



Paying Attention to Minnesota's Indigenous Youth

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Background

American Indian /Alaska Native (AI/AN) youth represent a small segment of school-aged youth in the United States comprising about 1% of children across the country. Of these more than 640,000 children, between 92% and 93% attend public schools, with 8% attending Bureau of Indian Education run schools (National Advisory Council on Indian Education, 2016). Minnesota has a population of approximately 14,722 Native youth, ranking 8th of the 50 states in population of Native children. (Ninneman, Deaton & Francis-Begay, 2017). Recent Office of Civil Rights (OCR) data (2013-2014), which does not include students attending BIE schools, show MN has a representation index of .42 for Indigenous youth identified as gifted, meaning these youth are severely underrepresented in MN's gifted programs (NCES, 2017). Further, only 48% of Indigenous youth in MN complete a high school degree in 4 years compared to 88% of all students within the state (Stetser & Stillwell, 2014). Nationally, gifted education representation indices for Indigenous youth have decreased from .75 in 2006 (Yoon & Gentry, 2009) to .61 in 2014



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MATTERS

GRAY

by David Wolff
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I had the amazing opportunity this summer to attend a workshop where I got to meet several of my Edu-Heroes! We are talking educators like Todd Whitaker @ToddWhitaker, Myron Dueck @myrondueck, Rick Wormeli @rickwormeli2, and Ken Williams @unfoldthesoul. While I learned a great deal from all of these educators, Tom Hierck @thierck said something that has stuck with me; "How will we challenge students to be academically frightened?"

My gut reaction was to question this; why would we want to create a learning environment where students were scared, terrified, or fearful of academic challenge. As time went on it occurred to me that many, if not most, of our students are academically frightened each day they step foot in our school doors. Academically



frightened could include not knowing content being taught, insecurity about their abilities when assessed, or fear of taking risks that stretch them further than they may think they are capable of. More times than not, our advanced learners either intellectually gifted or academically talented learners are missing opportunities to be challenged in this same way. It is said that gifted

learners *may* come into our classrooms already knowing 60% of the curriculum before the school year begins. My wondering is, "What am I...what are we doing to ensure that our advanced learners are being challenged consistently so they are learning something new each day just as their peers are?"

I believe our job is to ensure that every child *learns* something new each day; everyone, every day! We must equip ourselves with resources to provide an equally challenging learning environment for all learners. For myself, that has required me to research new ways to go deeper in content areas with my advanced learners. For example, to teach Order of Operations, Exponents, and Properties of Numbers with my Advanced 5th Grade Math students, I introduced the Four 4's Challenge. Over the course of a week, students refined their skills of the listed objectives by arranging four 4's and the four operations in a variety of equations with answers from 0-20 and beyond. Take a look at their work on Twitter at #wolffden492

My challenge to each of you is to stretch yourself and connect with other educators across Minnesota and the USA through social media. Share articles, blog, join Twitter chats...tell your story; tell OUR story! As Tom Hierck stated in his closing lines of his keynote, "If we don't tell our stories, someone else will." Who do you want telling our story?

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Minnesota's Indigenous Youth, *continued from cover*

(Peters, Gentry, & Whiting, in process).

These data paint a bleak picture. In working with Indigenous youth, it is important for every educator to first, be aware of the obstacles students face; second, become culturally competent as they work with students whose backgrounds differ from their own; third, actively seek to discover and nurture talents among the students whom they teach; and fourth, advocate for underserved youth and specifically, the indigenous youth in their care. To improve performance, to increase graduation rates and to develop talents takes concerted, deliberate efforts to change the status quo, which has existed for far too long.

Very Real Obstacles

Today, indigenous youth face marginalization, poverty, loss of culture and language; intersectional racism, a legacy of broken promises, being overlooked by mainstream society, and the effects of genocide which resulted in small population numbers within these societies. Additionally they faced the US government's internment in which large numbers of Indigenous people did not survive (e.g., Trail of Tears—Cherokee; the Long Walk—Diné); assimilation efforts, which were designed to remove and replace Indian culture, as well as the removal of Indian children from their families; and the sterilization of Indian women. Sadly, this very real history, has been largely absent from the history taught in the U.S public schools.

In fact, school has been wielded as a tool of punishment and forced assimilation against American Indian/Alaska Natives and their cultures. AI/AN children were rounded up and sent to off-reservation boarding schools where the philosophy of Captain Richard Henry Pratt, founder of Carlisle Indian School, was enforced; "kill the Indian in him and save the man." (Adams, 1995). In these boarding schools, students' hair was cut, they wore military-style uniforms, and they were severely punished for speaking their language. The physical pain and mental anguish that was freely dealt out in the name of education remains in the living memories of indigenous students' elders. It is not ancient history. Rather, it is contemporary history, and to date little has been done to rebuild trust with these populations and communities.

Cultural Competence

Perhaps because the majority of U. S. teachers are White—82% (Report, 2016), especially in Minnesota—96% (MN Department of Education, 2017), and likely because much of the curriculum is dominate-culture centric, AI/AN students come into classrooms each day and deal with ideas and ideals that do not address their cultures. In these schools, AI/AN students rarely see themselves reflected in the textbooks, literature, or lessons. Rather, there exists an obligatory unit on Native people or a mention at Thanksgiving time—a holiday that many Native families do not celebrate. Educators often do not understand why Columbus Day might be offensive to their Native students,

why having Andrew Jackson on the \$20 bill and ennobling Abraham Lincoln is an affront to their history, or why a team named the Redskins is offensive and inappropriate.

Demmert, Grissmer, and Towner (2006) highlighted six foundational elements for developing culturally relevant education with AI/AN youth:

1. Recognize and use Native languages for bilingual instruction;
2. Situate pedagogy in context and emphasize cultural characteristics and values of the community;
3. Combine traditional culture into instruction and allow for opportunities to observe, practice, and demonstrate skills;
4. Develop curricula that embraces spirituality of traditional culture inclusive of visual arts, legends, and oral histories;
5. Encourage participation by and collaboration within the community including with elders and parents;
6. Understand and incorporate social and political mores of the community.

Unless AI/NA students attend school within a tribal community, it is likely they will be surrounded by non-Indigenous teachers and classmates. It might be tempting for a teacher to expect these few students to supply historical or cultural knowledge, which is permissible if the student volunteers information. However, these students should not be expected to speak for all Indigenous youth. As Gentry & Fugate (2012) pointed out, there are 565 federally recognized tribes, and each is its own culture, so educators must embrace the notion that Indigenous peoples are many cultures, but what they have in common in this country is genocide, betrayal, and oppression. Making an effort to understand individual students and their cultures is paramount to providing appropriate educational experiences. At the very least, when incorporating the state standards that relate to Minnesota's American Indian Tribes seek and incorporate literature, histories, and stories that are written by or supported by Indigenous scholars and community members.

Discover and Nurture Talents

When seeking to identify Indigenous students with gifts and talents educators need to open their eyes and cast a wide net. They need to work harder to see beyond their own expectations of how a gift or talent is expressed to embrace how it may be expressed in another culture. To better understand ask students, ask AI/AN students, ask AI/AN community members who they think has special skills and talents and about the nature of those skills and talents. Are data for identified students proportional? Meaning if 5% of the students are Native, are 5% of the students identified with gifts and talents AI/AN? If not, consider using local group norms, putting talent development programs into



Indigenous Youth

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place, and implementing multiple measures and alternative pathways into programming (Gentry & Fugate, 2011; Peters & Engerrand, 2016). Consider the resilience of indigenous youth who persist in displaying their intelligence knowing it will not be rewarded as highly as displays of intelligence from their more advantaged peers. It is possible that daily they wage a battle between the expression of their talents and the distrust, and sometimes ridicule, of their peers and community members. AI/AN high school students battle with day dreams of careers they might enjoy and the realities of the herculean efforts needed to access those opportunities.

Advocate for these Youth

Alternative pathways to identification for gifted education services can help, especially when teachers take a personal interest in and advocate for the youth they teach. Having knowledge of students' interests can facilitate connection between the curricula and students' passions. By learning about students interests and providing them with opportunities to explore those interests students can discover what drives them, develop depth to their knowledge; and learn what they care enough about to develop the resiliency to persist and compete with advantaged others. Talent development is about providing opportunities for exploration. Pursuit of those interests outside of the school setting, for AI/AN students, can bring challenges to their beliefs and culture, but this is not an area for an educator to step into unsolicited. Those entail choices and decisions the student and their family must navigate. Successfully supporting students in the talent development process lends itself to supporting them in the development of their selves.

Gentry and Fugate (2012) highlighted four things that educators can do to advocate and care for their Indigenous students. First, educators must embrace the idea that giftedness and talent exists among the youth in these populations. In doing so, they must actively seek to recruit, serve, and retain youth in programs that focus on their strengths rather than their weaknesses. Second, teachers, counselors, administrators, and psychologists must foster opportunities for development and growth, while nurturing students' motivation to succeed. Third, to recognize and develop talents among these youth, educators must make an effort to understand the culture of as well as the individuals with whom they work. Finally, putting role models into place who connect with, instill confidence in, and who work to inspire their students is essential.

In summary, Focusing on strengths, talents, and interests can go a long way to mitigate the continual emphasis on deficits within these populations. Changes are made one person at a time. Take the time to know and care about these often overlooked youth, one student at a time.

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What a Child Doesn't Learn...

By Tracy Inman



Sometimes simple questions provoke profound answers. These questions solicit your immediate responses, and those responses multiply when several people are involved in the discussion, expanding on each other's thoughts. Some of these questions will also stick with you, and you find yourself coming up with additional answers hours, even days, after the discussion. This one will:

If during the first five or six years of school, a child earns good grades and high praise without having to make much effort, what are all the things he doesn't learn that most children learn by third grade?

This question has been discussed with groups of parents, in gatherings of educators, with students in summer programming, in meetings of superintendents and administrators, and in statewide symposia with key decision makers. The immediate answers are almost always the same. Those responses develop throughout the discussion, and participants leave a bit overwhelmed by the ramifications of the answers. It turns out that what a student doesn't learn can adversely affect their entire lives!

Take a moment to answer this question yourself. Or have your child's educators and administrators answer it. What isn't learned? As you skim over your answers, you may be surprised at the sheer volume. But look closer and you may be astounded by the depth and weight of those answers – and the impact they make on a child's life.

What isn't learned?

