DEADLINES & UPDATES

SECOND GRADE CHILD FIND LEA SUMMARY REPORT

DEADLINE: APRIL 17, 2015

All students in the top two quadrants of each teacher form will be referred for gifted/enrichment services. The gifted specialist sends the school report from Second Grade Child Find to the coordinator who compiles the data into the LEA Summary report. This report shows the total number of referrals by race/ethnicity from each school. This report may be submitted any time after the first semester but no later than April 17, 2015.

GIFTED REFERRAL TRACKING LOG

Periodically review the tracking log to ensure accuracy. This will alleviate the “mad rush” in September prior to submitting the report.

PROFESSIONAL DEVELOPMENT

GIFTED WEBINARS

Based on the PD Survey from August and September, the following webinars will be offered live and recorded. These webinars are not required, but are available for those individuals who need the information/training. The links to the webinar will be e-mailed when you register in STI-PD.

<table>
<thead>
<tr>
<th>PD Title</th>
<th>STI-PD #</th>
<th>Dates and Times</th>
<th>Recorded webinar link</th>
</tr>
</thead>
<tbody>
<tr>
<td>STISETS for Gifted Forms</td>
<td>SESGift0019</td>
<td>October 10, 2014 9:00 AM or 2:00 PM</td>
<td><a href="https://alsde.webex.com/alsde/lr.php?RCID=2051cc6c7644733bb6c49570891f45c">https://alsde.webex.com/alsde/lr.php?RCID=2051cc6c7644733bb6c49570891f45c</a></td>
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<tr>
<td>New Gifted Specialist</td>
<td>SESGift0020</td>
<td>October 17, 2014 9:00 AM or 2:00 PM</td>
<td><a href="https://alsde.webex.com/alsde/lr.php?RCID=38f2bbdfbf4092b60fcd8e134e93062">https://alsde.webex.com/alsde/lr.php?RCID=38f2bbdfbf4092b60fcd8e134e93062</a></td>
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<tr>
<td>New Coordinator for Gifted</td>
<td>SESGift0021</td>
<td>October 31, 2014 9:00 AM or 2:00 PM</td>
<td><a href="https://alsde.webex.com/alsde/lr.php?RCID=6c97d7aab77040b8ad42d3bf98c5ebd">https://alsde.webex.com/alsde/lr.php?RCID=6c97d7aab77040b8ad42d3bf98c5ebd</a></td>
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<tr>
<td>iPad Apps for Gifted Learners</td>
<td>SESGift0022</td>
<td>November 7, 2014 10:00 AM or 2:00 PM</td>
<td></td>
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<tr>
<td>Service Learning</td>
<td>SESGift0023</td>
<td>November 14, 2014 10:00 AM or 2:00 PM</td>
<td></td>
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<tr>
<td>Project-based Learning vs. Problem-Based Learning</td>
<td>SESGift0024</td>
<td>November 21, 2014 10:00 AM or 2:00 PM</td>
<td></td>
</tr>
<tr>
<td>Differentiating for Gifted Learners in the General Education Classrooms</td>
<td>SESGift0025</td>
<td>December 5, 2014 10:00 AM or 2:00 PM</td>
<td></td>
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<tr>
<td>Improving Consultative Services</td>
<td>SESGift0026</td>
<td>December 12, 2014 10:00 AM or 2:00 PM</td>
<td></td>
</tr>
<tr>
<td>Concept-based Curriculum Writing</td>
<td>Coming soon</td>
<td>Online course and face-to-face workshops this summer</td>
<td></td>
</tr>
</tbody>
</table>

SCOPE & SEQUENCE WEBINARS

A series of webinars regarding the Scope and Sequence (S&S) will take place during the 2014-2015 school year. Each webinar will focus on one of the main standards in the S&S, such as metacognition, critical thinking, and social-emotional. We will concentrate on how to embed these
Check out the AAGC Web site with the latest contests and extracurricular opportunities. The Web site is updated frequently, so check it out! http://www.alabamagifted.org/@alabamagifted#gtala

Have You Read…?
Educational Technology & Mobile Learning: Differentiated Instruction Visually Explained for Teachers http://tinyurl.com/diffinst

The visual is an overview of what differentiated instruction is all about and sheds some light on key concepts related to this instructional method. In a nutshell, differentiated instruction is primarily about tailoring instructional means to meet individual learning needs. As such it targets the following areas:

- Improvement of learning outcomes
- Increasing learners' self-awareness
- Helping students learn more efficiently and with deeper understanding
- Inspiring a love of learning
- Increasing engagement

NEW GT SPECIALIST MONTHLY MEETINGS
As a follow-up to the New Gifted Specialist meeting, we will host monthly meetings to provide support and guidance for new specialists. Meetings will take place the second Friday of each month at 1:00 PM, starting with Friday, December 12, 2014. The web link is https://alsde.webex.com/alsde/j.php?MTID=m557ab6483cd88f4ddbaa3bda514eb03e

You can register in STI-PD using the PD Title No.-SESGift0037 or PD Title-New Gifted Specialist Meeting. However, you are not required to attend any or all of the meetings. We will have the webinar room door open for anyone that would like to “step in!”

NEWS FROM AAGC
Logo Art Contest http://alabamagifted.org
Deadline: November 25, 2014

The theme for the 2015 conference has been determined, “Igniting Gifted Potential.” This theme will be the focus of the art contest and the video contest. The video contest will start in January. Start talking about this theme with students to generate ideas for art and videos. Guidelines for the logo contest are provided at the end of the newsletter.

GRANT & FUNDING OPPORTUNITIES
Online Wish Lists & Donations
Deadline: Ongoing

Many Gifted Specialists in Alabama have had their projects or classrooms supported by the generosity of complete strangers and/or friends. The following three Web sites allow teachers the opportunity to post their projects and wish lists. Anyone can view these projects and pledge money to support your classroom, fully or partially. Each organization handles the distribution of money or supplies differently. You will need to read about all three and determine which one best fits your needs. The project postings are ongoing and requests can be made at any time. I noticed a couple of Alabama teachers were requesting funds this summer to have supplies at the beginning of school! Great planning!

AdoptAClassroom: http://www.adoptaclassroom.org/
DonorsChoose: http://www.donorschoose.org/
PledgeCents: http://www.pledgecents.com/
We have used Hoagie’s Gifted Education Page as a resource and readily provide the link to parents. However, did you know you could follow the Web site’s author, Carolyn K., on Twitter? Stay up on the latest in gifted education by following Hoagie’s.

**N-Vision a Brighter Future Grant**

http://westinghousenuclear.com/About/Community-and-Education/Educational-Grant

**Deadline: Noon EST November 14, 2014**

Teachers (K-12) can apply for this grant, directly working with students on an innovative STEM project. Three schools will be awarded $1,000 to complete their project by the end of the school year. Another $2,000 will be granted to each of the school’s science departments for their specific needs. Therefore, the total grant amount a school will receive is $3,000.

**Age Groups:** 1st Grade, 2nd Grade, 3rd Grade, 4th Grade, 5th Grade, 6th Grade, 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade, 12th Grade

**Educator Grant Program**

http://www.afa.org/AFA/InformationFor/Teachers/EducatorGrants

**Deadline: November 19, 2014**

Every school year, the Air Force Association gives up to $250 to projects that significantly influence student learning. The Educator Grant Program promotes aerospace education activities in K-12 classrooms and encourages development of innovative aerospace activities within the prescribed curriculum.

**AIAA Foundation Classroom Grant Program**


**Deadline: November 28, 2014**

The AIAA Foundation gives up to $250 to science, technology, engineering, and mathematics (STEM) programs. Eligible applicants include AIAA Educator Associates who are K-12 teachers that apply science, mathematics, and technology in their curriculum. Grants may be used for classroom demonstration kits, classroom science supplies, or other materials that energize science, mathematics, and technology hands-on learning.

**INSPIRATION by VENSPIRED**

http://venspired.com/6155-2/

You can download this poster at the above URL.

This may be a good way to start conversations not just on creativity, but on perfectionism, too. We DO learn from our mistakes.

