

the challenge

Magazine for The Center for Gifted Studies

GRADUATE OFFERINGS IN GIFTED EDUCATION EXPAND AT WKU

Beginning this fall, Western Kentucky University will have additional coursework in gifted education, graduate work that will lead to the Master of Arts in Education (MAE) in Gifted Education and Talent Development. This new MAE will have two pathways – one to the MAE with Advanced Certification for Teacher Leaders and one to the MAE with Advanced Research Focus. The Advanced Certification pathway includes 18 hours in gifted education and talent development coursework, and the Advanced Research Focus has 21 hours of specialized coursework.

The School of Teacher Education has provided the 12-graduate-hour sequence leading to the Endorsement in Gifted Education since it became an official endorsement in Kentucky in 1984. In fact, the complete course sequence has been taught at WKU annually as a part of a master's degree or as a stand-alone endorsement since that year. The endorsement in gifted

education will continue to be offered along with additional opportunities to specialize.

The MAE in Gifted Education and Talent Development has gone through the university approval process for the new courses and the program, and the Education Professional Standards Board has approved the program. The Council for Postsecondary Education approved the MAE in April.

It is important to offer coursework and experiences that allow educators to specialize in gifted education and talent development. This new MAE in Gifted Education and Talent Development will increase the pool of specialists in the field in Kentucky and beyond.

Queries about admissions and other questions about the MAE in Gifted Education and Talent Development should be directed to Dr. Julia Roberts at julia.roberts@wku.edu.



Dear Friends of The Center
for Gifted Studies,

The Center for Gifted Studies has been making a difference in the lives of gifted children and young people for almost 35 years. *The Challenge* shares stories of both current and former participants in The Center's programming.

Please know that you make a difference for children and young people at The Center for Gifted Studies. You do that in numerous ways.

You help create a groundswell of interest in students who are advanced and who are in need of educational opportunities that challenge them. You share information about programming for children and young people that The Center offers.

Another way you make a difference is advocating for gifted students at the school, school district, state, and national levels. The numbers of gifted young people are small in relation to the total population of the school. It is so important for students who are advanced to be learning every day they are in school, just as it is important for all children to learn. A learning ceiling has been set at proficient or grade-level achievement in many classrooms and schools, and that

Letter from Julia



ceiling limits what a young person who is advanced can achieve.

In February, educators and parents came to the Kentucky capitol rotunda to let legislators know how important it is to provide appropriate educational opportunities for young people with gifts and talents.

Please talk with your legislators at the state and national levels to support legislation that creates promising opportunities and financial support for services for gifted children and young people.

Another way you make a difference is by your gifts to The Center. Gifts help a young person participate in a program offered by The Center. Your gift can make it possible for a young person who must have financial assistance to come to Super Saturdays, SCATS, VAMPY, Camp Innovate, or Camp Explore. It is especially rewarding when former participants in The Center's programming make gifts so other young people can have an experience similar to ones they had in past summers.

Friends of The Center also make a difference when they create opportunities for young people, parents, and educators. Examples include endowing a lecture series for parents and educators, sponsoring IdeaFestival Bowling Green to highlight the importance of innovation, or creating a new opportunity that is important to the donor. Possibilities are numerous.

Thank you for "making a difference."

Sincerely,

A handwritten signature in red ink that reads "Julia Link Roberts". The signature is fluid and cursive.

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

An internationally preeminent center, The Center for Gifted Studies envisions 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
TRACY INMAN

Designer
MARCUS DUKES

Smoke curling from the tail of a giant rocket screaming skyward formed a vivid memory for Abrar Rahman. For Jasmine Smith, it was testing out her mastery of Russian by asking about the color of her classmates' clothing. Kara Hutchinson fondly recalled interviewing witnesses of a mystery and writing a story on her conclusions for the class newspaper.

The unique learning experiences afforded to students at Super Saturdays make for unforgettable memories. Those fond recollections are a major reason many students come back year after year looking for exciting intellectual opportunities they don't find anywhere else. These

repeat campers might even travel a couple hours each Saturday to reach Western Kentucky University or the Kentucky Science Center in Louisville.

Such is the case with Phillip Greathouse, who has traveled from Goodlettsville, TN, for Fall Super Saturdays from 2010-14 and Winter Super Saturdays in 2011-12 and 2014. (His sister Ariana has tallied 11 total sessions between 2007-14.) Phillip was enrolled in Zombie Science this past fall and his favorite activity – studying the brain – was the kind of exciting hands-on, minds-on learning that makes Super Saturdays unique.

"I chose the class because the name and the description sounded interesting," Phillip explained. "I like that I get to do things I wouldn't normally get to do in school. Everyone should definitely do Super Saturdays and bring a friend!"

Jasmine and Abrar were both in Weather All Around Us during the fall session. Jasmine travels from Glasgow and has attended Fall Super Saturdays from 2008-14 and Winter Super Saturdays in 2009, 2011, 2012, and 2013. Abrar has commuted from Cave City for the fall session from

NEW FRIENDS, UNIQUE EXPERIENCES DRAW SUPER SATURDAYS CAMPERS BACK



ZACK RYLE

2008-14 (excluding 2011) and the winter session from 2009-14. They agreed with Phillip when asked what has brought them back a combined 23 times.

“I liked the experiments we got to do the first two weeks. We don’t get to do many science experiments in school,” Jasmine said. “Super Saturdays is a good experience where you get to try fun activities and meet new people.” Abrar added: “It’s different than regular school. The classes change each time and there are new things to learn.”

Some students enjoy Super Saturdays so much they want to be involved even when they can’t find a class that’s right for them. That was the story with Kara this fall. A resident of Alvaton who has attended each fall and winter session from

2010-14 (except winter 2013), Kara joined Stop the Presses: Calling All Reporters as a student assistant after having such a fun time in the class during Winter Super Saturdays 2014.

“I got to assist in teaching new things,” she said. “I enjoyed experiencing Super Saturdays in a whole different way that was equally wonderful to being the student.”

Whether it’s unforgettable memories, new friends, or challenging learning opportunities, Super Saturdays has long offered an experience that motivates students to return year after year. As they

leave WKU or the Kentucky Science Center, these young lovers of learning are already counting down to the next session. Not only that, they have words of wisdom to share with those who’ve never been to Super Saturdays before.

“Other kids might think Super Saturdays is just another class where you learn a bunch of stuff,” Abrar said. “What they don’t know is that you do a lot of cool things.” Jasmine added: “Try to get into Super Saturdays because it’s a neat experience, and you’ve never had one like it. When you try it out, you’re going to have a lot of fun!”



ZACK RYLE



JOSH RAYMER



ZACK RYLE



Celebrating Gifted Education for a Month

A year ago, Colmon Elridge, Executive Assistant to Governor Steve Beshear, suggested changing Gifted Education Week to Gifted Education Month. The response was “Let’s do that.” Consequently, February in Kentucky was Gifted Education Month this year and will be in the future.

The Proclamation of Gifted Education Month was celebrated in the capitol rotunda on February 4. Leaders of the Kentucky General Assembly joined in the celebration. Colmon Elridge read the proclamation. David Givens, President Pro Tem of the Senate; Mike Wilson, chair of the Senate Education Committee; and Derrick Graham, chair of the House Education Committee, spoke to the assembled crowd of students, educators, and interested citizens.

The Center for Gifted Studies also invited students and educators from the Bowling Green Independent Schools and the Warren County Schools for the local signing of the Proclamation of Gifted Education Month on February 12. Judge Executive Michael Buchanon and Mayor Bruce Wilkerson addressed the assembled group and signed the proclamation. The gathering at City Hall represented supporters of gifted education.



Governor Beshear made a Public Service Announcement that will be shared this spring and throughout the year. Such PSAs create awareness of the need to provide appropriate services for children and young people with gifts and talents if we want the Commonwealth of Kentucky to thrive.

Celebrations of Gifted Education Month took place throughout Kentucky. It is time to start planning for next year. How will you celebrate Gifted Education Month in Kentucky in 2016?

With 530 first through eighth graders in 37 different classes, Winter Super Saturdays teachers made a big impact on students in February. For three of those teachers, their approach to teaching was influenced by their own experiences as students in The Center's programs.

There is hardly a program offered by The Center that Julie Roberts Bog-gess hasn't participated in. She has taken part in SCATS (1986-87) as a student and SCATS and VAMPY as a counselor, traveled several times with The Center, and taught acting classes during Super Saturdays, SCATS, and The Summer Camp. This winter she turned her focus to literature in her Super Saturdays class for second, third and fourth graders, *A Fabu-mouse Adventure with Geronimo Stilton*.

