Burden: An Educator's Perspective*, on the 19th. Dr. Jean Peterson, Professor and Director of School Counseling at Purdue University, will share her expertise and experience regarding the social-emotional needs of gifted children. Jean believes that gifted education, as a field, has focused on academic achievement, measurement of various phenomena, and giftedness as asset – not as burden. For many scholars and other educators, motivation and high performance are often major criteria for identification. Therefore, her sessions look at key aspects of the social and emotional development of gifted youth, the often-neglected side of giftedness, and common concerns of teachers and parents related to nonacademic aspects of gifted students' school and personal lives. These sessions move away from common stereotypes and clichés about gifted kids and offer perspectives about their behaviors and thoughts. Thanks to the generosity of the Berta family, the events are free and open to the public, so be sure to mark your calendars now. More information is on the web.

practical strategies for developing creativity, critical thinking, and innovation in students. Cheryl Adkisson, Gifted and Talented Coordinator for South Oldham Middle School, appreciated the specific strategies shared. "I found the brainstorming guidelines and strategies shared by Don particularly helpful," she explained. "The brainwriting and morphological matrix tools allow students to play a role in sharing their ideas while encouraging them to expand their thinking and stretch themselves to solve problems in a less conventional manner than they would have without these thought organizers."

Dr. Beckie Stobaugh, a visiting assistant professor in WKU's School of Teacher Education, appreciated the tools as well. She emphasized the practicality of Don's workshops: "I particularly enjoyed the practical tools for generating options during problem-solving. The five tools presented could easily be used in any group to spawn new ideas and evaluate options."



Each year, the Wedge Endowed Professorship brings in an expert in a particular field of education. Thanks to the generosity of the Wedge family of Bowling Green, all events are free and open to the public. We certainly thank Denny and Carol for the vital role they play in improving schools, teaching, and learning.

Don Treffinger's words regarding the need for creativity ring so true as I read the newspaper and watch discoveries unfold in different realms. We can't prepare our students for the unfathomable future, but we can teach them to think, which is the ultimate preparation. To see our gifted students become producers of ideas, and not just consumers of knowledge, should be the goal of every teacher.

SUSAN RYAN

*Gifted and Talented Coordinator
Elizabethtown Independent Schools*

One of the main concepts behind Project GEMS (Gifted Education in Math and Science) is problem-based learning (PBL). In PBL, the emphasis is on critical and creative thinking as students determine the real problem and figure out ways to solve the problem. Through the grant, four of the schools have grouped their students based on interest and achievement in science and math. These teachers have received a substantial amount of professional development with the PBL math curriculum, Mentoring Mathematical Minds, and the PBL science curriculum from the College of William and Mary.

Science and science cluster teachers from each school were asked a series of questions regarding their experience with PBL and science. These teachers include Andrea Heming, a fifth grade teacher from Bristow; Melissa Zimmer a fifth grade teacher from Cumberland Trace; Cheryl Hume, a third grade teacher from Lost River; and Robin Howard, a third and fourth grade teacher from North Warren.



Project GEMS

A Problem-Based Learning Initiative

BY TRACY INMAN

Describe what PBL looks like in your classroom.

ANDREA: Problem-based learning is something that I take every opportunity to use in my classroom. During our GEMS unit on acid, the students were instructed to find a solution to the hypothetical tractor trailer accident. Through different instructional classes they found out different ways to create detours and neutralize the acid. The best part for me was that each of the six groups created a different solution to clean up the acid spill.

CHERYL: PBL in my classroom looks like hands-on, active learning. Students develop questions about the subject we are discussing. They work cooperatively in groups. They set up and design experiments and report data to their classmates.

MELISSA: I also teach science students not identified in the grant, so problem-based learning began with a lot of teacher-initiated questioning. However, students began to generate their own questions as the year went on. All questions called for independent student think time, partner talks, whole group sharing, and agreeing/disagreeing with reasons. While

this student discussion and hypothesizing were open ended, students carefully followed the scripted steps of the scientific method to test their predictions. Results were analyzed, including the identification of sources of error or differences between our classroom lab and the real-world setting in which these results could be applied. Problem-based learning was about solving real problems.

ROBIN: PBL is very prevalent in my classroom with ongoing projects and investigations on a weekly basis and sometimes daily. The children are grouped to work in small pods. These groups are very flexible which means that I am not hesitant to transfer students within groups if the dynamics within the group are not working.