**CONTESTS & OTHER REAL-WORLD AUDIENCES**

**Trees Rock! Video & Essay Contests**


**Video Deadline: November 14, 2014**

**Essay Deadline: February 6, 2015**

Students in Grades 3-8 enrolled in a state accredited elementary school are invited to enter the Scotties Trees Rock! Video and essay contests for the chance to win up to $10,000 for their school. For more information or to register, click the link above. **Video Contest:** Videos should depict an individual or group of students answering the questions, "Why are trees important to you, your school and your community?" and "How do you think your school could use $10,000 to beautify the outdoors if you win?" Videos should be three minutes or less. The grand prize winner will receive $10,000 and a tree planting event for his or her school. Video entries due **November 14, 2014.**

**Essay Contest:** Essays should answer the question, "Why are trees so important to you and your community?" Essays should be 150 words or less. Winners and their teachers will each receive a $250 gift card. Essay entries due **February 6, 2015.** **Age Groups:** 3rd Grade, 4th Grade, 5th Grade, 6th Grade, 7th Grade, 8th Grade, Adults.
ALSDE GIFTED WEB PAGE
Deadline: Ongoing

We are getting close to having the gifted Web page published on the web. This page will include the WebEx videos from various trainings. All FoG newsletters will be published on the site, as well. This Web site is for you to access resources, including the concept-based curriculum units.

We will highlight 4-5 new photos each month on the gifted home page. Included with the photo is a descriptor of up to 60 characters. We can even link your gifted classroom to the photo! However, we need your help. Please send your photos throughout the school year. Right now, you can send photos from last school year. Please add the descriptor to the e-mail. In addition, please provide an assurance statement that you have consent from parents of children in each photo giving permission to post on the Internet. There may be a separate permission form required by the ALSDE. We are still waiting to know what the rules governing the Web pages will entail.

Letters About Literature
http://www.read.gov/letters/
Deadline: January 15, 2015

Letters About Literature (LAL) is a reading and writing contest for students in grades 4-12. Students are asked to read a book, poem or speech and write to that author (living or dead) about how the book affected them personally. Letters are judged on state and national levels. Tens of thousands of students from across the country enter Letters About Literature each year. If you are in grades 4-12, you are eligible to enter the Letters About Literature reading and writing contest. Here are the Rules and Guidelines. Here is a Teaching Guide. The Letters About Literature Teaching Guide provides activities teachers can use to guide their students through the book discussion and letter-writing process. The guide addresses the LAL teaching strategies and ways in which the program can dovetail with national standards for teaching reading and writing as well as Common Core State Standards (CCSS). Also included are worksheets for duplication and assessment checklists.

C-SPAN StudentCam
http://www.studentcam.org/
Deadline: January 20, 2015

StudentCam is C-SPAN’s annual national video documentary competition that encourages students to think critically about issues that affect our communities and our nation. Students in grades 6-12 are asked to create a short (5-7 minute) video documentary on a topic related to the competition theme listed below. The theme is “The Three Branches and You.” Tell a story that demonstrates how a policy, law, or action by either the executive, legislative, or judicial branch has affected you or your community. Students may compete individually, or in teams of either 2 or 3 members. All documentaries must contain a small amount of supporting C-SPAN footage that relates to the chosen topic. Downloadable C-SPAN footage can be found here. C-SPAN’s philosophy is to show varying sides of each issue. StudentCam documentaries must show a variety of points of view related to the chosen topic.

ExploraVision Awards
http://www.exploravision.org/
Deadline: January 30, 2015

Sponsored by Toshiba and the NSTA, ExploraVision encourages K-12 students of all interests, skills, and ability levels to create and explore a vision of future technology by combining their imaginations with the tools of science. All inventions and innovations should result from creative thinking and problem solving. To enter ExploraVision, students will work in groups of 2-4 people — simulating a real research and development (R&D) team. A teacher will serve as team coach, and teams can also choose an optional mentor. ExploraVision prizes include a savings bond worth up to $10,000, technology for schools, and a special gift for each student, teacher, and mentor.

BOOK-TEACHER OR STUDENT

Grandfather Tang’s Story by Ann Tompert
This book tells the folktale about two shape-shifting fox fairies. However, the story uses tangrams to represent characters in the story. This can become a great activity to use with students who are visual-spatial learners. Read the story and provide a paper tangram set for the student. Challenge the student to create something using all seven pieces. Then you can have students draw details on the tangram and paper.
RESOURCE

Discovery Channel's “Time Warp”
http://www.youtube.com/view_play_list?annotation_id=annotation_135363&feature=iv&p=9A7377D11F047397&src_vid=X0-TbUUXDtM

WOW! This is a great set of highlight videos from the Discovery Channel’s show “Time Warp” that slows activities to show, in slow motion, what is really happening. CAUTION: Comments after some of these videos are not appropriate. There are ads prior to the video. Some content may not be appropriate for all grade levels.

