DEADLINES & UPDATES

SECOND GRADE CHILD FIND LEA SUMMARY REPORT

DEADLINE: APRIL 18, 2014

The gifted/special education coordinator must submit the Second Grade Child Find LEA Summary Report on or before the deadline. Thank you to the school systems that have already submitted their reports. Remember this report provides the number of students who are referred through Second Grade Child Find; however, the testing does not have to be completed in order to submit the report. Remember that eligibility must be determined by the beginning of the students’ third grade year and services must start by the beginning of September.

PROFESSIONAL DEVELOPMENT

FOLLOW-UP WEBINARS TO GIFTED REGIONAL TRAININGS

To register and access these webinars, go to STI-PD and search by PD Title- 2013 Gifted Regional Training Follow-Up or PD number-SESGift0010. The following webinars are listed as sessions under this PD Title. To know the specific session topic, look under Additional Session Information located at the bottom of each session box.

- Staying in Touch in Gifted Classrooms (formerly Communication Media): March 11, 2014 at 2:30 PM
- Technology Resources on the Web: March 4, 2014 at 2:30 PM
- Creating & Interpreting Infographics: March 6, 2014 at 2:30 PM
- Scope and Sequence-Cognitive: May 6, 2014 at 2:30 PM
- Scope and Sequence-Affective: May 8, 2014 at 2:30 PM

ENVIRONMENTAL EDUCATION ASSOCIATION of ALABAMA

February 13-15, 2014

http://eeaa.us/2014-conference-at-beckwith/

The annual conference will be held at Camp Beckwith Camp and Retreat Center near Fairhope, Alabama. This year’s theme is “Beaches, Bays, and Bogs.” This conference is a mix of keynote, breakout sessions and field trips. Thursday evening keynote is Dean Mosher, artist, historian and storyteller and Friday’s keynote is Dr. George Crozier, former Executive Director of Dauphin Island Sea Lab. Breakout sessions engage participants in content and hands-on activities for Grades K-12. Field trips provide opportunities to experience and apply content and skills from the College and Career ready Standards. Trips include Pontoon Boat Ride through the Delta, Pine Beach trail hike, and Kayaking Weeks Bay. To find out more about this excellent conference or to register, click here.

Torrance Center Summer Institute

July 7-11, 2014

http://www.coe.uga.edu/torrance/

The Torrance Center for Creativity and Talent Development is hosting a summer institute. “Come and explore the principles of creative thinking as a framework for curriculum development, classroom teaching and assessment. Designed around research-based strategies for integrating creativity into the classroom, the five day training will feature key strands such as Future Problem Solving, The Torrance Tests of Creative Thinking, Common Core Creativity, and Differentiation in the Creative Classroom. Educators will leave with practical creative strategies for enhancing their overall classroom instruction.” For more information click the link above or go to the brochure at the end of the e-newsletter.
OPPORTUNITY

ALABAMA SPECIES TRADING CARDS!

DEADLINE: APRIL 17, 2014

Dr. Edward Osborne “E. O.” Wilson was born in Birmingham, AL, and grew up in our state. He graduated from the University of Alabama and teaches at Harvard University. He is an American biologist, researcher (sociobiology, biodiversity), theorist (consilience, biophilia), naturalist/conservationist and author. He coined the term “biodiversity! He has been awarded the Pulitzer Prize twice and has won other numerous awards. So why am I talking about him as an opportunity?

Well, For decades, Dr. Edward O. Wilson has supported the environmental community in Alabama in a very unique and genuine way. Over the years, to the best of our knowledge, within the community, he has never asked for a stipend or expenses when giving presentations to environmental organizations and/or local civic groups. By forgoing these fees, Dr. Wilson has helped strengthen the community and helped spread the message about Alabama's surprising biodiversity to a generation of Alabamians.

The environmental community would like to "give back" to Dr. Wilson by honoring him with a tribute called "The Wilson Honors.” Held on the campus of the University of Alabama, The Wilson Honors will be a one hour and half event honoring 4-5 scientists who have made great ecological discoveries in the state Alabama. They envision this program to be a cross between the "Kennedy Center Honors” television program and a 10-15 minute TED lecture – with an audience being entertained by stories told by scientists, conservationists and students of Alabama.

The Environmental Education Association of Alabama and Gifted Education Programs will present to Dr. Wilson and display at the event a book of letters and drawings about Alabama’s biodiversity. This will be a personal gift to Dr. Wilson from the children of Alabama. EEAA also intends to create a “trading card” series from these drawings to help educate children throughout the state about our butterflies, turtles, darters – Alabama’s biodiversity.