Julie comes back to teach in The Center's programs every year because she enjoys seeing the impact it has on students. "I like seeing their eyes light up when they realize that something that they love and are passionate about, there's another kid that likes that," she explained. "That's a super cool thing for a kid who might live in a town where being into rockets or something wouldn't make you the cool kid."

Through her classes, Julie aims to help students develop their individual interests. "I don't like the phrase *bored*; I just think that means you haven't found what you like to do yet," she asserted. "When I work with gifted kids, having been a kid that was in gifted services myself, I remember what I enjoyed about that, and what I didn't enjoy about it, not that there was much that I didn't enjoy."

That positive experience in gifted education has impacted not only her teaching, but her parenting as well. "I didn't realize until I was a parent that stuff that my mom and dad did with me was very educationally driven, and I just thought it was plain fun," she acknowledged. "Luckily, I have the chance to sneak that same kind of educational fun in on my kiddo."

Joe Napier, another Super Saturdays teacher, agrees that positive educational



CENTER ALUMNI DRAW FROM EXPERIENCE TO TEACH SUPER SATURDAYS



experiences need to be interspersed in a child's life. "A kid needs little data points of affirmation through his growing up because, unfortunately, he's getting other signals along the way, too," he noted.

Joe received some of that affirmation as a student at SCATS in 1983. "You're just

an eighth grader, but you're treated like a college student, so we were changing classes all over campus," he recalled. "We were the only ones here during the summer, so we kind of felt like we owned the place. That early responsibility was a big deal."

That experience is something he tries to emulate with the seventh and eighth graders in his Rocket Science class during Super Saturdays. As part of the class, he takes students on a tour of WKU's engineering labs and introduces them to the head of WKU's engineering department, Dr. Julie Ellis. "We make a point to say, 'Hey, you're seventh or eighth graders; in four or five years, you'll be a freshman in college. You could be right here,'" Joe explained.

He also introduces his Super Saturdays students to WKU engineering

students, including Zach Lancaster (Super Saturdays 2006; SCATS 2006), a senior from Bowling Green majoring in mechanical engineering. Zach took Joe's class himself when he was in junior high school, and he began assisting with the class last fall. "Seeing his enthusiasm really encouraged me to want to come back and do something similar," Zach said. "These classes show that if you're willing to work at it, you can achieve it."

Enthusiasm is something Beth Tyrie injects into her teaching as well. A former Super Saturdays student herself (1998-99), Beth has taught during Super Saturdays and SCATS. This winter she taught *Under the Sea Discovery* to third and fourth graders. "If you are excited yourself and you're really into what you're teaching, then I think that comes off to the students to get them excited and interested about what you're teaching," she pointed out.

Beth's own experience as a Super Saturdays student has impacted both what

she teaches and how she teaches it. "I like to teach the kids something they might not have learned in school already," she said. "That's what I remember from my old Super Saturdays classes. We were learning about architecture. We were learning about how pinhole photography works. We learned a lot about that stuff; but it was taught in a really fun manner, and it wasn't taught necessarily in a way that it would be taught in the classroom, a very hands-on experience."

Beth looks forward to spending her Saturdays with students excited about learning. "I feel like I'm learning with them all over again, too," she quipped. "I think as long as I'm able to teach them something that they learn but also get them excited about the subject, then I think we'll all have a fun day."

Those fun days of learning will be back again in the fall for the next session of Super Saturdays on October 31, November 7, 14, and 21.

Good News!

Since Ron Skillern first taught VAMPY's Nazi Germany and the Holocaust in 1992, each class has created a mural depicting an aspect of the Holocaust. Individual and haunting, these murals adorned Ron's classroom at Bowling Green High School. Some of them were once shared at the Gordon Jewish Community Center in Nashville to wide acclaim. The Center is excited to announce that more people will be able to view these powerful paintings. The Jewish Heritage Foundation in Louisville is funding a traveling exhibit of the murals. Locations and dates will be shared as soon as they are known. Let us know your ideas for places to exhibit the murals.



SAM OLDENBURG

Julia Roberts

HONORED IN DENVER

Congratulations go to Julia Roberts for being awarded the Palmarium Award from the University of Denver's Institute for the Development of Gifted Education (IDGE). IDGE honors the individual who best exemplifies their vision: A future in which giftedness will be understood, embraced, and systemically nurtured throughout the nation and the world. Dr. Sylvia Rimm, the inaugural recipient of the Palmarium, nominated Julia, thereby making her the second recipient ever of this prestigious award.

Recipients of the Palmarium demonstrate the Institute's vision through understanding of giftedness in the areas

of practice by impacting graduate education, pre-service, and P-12 communities; outreach through advocacy at a variety of levels (local, national, international); publications informing teachers, children, parents, policy makers, and academia; and research influencing theory, practice, and policy.

Julia received the award in Denver in February at IDGE's Weaving Together Innovative Thinking and Design: The Future of Differentiation. She delivered the lunchtime keynote address entitled *Thriving Rather Than Surviving*. Additionally, she and Tracy

Inman presented on the DAP Tool (Developing and Assessing Product Tool).

The Palmarium, in part, acknowledged the many programming opportunities she has provided for tens of thousands of young people. SCATS alum Mark Miller (1985-86; Counselor) worded it well: "I have always found Dr. Roberts to be genuine and caring with a passion and drive like no other. I think all of us in her programs have been fortunate that she cares enough about us to commit her life to our success. I can't say 'Thank You' loud enough!"

Nellie Walton Arnett (Counselor 1995-96), with a Master's degree in Marriage and Family Therapy, supervises a Family Preservation Program in Bowling Green that works to keep at-risk families safely together. When not at work, she and her husband, Tom, enjoy soaking up every minute they can with Alex, their baby, and boxer, Cain.

Austin Lyons (Super Saturdays 2001-2006; SCATS 2006-2008; VAMPY 2009-2010; Counselor 2013) recently placed first in the nationally-televised talent competition *The Sing-Off* with his a cappella group, the Vanderbilt Melodores. The group outscored five other groups from across the country to take home *The Sing-Off* trophy, \$50,000, and a place in the show's official national tour. Austin is the Vice President and Business Manager of the Melodores, taking care of all business inquiries and booking all of the group's performances. Austin is a junior at Vanderbilt University, where he is studying English Literature, Economics, and Music. Austin is a Cornelius Vanderbilt Scholar, attending Vanderbilt on a prestigious merit-based full-tuition scholarship. Outside of the Melodores, Austin is an executive

director at the WRVU-Nashville radio station and a founding father of Delta Tau Delta Fraternity's Lambda Chapter.

Meredith Long Pelham (VAMPY 1988-90), a Rhodes College graduate, runs a Montessori co-op in Nashville, TN. She and her husband, a school principal, have four children ages 3 to 12.

Kristine Song (Gatton Academy 2007; Counselor 2010, 2012) is currently attending the University of Kentucky medical school. Between her second and third years of medical school, she is doing a one-year pathology fellowship. Kristine completed her undergraduate work at the University of Miami in 2011.

Alumni UPDATE

SATURDAY AND SUMMER EXPERIENCES SPARK CAREERS

Last fall, Julia Roberts appeared on the *AMKY Show* on WBKO-13, Bowling Green's local station, to talk about Fall Super Saturdays. Before the interview, television journalist and *AMKY Show* host Laura Rogers reminisced about her participation in Super Saturdays in her elementary school days; she took a class on storytelling. She went on to connect how that is what she does every day in her career: tell stories.

It turns out that Laura is not the only alum of The Center's programs who has devoted his or her professional life to something studied or explored on a cool Saturday morning or in the warmth of summer on WKU's campus. Fumiko Futamura, associate professor of mathematics at Southwestern University in Texas, spent four summers at VAMPY (1994-97), two devoted to mathematics. And Harper Lee, the associate editor and web editor for the Educational Theatre Association in Cincinnati, took drama for one of her two VAMPY classes (1997-98), acting for one of her SCATS classes (1995-96) plus she even taught theatre for other VAMPY campers in 2009. Mark Miller (SCATS 1985-86), who has worked at Microsoft for 17 years, remembers his very first computer programming experience occurred in a SCATS class. Each of these professionals reflected on the impact their Center experiences had on them.

What were the most memorable parts of your experiences through The Center for Gifted Studies?

MARK: I vividly remember watching the computer screen draw a box with my name inside. That was my first experience of being able to tell a machine to do something and have it respond. There is a little bit of awe and a great feeling of accomplishment when you can see tangible results from work you've done. That's what I felt when that first program came to life.