What impact have you noticed on student achievement in science?

ANDREA: Through using PBL, I have noticed the students are asking more insightful questions. They are also expecting me to ask them higher order thinking questions. My students enjoy a challenge, and they get thorough questioning.

CHERYL: The impact has carried over to the other content areas. Students develop questions about characters they are reading about and why the author writes the way he/she does. This questioning technique also has carried over to social studies and math. They try to discover their own answers.

MELISSA: Students understand that scientific experimentation has implications outside of the classroom. The results we get actually apply to things going on in the real world.

ROBIN: I see that PBL learning has brought many successes to my classroom. Science is everywhere, and I was able to focus on allowing the children room and time to spend on investigations instead of covering more ground. Core content is embedded within PBL learning, and it was important that I be aware of adjustments that I could make to the GEMS curriculum to make it work for my classroom.

How do the students feel about PBL?

ANDREA: The students loved doing the GEMS unit. They loved the experiments that came with the units. We did such things as testing the acidity of different items and trying to neutralize lemon juice.

CHERYL: At the beginning of the year I asked students to describe themselves as students. Some words they chose were “friendly,” “kind,” and “helpful.” The last week of school I asked the same question again, and now they describe themselves as “determined,” “organized,” and “intelligent.” I think this says a lot about the way they feel about their growth.

MELISSA: Being their first year with a 13-week problem-based learning science unit, many students had a hard time view-

ing their development of analytical and investigation skills as learning. To them, more content = learning.

ROBIN: My students seemed to enjoy science more and became active participants instead of passive learners.

How has the training changed your teaching?

ANDREA: Since the GEMS unit, I have continued to ask higher order thinking questions. I have also continued doing experiments. This gives the students an opportunity to work in cooperative groups and find the answers for themselves. We recently did experiments testing different items to see if they were insulators or conductors. The students first created a circuit and then tested the different items such as rubber bands and paper clips.

CHERYL: I’ve always taught in a problem-based style. It helps me stay in tune with the students, their thinking, and guide them in their learning.

MELISSA: As a relatively new teacher, PBL is what I was taught and know as standard math and science instruction. It was wonderful to be asked to actually spend a substantial chunk of time on something, rather than race through a mile-wide, inch-deep curriculum that sacrifices best practice.

ROBIN: PBL has changed my teaching by allowing me the freedom to be creative in my teaching and by allowing students to learn in an investigative type setting. All children love surprises, and science lends itself to creating those exciting new experiences in the classroom. I feel that I have grown as a teacher and am excited to continue with PBL!

Project GEMS (Gifted Education in Math and Science) is a five-year federally funded Javits grant awarded to The Center for Gifted Studies in partnership with Warren County Public Schools. A talent development initiative serving students with an interest and/or potential in the disciplines of science, technology, engineering, and mathematics, Project GEMS has several components: professional development, parent and business partnerships, curriculum development, and a magnet school. Working only with schools that have more than 50% of their population qualifying for free and/or reduced lunch, Project GEMS is piloting a protocol geared at identifying and developing science and math talent in all students, including those from backgrounds underrepresented in careers in science and mathematics.

Leadership

Ordinary People Doing Extraordinary Things

BY CARA PITCHFORD

Helping teachers cultivate leaders of the future was the focus of Leadership XIV: Building Leadership in Students. Educators representing nine school districts attended the December conference sponsored by The Center for Gifted Studies. Each participant left with a new self-awareness and armed with practical, real-world strategies designed to help students find and use their strengths as leaders.

John Baker, Education Coordinator of the Center for Leadership Excellence at Western Kentucky University, practiced his own message as he lead a group of teachers, counselors, and administrators in an examination of their leadership styles through an assortment of assessments and investigation of models and theories. John has been with the Center for Leadership Excellence for four years. During that time he has worked with diverse groups of students who wanted to develop strong leadership skills, including undergraduate and graduate student orga-



nization officers, the football team, and the ladies basketball team. When school ended this May, he headed to Germany with a group of undergraduate students as the co-leader on a leadership study abroad opportunity.

The annual leadership seminar was designed to provide an introduction to leadership styles, assessments, and theory; identify participants' leadership styles; present different leadership building activities for use with small groups; and discuss implementation of leadership opportunities and programming for students in elementary and secondary schools.