Topics include, but are not limited to:

- Roller Coaster Science: Watch the laws of physics at work, at 1,000 frames per second: Get a quick lesson in positive and negative G's.
- Blowing Bubbles: See the wall of a giant bubble deform, cave and eventually collapse as it is blown on in front of our high-speed camera.
- Hummingbird: A hummingbird flaps its wings up to 70 times per second; its heart rate can reach 1,260 beats per minute.
- Dog Drinking: See what a dog's tongue does when it's voraciously drinking water on a hot summer day.
- Distinctive Sounds: See how Cicadas and rattlesnakes make their distinctive sounds.
- Window Glass: See how a pioneer in glass is creating a way to prevent glass windows from shattering during hurricanes. Watch the slow motion of how a glass window breaks.

SPARK 101: ENGAGE. CONNECT. INSPIRE
http://www.spark101.org/educator-resources/

Looking for ways to ignite student interest in STEM or bring real-world problems from industry into your classrooms? Look no further than Spark 101—a free resource designed by teachers for teachers. Ten-minute, case study videos—presented by dynamic industry professionals—can help you facilitate student problem solving in almost any secondary STEM classroom. Spark 101’s inquiry-based, active-learning design empowers you to ignite your students’ interest in science, technology, engineering, mathematics (STEM) through real-world problems that are directly connected to high-quality curriculum—the College Board’s Advanced Placement, National Academy Foundation, and Project Lead the Way. Explore by STEM topics: Science, Technology, Engineering, or Mathematics. Click on Videos.

Although this is a resource, they are offering webinars to help you use these resources

- Tuesday, November 4, 2014: Online from 3:00 to 4:00 p.m. EST  Register here.
- Thursday, November 13, 2014: Online from 7:30 to 8:30 p.m. EST  Register here.
- Tuesday, November 18, 2014: Online from 7:30 to 8:30 p.m. EST  Register here.
- Thursday, December 4, 2014: Online from 7:30 to 8:30 p.m. EST  Register here.

TED-ED and Periodic Videos
ed.ted.com/periodic-videos

You will find a video lesson on each element in the periodic table based on the TED-ED platform

Veritasium YouTube
https://www.youtube.com/user/1veritasium?sub_confirmation=1&src_vid=vKA4w2O61Xo&feature=iv&annotation_id=annotation_3351528741

Veritasium is a science video blog featuring experiments, expert interviews, cool demos, and discussions with the public about everything science. Click “Read More” to see a list of different science experiments.

White Board Animation

Whiteboard animation is a video that draws itself. There are widely used and even during regional gifted training we have shown them. You do not have to be a graphic designer to create them. There are three apps that can help you create the animated video.

GoAnimate
http://goanimate.com/

This online site includes thousands of hand-drawn graphics and characters to fit the educational setting. When you add one of these type of graphics, a hand appears to draw it in the presentation video.
Video Scribe
http://www.videoscribe.co/
This online site makes the animated sketch from the images you choose.

PowToon
http://www.powtoon.com/
This site provides step-by-step guidance to create the animated graphics.

Investigating the First Thanksgiving
http://www.plimoth.org/media/olc/navigation.html
Our concept-based units have students working from the perspective of a professional or disciplinarian. This Web site challenges students to investigate the first thanksgiving by comparing this event through the eyes of a Native American and a pilgrim. What facts or myths did they discover? What did students discover?

CAMPINVENTION
www.campinvention.org

Become a part of something big...
Join Camp Invention on their mission to recognize inventors and invention, promote creativity, and advance the spirit of entrepreneurship. Host Camp Invention, and you will partner with the only nationally recognized, non-profit elementary enrichment program backed by The National Inventors Hall of Fame. We provide educators the strategies necessary to nurture a child's curiosity into big ideas through immersive curricula that encourages creativity, innovation, problem solving and collaboration. You can visit their Web site at www.campinvention.org and see their programs in action on their YouTube page http://www.youtube.com/Campinvention.