Fumiko Futamura



Harper Lee



Mark Miller

HARPER: My experiences with The Center were really about the people. I made the most amazing friends and learned to be comfortable just being myself which has been so valuable to me and to my career.

How did these Center experiences impact your career choice?

FUMIKO: I knew from this experience that I wanted to be around thoughtful, unique, creative, talented, and highly motivated people with a broad range of interests. Being at a good liberal arts college, I feel very lucky to be surrounded by faculty, students, and staff who are exactly that. For example, I've been involved in advising projects that have nothing to do with math, like designing and building a solar-powered lounge chair from scratch that charges your electronics, to a collaboration between music and biology students

to compose a piece of music mimicking the way HIV mutates and spreads at the cellular level.

HARPER: Mrs. Padilla's VAMPY drama class was the first domino. I had already been acting and dancing. Her class taught me to love the literature of theatre, and I see that as the key to everything I do today. With her, I learned to think about stories: how they're built, why they're told, how they look and behave when they're on their feet – not just on a page. I didn't know then that I'd be doing what I'm doing today – I just focused on loving learning about drama. The rest fell into place, thank goodness.

MARK: Even after that experience, I really didn't know much about computer science other than "I wanted to do that." I've always been pretty stubborn, and, once I set my sights on that goal, it was pretty

much a done deal. When I was a teenager, my family and I were involved in a minor car accident. As part of the settlement, my parents gave me \$3,000 to utilize as I found fit. I decided to buy my first computer, a Tandy TRS80. I'll never forget literally staring at a blank screen for hours trying to figure out how to make it do something. It was a great challenge, and I eventually learned how to write and compile BASIC code and watch it come alive.

Describe your educational path.

MARK: I received my computer science degree from WKU in the mid '90s. One funny story is that I still didn't know what computer science really meant until I started taking my first classes at WKU. Like I said, I made a decision early on to be a computer scientist based on my early experiences as a seventh grader. While I enjoyed learning how hardware and software could come together and create magic, the raw programming wasn't ever a huge motivator for me. I was lucky enough to intern with Lexmark in Lexington, KY, my junior year. That was my first introduction to networking (the computer version), and it really set the direction I would take moving forward. I ended up getting a job as a Netware and Windows NT system administrator for North American Royalties, Inc. in Chattanooga, TN. While there, they provided the on-the-job training and certification I needed to get into Microsoft.

The camps at WKU provided my first experience to be with like-minded kids. Computer science aside, it was my first time to share with other kids that I liked music, plays, math, poetry. I wouldn't talk about that stuff with my friends at school. I realized that there were people out there that liked those things, too.

—Mark Miller

FUMIKO: I finished high school at Louisville Male High School in 1999, then went to University of Louisville for college on a full scholarship. I majored in mathematics and minored in art. I went to graduate school in mathematics at Vanderbilt University in 2002 and graduated with a Ph.D. in mathematics in 2007. I immediately went into a tenure-track assistant professor position at Southwestern University.

HARPER: After graduating from Bowling Green High in 2001, I went to Miami of Ohio and majored in theatre and journalism. I have an MA in arts journalism from the Newhouse School at Syracuse University.

I'm very grateful for my experiences at VAMPY. Some of my best memories are from those times. I'm happy that I still keep in touch with many of the friends I made there.

—Fumiko Futamura

The Center cared about my talents, taught me they were special and important, and encouraged me to have faith in myself and go after what I loved in my life and my work.

—Harper Lee

Where do you work, and what is your job title?

HARPER: Currently, I work for the Educational Theatre Association in Cincinnati. I am an Associate Editor and Web Editor in the publications department. I write for our magazine, *Dramatics*, and I manage and create the content that goes on our website, schooltheatre.org. I'm also a writer, dancer, and performer in Cincinnati. My work has been part of the Cincinnati Fringe Festival and the Crisis Arts Festival in Arrezzo, Italy. Plays of mine have been onstage at the Public Theatre of Kentucky, the Know Theatre in Cincinnati, and Notre Dame Academy in Park Hills, Kentucky.

Fumiko Futamura
(VAMPY 1994-97)

Harper Lee
(SCATS 1995-96; VAMPY 1997-98; TA 2008; Instructor Theatre 2009; Travel to Paris; Counselor 2002-03; Coordinator, Technology and Communications 2009-10)

Mark Miller
(SCATS 1985-86; Counselor 1992)



MARK: I have been at Microsoft now for 17 years. My current title is Service Delivery Executive in the America's Cloud Service Center of Excellence. Since Microsoft loves acronyms, we shorten that to SDE in the ACS COE. I've had various roles in Microsoft, including support, consulting, development, program management, and people management. It has been a great ride.

FUMIKO: I work at Southwestern University, a small liberal arts college of about 1,500 students in Georgetown, TX, about 30 minutes from Austin. I received tenure in 2013, so I am now Associate Professor of Mathematics.

What connections can you make between your profession and your experience at The Center?

FUMIKO: Bruce Kessler's class made an unconscious impression that inspired my current method of teaching. If I remember correctly, we made 3-D models of polyhedra to understand their properties. I enjoyed the hands-on, visual method of learning these mathematical ideas, and I think it inspired the way I teach in many of my classes. In particular, I teach a geometry course in which we explore projective geometry, a geometry that was inspired by perspective drawing. I have students play with real-life models to discover abstract geometric relationships between figures and their projected images. They make conjectures based

on these observations which they then prove later on. I am currently working on a textbook on projective geometry that uses these kinds of methods with colleagues at Indiana University and Franklin & Marshall College.

HARPER: In my job, I have to have two things: a really sturdy base of knowledge about theatre and the ability to think creatively. The VAMPY drama class I took laid the essential pieces of a foundation that I still build on and use. I refer back to the conversations we had regarding Willie Loman and *Murder in the Cathedral* and *Antigone*. The content that I learned and the critical thinking that I practiced in the class are still part of who I am as a professional artist and writer. When you work in the arts, you have to listen to your own drummer and feel confident in what you produce. The Center cultivated that self-assurance in me.

Since 1983, The Center has offered such experiences and opportunities for children and young people with gifts and talents. Who knows what impact a single experiment in Kitchen Table Science may have on the life of a seven-year-old or how an exploration of the dystopian society Panem will influence a middle-schooler's thinking? The Center's programming is designed to challenge, motivate, stretch, excite, and inspire. And, for some, those experiences translate into lifelong endeavors.

John & Katherine Abbott
Louisville, KY
Alumni Fund

Ginny Arterburn
(Super Saturdays 1997)
Bowling Green, KY

Brown & Sue Badgett
Hanson, KY

Steve & Jennifer Bailey
Villa Hills, KY

John & Sandra Baker
Bowling Green, KY

Bill & Charlene Beasley
Henderson, KY

Marilee Benson
Bardstown, KY

Gary & Karen Bickett
Owensboro, KY

Sunny Boling (VAMPY 1990-92)
West Hollywood, CA

Suneel & Prasanthi Boyareddygar
Bowling Green, KY

Doug & Martha Brown
Winchester, KY

Peter Budny (VAMPY 1996-99)
Duluth, GA
Alumni Fund

Bob & Helen Bueker
Bowling Green, KY

Phil Burkeen
Bowling Green, KY

Stephen Campbell
& Holly McHold
Goshen, KY

Dann & Kathi Cann
Leitchfield, KY

David & Donna Causey
Bowling Green, KY

Wootae & Kathleen Cheon
Fort Campbell, KY

Megan Coffman
Lexington, KY

ControlSoft, Inc.
Highland Heights, OH
*Matching gift for Alumni Fund by
Case Holmes (SCATS 1999-2000;
VAMPY 2001-02)*

Matthew & Melanie Cook
Bowling Green, KY

Susan Cook
Bowling Green, KY

Raymond Cravens
Bowling Green, KY

Randy & Fran Crawford
Franklin, KY

Peggy Dettmer
Alta Vista, KS

Tom & Janice Donan
Bardstown, KY

Jean Dudgeon
Elizabethtown, KY

Eric Edds (SCATS 1988-89;
VAMPY 1988)
Bowling Green, KY

Diane Esrey
Louisville, KY

Mark Evans
Louisville, KY

John Fitts
Bowling Green, KY

Jim & Mary Ann Flueck
Lexington, KY

Mike Flueck (VAMPY 1989-1992;
Counselor)
Brownsburg, IN

John Gallagher &
Cat Gallagher (SCATS 2007;
Travel to Paris & London)
Prospect, KY