Work Ethic

Books such as *That Used to Be Us: How America Fell Behind in the World It Invented and How We Can Come Back* (Friedman & Mandelbaum, 2012) remind us how readily Asian countries are bypassing us technologically, educationally, and economically. One main reason for this, according to Friedman and Mandelbaum, is their work ethic. They know that education and sacrifice are the paths for reaching a middle class lifestyle. They look at education as a privilege – and it is.

Everyone in America has the right to an education. Sometimes it seems, though, that our young people would argue that everyone has the right to a PlayStation⁴ with unlimited playing time, a cell phone by 5th grade, and a car by 16. They may also argue they are entitled to an allowance and that days off from school are for relaxation and play and not chores. Experts argue that this will be the first generation whose standard of

living will not surpass (or even match) their parents' socio-economic level. This is an entitled generation – or so they think.

How a person thinks about his talent and ability has an impact on his actions. Cognitive psychologist Carol Dweck (2007) argues that there are two types of mindset: fixed and growth. Unfortunately many mistakenly believe they are born with a fixed mindset, a certain level of talent and ability that cannot be altered. Rather, people should embrace the growth mindset, a belief that ability, talent, and intelligence are malleable – they can change through hard work and effort. "Without effort, a student's achievement suffers, if not sooner than later. Thus, it is important for student to value and believe in effort as a vehicle for academic success" (Dweck, 2012, p. 11). Our children must understand that without effort, success is fleeting.

Ben Franklin once said, "Genius without education is like silver in the mine." We could alter that a bit for the 21st century American young person: "Genius without work ethic is like silver in the mine." No matter how bright, our children will not succeed personally or professionally without a strong work ethic. Working hard at intellectually stimulating tasks early in their lives helps to develop that ethic.

This first response is definitely lengthier than the others. That is because work ethic is the cornerstone to success.

Responsibility

Responsibility is conscience driven. We make the choices we do because it is the right thing to do. Dishes must be washed in order to be ready for the next meal. The research paper must be done well and on time if we want that top grade. Punctuality helps us keep our jobs, so even though we choose to stay up until 3:00 am to finish a novel, when the alarm sounds a very short two hours later, we're up. Each day's responsibilities must be met to be a productive family member, employee, and citizen.

Early in life, we should learn the orchestrating role responsibility plays in our lives. And we also should realistically learn the outcomes when responsibilities are not met. It's all about cause and effect. If children do not live up to their responsibilities and if natural consequences are not enforced, we are not equipping children with this vital virtue.

Coping with Failure

To be perfectly frank, failure for a gifted child is neither an F nor a D. Sometimes it is a B – and sometimes even a mid-A! For gifted children (and for most of us), failure is not meeting the self-imposed expectations. Realistically, though, our greatest lessons in life often stem from falling flat on our faces. Through

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failure, we learn how to pick ourselves up and continue. We learn perseverance and resilience. We learn that we're not always right and that we don't need to be – that we may discover more through our failures than we ever imagined we could through our accomplishments! Dweck (2007) remarked: "Success is about being your best self, not about being better than others; failure is an opportunity, not a condemnation; effort is the key to success" (p. 44).

When we face obstacles early on, we discover how to separate our identities from the task itself – that means the failure of meeting the goal or accomplishing the task does not equal failure of us as people. Young people, especially those who are gifted and talented, must learn to take academic risks. They must learn to celebrate the outcome and be able to learn from the failure!

Self-Worth Stemming from the Accomplishment of a Challenging Task

We have all faced obstacles that seemed overwhelming, tasks that seemed too challenging. Giving up was never an option, so we worked and struggled and toiled until finally we overcame that obstacle or completed the task. The intrinsic rewards far outweighed the praise or even the pay earned at the end. We felt good about ourselves, our work ethic, our management skills, our persistence, and our ability. And even if the tangible outcome wasn't the promotion or "A" we wanted, that was secondary to the inner sense of accomplishment and pride we felt.

When students never work hard at challenging tasks, they can't experience those intrinsic rewards. Naturally, then, they focus on the extrinsic rewards. Unfortunately, being in an age of high stakes accountability only reinforces extrinsic motivation for students as they earn pizza parties for improved scores and best effort on statewide testing in the spring. Likewise, by giving them good grades for little effort that merits no intrinsic value, we're depriving them of this life-driving tool.

Time-Management Skills

Adults constantly juggle roles: parent, spouse, child, person, employee/employer, volunteer, neighbor, friend, etc. With each role come demands on our time and energy. Often these demands conflict with each other requiring us to budget our time carefully. Through experience, we have gained time-management skills by keeping track of the responsibilities of each role, estimating the time needed to meet that responsibility, and then following through. We adjust and readjust based on our experiences.

We know how difficult we make our lives when we procrastinate; likewise we know the sweetness of free time that comes from managing our time well. Young people who don't have to put effort into their work to earn high grades won't understand the time needed in order to develop a high quality product necessary in more demanding classes, much less the time needed to do a job that would be acceptable in the work

environment. Instead of gradually learning these lessons in schools, they may very well have crash (and burn) courses in the real world.

Goal Setting

We can't reach goals if we never set them nor can we reach goals if they are unrealistic. We also can't reach goals if we don't have a strategy in place that incrementally encourages us to meet that end goal. Students must have practice in goal setting and goal achievement. Those skills will impact their personal lives, their professional lives, their social lives, and even their spiritual lives.

Study Skills

Time-management, goal setting, self-discipline – all of these are embedded in study skills. When children don't need to study (because they already know the information or they have the ability to absorb it as they listen in class), they never learn vital study skills. So when they are presented with challenging material whether that be in their first honors class or, even worse, in college, they simply don't know how to study! How do you attack a lengthy reading assignment? How do you take notes in an organized fashion? How do you prepare for an exam that covers the entire semester's material? Yes, study skills can be learned, but like most things in life, the earlier we acquire those skills, the better.

Decision-Making Skills and Problem-Solving Skills

Weighing pros and cons. Predicting outcomes of possible choices. Systematically breaking down issues as to importance. Ranking possibilities and importance of criteria. All of these skills come into play when making a decision. All of these skills come into play when problem-solving. If children don't ever have experience with this early on in their learning, then when it is time to make decisions about learning and life, when it is time to solve professional and personal problems, they are ill-equipped to do so.

Sacrifice

Yes, I would rather curl up with a wonderful read than dig into my taxes. But if my taxes aren't complete by April 15, I am in trouble. Period. I would rather catch the latest Academy Award winning film than bulldoze the dirty clothes into the laundry room and lose myself for the rest of the day. But wrinkled, dirty clothes don't go very well with a professional image nor do they encourage lunch mates. As responsible adults, we well understand sacrifice. Sometimes we sacrifice our free time for our responsibilities. Sometimes we sacrifice what we want to do because others wish to do something else. We fully understand that we must "pay our dues" in life.

But if young people procrastinate on assignments because they really want to finish the Xbox One game or texting their friends and their shoddy work earns A's, they're not learning



about real life. Excellence requires sacrifice. The IRS won't care that the reason your taxes were late (and incorrect in just a couple of places) was because you'd rather spend time reading a novel. Your potential employer doesn't even want to hear the excuse of choosing to watch a movie over the preparation of your clothing for the interview. Life's not always about fun or about what you want and when you want it. It's about sacrifice and work ethic. It's about working your hardest at challenging tasks.

These answers to the question *What does a child not learn?* is only partial, and yours may well include values that this one didn't. What's particularly frightening with this one is that these are some of the most important concepts for a successful life.

So what does a child not learn when he earns good grades and high praise without having to make much effort? Simply put, he doesn't learn the values and skills needed in order to be a productive, caring person who contributes positively to our world.

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Identifying Under-Served Student Populations for Gifted Programs: Some Methods and Frequently Asked Questions

The under-representation of low income, second language learning, and culturally diverse students in gifted and talented programs is a continuing issue. It is important that all educators of the gifted be familiar with research supported, best practices in the use of assessments to identify these learners. This past winter, Dr. Scott J. Peters, an associate professor in the educational foundations department of the University of Wisconsin at Whitewater, came to Minnesota to share important considerations and research based recommendations in identifying underrepresented learners for gifted education services. Below he summarizes some of his recommendations as well as addresses some frequently asked questions.

Universal screening is always best. What this means is that whatever you use as the measure or measures of "giftedness" (ideally measures that predict success in the program with which students will be provided), it is always preferable to give those measures to all eligible students, as opposed to only those who meet some other initial criteria. Only giving them to a select number of students, such as following a referral or nomination by a teacher, is always less optimal from the standpoint of accuracy and sensitivity of identification. So, for example, testing all third graders for giftedness with a measure of general ability (e.g. the Cognitive Abilities Test – CogAT or Otis-Lennon School Ability Test - OLSAT) is preferable to only testing students who are referred by teachers or parents or those who scored at a certain level on a state achievement test. Non-universal screening for gifted identification will

always result in more students being missed than if universal screening had been applied. What's more, the negative effect of non-universal screening will disproportionately effect students from traditionally underrepresented populations, thereby exacerbating inequality in identification. See the paper listed below by Card and Giuliano on universal screening as well as McBee, Peters, and Miller (2016).

There is some middle ground between only testing those who are first nominated by a teacher and universally screening everyone. When a school only evaluates those who are first nominated, a relatively small percentage of students will end up being tested (probably less than 10%). Alternatively, under universal screening, 100% of students are evaluated for eligibility. A balance can be struck between these two to try and maximize benefits while also minimizing costs. For example, instead of only testing those who are nominated as "gifted" a school could instead ask teachers which students are at least "above average". This would translate to evaluating closer to 50% of students for gifted eligibility. Compared to universal screening, a school would only have to spend half the cost, but would still get almost all of the accuracy out of the identification system. For a more detailed explanation of this, see the McBee, Peters, and Miller (2016) article on my faculty website (listed above).

The use of high cut scores (e.g., 98th percentile or higher) is rarely defensible, and they will exacerbate underrepresentation. Even moving cut scores lower may still result in

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underrepresentation, but it will be less. Although lowering cut scores alone is not a solution to underrepresentation, overly high cut scores are just not logical in most cases and the existing instruments commonly used for identification don't have strong enough reliability at high score levels to tolerate the use of high cut scores. In other words, there is more error present at higher scores for pretty much any assessment instrument*. High cut scores might be attractive from the standpoint of smaller identified populations, but they will also result in many missed kids. As with non-universal screening, this negative effect will be felt disproportionately by students from traditionally underrepresented populations. See McBee, Peters, and Waterman (2014) and Peters and Gentry (2012) for a discussion of the effect of various cut scores on the size and diversity of the identified populations. The higher the cut scores, the smaller and less racially, ethnically, and socioeconomically diverse the identified population will be. This is due in large part to societal inequality of educational opportunity.