For more information contact Judi Colloredo at 901-500-8573 or JColloredo@invent.org

SCIENCE TIDBIT

2014 Nobel Prizes
The Nobel Prize is a set of annual international awards bestowed in a number of categories by Swedish and Norwegian committees in recognition of cultural and/or scientific advances. Subject matter may connect to your concept-based units. In addition, students may have an interest in one or more of these areas or be inspired by the individuals. The 2014 winners are:

<table>
<thead>
<tr>
<th>Physics</th>
<th>Chemistry</th>
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<tbody>
<tr>
<td>&quot;for the invention of efficient blue light-emitting diodes which has enabled bright and energy-saving white light sources&quot;</td>
<td>&quot;for the development of super-resolved fluorescence microscopy&quot;</td>
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<tr>
<td>Isamu Akasaki¹</td>
<td>Eric Betzig¹</td>
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<tr>
<td>Hiroshi Amano²</td>
<td>Stefan W. Hell²</td>
</tr>
<tr>
<td>Shuji Nakamura³</td>
<td>William E. Moerner³</td>
</tr>
</tbody>
</table>

1. Photo: Yasuo Nakamura/Meijo University  
2. Photo: Nagoya University  
FIELD EXPERIENCES
The purpose of the field study experience is to enhance and enrich the content and skills from units of study. The trip becomes an embedded activity within the concept-based curriculum unit. This month’s featured trip is The Anniston Museum of Natural History. Explore the wilds of Africa, the wonders of the North American wilderness, and the mysteries of 2,000 year old mummies in the seven fascinating exhibit halls of Anniston Museum of Natural History. Teachers and their students can choose from a variety of curriculum-building programs. Open-air exhibits place you face to face with majestic--and often deadly--animals! See one of the country's oldest exhibits of birds in their habitats, and explore the children’s discovery room for hands-on experiences with Alabama's natural wonders. The indoor exhibit halls include Dynamic Earth, Alabama: Sand to Cedars, NatureSpace, Attack and Defense, Birds of the Americas, Environments of Africa, Ancient Egypt, and a changing exhibit. The outdoor exhibits include Courtyard and Koi Pond, Tropical Conservatory, Wildlife Garden, Recollection Garden, Birds of Prey Trail, and Nature Trail. For more information about tours, school programs and costs, click this link: http://www.annistonmuseum.org/pages/?pageID=16

As with any field trip experience, what before, during, and after experiences have you planned for students to further the studies of the concept-based curriculum? What Essential Understandings will students discover through Essential Questions and/or Scaffold Questions as they experience the field study? What questions would you add to your “virtual field trip” for other classes to use for research and exploration?

CONCEPT-BASED CURRICULUM
Two new units have been added to the CBC Repository on MOODLE. Remember that you can “login as a guest” to access the units or use your account.

Gifted- My Identity Matters (Suggested Grades 3-6): The goal of this unit is for gifted learners to discover the positive and negative consequences of being identified gifted and how to enhance their relationships with others.

Experience Chemistry! (Suggested Grades 5-6): It is important to understand the role that chemistry plays in the changes that occur which affect all matter.

EUs, EQs, SQs
This month’s featured EUs are related to Leadership. Each concept-based unit would only have 3-5 EUs. Remember that all SQs may not be used because your students may have the prior knowledge. One EU could take months to teach. The SQs are listed but the activities to help students answer the questions are not included. What additional scaffold questions can you add to these EUs? What activities would you include with the questions.
Essential Understandings, Essential Questions, and Scaffold Questions:

**EU:** Individuals may make powerful contributions for targeted groups of people that might lead to change, growth, and survival.

**EQ:** How may individuals make powerful contributions for targeted groups of people that might lead to change, growth, and survival?