Donnie & Meg Gatten
Sturgis, KY

Frank & Sharon Gieselmann
Utica, KY

Charles & Mary Giovannini
Kirksville, MO

Ruthene Glass
Bowling Green, KY

Jack & Janice Glasser
Bowling Green, KY

Bill & Debbie Griffith
Lexington, KY

Anne Guillory
(Teaching Assistant)
Louisville, KY

John & Phyllis Gump
Richmond, KY

John & Carolyn Hagaman
Bowling Green, KY

Steve & Jennifer Hall
Frankfort, KY
Alumni Fund

Bill & Sue Hamilton
Pflugerville, TX

Randy & Jane Hansbrough
Bowling Green, KY

Charles & Carolyn Hardcastle
Bowling Green, KY

Norman & Carole Harned
Bowling Green, KY

Robert & Martha Haynes
Bowling Green, KY

Nelson & Susan Helm
Louisville, KY

JoNell Henderson
Clarkson, KY

Humberto Hernandez
& Nelly Acosta
Bowling Green, KY

Amanda Hines
(SCATS 1983-84)
Evansville, IN

Sam & Kate Hinkle
Shelbyville, KY

John & Dawn Hitron
Louisville, KY

John Hollis & Mary Lyon
Battletown, KY

James & Cynthia Houston
Bowling Green, KY

Rick Husk
Mountain View, CA
Innovate Kentucky

Ann Huskey
Bowling Green, KY

Geoff & Shannon Hulse
Owensboro, KY

Kenneth & Sylvia Jaegers
Louisville, KY

Jim & Anna Jo Johnson
Bowling Green, KY

Dorothy Bailey Johnston
Joelton, TN

Harvey & Sarah Johnston
Bowling Green, KY

Thomas Johnston
(VAMPY 1999-2000; Counselor)
& Anna Hitron
(VAMPY 1996-1999; Counselor)
Louisville, KY
Alumni Fund & Fund for Excellence

Rizwan & Huma Khan
Hopkinsville, KY

Eliane Kurbegov
Colorado Springs, CO

Jason & Engrid Lai
Blacksburg, VA

Charles & Mary Ellen Lamar
Owensboro, KY

David & Leigh Latherow
Ashland, KY

Mariann Lawrence
Louisville, KY
*Riley Lawrence Memorial
Scholarship Fund*

David & Laura Harper Lee
Bowling Green, KY

Ryan & Dana Leisey
Alvaton, KY

Stewart & Amanda Lich
Brownsville, KY

Christopher & Melissa Lind
Nashville, TN

Pete & Dixie Mahurin
Bowling Green, KY

Sarah Courtney Maines
(SCATS 1998-2000;
VAMPY 2001-02)
Versailles, KY

Carl & Donna Martray
Elberta, AL



Jim & Diane Matherly
Bay City, MI

William McLean
Lumberton, NC

Carol Mercer
Owensboro, KY

Rose Miller
Laguna Woods, CA

Tom Moody
Franklin, KY

Scott Nass (VAMPY 1988-91;
Counselor)
Palm Springs, CA
Alumni Fund

Anna Norris
Glasgow, KY

John & Astrid O'Boyle
Elizabethtown, KY

Randy & Lee Ann Olson
Yorkville, IL

Roger & Mary Ann Pardieck
Columbus, IN

Paul & Anne Pedersen
Barbourville, KY

Ron & Jan Peeler
Bowling Green, KY
Alumni Fund

Kim Lorch Perrins
(VAMPY 1994-97)
Atlanta, GA

Shannon Bunnell Pickett
(Counselor)
Glasgow, KY

Ma'ayan Plaut
(Super Saturdays 1998-2000;
SCATS 2000-01; VAMPY 2001-04)
Oberlin, OH

Jonathan Plucker
Glastonbury, CT

Rankin & Dolly Powell
Corydon, KY

James & Jennifer Proud
Prospect, KY

Jeff Ream (VAMPY 1992)
Chicago, IL

Kevin & Belinda Richards
Bowling Green, KY

Dick & Julia Roberts
Bowling Green, KY

Donna Rogers-Beard
University City, MO

Andee Rudloff
Bowling Green, KY

Elizabeth Rush
Lexington, KY

J. T. & Martha Sandefur
Bowling Green, KY

Kamal & Abby Singh
Bowling Green, KY

Janet Skees
Louisville, KY

James Snider
Franklin, KY

Jim & Joyce Ann Spiceland
Salisbury, NC

Jeff & Margaret Stein
Bowling Green, KY

Heather Taylor
(SCATS 1990-92)
Northport, AL

Subin Jain & Nandita Telang
Louisville, KY

Arlene Truitt
Fort Mitchell, KY

Kristen VonGruben
(VAMPY 1990-1993)
Fenton, MO
Alumni Fund

Robert & Catherine Ward
Bowling Green, KY

Denny & Carol Wedge
Bowling Green, KY

Hillel Weinberg & Debra Weiner
Falls Church, VA

Lois Weinberg
Hindman, KY

Kendrick & Claudia Wells
Louisville, KY

Brian & Elisha Wiggins
Central City, KY

Sue Wilson
Bowling Green, KY

Kurt & Linda Winkenhofer
Plano, TX

Joe & Judy Wismann
Talent, OR

Lori Wittlin (VAMPY 1987-89)
Houston, TX
Alumni Fund

David & Donna Wooden
Leitchfield, KY

**FRIENDS OF IDEAFESTIVAL
BOWLING GREEN**

AT&T

Bowling Green Area
Chamber of Commerce

Kentucky Innovation Network



MAIL PREFERENCES

We are aware that some of you may enjoy receiving general mail from WKU, including the *WKU Spirit* magazine and other informational pieces; yet others might prefer to only receive mail from The Center. If you are receiving WKU mail and wish to only receive mail from The Center for Gifted Studies, we invite you to share your preference by email or mail. We will adjust our records accordingly. If we do not hear from you, you will continue receiving the same types of pieces as you have in the past. Our only wish is to be responsive to you, and so we are pleased to follow your lead in our communication with you.

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

EMAIL
tracy.inman@wku.edu

MAIL
Tracy Inman

As Dr. Barbara Kerr pondered what she wanted educators to take away from the Wedge Distinguished Scholar Presentation held February 9-10 at Western Kentucky University, she gravitated towards two takeaways – one practical and the other conceptual. The first impression she hoped to make on the 75 educators who attended her presentation “From Imagination to Innovation: Encouraging Students in STEM”

was that students who pursue science as a career have a certain set of common characteristics. The challenge for those in the classroom, Barb explained, was learning to identify those students.

“I wanted each teacher to leave with ideas of how they could find those children in their class who have the potential to become innovators,” she said. “Not to use a test, but to be able to say that a student has the constellation of characteristics typical of someone who’s going to go forward with science.” What does this constellation of characteristics look like for teachers trying to spot future scientists in their classroom?

Jennifer Emberton, a teacher at Franklin-Simpson Middle School, said the skills she thought were essential don’t necessarily show up in the constellation: “Social skills, customer service, or public interaction – we think students must possess those skills to function in society. Barb clearly stated ‘no, you don’t necessarily have to have all of those skills.’ If you’re this intelligent, you can often make it just fine. That was eye-opening for me.”

Once these students are identified, Barb revealed the next step is determining what needs to be done to help them attain their goals. Jarrod Shive of Bowling Green-Warren County Community Education plans to help these highly creative students by incorporating the principles of Barb’s presentation into the summer camps his workplace is planning. He really wants to focus on discovering student

WHAT DOES A FUTURE SCIENTIST LOOK LIKE?

Dr. Barbara Kerr Explores the “Constellation of Characteristics” at Wedge Distinguished Scholar Presentation



interests: “I learned the importance of identifying what students are interested in – at school and in the community – and what things they want to better themselves upon. We can use those things to make them better students, get them prepared for college, and make them productive members of society.”

Preparing future innovators for success means tearing down some popular notions people have about these particular students. “I think it’s a misconception that

all creative innovators were good students. They weren’t,” Barb clarified. “They tended to achieve in areas related to their greatest interest and do just enough in the other areas to reach competency. So when we expect our creative kids to be achieving across the board, that’s probably not going to happen. It’s not even a good thing if they do. We need some people to grow up and be very focused on a particular area.”

However, laser focus shouldn’t be equated with a lack of flaws. Barb said that



SAM OLDENBURG

some scientists are rough around the edges: “America has a love affair with the conscientious, hard-working, nice, people-oriented kid. A lot of scientists aren’t people-oriented and the model of motivation and grit. We need to be okay with that. We’re not going to get innovation in this country until we develop a more tolerant atmosphere for the diversity of personalities that we see. We need to let these kids have their rough edges. We need to let them be geeks and be unusual if we really want them to innovate.”