*This applies to any fixed-form, non-adaptive assessment such as most state achievement tests. Tests that are given out of level or that can adapt to student performance (computer adaptive tests such as the Measure of Academic Progress) do not suffer from this same reliability issue and will yield more-valuable information at higher cut scores.

Using national norms for identification rarely make sense. Unless your gifted programs and interventions serve and draw students from a national or international audience (such as with Talent Search programs or many large universities), there is no defensible reason to make identification decisions on the basis of national or international norms. Instead, a student should be compared to other students within a particular educational context (such as a single school) in which his or her needs will be met. This means using local norms for identification where a student's performance is only compared to his or her peers at the same school. This is

easy to do but it does make for identified students who have a wider range of learning needs, which will need to be taken into consideration when designing services. A "one-size fits all" approach to gifted services may not be appropriate when you have students with different levels of preparation. See the Lohman (2006) monograph, the Lohman and Renzulli (2007) paper, and the Lohman (2009) chapter for a discussion of local norms and when they are appropriate. Also see the [Lohman Excel spreadsheet](#) on how to create and use local norms. They might sound complicated and fancy, but really they're just a matter of sorting students test scores from highest to lowest and then applying your chosen "gifted" criteria.

Group-specific norms will reduce underrepresentation rates, but this comes at a cost. Instead of just comparing a student to others within his or her school (local norms), comparing a low-income student solely to other low-income students will serve to drastically reduce underrepresentation rates among low-income students (see Peters & Gentry, 2012). There have been a few papers that have shown this pretty conclusively. However, it also means that within a single school with a socioeconomically diverse population, students maybe identified based on different cut scores and/or criteria. This has political and logistical challenges and implications for designing programs and supports that will benefit all identified students but if a school really wants to identify low-income students of potential, it makes sense. In most cases, a school or district would need to "compute" its own income- or language-group specific norms. Luckily, as with local norms, all this entails is a sorting of student scores by group. Once you have your data in an Excel spreadsheet, you need only sort those scores from highest to lowest, doing so for both low-income groups and higher-income groups separately. If the criteria for identification are scoring in the top 10% of each group and there are 50 low-income and 50 high-income students, then the top five in each group would be identified. Because

educators don't often have access to student income data, this is usually something that will need to be done at the district level.

Because racial and ethnic minority students are also much more likely to be from low-income families, using income-group specific norms will also identify larger numbers of racial / ethnic minorities. See Peters, Matthews, McBee, and McCoach (2014), Peters and Engerrand (2016), and Peters and Gentry (2012) as well as the Card and Giuliano study which applied this is one of the largest districts in the nation. When applied, group specific norms will identify larger number of underrepresented groups, but it is then up to the school to decide what services those students need in order to be successful. In this sense identification is the easy part.

Nonverbal ability tests will not solve the problem of underrepresentation – at least they haven't so far. To call a test "nonverbal" is most often a reference to the fact that such tests require little to no language mastery in order to complete. Most often they involve figural reasoning tasks in which examples are presented and the student is able to understand the task expected of him or her without any need for written or spoken instructions. These test show obvious appeal – they require no English language mastery so it stands to reason they should show smaller observed test score differences across student subgroups, thus allowing for a solution to underrepresentation. It's a nice idea, but it hasn't panned out in research. It is safe to say the perpetual search for the "perfect test" that will eliminate underrepresentation is unrealistic and is actually a distraction from the larger issues of societal and educational inequality. In addition, research shows that nonverbal tests are not better at identifying typically under-represented gifted students than traditional tests of achievement or ability and have lower predictive validity for school performance. These tests may be good universal screeners for young children in the early grades, but so far they haven't lived up to their promise of being culture-neutral



measures of talent. See Lakin and Lohman (2011) as well as Peters and Engerrand (2016) for a discussion of nonverbal ability tests. The Peters and Engerrand paper also presents a few studies that have been done that used nonverbal tests to ID GT students. In short, even if nonverbal abilities tests were still valid measures of student need for advanced services, so far they have failed to identify larger numbers of underrepresented students than have more-traditional measures, in part because they still show large average score differences across student subgroups.

“Good identification” should always be measured by the degree to which the identification system locates students in need of services and who will be successful in a particular domain-specific program or intervention.

General, domain universal gifted identification is much harder to do and the creation of an identification system without knowledge of what the program will be is impossible to do well. The design of the program has to precede the design of the selection criteria.

Structured performance and observation protocols have also shown some potential for better locating underrepresented learners. By “structured observation protocols” I mean identification procedures that involve observing students with some kind of structured rubric as they engage in a task relevant to the program that would be provided to those identified by the task. In such protocols, individuals are given a task to complete and then trained observers watch for certain behaviors. See the 2015 article by Carol Horn on Young Scholars for a structured performance assessment method used to locate underrepresented learners for gifted programs. This program essentially uses challenging curriculum to identify students with gifted achievement potential. Another similar approach with older students is the use of problem based learning units in the article by Gallagher and Gallagher. Such systems of ID have shown promise, although they are logistically work intensive to implement. They also face a daunting task in overcoming the natural unreliability that comes with human raters. No matter how much training a group of humans

receives, they are still humans and their perceptions are still influenced by their unique prior life experiences. This is why using individual teachers’ ratings as a required component in gifted student identification is not recommended.

[Dr. Peters Faculty Website](#)

Frequently Asked Questions

Won’t universal screening be expensive?

Yes. It will be more expensive than the alternative (e.g., only testing those who are first nominated), but it will also miss far, far fewer students. It’s a matter of balance. Testing 0% of students will come at no cost but miss 100% of students. Universal screening will miss the fewest students but at the greatest cost. This is why we believe there is a middle ground as described above.

We can’t lower cut scores because too many kids will be identified.

This is a fair concern, but there aren’t a lot of other options. A way to combat this is to only apply the lower cut score to the underrepresented group (i.e. group specific norms), but that can add political and parent communication challenges. Put simply, finding and serving larger numbers of underrepresented students in gifted programs is either going to take additional resources or involve no longer serving some students from dominant cultural groups.

If we use local norms, what happens when kids move to a different school in the district? Or a different district?

The rationale for local norms is that they tell you which students are so advanced that they are likely to be going under challenged in their current instructional environment. If that instructional environment changes, such as when a student moves to an overall higher achieving school, she might now be able to be challenged in the “regular” classroom. It’s not about which building you attend that decides if you are appropriately challenged. Regardless of the building, everyone should be appropriately challenged. The real question is just whether or not you can get challenged in the general, grade level classroom or if you need to receive a gifted service. Yes, a student with a score of 120 might be identified as gifted in one building but not another under local norms, but in theory this is fine because it means at the new building, she is effectively challenged outside of gifted services. This is a different way of thinking about “gifted” education, but it makes much more instructional sense. After all, the label isn’t what matters. What matters is that all kids are appropriately challenged.

How do we “get” local norms?

Dave Lohman, a now-retired professor from the University of Iowa, has an excellent handout and example spreadsheet on his website on how to do this. It takes surprisingly little time. Some test companies will also provide these if asked (e.g., CogAT). If you have to do them on your own, it’s as simple as sorting your student scores from highest to lowest and then taking the top X% based on your chosen “gifted” criteria.

But aren’t nonverbal ability tests culturally neutral and therefore better for gifted identification?

No and no. First, nonverbal ability tests still show large group differences meaning they are not any more “culturally neutral” in their resulting scores than many other academic assessments. Second, even if they were culturally neutral in their actual cognitive requirements, that doesn’t make them good. Admitting students to college based on the first letter of their home town would be culturally neutral, but it also wouldn’t yield the students who are most likely to benefit from college. This is a validity problem that plagues all “nonverbal” ability tests. The content they measure simply isn’t related to the content of most gifted education programs. A

continued on page 10



Identifying Under-Served Student Populations, continued from page 9

district could make a program that was properly aligned to the skills and dispositions measured by nonverbal tests, but this isn't something I see very often.

Are group specific norms permissible?

Of course, this is something you would want to check with your local school district attorneys about since every state is different, but as long as they are not used based on ethnic or racial groups, then there shouldn't be an issue. Typically, this means language or income-group specific norms. See Peters and Engerrand (2016) for a detailed overview of this issue.

Why is underrepresentation such a pervasive issue?

The simple answer to a not at all simple question? In the absence of equal opportunities and access for all students, inequality will manifest itself in any measure of academic achievement or ability. It's not the fault of the tests that some student groups score lower. It's a result of society providing very different learning experiences to children based on where they live, who they are, and what they can afford. If the differences were due to flawed tests, this would be an easy fix. But they're not (for the most part). Instead, they're due to large differences in educational opportunity that show up any time students are assessed on academic content. This is also why multiple opportunities and pathways to be identified are important. If identification only happens once and via one pathway, students who have yet to develop the skills or talents measured by that process will be missed, thereby exacerbating underrepresentation.

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Example Assessments by Type

Assessment Type	Example
Academic Achievement Test ¹	Measures of Academic Progress (MAP); Peabody Individual Achievement Test (PIAT); Minnesota Comprehensive Assessments (MCA); Iowa Test of Basic Skills (ITBS)
Nonverbal Ability Tests	
	Naglieri Nonverbal Ability Test; Test of Nonverbal Intelligence (TONI); Universal Nonverbal Intelligence Test (UNIT)
Academic Ability / Aptitude Tests ²	
	Woodcock-Johnson Tests of Cognitive Abilities; Slosson Intelligence Test; Stanford-Binet Intelligence Scales (SB-5); Wechsler Intelligence Scale for Children (WISC)
Teacher Rating Scales	
	Scales for Identifying Gifted Students (SIGS); Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS); Gifted Rating Scales (GRS); HOPE Teacher Rating Scale

¹Although these are all measures of academic achievement, they differ in the underlying content standards that they measure. Some might measure the Common Core State Standards whereas others measure state-specific standards.

²These include both individually-administered and group-administered assessments. Some of these are tests of academic ability while still others measure intelligence or aptitude. Although often grouped together, there is disagreement over whether or not these assessments all measure the same thing.





As Times Change So Must We!

By David Wolff, President of MEGT

For those of us that have been in education for a while, we have seen great changes in how teachers instruct and how students learn. The times are changing and so must MEGT change. MEGT was created over 25 years ago to advocate on behalf of gifted learners and the teachers who teach them. Back in the early 1990's, students and teachers were different and we can not continue to advocate in the same way as we did in the early 1990's.