Christian County Middle School teacher Haley Moore said, "The seminar made me more aware of the need to teach young leaders about leadership styles and opportunities to lead. So often, students are identified as gifted in leadership and never asked to use that gift in a real way." After attending the seminar at WKU, Haley created a leadership seminar for her middle school students who are gifted in leadership or show leadership potential. The activities used in the seminar were largely drawn from her experiences in the seminar at WKU with John.

Haley added, “In the seminar at Christian County Middle School, student participants identified their primary leadership style, brainstormed possible careers where that leadership style would be most beneficial, discussed the concept of leadership with guest speakers from the community and school, and interacted with high school students who were showcasing leadership opportunities at our local high schools.”

Following his workshop, John took the time to answer some questions about leadership:

How do you feel about leadership education in schools?

Leadership is a topic that is useful and needed in schools. We often assume that those in leadership positions can lead but often do not provide any education or training to enable them to be more effective leaders. Then, when a leader without any leadership education or training fails, we wonder why.

If you were going to give an educator just one piece of leadership advice, what would it be?

A leader’s greatest challenge and responsibility are to educate and train those who will lead after us.

What do you hope that the participants carried away with them from the seminar?

I hope that the educators who came left with a greater sense of their leadership. If you can better understand your leadership and how you came to that understanding, you can educate and train others to improve their leadership.

Join us for Leadership Institute XV on December 6 and 7. Mariam MacGregor, creator of youthleadership.com, will be the presenter. Check our website for information.

JUNIOR GREAT BOOKS HONORS OUTSTANDING ACHIEVEMENT

Every year the Great Books Foundation honors outstanding educators who exemplify the highest standards for leading Great Books programs. From kindergarten through high school, Great Teachers and Lifetime Achievement honorees transform their classrooms, schools, and districts into engaging learning environments where students thrive and make dramatic gains in essential literacy skills.

Susan McCloud, Assistant Superintendent of Curriculum and Assessment for Russellville Independent Schools, was one of four educators in the nation to receive the 2010 Great Books Lifetime Achievement Award. This award acknowledges her tireless support of the Great Books programs and her commitment to creating unity among teachers and student learners in her district. Susan has always been a champion for children who are gifted and talented. Although Great Books isn’t designed solely for gifted children, its basis is shared inquiry, a learning method that challenges people to think at the highest levels – something Susan believes in.

Susan is not the first from this area to be recognized for her contributions to student learning through Great Books. Sandy Alford, Gifted and Talented Coordinator for Edmonson County, was named Great Books Great Teacher in 2007. Sandy has partnered with The Center in many ways in addition to Great Books training; in the past she’s attended the Leadership Institute, Administrators Institute, the Diversity Workshop, plus other professional development. She, too, encourages children to think critically and creatively preparing them for the 21st century world.

The Center has hosted many Great Books trainings – the very training that gave Susan and Sandy their first exposure to the program. If this program sounds intriguing, join us at the next training scheduled for 2011. Go to www.greatbooks.org to find out more.

FRIENDS

Brenda Adams
Bowling Green, KY

Robert & Barbara Begtrup
Nashville, TN

Marilee Benson
Bardstown, KY

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Jim & Mary Ann Flueck
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Michael Flueck
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(SCATS 1992; VAMPY 1993-94)
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Matching Gift: Arch Chemicals



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Nick & Pat Kafoglis
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Jim & Dawn Kammerling
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Brooklyn, NY

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Gerald & Jolene Lord
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Tom & Ann Johnston
Milwaukee, WI

Carl & Donna Martray
Macon, GA

Jim & Diane Matherly
Matching Gift: Dow Corning Corporation

William McLean
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Prabodh & Daksha Mehta
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Rose Miller
Laguna Woods, CA
In Memory of Delanie Rose Woodward

Ted & Mary Nixon
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Wake Norris & Elizabeth Zimmerman
Matching Gift: Emerson Electric Company

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Hodgenville, KY

Roger & Mary Ann Pardieck
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Gene Pickel
Kingston, TN

Shannon Bunnell Pickett
(Counselor 1992)
Glasgow, KY

Frances Porter
LaCanada, CA

Thomas & Joanne Price
Seattle, WA

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Elizabethtown, KY

Dick & Julia Roberts
Bowling Green, KY

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Adolphus, KY

Donna Rogers-Beard
University City, MO

Martin & Angela Rowe
Harrisburg, IL

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Bowling Green, KY

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Glasgow, KY

Amber Dale Sapp
(SCATS 1988-90; Travel China & London; Counselor)
Crestview Hills, KY