SAM OLDENBURG

Accepting potential scientists’ warts and all also means recognizing the beliefs they hold about themselves and their potential – Barb’s second key takeaway. “I also wanted participants to understand the construct of distance from privilege,” Barb said. “We can’t understand talent development without taking into account people’s perspectives on how far they really can go, whether a person believes he or she has access to the center of power in a society or feels locked out. That means school and government officials must set aside simplistic notions of race and gender and examine how several disparate factors come together to filter talent development,” Barb concluded.

CORDELIA THOMPSON, Bowling Green, KY:

“Thank you for providing me with lots of ideas to share with my teachers and students.”

MARY CAROL TROGDON, Brentwood, TN:

“At times, those of us working with students let our focus narrow. These opportunities, like today with Dr. Kerr, broaden our views and connect us again with the new. As we share our experiences with those around us, we also grow our ‘toolbox.’ In short, these meetings are so valuable.”

JUDY JORDAN, Mount Juliet, TN:

“I found Dr. Barb Kerr’s seminar on STEM and creativity to be inspiring to me as a teacher and parent of gifted and talented children. We need to incorporate creativity into the curriculum of science and beyond. Now I will be looking at my GT students differently and nurturing all of their scientific curiosities.”

The consequences of failing to identify gifted students and challenge them can be devastating. Barb shared her belief that the focus for too long has been on bringing kids up to the mean rather than continuing to challenge those kids who were performing very well. Jennifer took that message to heart: “Everyone has the right to an equal opportunity at education. Oftentimes, we focus on the students who are struggling. The ones who are so advanced don’t always get the attention they should. We don’t need to let those students be at a loss for what they need. They have needs, as well.”

The Center was proud to partner with TAG, a division of the Council for Exceptional Children, this fall to host the TAG Fall Institute. The event brought in national experts to work with teachers, counselors, and administrators. With a focus on diversity, the institute provided a wide array of topics to address the various needs and interests of the nearly 50 people who attended. For example, Dr. Fred Bonner of Rutgers explored Black male success across P-20 education while Gatton Academy Director Dr. Lynette Breedlove focused on the highly gifted student. Texas's Dr. Cecilia Boswell, Maryland's Mr. Ken Dickson, and Georgia's Dr. Claire Hughes each discussed various aspects of the twice-exceptional student. Dr. Tarek

DIVERSE GIFTED STUDENTS: **THE CENTER HOSTS FALL INSTITUTE FOR THE ASSOCIATION FOR THE GIFTED (TAG)**



Grantham provided the luncheon keynote in which he encouraged participants to re-envision ways to promote cultural competence, positive future images, a future-orientation, and creative thinking skills among culturally different students who display gifted behaviors. Mrs. Mary Cay Ricci opened the day with ideas from her best-selling book *Mindsets in the Classroom*.

Vicki Cooper, district gifted coordinator for Allen County, found the institute

to be very beneficial: "This institute does what it would be very difficult to do for myself with all the time constraints of teaching. That is discussing topics quite relevant to things I do every day, tracking down the experts in those areas, and placing them all together in an event to which I can easily commute. I am always reading and researching, but without the institute, I would not get nearly the training and knowledge I receive through workshops they offer." But the knowledge gained is

just one of the advantages of attending. She added, "It also offers support so I don't feel so alone. Many people in this position, including myself, feel like we are out there all alone because we are the only one in our districts who works with gifted students. To be able to connect with others like me, to share ideas and procedures is truly valuable."

Both Julia Roberts and Tracy Inman serve on the TAG Board of Directors: Julia is president while Tracy is webmaster.



TAG Resources

Prufrock Press has partnered with CEC-TAG to produce a series of books exploring issues important to children and youth who are gifted and talented, especially those from diverse populations. Written and edited by experts in the field, these CEC-TAG educational resources provide critical information, practical strategies, and insight. All royalties from CEC-TAG Educational Resources go to CEC-TAG. Go to <http://cectag.com/resources/tag-books/> for more information.

The latest release is *Increasing Diversity in Gifted Education* (Felder, Taradash, Antoine, Ricci, Stemple, & Byamugisha, 2015). This book provides guidance for meeting the educational needs of high-potential students across many racial, ethnic, language, and economic groups as well as some categories of disability.

Edited by Dr. Tracy Cross, Dr. Laurence Coleman, and Dr. Jennifer Cross, *Critical Readings on Diversity and Gifted Students* (2012, 2013), is a two-volume compilation of 66 articles that originally appeared in the *Journal for the Education of the Gifted*. Volume 1 focuses on diverse gifted students within and outside the United States. Volume 2 features articles focused on the impact of gender on gifted students, including those with one or more disabilities.

Effective Curriculum for Underserved Gifted Students (2012), written by Dr. Tamra Stambaugh and Dr. Kimberley Chandler, explains the need for a differentiated curriculum for gifted students typically underrepresented in gifted programs, including children of poverty and those who are from culturally and linguistically diverse populations.

Effective Program Models for Gifted Students from Underserved Populations (2013), edited by Dr. Cheryll Adams and Dr. Kimberley Chandler, highlights eight successful programs that have been designed to use with low-income, high-ability students.

In *Effective Program Practices for Underserved Gifted Students* (2012), Dr.

Cheryll Adams and Dr. Cecelia Boswell identify and discuss three broad areas of effective practices: differentiation, acceleration, and enrichment.

Dr. Mary Ruth Coleman and Dr. Susan Johnsen's *RTI for Gifted Students* (2011) provides a comprehensive overview of Response to Intervention (RTI) frameworks that include gifted students, incorporating national, state, and local RTI models and how gifted learners can be included within these frameworks.

Schools are increasingly diverse in their student population, presenting new challenges for teachers. In light of these challenges, schools remain important in the talent development process. Dr. Julia Link Roberts and Dr. Jennifer Jolly's *A Teacher's Guide to Working With Children and Families From Diverse Backgrounds* (2012) provides important information and strategies for educators at all levels.

In *The Underachieving Gifted Child: Recognizing, Understanding, and Reversing Underachievement* (2013), Dr. Del Siegle explores the many factors that contribute to achievement. This book offers specific strategies to help increase student achievement by improving students' attitudes.

“IDEAS, INNOVATION, INVENTION” SHINED AT **IDEAFESTIVAL** **BOWLING GREEN 2015**

The second annual IdeaFestival Bowling Green (IFBG) was held Friday, March 20, at the Downing Student Union and was an outstanding event for those who celebrate ideas. This speaker series featured nine presentations split into three 90-minute sessions and a keynote speaker session. The theme of “Ideas, Innovation, Invention” was reflected in each of the presentations. Big ideas that were covered included using resources for alternative purposes, branding your big ideas, making online content more social, staying on the cutting edge of innovation, being prepared when your moment of need arises, bettering your community, finding a creative and financial balance in your work, and creating your own job. No matter their passion or profession, attendees came away from the 10 talks renewed by the creative principles that could be applied to their lives.

Keynote speaker John All, a WKU geography associate professor, headlined IFBG 2015 with a presentation entitled “When Preparation Meets Need – Lessons from the Himalaya on Achieving Success.” After surviving a fall down a 70-foot crevasse in the Himalaya last May, John shared how his planning allowed him to endure a perilous climb that he undertook with 15 broken bones (including six vertebrae), a right arm that was ripped out of the shoulder, and internal and external bleeding. Using the lessons he’s learned against a backdrop of stunning photos and videos from his travels, John showed attendees the importance of being prepared when their moment of need arises.



Starting off the day at IFBG 2015 were session speakers Brian Gupton, Tim Earnhart, and Ma’ayan Plaut. Brian Gupton is the co-founder and executive director of Dataseam, a company that churns out 300 years of cancer research each week through 14,000 computers located in Kentucky classrooms. For students, these

computers open up an exciting world of online possibilities; for Dataseam and the world at large, the computers represent one of the largest pipelines of potential new cancer drugs in the country. Brian presented a talk entitled “Kids, Cancer, Computers: The Dataseam Story.”

Tim Earnhart is the CEO and founder of Workshop, a branding firm located in Bowling Green that is focused on crafting big ideas. With over 20 years of experience,

Tim consults with companies nationwide on their branding needs. He has a passion for branding big ideas that he shared in a presentation titled “Get Your Brand On! Why Building Effective Brands for Ideas and Innovations is Critical!”

Ma’ayan Plaut is a VAMPY alumna (2001-04; SCATS 2000-01) who now works as the Social Strategy and Projects Manager at Oberlin College in Ohio. Ma’ayan returned to Kentucky (she’s from Magnolia originally) for a talk entitled “Make Content More Social.” Ma’ayan’s story chronicled her hero’s journey and how she now enables the storytelling of other heroes she encounters. She even wore a cape and a VAMPY shirt emblazoned with a “V” inside Superman’s shield to get in the heroic mindset for her presentation.