On May 19, 2017, the membership

of MEGT voted, and with a 94.4% approval, passed a change to our constitution. The new language allows the MEGT State Board of Directors the ability to reorganize the regions and have equitable representation from each region on the State Board of Directors.

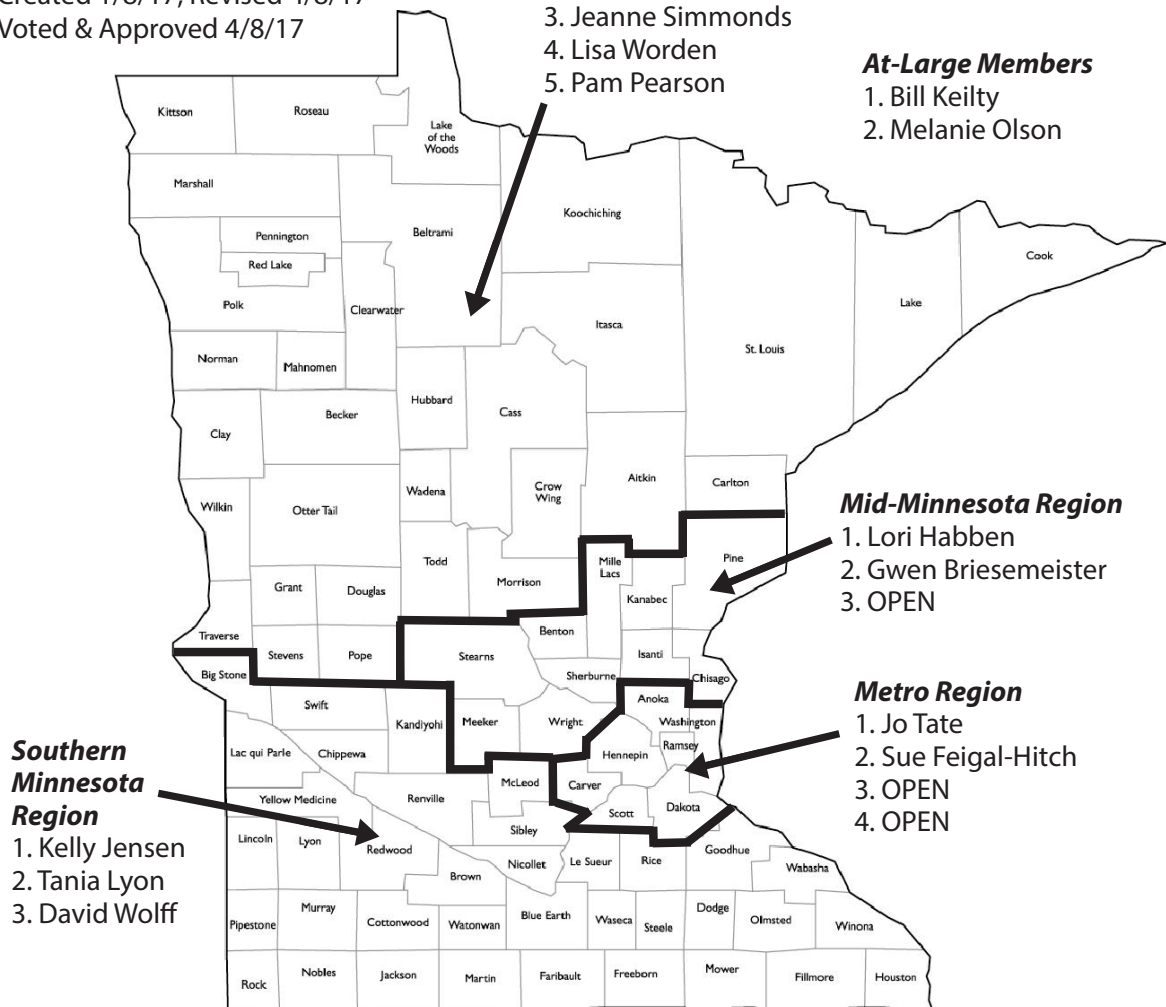
The state is now divided into four regions and equitable representation for each region:

1. Mid-Minnesota, 3 Representatives
2. Northern Minnesota, 3 Representatives

3. Southern Minnesota, 3 Representatives
 4. Metro, 4 Representatives
- With the restructuring of regional representation, we have several open positions. I urge you to consider your involvement in MEGT at this level of influence. If you are interested in filling one of the vacant positions, please contact any of the current board representatives on the commitments and responsibilities of a MEGT Board member.

MEGT Regional Map

Created 1/8/17; Revised 4/8/17
Voted & Approved 4/8/17





NATIONAL ASSOCIATION FOR
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64th Annual Convention

Charlotte, NC | November 9-12, 2017



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LEGISLATIVE UPDATE

by Bill Keilty, Ed. D., MEGT Legislative Liaison

Gifted students in Minnesota are still an underserved population. MEGT is trying to change that. We have been actively pursuing a change in the legislation that currently exists. That language is below. What is in bold is the language from a bill that had a hearing this past spring. We are continuing the work this fall, meeting with groups across the state to build understanding and support. We will also continue meeting with legislators to seek their support. That language, if passed into law defines the path schools will pursue with a funded mandate. An infrastructure of support exists around the state to support schools in their efforts to comply with the legislation. Members of MEGT and others are ready to offer their guidance as districts consider how to respond to the proposed legislation.

IDENTIFICATION AND PROGRAMMING 120B.15 GIFTED AND TALENTED STUDENTS PROGRAMS.

(a) School districts ~~may~~ identify students, locally develop programs addressing instructional and affective needs, provide staff development, and evaluate programs to provide gifted and talented students with challenging and appropriate educational programs.

(b) School districts must adopt guidelines for assessing and identifying students for participation in gifted and talented programs consistent with section 120B.11, subdivision 2, clause (2). The guidelines should include the use of:

- (1) multiple assessments and; objective criteria; and**
- (2) assessments and other procedures that are valid, reliable, fair, and based on current theory and research. Assessments and other procedures should be sensitive to underrepresented groups, including, but not limited to, low-income, minority, twice-exceptional, and English learners, ..**

(c) School districts must adopt procedures for the academic acceleration of gifted and talented students consistent with section 120B.11, subdivision 2, clause (2). **These procedures must include how the district will:**

- (1) assess a student's readiness and motivation for acceleration; and
- (2) match the level, complexity, pace, and teaching/learning style of the curriculum to a student to achieve the best type of academic acceleration for that student.

(d) School districts must adopt procedures consistent with section 124D.02, subdivision 1, for early admission to kindergarten or first grade of gifted and talented learners consistent with section 120B.11, subdivision 2, clause (2). The procedures must be sensitive to underrepresented groups.
B. FUNDING

Subd. 2b. Gifted and talented revenue.

Gifted and talented revenue for each district equals the district's adjusted pupil units for that school year times \$13. A school district must reserve gifted-and-talented revenue and, consistent with section 120B.15, **must spend the revenue only to:**

- (1) identify gifted-and-talented students, and prior readiness opportunities gifted and talented students;**
 - (2) provide education programs for gifted-and-talented students; or**
 - (3) provide staff development to prepare teachers to best meet the unique needs of gifted-and-talented students.. Reports should include that tell how)**
- C. MN DEPT. OF EDUCATION DEFINITION, EMBEDDED IN STATUTE**

Gifted and Talented Youth Education

Gifted and talented children and youth are those students with outstanding abilities, identified at preschool, elementary, and secondary levels. The potential of gifted students requires differentiated and challenging educational programs and/or services beyond those provided in the general school program. Students capable of high performance include those with demonstrated achievement or potential ability in any one or more of the following areas: general intellectual, specific academic subjects, creativity, leadership and visual and performing arts.
D. LEGISLATIVE CHANGES TO WORLD'S BEST WORKFORCE GUIDELINES, AS SUMMARIZED BY MN DEPT. OF EDUCATION

2016 Legislative Changes to the World's Best Workforce: Gifted and Talented

Districts and charter schools are now required to include information about three areas of their gifted and talented programs within their World's Best Workforce (WBWF) plans:

1. Process to Assess and Identify Students for Participation in Gifted and Talented Programs.
2. Procedures for the academic acceleration of gifted and talented students.
3. Procedure for early admission to kindergarten and first grade consistent with Minnesota Statutes, section 124D.02, Subdivision 1.

Visit the World's Best Workforce web page for additional information.

120B.20 PARENTAL CURRICULUM REVIEW.

Each school district shall have a procedure for a parent, guardian, or an adult student, 18 years of age or older, to review the content of the instructional materials to be provided to a minor child or to an adult student and, if the parent, guardian, or adult student objects to the content, to make reasonable arrangements with school personnel for alternative instruction. Alternative instruction may be provided by the parent, guardian, or adult student if the alternative instruction, if any, offered by the school board does not meet the concerns of the parent, guardian, or adult student. The school board is not required to pay for the costs of alternative instruction provided by a parent, guardian, or adult student. School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction under this section. School personnel may evaluate and assess the quality of the student's work.

Watch for email updates to announce Gifted Forums in your area. Be ready to reach out to your legislators when we request your support. Thanks again for being an advocate.



Letter to your District Leadership:

MEGT has prepared the following letter for your use in generating support from your district leadership to attend the MEGT Mid-Winter Conference. Feel free to customize the letter to help “make the case” for your attendance. For this document formatted in WORD, go to www.mnegt.org and look under ‘Conferences.’

Dear [District Leader's name],

At the annual MEGT Conference on Guiding Gifted Learners to Navigate the World, K-12 educators will gather to enhance their professional skills, knowledge, and careers. I would like to attend this event, scheduled January 28-30, 2018, as this is an opportunity for our school to invest in all of our students' academic growth and success.

The conference will include keynotes and breakout sessions on issues like:

- Excellence Gaps in Education
- Technology Integration
- 21st Century Learning Skills – Communication, Collaboration, Creativity, and Critical Thinking
- Personalized Learning environments
- Student Motivation and engagement
- Grading and Assessment
- Classroom Management
- Growth for Advanced Learners
- Student Focused Differentiation
- Critical Thinking & Creative Thinking
- Inquiry – Problem Based Learning – Genius Hour
- Cultural, Linguistic, and Economically Diverse learners
- Twice-Exceptional Learners
- Meeting Academic and Affective Learning Needs

I expect to learn practical and effective strategies for differentiating my instruction, while addressing immediate issues impacting instruction like using integrating technology to enhance instruction, aligning and extend Common Core & state standards, and engaging all learners.