Your students are invited to participate in creating Alabama Species trading Cards using the template at the end of this e-newsletter.

Animal Species Trading Card Directions:

1. Print trading cards on card stock or heavy drawing paper.
2. Have students research animals endemic to (found only in) Alabama. Students will each choose one plant or animal to research. Don’t limit yourself. Think about plants, insects (beetles, butterflies, flies, wasps, bees, etc.), reptiles (salamanders, snakes, turtles, frogs, toads), fish, mollusks, snails, mammals, etc. Complete the Animal Species trading card.
3. Draw the plant or animal in the box. Decorate the three sides of the box with something that pertains to the plant or animal. Color the counties on the Alabama map that this species may be found.
4. Complete the information on the back of the card. Personal connection is why you chose this species or why is it important to you.
5. Deadline to submit for the E. O. Wilson Tribute is April 17, 2014. These must be mailed and postmarked no later than April 14, 2014 in order to be in my office by April 17.
APPS

Storehouse
Free
This visual story-telling app allows students to mix pictures and videos. Drag and drop pictures/graphics and video. Import images from online sources or from the iPad. Add text below the images and video. Once completed, these stories can be shared online or via email, FaceBook, or Twitter.

Story Me
Free
Turn your pictures into comic strips! No account or email is required to use this app. Choose from ready-made templates. Import your photos from the camera roll or FaceBook and add text. Save to your iPad camera roll, or share via email, FaceBook or Twitter.

If you have any questions, please contact Shirley Farrell at 334-872-6895 or sfarrell@alsde.edu.

Mail completed trading cards to:
Shirley Farrell
Special Education Services
Alabama State Department of Education
3330 Gordon Persons Building
P. O. box 302101
Montgomery, AL 36130-2101

GRANT OPPORTUNITIES

Digital Wish
http://www.digitalwish.com/dw/digitalwish/grant_awards
Deadline: Monthly
This is a “non-profit on a mission to help teachers solve technology shortfalls in their classrooms. Apply for grants, create a wish list of technology your classroom needs, and share lesson plans and fundraising ideas with fellow educators across the country. Digital Wish also provides a searchable library of grants and a myriad of ideas for fundraising. The entire site is designed to empower teachers to find funding for technology for their classrooms.” To apply, you must register your classroom and submit a technology lesson plan. For more information or to register, click the link above.

NEWS FROM AAGC

Annual AAGC Conference “In Living Color”
McWane Science Center ~ Birmingham, Alabama
September 17-19, 2014
Registration is now open! The AAGC conference has expanded to three full days with three different keynote speakers: Brian Housand, Carolyn Coil, and the third will be announced shortly. The conference dates are one week earlier, too! You can register for one, two, or all three days. Membership is included with all registration levels. Register early to include lunch. Preregistration ends on August 28, 2014. Onsite registration does not include lunch. Preregistration fees: One day-$65; two days-$100; and, full conference-$140. Onsite registration fees: One day-$75; two days-$110; and, full conference-$150. You can find a registration form at the link above or at the end of this e-newsletter.

BOOK-TEACHER OR STUDENT

American Library Association’s equivalent to the Oscars!
http://www.ala.org/news/mediapresscenter/presskits/youthmediaawards/alayouthmediaawards
The American Library Association announces the 2014 youth media award winners:
John Newbery Medal for the most outstanding contribution to children’s literature:

Flora & Ulysses: The Illuminated Adventures
Written by Kate DiCamillo

Randolph Caldecott Medal for the most distinguished American picture book for children:

Locomotive
Illustrated (and written) by Brian Floca
Coretta Scott King (Author) Book Award recognizing an African American author and illustrator of outstanding books for children and young adults:

_P.S. Be Eleven_
Written by Rita Williams-Garcia

Coretta Scott King (Illustrator) Book Award:

_Knock Knock: My Dad’s Dream for Me_
Illustrated by Bryan Collier

Coretta Scott King/John Steptoe New Talent Award:

_When the Beat Was Born: DJ Kool Herc and the Creation of Hip Hop_
Illustrated by Theodore Taylor III

Coretta Scott King – Virginia Hamilton Award for Lifetime Achievement:

Authors Patricia and Researcher Fredrick McKissack

Michael L. Printz Award for excellence in literature written for young adults:

_Midwinterblood_
Written by Marcus Sedgwick

Schneider Family Book Award for books that embody an artistic expression of the disability experience for children ages 0 to 10:

_A Splash of Red: The Life and Art of Horace Pippin_
Written by Jen Bryant & illustrated by Melissa Sweet
**Schneider Family Book Award** for books that embody an artistic expression of the disability experience for the middle-school children ages 11-13:

*Handbook for Dragon Slayers*
Written by Merrie Haskell

**Schneider Family Book Award** for books that embody an artistic expression of the disability experience for teens ages 13-18:

*Rose under Fire*
Written by Elizabeth Wein

**Alex Awards** for the 10 best adult books that appeal to teen audiences:

- *Brewster* written by Mark Slouka
- *The Death of Bees* written by Lisa O'Donnell
- *Golden Boy: A Novel* written by Abigail Tarttelin
- *Help for the Haunted* written by John Searles
- *Lexicon: A Novel* written by Max Barry
- *Lives of Tao* written by Wesley Chu
- *Mother, Mother: A Novel* written by Koren Zailckas
- *Relish* written by Lucy Knisley
- *The Sea of Tranquility: A Novel* written by Katja Millay
- *The Universe Versus Alex Woods* written by Gavin Extence

**Andrew Carnegie Medal** for excellence in children's video:

*Bink & Gollie: Two for One*
Produced by Paul R. Gagne and Melissa Reilly Ellard

**Margaret A. Edwards Award** for lifetime achievement in writing for young adults:

Markus Zusak
Author

- *The Book Thief*
- *I Am the Messenger*
- *Getting the Girl*
- *Fighting Ruben Wolfe*

**May Hill Arbuthnot Honor Lecture Award** recognizing an author, critic, librarian, historian or teacher of children's literature, who then presents a lecture at a winning host site:

Brian Selznick
Author & Illustrator
Mildred L. Batchelder Award for an outstanding children's book originally published in a language other than English in a country other than the United States, and subsequently translated into English for publication in the United States:

*Mister Orange*
Written by Truus Matti & translated by Laura Watkinson
Originally published in Dutch in 2011

Odyssey Award for best audiobook produced for children and/or young adults, available in English in the United States:

*Scowler*
Written by Daniel Kraus & narrated by Kirby Heyborne
Produced by Listening Library

Pura Belpré (Illustrator) Award honoring a Latino illustrator whose children's books best portray, affirm and celebrate the Latino cultural experience:

*Niño Wrestles the World*
Illustrated by Yuyi Morales

Pura Belpré (Author) Award honoring a Latino writer whose children's books best portray, affirm and celebrate the Latino cultural experience:

*Yaqui Delgado Wants to Kick Your Ass*
Written by Meg Medina

Robert F. Sibert Informational Book Award for most distinguished informational book for children:

*Parrots over Puerto Rico*
Written by Susan L. Roth & Cindy Trumbore & illustrated by Susan L. Roth

Stonewall Book Award - Mike Morgan & Larry Romans Children’s & Young Adult Literature Award given annually to English-language works of exceptional merit for children or teens relating to the gay, lesbian, bisexual and transgender experience:

*Beautiful Music for Ugly Children*
Written by Kirstin Cronn-Mills
Theodor Seuss Geisel Award for the most distinguished book for beginning readers:

*The Watermelon Seed*
Written and illustrated by Greg Pizzoli

William C. Morris Award for a debut book published by a first-time author writing for teens:

*Charm & Strange*
Written by Stephanie Kuehn

YALSA Award for Excellence in Nonfiction for Young Adults:

*The Nazi Hunters: How a Team of Spies and Survivors Captured the World’s Most Notorious Nazi*
Written by Neal Bascomb

RESOURCES

**Making Movies Make Sense**
http://www.makingmoviesmakesense.org
This “all-new interactive resource can help you run film viewing and filmmaking activities with children and young people in order to develop their literacy, creativity, cultural and critical skills. **Making Movies Make Sense** has all the information you need as a teacher/facilitator to run filmmaking and viewing activities with your kids. It will help children between 7 and 16 to learn more about films and filmmaking. You can buy it on DVD-ROM for Mac or PC, and as an iPad app. You can sample **Making Movies Make Sense** by downloading the free lite version of the iPad app. **Making Movies Make Sense** shows you:
- What equipment you need to get started with filmmaking.
- Key principles: using the camera, plus simple lighting, sound and editing principles and techniques.
- Making a film step by step: planning, filming, editing best practice.
- Practical activities for classroom and out-of-school contexts.
- What films to use in your film viewing activities.
**Making Movies Make Sense** is illustrated with dozens of specially shot video clips and still images.”