The second session at IFBG 2015 focused on the automotive industry and featured Dave Tatman, Mitch Wright, and Eric Millette. Dave Tatman is the Associate



Green, Michelle has a passion for the community and connecting local food producers and consumers. During a talk called “My Kentucky Food Story,” Michelle shared moments from her journey in the world of farming that connected with every member of the audience.

Aspiring entrepreneurs were drawn to the panel discussion that concluded IFBG 2015. Justin Raque of JRaque Marketing and Kyle O’Donnell of Only Footprints sat down for a collaborative Q & A session called



PHOTOS BY SAM OLDENBURG

Vice President for Automotive and Manufacturing at WKU and delivered “The Current Innovative Revolutions in the Automotive Industry.” As the former manager for the Corvette Assembly Plant, Dave looked at the technological frontiers in today’s global automotive business and the changes we can expect in cars of the future.

Mitch Wright is the general manager of National Corvette Museum Motorsports Park. His talk, entitled “The Rate of Innovation in the Motorsports Industry,” detailed the breakneck pace at which innovation moves and the speed with which new technologies must be developed in order to stay competitive. Eric Millette, business manager of the body systems group at Bowling Green Corvette Assembly, gave the audience a behind-the-scenes look at the process of designing a new Corvette during his talk “Design and Manufacturing Innovations in the Launch of the New Corvette Stingray.”

The fourth session followed John’s keynote presentation and included speakers Stephanie Pruitt, Michelle Howell, Justin Raque, and Kyle O’Donnell. Stephanie is a self-described “Artrepreneur” and poet who resides in Nashville and offers a creative amplifier for ready-to-boom events or busi-



nesses. Her presentation was entitled “To Do or Not To Do: Intuition as an ARTrepreneurial Strategy” and within it she presented a new decision-making matrix that banished “maybe” and replaced it with “yes if” and “no because.” The inspiration for her talk? A love note from elementary school!

Michelle Howell is a farmer, writer, and community organizer. As the founder of the Community Farmers Market in Bowling

“Create Your Own Job” and detailed how they brought their ideas to life at the WKU Student Business Accelerator and created their own jobs.

In addition to the speakers, IFBG 2015 featured supplementary events meant to stimulate the creativity of participants. High-tech tools were showcased in the Maker Mobile, communication skills were honed in pop-up improv activities between sessions, Nashville artist Andee Rudloff curated another beautiful mural, artwork was on display from Mark Whitley and Alex Lockwood, and sponsors exhibited outside the auditorium. A special thanks goes to 212° Academy for the creative stage set. IFBG 2015 wouldn’t have been possible without generous help from its sponsors: AT&T, the Bowling Green Area Chamber of Commerce, and the Kentucky Innovation Network.

Photos, videos, quotes, and social media moments from IFBG 2015 can all be found at www.ideafestivalbg.com.

School counselors need to understand that the social-emotional needs of children and young people with gifts and talents relate to their cognitive needs. It is key for counselors, parents, and all educators to know that the needs of gifted students relate to their strengths rather than weaknesses; consequently, they will not look needy to many educators and parents. Gifted children are as different from the average child as the student with a severe disability is different from the average child.

In order to share important information about gifted children, Julia Roberts and Tracy Inman provided professional development for the South Central Counseling Association meeting in December. The focus of the professional development was on “Gifted Children: The Counselor’s Role.” Melissa Wassom, counselor at Warren East Middle School, said, “Guidance counselors play a pivotal role in ensuring gifted students are challenged academically as well as making sure their social and emotional needs are met. It is

THE CENTER SUPPORTS COUNSELORS

so important for guidance counselors to understand the many facets of giftedness from identification to the provision of services and to the use of that knowledge to meet the needs of gifted students. It is also important for guidance counselors to empower gifted students to advocate for themselves when that need is not met.”

Last November, Julia Roberts presented a session, “What Counselors Need to Know About Gifted and Talented Students,” at the Kentucky Counseling Association Conference in Louisville. The Center for Gifted Studies had an exhibit at the conference as well.

For the last few years, The Center for Gifted Studies has had an exhibit at the Kentucky School Counselors Conference. Materials at the exhibit inform participants about the offerings for young people, educators, and parents at The Center for Gifted Studies.

Annually, The Center for Gifted Studies offers the Berta Lecture Series with a focus on the social-emotional needs of children with gifts and talents. Another annual workshop focuses on twice-exceptional learners. These workshops hold high interest for school counselors as well as other educators and parents.

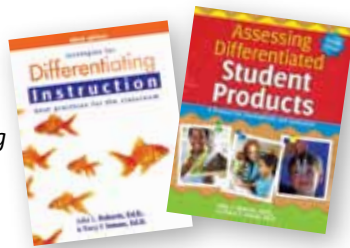


Excellent Resource

Tracy Cross and Jennifer Cross, *Handbook for Counselors Serving Students with Gifts & Talents: Development, Relationships, School Issues, and Counseling Needs/Interventions* published in 2012 by Prufrock Press.

They're Here!

Prufrock Press recently released new editions of two books that Julia Roberts and Tracy Inman wrote: *Strategies for Differentiating Instruction: Best Practices for the Classroom (3rd ed.)* and *Assessing Differentiated Student Products: A Protocol for Development and Evaluation (2nd ed.)* The products book includes many new Developing and Assessing Product (DAP) Tools, a protocol designed to guide students in product development, facilitate differentiation, simplify assessment, and remove the learning ceiling. The differentiation book includes an additional chapter on tiered assignments plus numerous new examples of differentiated lessons that span grade and content levels. The 2nd edition of the differentiation book received the Legacy Book Award from the Texas Association for the Gifted and Talented as the outstanding book for educators in 2009. Both have electronic template capabilities. Go to www.prufrock.com for more information.



Also in the News

Tracy Inman served on the search committee for the executive director of the National Association for Gifted Children.

Julia Roberts was named to The National Center for Research on Gifted Education Advisory Board.

ADDITIONAL RESOURCES

- Inman, T. F. (2015). The importance of challenge for thinking and learning. *Illinois Association for Gifted Children Journal*. Available at <http://www.iagcgifted.org/2013-journal/2015-journal.html>
- Roberts, J. L. (2015). Individuals who are gifted and talented. In R. M. Gargiulo (Ed.), *Special education in contemporary society (5th ed.)* (pp. 537-585). Los Angeles, CA: SAGE Publications.
- Roberts, J. L., & Alderdice, C. T. (2015). State Residential STEM Schools: A Model for Accelerated Learning. In S.G. Assouline, N. Colangelo, J. VanTassel-Baska, & A.E. Lupkowski-Shoplik (Eds.), *A nation empowered: Evidence trumps the excuses that hold back America's brightest students (V. II)*, pp. 137-151. Iowa City, IA: The Belin-Blank Center for Gifted and Talented Education.
- Roberts, J. L., & Roberts, R. A. (2015) Writing units that remove the learning ceiling. In F. A. Karnes & S. M. Bean (Eds.), *Methods and materials for teaching gifted and talented students (4th ed.)* (pp. 221-255). Waco, TX: Prufrock Press.
- Winger, S. R., Adkins, O., Inman, T. F., & Roberts, J. L. (2014). Development of a student interest in mathematics scale for gifted and talented programming identification, *Journal of Advanced Academics*, 25(4), 403-421.

Terry Wilcutt, WKU Alumnus and Astronaut, Honored

On October 18, Terry Wilcutt was recognized for his outstanding career in aviation by having a T-38 Talon placed at Aviation Heritage Park. The planes at Aviation Heritage Park are selected to tell the stories of aviators who are linked to south central Kentucky, and the T-38 Talon is the fifth aircraft on display at the park.

Terry lived his early years in Russellville and graduated from Western Kentucky University with a degree in mathematics. Terry is an astronaut and was the pilot and/or commander of four shuttle missions. Currently, he is Director of Safety and Mission Assurance at the Johnson Space Center.

Terry talked about his experiences with students at The Gatton Academy on Thursday, October 16. The conversation lasted two hours as the questions from Gatton Academy students kept coming. The following day, Terry participated in a panel discussion with Scott Andrews and Philip Scott Andrews, two photo-journalists who chronicled the years of the shuttle. Members of the WKU community were invited to listen to this interesting panel discussion.

Administrator of NASA Charles Bolden came to be a part of the recognition of Terry at Aviation Heritage Park. Administrator Bolden talked with Gatton Academy students at Mass Media and Technology Hall on Friday afternoon, answering numerous questions from the Gatton Academy students and others in the audience.