From internationally-known keynote speakers as well as fellow practitioners, I will have the opportunity to learn from to stay abreast of current research, important issues, and new challenges facing advanced learners in our classrooms.

Opportunities to network with other educators working with advanced learners do not happen frequently. By attending, I will be able to make meaningful connections with other educators across Minnesota to better support what we are doing here in our district.

Past participants have learned a great deal like Laura, “One of the best conferences I have attended! I gained so many valuable ideas that not only I will use but I am sharing what I learned with all of the gifted education teachers in my district. This will help increase student achievement for students...” and Shari, “This conference helped my professional growth by providing me with a deeper understanding of the gifted and talented, and many ideas and opportunities to offer our students and staff through our services.”

Upon my return I plan to share what I learned with my peers in many ways including [include opportunities like PLCs, staff meetings, grade level/department meetings, etc.].

More information about the conference is on the MEGT's website at www.mnegt.org.

Thank you in advance for your consideration,

Sincerely,

[Your name]



The Metro Chapter of MEGT is holding its fall workshop: **Beyond Intellectual Potential...**

Enhance your understanding of the social-emotional characteristics of gifted children, including intensity, perfectionism, early moral development, as well as the development of executive functioning (EF) skills. The neurological intensity of the gifted brain and access to executive functioning skills both impact outcomes for gifted students. Practical tools to help young thinkers understand and strengthen their EF muscles and social emotional skills will be offered in this presentation.

Details:

November 1, 2017

Anderson Center

Hamline University (774 Snelling Ave N, St. Paul, MN 55104)

8:00-3:00

\$125

To register: Go to www.regonline.com/beyondintellectualpotential

Minnesota Educators of the Gifted and Talented

Guiding Gifted Learners to Navigate the World

Keynote
Jonathan Plucker

Keynote
Liz Fogarty

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The MEGT Conference

TIC-TAC-TOE!

Getting Ready for the annual conference is as easy as 1-2-3!

Print this card and complete three tasks in a row. Submit this Tic-Tac-Toe board to be eligible for a special drawing at the conference!

<p><u>Refer a colleague</u></p> <p>Do you know a colleague that would benefit by coming to the conference? Refer a colleague to register and attend the 2018 MEGT Conference. Email MEGT President, David Wolff, about your referral!</p> <p>David.wolff@austin.k12.mn.us</p>	<p><u>Nominate a colleague for the "Friend of the Gifted Award"!</u></p> <p>Do you have a colleague that has had long-term impact in the field of gifted education in Minnesota? Please consider taking time to complete a nomination form to have their work recognized!</p> <p>http://www.mnegt.org/awards/friend-of-the-gifted-award</p>	<p><u>Nominate a Student for the "Star of the North Award!"</u></p> <p>The Star of the North Award honors middle-school aged students who have distinguished themselves in a variety of fields. Please consider nominating a student for their hard work!</p> <p>http://www.mnegt.org/awards/minnesota-star-of-the-north-award</p>
<p><u>Volunteer at the Conference</u></p> <p>Are you interested in volunteering to assist at the conference? Helping with technology, passing out CEUs, passing out Positions Papers...there are many ways to volunteer at the conference.</p> <p>Email willingness to Kelly Jensen at kjensen@faribault.k12.mn.us</p>	<p><u>Submit a Breakout Session Proposal!</u></p> <p>The MEGT Conference "Call for Proposals" is out! Consider sharing your expertise and your passion with other colleagues in the field! You don't have to be an expert – just passionate!</p> <p>http://www.mnegt.org/events/megt-conference-2018/call-for-proposals</p>	<p><u>Apply for a MEGT Foundation Grant</u></p> <p>MEGT Foundation support educators in furthering their professional development in the field of gifted education each year. Apply for a grant so you can grow as a professional!</p> <p>http://www.megtfoundation.com/foundation-grant</p>
<p><u>Donate for the annual Silent Auction</u></p> <p>Bring an item for the MEGT Foundation silent auction! Remember all donations are tax deductible – from crafts to timeshares – the Foundation accepts all donations!</p> <p>Questions, email susankarp@rocketmail.com</p>	<p><u>Advocate for Gifted Learners</u></p> <p>Are your colleagues, administrators, and school board leaders knowledgeable about the needs of gifted learners? Share MEGT positions papers with them to support the services needed to meet gifted and talented learners needs.</p> <p>http://www.mnegt.org/position-papers</p>	<p><u>Connect on Social Media</u></p> <p>"The knowledge of one becomes the knowledge of many." -Todd Whitaker Connect with MEGT on Facebook, Twitter, and Pinterest. 'Like' MEGT! 'Follow' MEGT! 'Pin' MEGT! 'Tag' with #mngifted on social media!</p> <p>Questions about social media, email Melanie Olson at molson@bhmschools.org</p>



Announcing Keynote Speakers

MEGT Mid-Winter Conference

January 28-30, 2018

Liz Fogarty and Jonathan Plucker



Dr. Elizabeth Fogarty is a Lecturer in the Department of Curriculum & Instruction at the University of Minnesota. She serves as the coordinator of the Foundations of Reading course and Reading Licensure program at the University.

Liz was formerly an associate chair and associate professor of Elementary Education in the College of Education at East Carolina University. She earned a bachelors degree in Elementary Education and Psychology from the College of St. Benedict in St. Joseph, Minnesota before completing her Master of Science in Gifted Education and Talent Development at Minnesota State University, Mankato and her PhD in Educational Psychology/Gifted Education and a focus in Literacy at the University of Connecticut.

Dr. Fogarty has taught in the College of Education at East Carolina University since 2006. She has served in several capacities, including AIG Program Coordinator, and as the Associate Chair of the Elementary Education and Middle Grades Education Department. She teaches both undergraduate elementary education as well as gifted education at the graduate level. In 2006, she was recognized by the National Association for Gifted Children with the Outstanding Doctoral Student Award. She was recognized in 2010 by the same organization as an early leader in the field of gifted education. In 2013, she was recognized

for teaching excellence at East Carolina University as a Board of Governors Distinguished Professor runner up, and was awarded the East Carolina Alumni Association Outstanding Teaching Award.

Liz's Website: <http://lizfogarty.weebly.com/>



Jonathan Plucker is the Julian C. Stanley Endowed Professor of Talent Development at Johns Hopkins University, where he works in the Center for Talented Youth and School of Education. His research examines creativity and intelligence, education policy, and talent development, with over

200 publications to his credit.

Recent books include Excellence Gaps in Education with Scott Peters, From Giftedness to Gifted Education with Anne Rinn and Matt Makel, Intelligence 101 with Amber Esping, and Creativity and Innovation. Prof. Plucker is the recipient of the 2012 Arnheim Award for Outstanding Achievement from APA and 2013 Distinguished Scholar Award from the National Association for Gifted Children. He is president-elect of NAGC.

Jonathan's Website: <http://jplucker.com/index.html>



Call for Proposals 2018

MEGT Conference Extras – all included with your registration!

	Sunday	Monday	Tuesday
Expert Keynote Speakers	✓	✓	✓
1-Year Membership	✓	✓	✓
Pre-Conference Workshops Options	✓		
Breakout Sessions		✓	✓
Breakfast/Brunch		✓	✓
Lunch		✓	
Supper	✓	✓	
Social Hour	✓	✓	
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Poolside Vendors		✓	
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On-site Hotel Accommodations	✓	✓	
Options for specific CEU Requirements		✓	✓

PLUS 12-month access to all conference handouts on Google Drive!

The MEGT statewide organization is seeking presenters to share their expertise/insights in gifted education. Successful presenters, teachers, coordinators, administrators, and parents interested in providing engaging sessions for participants are encouraged to submit proposals.

Proposals that focus on these topics will take priority in acceptance.

- Student Focused Differentiation
- Critical & Creative Thinking
- Social/Emotional Needs
- Innovative Technology Integration
- Authentic Learning/Real-World Application
- Diverse Learners
- Twice Exceptional Learners

Proposals must be submitted online <http://www.mnegt.org/events/megt-conference-2018/call-for-proposals>

Proposals will be accepted until December 1, 2017. No proposals will be accepted after December 1. Plan on providing 40 copies of handouts for each session you conduct. You will also be able to post your handouts in the MEGT Conference Google Drive folders.

If you have questions regarding your proposal, you may contact Melanie Olson at molson@bhmschools.org





Promoting Excellence in our Schools

MEGT encourages you to get the most out of your professional development by attending the Mid-winter conference. Twitter and Facebook at great places to start your journey of learning but there are so many benefits to attending a conference.

	<i>Purpose</i>	<i>Vocabulary</i>	<i>Social</i>
We encourage <i>students</i> to attend <i>school</i> ...	To explore topics in depth and participate in authentic application	To have exposure to academic vocabulary that will support future success	To interact with peers that may have similar interests
We encourage <i>teachers</i> to attend <i>conferences</i> ...	To explore topics in depth, participate in authentic application, and integrate with the academic community	To have exposure to current terms, phrases, and the vernacular in the field that will support future success	To network with peers that may have similar interests or circumstances

The MEGT Mid-Winter Conference is an excellent opportunity to:

- Expand your professional skill set
- Target your learning needs
- Uncover teacher-proven secrets
- Cultivate relationships with colleagues and experts

Who should attend the MEGT Mid-Winter Conference?

- School Administrators
- Classroom Teachers
- Gifted/Talented Coordinators & Specialists
- College and University Faculty
- Researchers
- State Department of Education Staff
- Guidance Counselors
- School Psychologists
- Graduate Students
- Parents

Scholarships [partial- & full-awards] to attend the MEGT Mid-Winter Conference are available through the MEGT Foundation to attend the MEGT Conference. See the MEGT Foundation Grant portion of the newsletter to apply!



MEGT

Challenging Gifted Learners

www.mnegt.org

TO: Vendors for the Minnesota Educators of Gifted and Talented (MEGT) Conference
FROM: Mary Ann Rotondi – Vendor Coordinator & Melanie Olson – Conference Coordinator
RE: January 28-30, 2018 Conference

The MEGT Conference Committee is organizing the annual MEGT Conference to be held at Cragun's Conference Center in Brainerd, Minnesota. This year the dates are **Sunday, January 28 - Tuesday, January 30, 2018**. There will be approximately 230 conference attendees.

MEGT is offering four ways your institution/company can advertise at the MEGT conference.