**Nature Map with Sounds**
http://www.naturesoundmap.com/
Provide a sensory experience by using nature sounds with maps. Check out sounds from all over the world!

**TouchDevelop**
https://www.touchdevelop.com/
Create apps on iPad, iPhone, Android, PC, Mac, Windows Phone using this touch-friendly editor, which can make coding fun.
The Getty Museum has uploaded over 250 art books for anyone to read or download.

The Metropolitan Museum of Art has added about 400 free art history books online for anyone to read.

The following links provide sites for research, photos and lessons to add to your concept-based curriculum units.

Winter Storm 2014 Aerial Photos
http://photos.al.com/4558/gallery/winter_storm_aerial_photograph/index.html#/25

Global Learning and Observations to Benefit the Environment (GLOBE)
http://globe.gov/

Exploring Weather
http://www.exploringweather.com/

NOAA Education – Weather
http://www.education.noaa.gov/students.html

Windows to the Universe
http://www.windows.ucar.edu/

Weather Wiz Kids
http://www.weatherwizkids.com/

The Weather Channel
http://www.weather.com/

Weather Lore
http://www.weatherwizkids.com/weather-folklore.htm
http://www.stormfax.com/wxfolk.htm
http://www.granny-miller.com/50-old-time-weather-proverbs-signs/

What is the science behind weather lore?
http://www.readwritethink.org/classroom-resources/lesson-plans/weather-detectives-questioning-fact-775.html?tab=4#tabs

CONTESTS & REAL-WORLD CHALLENGES
AWF William R. Ireland, Sr. Youth Wildlife Art Contest
http://www.alabamawildlife.org/youth-wildlife-art-contest/

Deadline: February 28, 2014
Wildlife Art Contest is open to all Kindergarten thru 12th grade students in Alabama. The sponsor is the art teacher for the student(s). Each sponsor should hold a contest among their public, private, home-school association, or art studio students; and then submit his/her top three (3) entries for each grade category (no more than 12 entries total). Any flat media, including pencil, ink, acrylic, oil, charcoal, pastel, crayon, and/or watercolor can be used between 8” x 10” and 9” x 12.” For more information or a registration form click the link above.
US Kids Magazine Cover Contest

Deadline: February 28, 2014

Theme: If I Had A Superpower

Students who are residents of the US between the ages of 3-12 may enter the contest. Participants may create an entry on a contest drawing page found on the cover contest's Web site at http://ushildsmags.com/artcontest. You may also create your entry on an 8.5 x 11-inch sheet of unlined, white paper. All entries must be accompanied by an entry form, which can be found on the Web site. All entry forms must be signed by the entrant's parent/guardian.

By signing, parents/guardians grant permission for their children's artwork, first name, and photo to be put online or printed in the magazine. For more information and details of the contest, please visit the Web site.

Engineer Girl
http://www.engineergirl.org/17382.aspx

Deadline: March 1, 2014

From the Web site: “The year 2014 marks 50 years since the creation of the National Academy of Engineering (NAE). Much has changed in that half century! At the 1964 World’s Fair in New York, visitors were amazed by color televisions, a prototype of a picture phone, new materials like Mylar®, displays of a space program that promised to put an astronaut on the moon, and demonstrations of huge computers that could draw up a list of events that happened on a given date in history. We now have computers on every desk and some that can fit in our pockets. We have explored the moon and Mars and launched the Hubble space telescope. Our phones can take pictures, connect to the Internet, and play music and movies.

All these innovations relied on engineering. Think about how engineering has affected your life. How has it improved people’s quality of life? What further needs of society could be addressed by engineering?

In honor of the NAE’s 50th anniversary, we invite you to imagine how engineering might change our lives over the next 50 years, in one of the following areas:

- Nutrition
- Health
- Communication
- Education
- Transportation

It is challenging to imagine what the future will bring, and we think that you are up to the task. In 1500 words or less describe how engineering has addressed one of these five areas of societal need (e.g. Transportation) in the past 50 years and suggest ways that engineering could address this area of need in the next 50 years. Guidelines for length are indicated below.

- Grades 3–5: about 400 to 500 words
- Grades 6–8: about 600 to 800 words
- Grades 9–12: about 1100 to 1500 words

Make sure to review the contest requirements and awards, and submit your essay by March 1, 2014 at 6:00 pm EST.”