Dr. Rhea Seddon and CAPT. USN Robert "Hoot" Gibson, NASA astronauts, came to Bowling Green for Terry's recognition. It was quite special to have four astronauts at WKU and the Aviation Heritage Park.

On Saturday, Gatton Academy students with special interest in aerospace enjoyed either breakfast with these former astronauts or lunch with Administrator Bolden. Those students will remember these opportunities for a long time. Noah Latham (Super Saturdays 2005-09; Travel to Germany), a junior from Franklin, KY, said, "It was truly an honor to meet General Bolden, a man of such importance in the aerospace community. His time with us helped to remind me that, despite having a title like General or Administrator, he is a human like myself and my friends, and that we can



Administrator Bolden quoted Nkosi Johnson –
“Do all you can, with what you have, in the time you have, in the place you are.”

have opportunities to be a part of that same community.”

So many opportunities for inspiration and learning occurred for students at The Gatton Academy, the WKU community, and friends and supporters of Aviation Heritage Park. Terry, Charlie,

Rhea, and “Hoot” created wonderful memories when they were at WKU October 16-18.

“Aviation Heritage Park is a lasting legacy and a source of inspiration to your community and to the students that will visit there for generations. Saturday will be a day that I will remember forever!” stated Denise Ann Zigler, NASA Solar System Ambassador Master Teacher, from Nashville, TN.



MAGIC HAPPENS WHEN TALENTS AND INTEREST INTERSECT

Dr. Susan Baum Leads 2014 Twice-Exceptional Learners Seminar

Imagine a room filled with approximately forty parents, educators, counselors, and administrators from around the region. Now picture all forty individuals participating in a simulation involving deer, water, food, shelter, and wolves.

In this activity, the participants mimicked the interactions between a predator population of gray wolves and a prey population of deer in a forest. With each round, the deer needed water, food, or shelter (and each participant chose one of



these roles) while the wolves were looking for a quick meal. Many participants found themselves eaten by the end of the simulation. Through all of the running, laughter, and planning, real-world learning was taking place in the form of food chains, ecosystems, and the basic elements of nature. And, more importantly for the purpose of the seminar, real-world learning was taking place in the form that provided varied learning experiences for twice-exceptional children.

A twice-exceptional student is someone who is gifted in at least one area (such as general intellectual ability or creativity) and has a disability, which can include anything from a learning disability or autism to ADHD or blindness.

This simulation might sound a little out of place for an educational conference, but this activity was just one of the highlights for the 2014 Twice-Exceptional (2e) Learners Seminar, held on November 5, 2014. During the simulation discussed above, Dr. Susan Baum explained how 2e children can be integrated into an interdisciplinary lesson involving both math and science based on how nature works and the statistics behind it.

Susan, co-director of the International Center for Talent Development and Professor Emeritus from The College of New Rochelle, discussed who 2e children are, what issues come with dual diagnosis, and several key practical tips to help parents and educators alike.

“First thing a parent or educator should ask is ‘What is the child like at his or her best?’” stated Susan. “From that point, you must focus on the strengths to prepare these students for the careers before them.” She addressed multiple ways to focus on strengths inside and outside of the classroom.

“During the seminar, I learned that we should focus on strengths instead of weaknesses,” said Scottsville, KY, parent Sarah Reece. “I particularly love the quote

that ended the seminar, which was from Hallowell in 2005 and reads: ‘...a person builds a happy and successful life not on remediated weaknesses but on developed strengths.’”

Several parents, like Sarah, attended the seminar to gain guidance on how to best parent their children. Others present, including educators and counselors, were focused on how to best educate these children. “Starting small and working toward the whole when teaching a topic or concept with 2e students will be the one piece of information I take with me following this seminar,” stated Logan County High School Counselor David Brooks. “It is a paradigm shift about how I look at

approaching learning styles and abilities of 2e children.”

“The key for me was in the dual differentiation part of the presentation,” said Special Education Coordinator for Sumner County Schools (TN) Kayren Craighead. “Many thoughts shared were affirming to my beliefs, and the presentation gave direction on how to approach regular education teachers about 2e students.”

“The topic of twice-exceptional learners is one about which there is much misunderstanding,” said Dr. Julia Roberts. “Providing workshops for parents and educators is central for The Center for Gifted Studies, and the workshop conducted by Dr. Susan Baum was an outstanding ex-

ample of meaningful professional development on a very important topic – twice-exceptional learners.”

The Twice-Exceptional Learners seminar was free and open to the public, thanks to a gift from Flora Templeton Stuart to The Center for Gifted Studies.

Dr. Mary Ruth Coleman will present at the next Twice-Exceptional Learners Seminar.

To see pictures from the Twice-Exceptional Learners Seminar, go online to www.flickr.com/photos/giftedstudieswku/sets/72157648749047759.

For the *Oh, Deer* simulation described above, go to www.projectwild.org/documents/projectWILD.pdf.

Dawn & John Hitron HONORED

The Hitron family of Louisville, KY, has a long, healthy history with The Center. It began in 1996 when Anna, the oldest, came to VAMPY. Her brother Andrew followed in 1998, and the youngest, Maggie, started her relationship with us in 2001. All three children attended VAMPY four years, and Andrew and Anna served as counselors as well. Andrew even taught the VAMPY environmental science class one summer and was known for his t-shirt designs.

Parents Dawn and John also have strong ties. Dawn has served on the Advisory Board since its inception in March of 2001. Not only have they supported The Center financially, providing scholarships, but they have also contributed sweat equity. From providing tethered hot air balloon rides for the 20th and 30th celebrations of The Center to initiating connections for Galt House space for a last-minute venue change for the World Council for Gifted and Talented Children’s World Conference, the Hitrons have been incredibly generous with time, talents, and energy. This past November, they were recognized for their altruism when they received the Volunteer of the Year award for The Center at WKU’s annual Summit Awards during Homecoming week. We would not be who we are if not for special friends like Dawn and John Hitron. Julia Roberts said, “Dawn and John are faithful friends of The Center, ones we value immensely. Thank you so much for your support.”

UPDATE ON THE HITRONS

Anna (VAMPY 1996-99; Counselor 2002-06) married Thomas Johnston (VAMPY 1999-2000; Counselor 2002-06; TA). She is the Oncology Pharmacy Specialist at Baptist Health Louisville while Thomas is an attending physician in emergency medicine at Jewish Hospital in Louisville.

Andrew (VAMPY 1998-2001; Counselor 2004-07; Instructor Environmental Science) is finishing the Ph.D. in toxicology at the University of Kentucky and is a graduate researcher at the Graduate Center for Toxicology.

Maggie (VAMPY 2001-04) graduated with the JD in 2013 from the University of Kentucky College of Law. She is currently working on a career change and is applying to schools for veterinary medicine. This summer she married John Mason, a designer at L&J Constructors.

STEERING FROM TEXAS TO KENTUCKY: A JOURNEY MEANT TO HAPPEN

***“You have brains in your head.
You have feet in your shoes.
You can steer yourself any direction you choose.”***

Dr. Seuss – Oh, The Places You’ll Go!

It has been almost a year since Lynette Breedlove officially became Director of The Gatton Academy for Mathematics and Science in Kentucky. The brains in her head and the feet in her shoes have certainly steered her to this particular destination in her life.

Lynette was previously with the Spring Branch Independent School District in Houston, where she was the Director of Advanced Academic Studies and Secondary Counseling. Prior to working at Spring Branch, she was the Coordinator of the Gifted and Talented Program at the Fort Bend Independent School District in Sugar Land, TX.

Not only does Lynette have a doctorate in educational psychology from Texas A&M, a master of education degree from the University of St. Thomas in Houston, and a bachelor’s degree in psychology from Rhodes College in Memphis, she also is a frequent presenter at national conferences and is very active in gifted associations. This involvement includes being chair of the Education Committee of the National Association for Gifted Children, treasurer of The Association for Gifted (a division of



the Council for Exceptional Children), and past-president of the Texas Association for the Gifted and Talented. When Lynette says, “It seems like all of my experiences have led to this point in my career, rather than one or two things making it the right fit for me,” she really means it.

What was the most unexpected thing Lynette found after she started at The Gatton Academy? “That many of the students put no value in the Academy’s #1 ranking by *Newsweek* and *The Daily Beast*. It seems, in their opinions, the metrics used in those rankings fail to measure what is most important and what they want others to know

about the Academy. Our students greatly value the culture of the Academy. This is their home-away-from-home and their family-away-from-family. The culture that supports them being wholly themselves is more important than anything a ranking can measure.”