1. **Brochures** on a table in the main conference room. There is a **\$25.00 fee** for this service.
 - a. Brochures need to be personally delivered or mailed in advance to: Cragun's Conference Center, 11000 Cragun's Drive, Brainerd, MN 56401, Attention: MEGT/Jonathan Ward. Any brochures that remain at the end of the conference will not be returned.
2. **½ page advertisement** in our conference brochure at a cost of **\$100**. Please send your ad electronically to Sue Feigal-Hitch and she will make sure it is included. The size is approximately 7.25" x 4.50". This is a horizontal display for either the upper or lower half of a conference booklet page.
3. **Vendor displays** around the pool area. The cost to display at this conference is **\$125.00 per table**. Vendor displays will be set up around the pool area. There will be only one day for vendors this year which will be **Monday, January 30th**. The vendor displays run 8:30am – 6:30pm.
4. **Brochures** on display at the back of the main conference room, **plus ½ page add** in the booklet, **plus sponsorship of a social hour or snack break with your institution/company logo on display** all for a cost of **\$200**.

If you are choosing a vendor display, please complete the space/equipment request form and mail it to Mary Ann Rotondi with your vendor/display fee as soon as possible to be included in this year's conference.

Checks are made payable to MEGT. If you have any questions, please email to Mary Ann at maroto44@q.com. Vendors may contact Cragun's directly for vendor room registration rates.

Thank you for sharing your resources with our conference participants. We look forward to seeing you at the conference!

Mary Ann Rotondi
MEGT Vendor Coordinator
5807 West Eighth Street
Duluth, MN 55807
maroto44@q.com

Melanie Olson
MEGT Conference Coordinator
126 Hillcrest Rd
Monticello, MN 55362
molson@bhmschools.org



MEGT Mid-Winter Conference

January 28 - 30, 2018

Vendor Display Confirmation & Equipment Form

Person Responsible for Display:

Business Name:

Email address:

- 1. Brochure Display Only: _____ (\$25.00)
- 2. ½ page Advertisement in Program Booklet _____ (\$100)
- 3. Vendor Tables – Monday only: # of tables required: _____ (\$125.00 each)
 Number of Chairs required: _____
 Additional Floor space needed:
 No _____ Yes _____ How much? _____
 Electricity No _____ Yes _____
- 4. Brochure Display, Ad in Booklet and Sponsorship of a Social Hour _____ (\$200)

Please review for completeness and accuracy.

Signature: _____

Date: _____

Please enclose a **business card** when you return this form along with your check for full payment due. **Checks are payable to MEGT.** We are not equipped to honor invoices or purchase orders. Please make a copy of this form for your personal records.

Thank you.

Return to: Mary Ann Rotondi
5807 West Eight Street
Duluth, MN 55807
maroto44@q.com

Please return this form by ASAP



The 34th Annual SENG 2017 Conference Reflection

By Erin Heilman, Shakopee High Potential and Innovative programs Coordinator



This August, people from all over the world came to the Chicago/Naperville, Illinois area for the annual SENG Conference. This conference is truly unique, because it is not only for educators, but also parents and gifted students. Here, the conference's goal is to help facilitate learning opportunities for parents, educators and administrators to support the social emotional needs of our gifted students. SENG was founded in 1981 following the suicide of a gifted student in Michigan and has since worked to offer support and guidance to the gifted community through education, research and connection.

The conference started with a preconference option to go through training to become a certified SENG Model Parent Group Facilitator. I was able to take part in this, and whether your district plans to run SENG parent groups or not, the incredible learning that comes from this training is powerful for better meeting the needs of our students. I was privileged to graduate the training with a group of newly minted facilitators from the Netherlands, Hong Kong, Denmark, Spain, and people from all over the United States.

The breakout sessions offered a variety of opportunities for parents, educators, and even student specific, kid friendly, sessions so that truly everyone felt supported in new learning. There was a huge variety of topics like: meeting the needs of 2E learners, understanding neuropsychological assessments, how to be an effective advocate for the gifted, the complexities of adult giftedness, coping with stress and anxiety, building engaged learning communities, transgender and gender nonconforming gifted children, existential issues for gifted children, using IMPROV games to teach socio-emotional skills, the complexities of gifted students with physical disabilities,

and so much more. Additionally, the director of a new movie, *The G Word*, came to do a preliminary screening of this documentary.

The keynotes were truly outstanding. The conference began with the welcome speaker, Dr. Gilman Whiting, the creator of the Scholar Identity Model and founder of the Achievement Gap Institute for the George W. Peabody College of Education. Dr. Scott Barry Kaufman spoke as the next keynote with his topic "Capturing the Content of Gifted Daydreams." Dr. Kaufman shared his extensive research pointing to the undervalued form of giftedness: imagination. He also shared his personal journey as an unidentified gifted youth who later went on to earn degrees from Yale and the University of Cambridge.

The next keynote presenters were Dr. Joanna Haase and Dr. Nicole Tetreault who spoke on "The Promise of Neuroscience and Psychology for Gifted Well-being Over a Lifetime." It was truly fascinating to hear both of their perspectives. Dr. Haase is a psychotherapist, and Dr. Tetreault is a neuroscientist, and together they shared the latest research in both fields regarding the positive impact of gifted individuals actively tuning into their mind, body and thoughts.

Saturday's first keynote was Dr. Jaime Castellano who presented "Creating New Opportunities: Opening Doors to Possibility, Hope, and Promise." Dr.

Castellano presented on the impact gifted education has on low-income, racially, culturally, and linguistically diverse students. His talk powerfully linked the importance of social and emotional growth and development to creating new opportunities for these students. Later that day we heard from Dr. Susan Daniels on "Raising Creative Kids." Susan spoke to the importance of nurturing creativity and discussed various strategies about how to guide and foster the creative spirit we are all born with.

The SENG conference ended on a high note with Dr. Dina Brulles moderating and sharing her insights into a discussion of Dr. Jim Delisle and Dr. Carol Ann Tomlinson regarding "Reaching the Gifted Student in the 21st Century Classroom: A Discussion." Dr. Tomlinson could not make the conference at the last moment, but had shared some of her thoughts ahead of time with the moderator, Dr. Brulles. Together, Dr. Delisle and Dr. Brulles discussed if 'differentiation' still works. It was a fascinating discussion, and one I have not heard before, that the promise of differentiation is failing our most bright and most gifted students. I definitely left the final keynote with more ideas to ponder and research.

Whether you are a gifted individual, a parent of a student with gifts and talents, or an educator for gifted students, attending a SENG conference is worth your time and will positively impact you. I am so grateful that I had this opportunity and highly encourage you to reach out to the SENG network and find out more about how you can learn more about how to help all our students.

For more resource visit: <http://sengifted.org/resources/>



Bill Keilty, MEGT Foundation President

Conference Reflections: Hormel Symposium

By Sharon Belanger,
MEGT Coordinator, Fond du Lac Ojibwe School

My name is Sharon Belanger and I am the Gifted and Talented Coordinator for the Fond du Lac Ojibwe School. We are a small tribal grant school on the Fond du Lac Reservation in northeastern Minnesota. This summer I had the pleasure of attending my second Hormel Gifted and Talented Education Symposium. Both years were wonderful experiences. They had interesting and experienced keynote speakers. I found Dr. Michele Borba's keynote on the power of empathy especially thought provoking. Also Rev. Dr. Michael Olesksa's keynote on communicating across cultures was very relevant to my experiences on the Fond du Lac Reservation. The format of the symposium permitted participants to attend the same breakout sessions for all three days. This allowed the instructors to engage in an in-depth exploration of their topics. The instructors were engaging, knowledgeable and experts in their fields. There were a wide variety of topics to choose from. This resulted in small class sizes where you could build a relationship with your teachers and they could personalize their instruction to fit your needs. There was great food, friendly people and many opportunities for networking. You could also sign up for interesting and fun evening activities. The Hormel Gifted and Talented Education Symposium was a great conference that I would strongly recommend to anyone involved in Gifted and Talented Education.

The Fond du Lac Ojibwe School has had the pleasure of being involved in Project North Star. This is a three year grant that the Minnesota Department of Education received designed to improve the identification and services provided for gifted and high potential learners in rural Minnesota. Ojibwe School staff attended a Project North Star meeting on Sunday and then the Gifted and Talented Symposium for the next three and one half days. This was a fantastic opportunity to interact with the Project North Star staff and the other schools involved in the grant. By attending the Symposium Ojibwe School staff explored topics directly related to improving Gifted and Talented services to the students at the Fond du Lac Ojibwe School. We have greatly expanded and enhanced opportunities for the students at the Fond du Lac Ojibwe School by applying what we learned through participating in Project North Star and attending the symposium. The Hormel Gifted and Talented Symposium and Project North Star have helped the Fond du Lac Ojibwe School better serve our gifted and high potential learners.

The MEGT Foundation has an updated look to its website. Watch for updates and announcements at <http://www.megtfoundation.com>. Consider logging in and making your donation.

The Foundation's work supports teachers working with gifted students. We provide grants for coursework, dollars to defray costs to attend conferences, and dollars to support teachers who provide innovative learning for their gifted students. This year's grant opportunities are now available by applying on line at the foundation website. Please act quickly.

We are always exploring ways to generate additional dollars for the Foundation. This year we are seeking a unique opportunity for conference attendees. In this edition of the Voice we have posted a page that describes the opportunity for readers to donate a shared time rental. It would be considered a tax deduction for the donor and members who attend the conference who have a change to bid on that while making a donation. Please consider doing so.

Be well.

Bill Keilty, MEGT Foundation President

MEGT Foundation Update

The MEGT Foundation is an organization that supports the professional development needs of those who work with gifted and talented students in Minnesota. This past school year, the Foundation awarded several scholarships to educators for attending the MEGT Conference and granted start up monies for dynamic initiatives.

One of the Foundation's goals is to bring educators who are new to Gifted Ed to our state conference. Isis Buchanan attended the conference for the first time. Isis is a TOSA in the St. Paul Public Schools and she shared that she "...received a lot of information about resources that I can use to create professional development materials for our school district."

Another goal is to provide financial resources to bring new initiatives and opportunities to gifted education teachers and their students. Karen Huberty, received an award to purchase current Newberry titles to share with gifted students in a group discussion forum and Cyre Beaumont's proposal to purchase technology items for making videos and music on GT students' chromebooks was awarded funds.

Deb Sherber and Grace Ellefson also attended the conference on scholarships from the MEGT Foundation. Grace was inspired by David Wolff. "He equipped me with knowledge to share with my staff in identifying ELL students. It is a hard sell here, but with support from experts in the field, perhaps I will receive better results."