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Falls Church, VA

Kendrick & Claudia Wells
Louisville, KY

Mary Ellen Wiederwohl
(SCATS 1987-88)
Louisville, KY

Max, Lucy, & John Max Wilson
(VAMPY 2003-06; Counselor)
Hickman, KY

Joe & Judy Wismann
Louisville, KY

Lori Wittlin
(VAMPY 1987-89)
Arlington, VA

Richard Wolfe
Palm Beach, FL

Randolph & Marna Zoerb
Franklin, KY

Perhaps you have heard that a whole is no stronger than its parts. That generalization is certainly true for organizations whether the parts refer to the people in the organization, the committees, or the affiliate groups that create the organization as a whole. An advocacy organization, then, is much more effective

when its affiliates are active and strong, and strength enhances the opportunity for goals to be reached. A state organization is more effective with healthy local groups, and a national organization is empowered by strong state advocacy organizations.

This important generalization transfers directly to you as a concerned parent, educator, or citizen who is interested in speaking out in behalf of children who are gifted and talented.

Why should you belong to a local affiliate of your state organization for gifted children? Why should you join a state organization if your local chapter is more in tune with what happens locally? What do state advocacy organizations offer to their members? Reasons to join can be described in three words that begin with the letter I: Impact, Information, and Involvement.

IMPACT

Numbers count when you want to make a difference. An organization can only impact legislation and policy at the state and national levels if numerous voices support your cause. An individual may change what happens in a classroom or school, but multiple advocates working together make changes happen at levels that affect all children in the state. A statewide organization provides the vehicle for many advocates to join together to address the academic, social,



The Importance of Joining Your State Gifted Organization

BY JULIA LINK ROBERTS & TRACY INMAN

and emotional needs of children who are gifted and talented. Legislation that establishes regulations and policies that must be followed for all children who are gifted and talented can make a great impact. Examples include regulations for gifted services, required college-level courses at every high school, teacher requirements for gifted endorsement, and age limits to start school. This potential impact applies to state and national levels when state groups support the national organization. The advocacy voice flows from the local level to the state and national levels.

INFORMATION

State organizations for gifted education provide information that educates members: they send newsletters,

operate listserves, update websites, and offer conferences and other professional development opportunities. If you want to stay up-to-date on what is happening concerning gifted education in your state, then you need to be a member of the organization. Not only is this state

organization your direct link to the latest information, but it also is a source for opportunities that help you make appropriate decisions for your gifted children. Such information makes you a far more effective advocate for your gifted child and other gifted children.

INVOLVEMENT

If you want to help "make things happen" in your state, your state organization for gifted education is the obvious place to join with others who are also interested in advocacy for gifted children. You will find others who share your interest and passion. From planning events to contacting legislators to writing an article for the newsletter, your talents and efforts are needed.

You will have numerous opportunities to be involved and make a lasting difference in the lives of gifted and talented children.

The three I's (Impact, Information, and Involvement) describe the three main reasons to be a member of the state advocacy organization. Now let's look at specific reasons to join your state gifted organization.

You will learn about opportunities for your children who are gifted and talented.

You will receive newsletters, emails, and mailings to keep you up to date about what is happening that relates to the education of children who are gifted and talented.

You will have a presence for gifted education in your state capital through your state organization.

(Continued on page 18)



You will be in the loop for knowing what is and what is not happening in your state capital, so you will have time to contact decision-makers to influence decisions.

You will be in a network with others who are working to ensure appropriate educational opportunities for children who are gifted and talented in your state and across the country.

You will have the opportunity to hear leaders in the field of gifted education at state conferences, experts you otherwise might be unable to hear.


You will be part of a state organization with name recognition among educational and civic groups that can support decisions that impact the education of children who are gifted and talented.

You will have access to a speakers bureau to keep your local affiliate alive and well in addition to being well informed.

You will be a member of a state organization with the primary goal of advocating for appropriate educational opportunities for gifted and talented children.

Your voice will combine with others who advocate for children who are gifted and talented.

So what do you say to someone who says, "I want to join the local gifted organization, but I don't think the state group makes any difference to my child or children"? The response is simple. Although you may be tempted to put your membership dues toward a field trip to a museum through your local group, those same dues plus a little more on the state level can have a more profound impact when targeted toward policy or advocacy on a grander scale. In other words, you can make a little difference on your own. You may change what is happening for your own child during this school year. But, if you want to make a lasting difference, one that affects more than your child this year,



PHP: Check It Out!