While there are many personal and academic rewards and challenges inherent with being at the helm of such an innovative and challenging school, chief among those will be the upcoming renovation of Florence Schneider Hall, the home of The Gatton Academy, to add 80 more students. During the construction, the students, staff, and offices will be housed at Bates-Runner Hall, a residence hall close to Schneider. Lynette says that there are numerous meetings between Gatton and WKU staff and departments to ensure that the experience is a positive one for the students. “As our Assistant Director of Residential Life Beth Hawke says, ‘Our culture isn’t based on the building that houses the Academy—it’s the people that make the Academy a special place.’ That won’t change with a temporary change of location—we’ll continue to have remarkable students and staff who are dedicated to supporting one another.”

In a December Facebook post, Lynette said she was getting used to calling Kentucky home. Was there one particular “Aha” moment that made her realize that? “I was in Texas presenting at a conference; it was such fun to be with friends and colleagues. But as I headed to the airport, I realized that instead of feeling sad or wistful about leaving, I was ready to be home—to be back with my husband and son, and to the Academy. We’ve settled in so well in Bowling Green; it’s beautiful, everyone is friendly, my child plays outside all day with his new friends, and my colleagues at the Academy and The Center for Gifted Studies are remarkably sincere people who put gifted children first every day.”

Welcome to your new home, Lynette.

One phone call. One email. A first contact to say, “I have a gifted student who desperately needs to be around young people like him or her. The family can’t afford it. Is there anything we can do?”

Through the generosity of many donors, The Center is able to provide need-based financial assistance to many deserving young people. But before that happens, a student has to know about the opportunities available at The Center and be able to apply for camp and financial assistance. This can be daunting for a student who might not have the family resources to help. An educator who knows the student’s financial and family situation and is willing to take the extra step to see what it would take to get them involved in programs here can be a catalyst to changing that young person’s life forever.



PAVING A PATHWAY

What Can You Do to Help Open a Door to Summer Opportunities?

A director of gifted education programs for a Kentucky school district took that first step and helped facilitate one of her student’s SCATS experience:

The Center for Gifted Studies was so helpful in providing assistance for a middle school gifted student to attend SCATS. This student lived with the grandparents and didn’t have the extra finances to allow her to attend and receive the wonderful experience of SCATS. I contacted The Center for Gifted Studies and discussed the dilemma. The Center immediately started working on paving a pathway for this student to attend. There were several emails and phone calls initiated to me. I can honestly say that The Center for Gifted Studies and Kentucky Association for Gifted Education (KAGE) certainly went the second mile for one of

our students. I really appreciated all that The Center for Gifted Studies and KAGE did for the student.

Another educator who made that first contact is from Tennessee:

Each year I receive information on SCATS that I share with my gifted students. I read through the information about the classes and relayed what a great opportunity it would be for them to attend, regretfully knowing that few of them could ever afford the experience. Then there was Mark.

Mark is an amazing gifted student who is interested in everything but never seems to have a favorite “anything.” He excels at every subject without much effort, and, when presented with a challenge, his excitement is palpable. He absorbs any new learning opportunity with enthusiasm.

But, unfortunately, his family and financial situation would never allow him to attend SCATS. I wanted to do something extraordinary for Mark. I wanted to open up his world to opportunities that my small rural county could never offer him.

I reached out to The Center for Gifted Studies at WKU, hoping that there was something they could do for Mark. They willingly worked with me; Mark got to attend with a reduced admission cost! He showed guarded enthusiasm at first (he is a middle school student), but when he returned in the fall he eagerly shared his experiences!

Teacher, guidance counselor, resource teacher, friend—do you know of a student who would benefit from that extra step from you?



ALLEN SUMMERS



JULIA ROBERTS



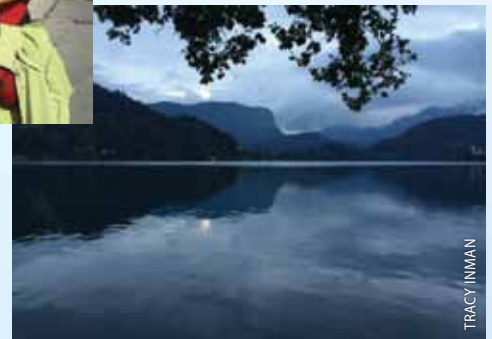
ALLEN SUMMERS



JULIA ROBERTS



LEONIE KRONBORG



TRACY INMAN

Denmark, Slovenia, and Spain in One Semester

The Center for Gifted Studies has had an international component almost from its very beginning; however, the fall of 2014 saw staff at The Center traveling more than usual. Denmark is the site of the 2015 World Conference of the World Council for Gifted and Talented Children, Slovenia was the location for the European Council for High Ability (ECHA) Conference, and Spain was the destination for The Center for Gifted Studies' fall travel experience.

The headquarters of the World Council for Gifted and Talented Children has been located at WKU for four years, and the upcoming 21st World Conference will be held August 10-14 in Odense, Denmark. Julia Roberts, one of seven members of the elected Executive Committee, and Tracy Harkins,

Executive Administrator, traveled to Odense in August, 2014, for a meeting and planning for the next World Conference. Odense is the home of Hans Christian Andersen, and the Odense Flower Festival will be going on during the 2015 World Conference. It is a gorgeous place to visit, and the conference will be outstanding.

Tracy Inman and Julia Roberts participated in the ECHA Conference in Ljubljana, Slovenia, in September. They took banners and fliers for the upcoming World Conference and presented on differentiation and the DAP Tool, topics from the recently published new editions of their books. The country is lovely, and the conference was informative and enjoyable.

The Center for Gifted Studies' fall trip was to Spain. Twenty-six students and adults traveled to Barcelona, Zaragoza, and Madrid in October. The group took one side trip into France to visit Carcassonne and another from Madrid to Toledo. They had opportunities to visit the architectural wonders of Antoni Gaudi in Barcelona, enjoy the festival on the streets of Zaragoza, and view the largest collection of Spanish paintings in the world at the Prado Museum in Madrid. So much learning and so much fun come along with traveling with The Center for Gifted Studies.

What an international set of experiences were had at The Center for Gifted Studies in the fall of 2014! In late May 2015, The Center will travel to England. Information is available on The Center's website at wku.edu/gifted.

Make a Gift to THE Center FOR Gifted Studies

SEND TO:
The Center for Gifted Studies
Western Kentucky University
1906 College Heights Blvd. #71031
Bowling Green, KY 42101-1031

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

Name _____

Address _____

Home Phone _____ Work Phone _____ Email _____

Company _____ (If your company has a matching gift program, please include form.)

Enclosed is my/our gift for \$ _____ Charge to: Visa Master Card

Total pledge \$ _____ Acct. # _____

Amount Enclosed \$ _____ Exp. Date _____

Balance \$ _____ Signature _____

I would like to designate this gift to the Alumni Challenge.

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

I would like to talk to someone about other ways to support The Center (e.g., endowment, scholarships, specific programs, etc.).

QR CODES



GIVING

Skip the form above,
and make a gift online.
wku.edu/gifted/giving



THE CENTER

Visit our website for the
latest news and information.
wku.edu/gifted



FACEBOOK

Let us know your thoughts and
questions on our Facebook page.
facebook.com/giftedstudieswku

CONTACT US

DR. JULIA ROBERTS
Executive Director

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

Phone: 270.745.6323

Fax: 270.745.6279

Email: gifted@wku.edu

MS. AMANDA COATES LICH
Development Officer

*The Center for Gifted Studies, The Carol
Martin Gatton Academy of Mathematics
and Science, and the WKU Honors College*

Institutional Advancement
Western Kentucky University
1906 College Heights Blvd. #11005
Bowling Green, KY 42101-1005

Phone: 270.745.2340

Email: amanda.lich@wku.edu





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



CALENDAR

Duke TIP Kentucky Recognition Ceremony
May 22, 2015

Summer Trip to England
May 25 – June 3, 2015

SCATS
June 7–19, 2015

VAMPY
June 21 – July 11, 2015

Advanced Placement Summer Institute
June 22–26, 2015

Camp Innovate
June 29 – July 3, 2015

Camp Explore
July 6–10, 2015

21st WCGTC World Conference, Denmark
August 10–14, 2015

Travel to Belgium and the Netherlands
October 2–11, 2015

Berta Seminar
October 15–16, 2015

Twice-Exceptional Learners Seminar
October 22, 2015

Fall Super Saturdays
October 31, November 7, 14, & 21, 2015

Leadership Institute XVIII
January 12–13, 2016