Did you know that the MEGT Foundation is primarily funded by YOU? We would like to thank everyone who supports us through the Silent Auction purchases and raffles during the Conference. Because of your support, the Foundation is in turn able to offer scholarships to teachers to support opportunities for gifted and talented students.



MEGT FOUNDATION

Minnesota Educators of the Gifted and Talented Foundation

SUPPORTING THE TEACHERS OF GIFTED STUDENTS IN MINNESOTA SCHOOLS



THE MEGT FOUNDATION SUPPORTS TEACHERS WITH GRANTS TO ATTEND CONFERENCES, TAKE ON COURSE WORK TO SUPPORT THEIR PRACTICE OR TO PROVIDE INNOVATIVE LEARNING FOR THEIR GIFTED STUDENTS



Your tax-deductible donation to the Foundation directly supports teachers working with the gifted students in their classroom. Teachers spend, on average over \$400/year on their students in their classrooms. Consider supporting teachers of the gifted with a cash donation or help us raise additional dollars through a fundraiser we hold each year at our annual conference. If you are in possession of a couple of weeks of shared time rental and are unable to take advantage of the opportunity, consider donating that week of shared time to our fundraiser. Members of MEGT will bid on the shared time rental during our annual conference. The money will go directly to teachers. If you want to donate cash go to our website: <http://www.megtfoundation.com> . We will provide a receipt for all donations.

Help Yourself... And a Student

Differentiation Strategy- Sorting

Grouping, Labeling, Sorting and Differentiating! Generating ideas, determining how ideas fit together and labeling those groupings is a simple idea with a lot of possibilities. You can provide a challenging experience for the gifted students in your class by modifying this activity in a variety of ways.

The Basic Steps

Think of something you've been studying in your classroom. Weather, Coordinate Planes, The Civil War, the life cycle of a butterfly or a recent text you've read can all work with this activity.

First, ask students to brainstorm as many ideas as they can related to the topic of study. To add an element of collaboration, students can generate their lists together or work with a partner to create a combined lists after each partner has had time to generate some ideas.

Once students have a list generated, ask students to work collaboratively to group their ideas and then label their groupings.

Even at its basic level, this activity asks students to think critically about how their ideas fit together, but the really exciting part is modifying this activity for your gifted learners!

Here are three simple ways to ramp up this activity

1

ADD CONSTRAINTS

Tell students that they must sort their ideas into a limited number of groups

2

ABSTRACT CONCEPTS

Sort characters by importance, significance or power

3

MULTIPLE SORTS

Ask students to regroup their ideas more than one way

PRIMARY EXAMPLE

Generate a list of words you could use to describe weather.

Basic Sort: Sort your ideas into groups

Advanced Sort: Sort your ideas based on how they relate to your 5 senses

INTERMEDIATE EXAMPLE

Generate a list of characters from the last 3 novels you have read.

Basic Sort: Sort the characters into groups based on their traits

Advanced Sort: Sort the characters into groups based on how empathetic they are to other characters.



MEGT's Star of the North Award

The Star of the North Award recognizes students in grades 5-8 who have distinguished themselves in academic achievement, leadership, or the visual or performing arts. To nominate a student and to access all paperwork please visit <http://www.mnegt.org/awards/minnesota-star-of-the-north-award>

Application Criteria:

1. Students must be enrolled in either grades 5, 6, 7 or 8 at the time of nomination.
2. Outstanding student accomplishment may be in one or more of the following areas:
 - a. academics
 - b. visual or performing arts,
 - c. leadership
3. Student applicants must submit a composition describing:
 - a. the activity or interest area for which the student is being nominated
 - b. how the student got interested/involved in the activity
 - c. what impact the activity has had on the student and on others
 - d. how the student's future plans and goals have been affected by this activity or interest area
4. Applicants must include at least one letter of recommendation from someone other than a nominee's family member, explaining why the student nominee is deserving of the award, what sets him or her apart from other students, and how the nominee is impacting others.

Selection Criteria:

1. All application materials must be complete and received by the application deadline to be considered.
2. The student composition will be rated on a 12 point scale. The four required response areas are worth up to three (3) rating points each. The composition must respond to the following questions:
 - a. What is the activity or interest area for which the student is being nominated
 - b. How did the student become interested/involved in the activity
 - c. What impact has the activity had on the student and on others
 - d. How have the student's future plans and goals been affected by this activity or interest area
3. Letter of Recommendation: The Letter of Recommendation will be used to assist in determining a winner when the scores from the composition section are tied. The letter is worth up to three (3) points. The point value builds on the requirements of the previous level.
 - 1 point = Provides a description of the student's achievements and confirms exceptional abilities
 - 2 points = Cites unique examples which place the student clearly above other high-ability students
 - 3 points = States the positive impact the student has had on others, or offers an appraisal of a positive future for this student.

Seeking Nominations for MEGT Friend of the Gifted

Do you have a colleague who deserves to be recognized for their years of service and dedication to gifted learners? Have you worked with a business or organization that has consistently provided resources and/or expertise to promote gifted learners? Have you had an extensive working experience with a legislator or other government official that has had long term impacted on gifted learners? YES? Well, consider nominating them for this year's "Friend of the Gifted" award.

Nominees should:

- Have a long term, broad ranging impact on gifted education
- Have lived in Minnesota during their time of impact

Nominations will be accepted online at: www.mnegt.org Click on awards to find the pulldown menu. The deadline for nominations is November 1.

The MEGT board will review all nominees in November. This year's recipient will be presented their award at the annual MEGT winter conference at the end of January 2018.

Recent honorees include:

Maggie Smith, Lew Aase, Janel Horner, Pam McDonald, Dr. Richard Cash, John Alberts, and Jeanne Simmonds

To view a list of all past recipients, please visit <http://www.mnegt.org/awards/friend-of-the-gifted-award/past-recipient>



News from the



DEPARTMENT
OF EDUCATION

Gifted Education Update: Fall 2017

Wendy Behrens is the Gifted and Talented Education Specialist for the Minnesota Department of Education (MDE). She is the president of the Council of State Directors of Programs for the Gifted, a delegate to the World Conference on Gifted Children, and board member of the Council for Exceptional Children – The Association for the Gifted, and Gifted Child Today. She submitted the following on behalf of MDE.

Identification of Under-Served Populations for Gifted Services



The under-representation of low-income, second language learning, and culturally diverse students in gifted and talented programs is a continuing challenge for many districts. It is important that all educators of the gifted be familiar with research-supported, best practices in the use of assessments to identify these learners. A new resource document for Minnesota schools has been created to share important considerations and research-based recommendations in identifying underrepresented learners for gifted education services. See the article elsewhere in this newsletter or download a copy at <http://education.state.mn.us/MDE/dse/gift/>

Changes to STAR Reporting for Gifted Education

The STAR (**ST**aff **A**utomated **R**eporting) is a web-based system used by school districts to report employment and assignment information to the Minnesota Department of Education (MDE). With input from the Gifted Education Advisory Council and administrators from several MN districts the report has been revised to clarify and expand the number of gifted education assignments for licensed and non-licensed school personnel. The following *abbreviated* position descriptions are new and effective for the 2017-2018 school year. For full descriptions and information about the STAR Report visit: <http://education.state.mn.us/MDE/dse/datasub/STAR/index.html>

Gifted Education Teacher: A gifted education teacher is a licensed full time teacher whose assignment is in a resource, pull-out classroom, gifted education class, or a full-time gifted program.

Program Coordinator, Gifted Education: A Gifted Education Program Coordinator is a licensed teacher or principal who serves as liaison to district and building leadership and whose job is to develop, implement, and coordinate the programs for delivery of Gifted Education services; to evaluate those programs; and to provide training and consultation to teaching staff in those programs.

Non-Licensed Gifted and Talented Education Coordinator: Does not require licensure and is similar to a licensed Coordinator but does not work directly with students: A Gifted Education Program Coordinator serves as liaison to district and building leadership and whose job is to develop, implement, and coordinate the programs for delivery of Gifted Education services; to evaluate those programs; and to provide training and consultation to teaching staff in those programs.

Gifted Education Coach (non-instructional): A Gifted Education Coach is a licensed non-instructional position focused on addressing the academic needs of advanced learners in a district, building, or classroom setting, or with individual students. The coach may work with staff, parents, and/or community members to address the educational needs of individual students and/or planning for school strategies or academic competitions e.g. Lego Robotics, Math Masters, Stock Market Game, and Future Problem Solvers.

Non-Licensed Gifted Talented Coach: A coach who does not hold an MDE license and is in a non-instructional position focused on addressing the academic needs of advanced learners in a district, building, or classroom setting, or with individual students. The coach may work with staff, parents, and/or community members to address the educational needs of individual students and/or planning for school strategies or academic competitions e.g. Lego Robotics, Math Masters, Stock Market Game, and Future Problem Solvers.

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MDE Updates, *continued from page 24*

ESSA/ESEA



For the first time, ESSA/ESEA includes several provisions that support gifted and talented students. MDE announced an opportunity for Minnesota School districts, charter schools and consortia through Student Support and Academic Enrichment Grants (SSAE) to apply through a competitive process in early August. Many districts responded to call for proposals by submitting plans to MDE in accordance with ESSA Title IV, Part A. The intent of these funds is to improve achievement of academic standards for all students by increasing the capacity of districts, schools and local communities in three categories:

1. Well-rounded educational opportunities, which may include activities such as **accelerated learning or gifted programs**, STEM (including computer science) subjects, music and arts programs, history instruction, foreign language, environmental education or any innovative instructional structure or educational experiences that support a well-rounded education;
2. Supports for safe and healthy students which may include health and physical education, drug and violence prevention, **school-based mental health services**, preventing bullying and harassment, school counseling, dropout and reentry programs, schoolwide positive behavioral interventions and supports, or programs implementing Erin's Law; and
3. Technology enhancement to improve academic achievement and digital literacy of all students, which may include providing school personnel with professional learning tools, building technological capacity and infrastructure, **professional development** in the use of technology in STEM subjects (including teaching computer science), blended learning projects or implementing Future Ready programs.

Of the grant proposals received a significant number included expansion of gifted education services. We are encouraged by the quick response of districts and anxiously await news of the awards and additional opportunities to apply for grant funds. The announcement of Title IV, Part A grantees will take place in October.