The National Association for Gifted Children (NAGC) publishes an outstanding parent magazine filled with valuable information. Parent members of NAGC receive *Parenting for High Potential* four times a year – a bargain for \$25. And right now, the deal is even better. Join your state organization (KAGE is \$30), and become a parent member of NAGC for only \$10!

NAGC is excited to announce that the best articles from *Parenting for High Potential* have been compiled into a book, *Parenting Gifted Children: The Authoritative Guide from the National Association for Gifted Children*. Published by Prufrock Press, it should be in your bookstore in early fall. Tracy and Julia have a couple of articles in it, and Tracy, who chairs the advisory board for the magazine, helped edit the book. It's a must have for parents of gifted children!

you must add your voice to what happens in your state. You do this by joining the state affiliate. There is no doubt that numbers count when it comes to state-level advocacy. Legislators often ask organizations how many members the organization has. They want to know how powerful the group is – they want to know if it is a force to be reckoned with. Add your membership to your state organization. You will add to the impact your organization can have, you will receive valuable information, and you will have numerous opportunities to increase your involvement in gifted education. By joining your state organization, you're ensuring that the parts are indeed strong and that the whole is powerful.

To find out specific information about your own state's advocacy organization for gifted and talented children, go to www.nagc.org then click on Gifted by State. You'll find contact information as well as other important facts such as funding and gifted regulations.

Advocacy requires members who believe in opportunities for gifted and talented students. It is hard for a general to fight a war without soldiers. Also, it is hard to replace attitudes of apathy and indifference with enthusiasm and support without dedicated members willing to go the extra mile.

DAN REEDER

Past President of the Kentucky Association for Gifted Education

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Executive Director of KAGE

Lynette Baldwin

BY JULIA ROBERTS

As the Kentucky Association for Gifted Education (KAGE) marked its thirtieth year, Lynette Baldwin was honored on the occasion of her tenth year of being the Executive Director of KAGE. Those ten years have been characterized with her professional approach to planning and orchestrating events, partnering with individuals and organizations, and representing KAGE with decision-makers at state and national levels.

Lynette Baldwin hails from western Kentucky, from Paducah and the big city of Golo. She was a fourth grade teacher for ten years, and then taught in the Gifted, Talented, and Creative Program for twenty years – all in the Paducah City Schools. She notes that KERA brought changes. The gifted services began in one school but developed into a districtwide program. The program for children who are gifted in the visual and performing arts blossomed after KERA expanded Kentucky's definition of giftedness and required services in all of the areas. Her leadership was evident in what happened for children who are gifted and talented in the Paducah Schools.

She worked with the McCracken County Schools gifted and talented teachers Sheila Cruse Johnston and Charlene Beasley to offer the very successful 4 + 1 Saturdays, a program that provided challenging learning experiences for many children over several years.

As Executive Director of KAGE, Lynette has worked hard to make gifted education a part of the conversation about education in the state and beyond. Lynette stated that hosting the National Association for Gifted Children (NAGC) Conference in Louisville was an important time for gifted education

in the Commonwealth, especially noting that many superintendents came and then-Commissioner Gene Wilhoit was a key player in that event. Recognizing Nicholas Green Award winners has been important for the children as well as for KAGE during the first decade of Lynette's leadership in KAGE. Lynette describes the KAGE board as a committed group who work together with a sense of "family."

If a new chapter is being organized or a chapter needs a program, Lynette is likely to be there. When there is pending legislation that could impact gifted children in Kentucky, you will find Lynette engaged in "tweaking" the language to enhance the impact of the bill for gifted children. If the Kentucky Advisory Council for Gifted and Talented Children is meeting, Lynette will be in Frankfort and involved. When NAGC is working on legislation, Lynette is there to talk with members of the Kentucky delegation to ensure that they know what KAGE members support.

(Continued on page 20)



So many state organizations are forced to change addresses and contact information with each incoming president. Part of the Kentucky Association for Gifted Education's (KAGE) success lies in the fact that it has been housed at The Center for 20 years. The Center contributes in multiple ways from providing space to paying the phone bill. Of course, having a paid executive director, Lynette Baldwin, and staff member, Gail Hiles, are two key factors for KAGE's longevity and well being.