**SQ:** Define individual.

**SQ:** Define people.

**SQ:** Are there different kinds of people?

**SQ:** Are people more similar or different? Explain your answer.

**SQ:** What does “targeted groups” mean?

**SQ:** Are there targeted groups in your school, community, state, and/or nation? How do you know?

**SQ:** What makes a group of people targeted?

**SQ:** What are contributions?

**SQ:** Have you made any contributions?

**SQ:** What are powerful contributions? How are they different from contributions?

**SQ:** How do individual make powerful contributions for targeted people?

**SQ:** Why do individual make powerful contributions for targeted people?

**SQ:** What is change?

**SQ:** How have you changed?

**SQ:** Can change be positive or negative? Explain your answer.

**SQ:** What is growth?

**SQ:** How have you shown growth?

**SQ:** What is survival?

**SQ:** What do you need in order to survive?

**SQ:** Why would targeted groups of people want change?

**SQ:** Would that change be positive or negative? Explain your answer.

**SQ:** What growth would targeted groups of people want?

**SQ:** What would targeted groups of people need in order to survive?

**SQ:** What powerful contributions could an individual make that would lead to change for targeted groups of people?

**SQ:** What powerful contributions could an individual make that would lead to growth for targeted groups of people?

**SQ:** What powerful contributions could an individual make that would lead to survival for targeted groups of people?

What other scaffolded questions (SQs) would you ask your students? E-mail those SQs to be published in the December FoG!

**EU:** Effective leaders may help unite disparate groups to achieve a unified goal.

**EQ:** How may effective leaders help unite disparate groups to achieve a unified goal?

**EU:** Leaders’ perspectives, personality traits, and actions may help shape and impact others’ political opinions and involvement, thereby generating change.

**EQ:** Why may leaders’ perspectives, personality traits, and actions help shape and impact others’ political opinions and involvement, thereby generating change?

**EU:** Disparate views of political leaders may contribute to unavoidable conflict, which impacts individuals and groups.

**EQ:** How may disparate views of political leaders contribute to unavoidable conflict, which impacts individuals and groups?

**EU:** Leaders make decisions that affect others.

**EQ:** Why do leaders make decisions that affect others?
AAGC 2015 Conference Logo Contest

“Igniting Gifted Potential”

Teachers: To help you get your students on the right track for the AAGC Conference Logo Contest, here are some guidelines. You might want to read this to them or even have them research “how to create good logos” on the Internet. Looking through the lens of what graphic designers do makes this activity real-world and this contest gives them an authentic audience!

1. **Start with Simplicity!**
   The graphic designer best known for the "I ♥ NY" logo, says that the first thing to consider is **simplicity**. When people first look at the logo you want them to get the idea of the AAGC Conference theme: “Igniting Gifted Potential.”

2. **Make It Unique**
   Your logo should stand out and be unique. Your logo doesn't need to say just what the AAGC organization does. Think about other well recognized logos: the Mercedes logo isn't a car; Apple’s logo isn't a computer; Starbucks’s logo isn’t coffee beans. So don't feel like the AAGC logo needs to have the state of Alabama symbol. Use the word “ignite” to represent metaphorically the theme and what it brings to mind related to “gifted potential.”

3. **Make It Adaptable**
   Strong logos translate well across different print mediums. AAGC needs a logo that can be used on its Web site, conference announcements, mobile app, and printed materials in which the logo may only be around 1-2 inches in size. Keeping the design simple allows for flexibility in size. If your logo does not reproduce well on a small scale it causes problems with clarity in print. Also, it should reproduce well in black and white, but you can draw it in color if you prefer. AAGC uses **purple** as the organization’s color branding; however, if the logo drawing is created in black, the organization can recolor in purple, if needed.

4. **Make It Appropriate**
   The target audience is adults, primarily educators. Your logo needs to reflect how the theme “Igniting Gifted Potential” relates to teachers, principals, and parents. But a kid’s touch is why we are having this logo contest, so kid-thinking is valued!

**Logo Design Specifics:**

- Submit the logo designs in jpeg format. Keep the entire design to somewhere between 2-4 inches. You might want to use a template with a box no bigger than 4 x 4 so students have a visual to guide their design.
- **Color:** The logo can be drawn in a single color (black, purple, red, etc.) or with multiple colors. In some publications of the logo, a single color may be used, so the lines in the logo need to be distinct and clear. Since the logo may be reproduced as a very small icon, clarity is particularly important. Simplicity is better than complexity in the drawing.
- **School entries:** Each school may have a winner for the following grade levels: 3rd, 4th, 5th, 6th -8th, and 9th -12th. Please provide the student’s name, grade level, teacher’s name, and school with the student entries. Each entry should be sent by the student’s teacher via email to Patti Wood at pfwood@samford.edu **on or before November 25, 2014.**
- The winning entry will be recognized with an award presented to the student at the 2015 AAGC Conference at McWane Science Center.