MDE submitted the state ESSA plan to the U.S. Department of Education on September 18, 2017, for review and approval. The U.S. Department of Education has 120 days to respond to Minnesota's state plan, after which the work to implement the finalized plan will begin. The full plan, as submitted, is available at: <http://education.state.mn.us/MDE/dse/ESSA/mnstp/>

Project North Star

MDE's Javits Grant, Project North Star (PNS) is now in year three, creating training modules for educators, school leaders, families and communities. The research team reports excellent progress toward the PNS goals of elevating identification and programming opportunities for disadvantaged and underserved rural gifted learners. Three new schools joining the project this year are: Cyrus King Elementary, Nett Lake Elementary, and Waubun Ogema Elementary. Fond Du Lac Ojibwe Elementary, Northland Remer Elementary, and Onamia Elementary are in their second and final year of the project. Working to create materials of lasting value for the project are Diane Heacox, Karen Rogers, Jane Kise, Stephen Schroeder-Davis, and Carol Malueg. Kris Happe serves as data steward for the project. Classroom observers are: Sue Karp, Mary Ann Rotondi, Jeanne Simmonds, and Lisa Worden. Sarah Noonan is the outside evaluator. Members of the team will present a session on PNS at the NAGC Conference in Charlotte, NC in November. Contact Project Director Wendy Behrens at wendy.behrens@state.mn.us or Project Manager Cori Paulet at cori@gmail.com or for more information.



Professional Learning Opportunities at MDE

Gifted Education Coordinator and Specialist Workshop: October 18 and December 18

Registration is open for the 2017 two day workshop for all gifted education coordinators and specialists, school counselors and psychologists. The workshops are a collaboration between Minnesota Department of Education (MDE), the Minnesota Council for Gifted and Talented, and the Minnesota Educators of the Gifted and Talented. The workshop provides an overview of legislation, reporting requirements, funding, the identification of students for services, and models of service. Register at: <https://mcgt.wildapricot.org/event-2636311>

Self-Regulation FOR Learning: Helping Students Learn HOW to Learn Workshop: October 24

Critical for college and career readiness is our students' personal abilities to appropriately manage their affect, behaviors, and cognition (ABCs). Self-regulation for learning is the ability to effectively balance the ABCs to pursue worthy academic goals. Students who under-perform, struggle to achieve or selectively produce may lack the coordination between their feelings (affect), essential

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MDE Updates, *continued from page 25*

learning strategies (behaviors) and meta-cognitive thought processes (cognition). Join this interactive session to learn a holistic approach to assisting all students (from special education to gifted education) in gaining greater social/emotional well-being, developing scholarly behaviors and acquiring valuable thinking tools to be successful in school and beyond. Presenter Dr. Richard Cash E.D., is an award-winning educator, author and consultant/coach, who has worked with schools throughout the United States and internationally. Target audience: K-12 educators (special education to gifted education), Principals/Administrators, Counselors/Social Workers, Success Coaches. Register at: <https://mcgt.wildapricot.org/event-2636373>

Scholar Identity Model & Highly Able Learners Workshop – March 26, 2018

A workshop on the Scholar Identity Model will be held at MDE this winter. Dr. Gilman W. Whiting, Associate Professor of African American and Diaspora Studies, Director of the Scholar Identity Institute, Director of Graduate Studies at Vanderbilt University will be the speaker. Additional information on this workshop will be available soon.

Full-Time Gifted Programs Network



The network will continue to focus on the unique needs of schools that have full-time programs for the gifted or are exploring the possibility of creating one. Full-time programs for the gifted include school within a school models and gifted

magnet schools. Each network meeting includes an invited guest speaker and the opportunity for leaders to discuss their roles and best practices on a variety of topics. There is no charge to the participant to attend, but lunch is on your own. Registration is not required and all are welcome to attend. The network will meet on Thursdays this year in Conference Center A, room 13 on November 2, January 11, and March 15 9 a.m. to 2:30 p.m. at the Minnesota Department of Education, 1500 Highway 36 West, Roseville, MN.

Hormel Foundation Gifted and Talented Education Symposium 2018

The symposium will be held in Austin, Minnesota Tuesday-Thursday, June 19-21, 2018. Our new three-day format will continue to address best practices on the identification of students for services, models of service, social and emotional

needs, instructional strategies, under-represented populations, motivation and engagement, integration of STEM and technology, and specific content area. Visit the symposium website for information about previous events www.gtsymposium.org Registration for the 2018 conference will begin in January.

Gifted and Talented Advisory Council

The Gifted and Talented Advisory Council is made up of representatives of stakeholder groups with interest and expertise in gifted education. The council provides valuable guidance and feedback to the department on gifted education issues. Meetings are held at the Minnesota Department of Education, 1500 Highway 36 West, Roseville, Minnesota and are open to the public.

The council will meet 9-11:30 a.m. on the following dates:

- October 2, 2017, Conference Center B, Room 17
- January 8, 2018, Conference Center B, Room 17
- April 9, 2018, Conference Center B, Room 17

MDE has several open positions on the advisory council: teacher representative, coordinator representative, out of school service provider, and psychologist or counselor. A link to the application will be available from MDE's Gifted and Talented webpage November 1 – December 2. The online application must be completed in full and submitted electronically for consideration. Applicants will be notified on or before December 22, 2017. Questions? Contact Wendy Behrens: wendy.behrens@state.mn.us

Student Opportunities

Scholars of Distinction Award Program

The Minnesota Scholars of Distinction program nurtures and recognizes distinguished achievement by highly motivated, self-directed students. Each specialty area was developed through partnerships of educators, the business community and others. Students may apply for Scholars of Distinction Awards in Leadership, Mathematics, Science, Social Studies, STEM, and Theater Arts. All applicants must complete the Intent to Apply Form, available October 16 to December 18. For information about the criteria, timelines and application process for a 2018 award, visit: <http://education.state.mn.us/MDE/fam/gifted/sod/index.htm>



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Jack Kent Cooke Scholarships

The Jack Kent Cooke Foundation is dedicated to advancing the education of exceptionally promising students who have financial need. By offering the largest scholarships in the country, comprehensive counseling and other support services to students from grade 7 to graduate school, the Foundation is dedicated to ensuring high-performing, low-income students have the support necessary to develop their talents and excel educationally. Learn more about opportunities at: <https://www.ctd.northwestern.edu/jack-kent-cooke-scholarship-grant-programs>

Reach for the Stars Catalogue

Programs that have received the Minnesota Academic League Council's endorsement are included in the *Reach for the Stars Catalogue*, which is published as a public service by Synergy & Leadership Exchange, with generous support from Lifetouch Publishing. MDE is a strategic partner of the Academic League Council. [http://www.synergyexchange.org/Synergy/media/Reach/2017/Reach-for-the-Stars2018-\(web\).pdf](http://www.synergyexchange.org/Synergy/media/Reach/2017/Reach-for-the-Stars2018-(web).pdf)

Think Your Child Is Gifted & Talented?

The Minnesota Council for the Gifted & Talented is a non-profit organization of parents and professionals dedicated to promoting better understanding of, and educational services for, gifted and talented children and their families.



**ANNUAL
CONFERENCE
Nov. 4, 2017**

For more info: www.mcgt.net or info@mcgt.net

**Minnesota Council for the Gifted & Talented
5701 Normandale Road, Suite 315, Edina, MN 55424**



Minnesota Educators of the Gifted and Talented are now on Pinterest!

By Melanie Olson @M_Olson_

MEGT has been strengthening its social media presence over the last few years on Facebook and Twitter. We are excited to share that we are now on Pinterest as well!


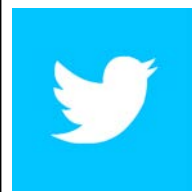

We have created boards on Gifted Education, Gifted Learners, Social Emotional Learning, Gifted Education Conferences and Workshops, Twice Exceptional, as well as a board of resources and information that comes directly from MEGT.





If you are new to pinterest, check out this blog, How to Use Pinterest for Beginners.

<http://www.iheartplanners.com/2013/02/13/how-to-use-pinterest-for-beginners/>

If you have a suggestion for a new board that you would like us to manage, please feel free to share. For those of you who are Pinterest addicts, we hope this will be an easy way for us to share resources and information with you! Please feel free to share our boards with families and fellow educators.

Don't forget to connect with MEGT on Facebook and Twitter. We love sharing what schools are doing with a larger audience. Tag us on your posts. We would love to see what is going on in your classroom, school, and district! Go to our facebook or twitter page to check out some of the program highlights we have recently shared.

	
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****Print and share this in your teacher's lounge or include it in your school newsletter or website.****



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MEGT Regional Map

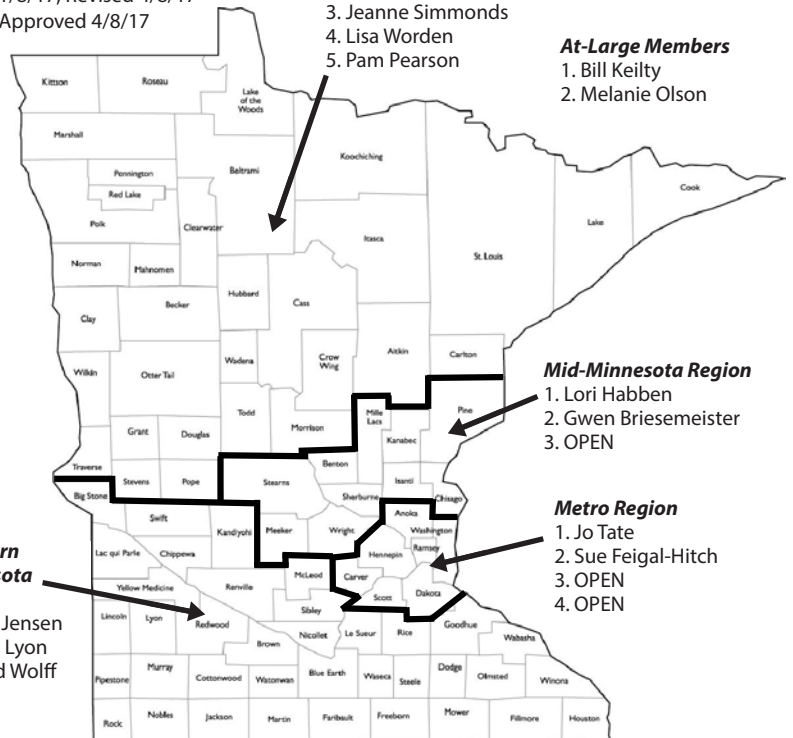
Created 1/8/17; Revised 4/8/17
Voted & Approved 4/8/17

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1. Mary Ann Rotondi
2. Sue Karp
3. Jeanne Simmonds
4. Lisa Worden
5. Pam Pearson

At-Large Members

1. Bill Keilty
2. Melanie Olson





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