KAGE

www.wku.edu/kage

www.facebook.com/KAGEgifted

Additions to the Board

The Center would like to welcome three new Board of Advisors members.

Mrs. Aileen Rose of Glasgow, KY, has a fifth-grade daughter who has attended Super Saturdays the last two years. She is married to Matt Rose, a physician. Although a licensed attorney, Aileen has put her career on hold in order to be with her children, Julia and Olivia.

Dr. Mike Muscarella, Director of Rehabilitation Services with Western Baptist Hospital, joins the Board from Paducah. Both he and his wife, Julie, have been very active in the gifted community. Their daughter, Miriam, who is at Harvard, spent summers with us attending both SCATS and VAMPY in 2002 and 2003.

Mr. Sam Moore, who works at Lexmark in Lexington, became interested in The Center through friend and current board member Joe Wismann. Sam and his wife, Karen, have a daughter, Rachel, who graduated from the Gatton Academy of Mathematics and Science in 2009.

2010 BOARD OF ADVISORS

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Cadiz, KY

Darlene Eisenstein

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Brett Guthrie

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Bill Hamilton

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J. Maynard Thomas

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Joe Wismann

Louisville, KY

Charles Zimmerman, Jr.

Louisville, KY

Gail Hiles states, "It has been an honor to work with Lynette on raising awareness of the needs of gifted young people in Kentucky. Lynette brings a strong commitment and a quiet passion to her leadership of the Kentucky Association for Gifted Education, and her tireless work has touched the lives of so many students and educators. Lynette's contributions to gifted education on the local community, state, and national levels are significant, and I look forward to another ten years working with Lynette on advocating for appropriate educational opportunities for gifted and talented young people in Kentucky."

Jan Lanham, President of KAGE, says, "Lynette has truly been both a beacon and an anchor as she has guided the board. Her vision, based on the needs of students, educators, and parents, has helped to craft the work of KAGE, while her presence throughout the educational and business community has represented the voice of gifted education with expertise and grace. Lynette's awareness of what has come before helps put the new initiatives and challenges into perspective, yet she sees each challenge as an opportunity! Her tireless efforts are a gift to all of us."

KAGE is fortunate to have Lynette as the Executive Director. She is a dedicated leader, one who represents KAGE very well. The Center for Gifted Studies knows how vital KAGE is to our state, and hosting the office of KAGE is very important to The Center.

JOIN US FOR WKU'S HOMECOMING

The Center and Gatton Academy are hosting
a tailgating event during WKU's

Homecoming 2010 "Thrill on the

Hill." Join us at our tent

on Schneider Hall lawn

from 11:00 to 2:00 CDT

on Saturday, October 30.

Refreshments will be provided.

All friends are invited!



Please R.S.V.P. at

<http://giftedhomecoming10.eventbrite.com>

or call The Center at

270.745.6323 or 270.745.5991.

Help Us Help Others

Send to The Center for Gifted Studies

Western Kentucky University, 1906 College Heights Blvd. #71031, Bowling Green, KY 42101-1031

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Enclosed is my/our gift for \$ _____

Charge to: ☐ Visa ☐ Master Card

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☐ I would like to know more about including
The Center for Gifted Studies in my estate plans.

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ways to support The Center (e.g., endowment,
scholarships, specific programs, etc.).

Make checks payable to the WKU Foundation. All gifts are tax deductible.

**FRIENDS
WISHING TO
CONTACT US**

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Executive Director

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Email: amanda.lich@wku.edu



Bryan Lemon

Anything New?

*You're important to us! Help us be able to
contact you. Please let us know of any changes:*

Name _____

Address _____
STREET

CITY

STATE ZIP

Phone _____

Fax _____

Email _____

The Center for Gifted Studies
Western Kentucky University
1906 College Heights Boulevard #71031
Bowling Green, KY 42101-1031

ADDRESS SERVICE REQUESTED



Bryan Lemon

calendar

October 30, November 6, 13, & 20, 2010

Fall Super Saturdays

October 18 – 19, 2010

Berta Excellence in Education Series

November 18 – 19, 2010

Administrators Institute

December 6 – 7, 2010

Leadership Institute XV

January 29, February 5, 12, & 19, 2011

Winter Super Saturdays

April 1 – 10, 2011

Spring Break in Italy

July 2, 2011

30th Celebration for The Center