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 Birmingham Museum of Art (http://www.artsbma.org/). This museum houses more than 25,000 works from around the globe, offers free admission, a variety of exhibitions, and programs for all ages. However, not everyone can visit the museum in person! The web site will have online collections for viewing soon. Google’s Cultural Institute has worked with the museum to put 210 different items online at http://www.google.com/culturalinstitute/collection/birmingham-museum-of-art?projectId=art-project. This collection contains paintings, silver, sculptures, glass, photographs, furniture, and pottery. You can use this site as you study art, different periods of history, and/or cultures. As with any art museum, paintings can contain nudes.

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 Scaffolded Questions as they experience the field study?
CONCEPT-BASED CURRICULUM
EUs, EQs, SQs
This month’s featured EUs are related to weather. 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 with a few activities to help students answer the questions; however, more activities are needed to fully answer the SQs. What additional scaffolded questions can you add to these EUs? What activities would you include with the questions?

Essential Understandings, Essential Questions, and Scaffolded Questions:
Complex EU
EU: Weather, a complex interaction between many systems, influences our lives and affects the citizens of Alabama in many ways.
EQ: How can weather, a complex interaction between many indicators, influence our lives and affect the citizens of Alabama in many ways?
SQ: Define weather.
SQ: What are the parts of weather? (For example, clouds and wind)
Activity: Students research the parts of weather. Students learn to identify these parts. In general education classrooms, students learn the basics of clouds; however, the GLOBE program provides depth and complexity in learning the types of clouds.
SQ: What is the weather today? How do you know?
Activity: Set up a weather station and collect daily data to chart.
SQ: How do we predict weather?
SQ: What tools are used to predict the weather?
Activity: Students will “think like a meteorologist” by learning how to read weather maps and predict/forecast the weather.
SQ: Why do we need to predict the weather?
SQ: How is weather the same and different around the world?
SQ: What are systems?
SQ: What systems influence the weather?
SQ: How do these systems influence the weather?
SQ: What is the weather of Alabama?
SQ: How does weather influence the lives of people in Alabama?
SQ: Does the weather affect plants and animals? Explain your answer.
SQ: What is the weather of the southeastern U.S.?
SQ: In what ways has weather affected you?
SQ: In what ways has weather affected citizens of Alabama?
SQ: In what ways does weather influence people?
SQ: In what ways can citizens be prepared for weather changes?
Activity: Have students research weather preparedness and create brochures for community members.

The same content above can be stated in several less complex EUs. How do you know which to use? It depends on your students.

EU: Weather changes daily and over the seasons
EQ: How does weather change daily and over the seasons?

EU: Weather systems are influenced by various systems.
EQ: How are weather systems influenced by various systems?

EU: Living things are affected by weather.
EQ: How are living things affected by weather?

EU: Changes in weather affect the daily lives of people.
EQ: How do changes in weather affect the daily lives of people?

Complex EU
EU: Before meteorologists utilized sophisticated technology to predict the weather, people forecasted weather based on observations of the sky, animals, and nature.
EQ: How did people forecast weather based on observations of the sky, animals, and nature, before meteorologists utilized sophisticated technology to predict the weather?
SQ: What is meteorology?
SQ: What sophisticated tools are used to predict weather?
SQ: How do meteorologists collect, analyze and interpret weather data?
SQ: Before the weather tools, how did people predict the weather?
SQ: What is weather lore?
SQ: What weather lore sayings do you know?
SQ: What weather lore sayings are used in your family?
Activity: Students survey friends and family members for weather lore sayings.
SQ: Is there any scientific basis to weather lore?
Activity: Students brainstorm weather lore. Students work in groups, to research the science behind one or more weather lore sayings. Students present their findings explaining how that saying is or is not based on real science.
SQ: Does each weather lore saying apply to every location in the U. S. or are they specific to certain geographical regions? Explain your answer.
SQ: Why do we still use weather lore sayings today?

Simple EUs with the same content as above:
EU: Meteorologists collect and analyze and interpret weather conditions.
EQ: How do meteorologists collect and analyze and interpret weather conditions?

EU: People predict weather using weather lore.
EQ: How do people predict weather using weather lore?

Additional EUs:
EU: Geography influences weather and weather influences geography.
EQ: How does geography influence weather and weather influence geography?

EU: Patterns in local weather create climate.
EQ: How do patterns in local weather create climate?

EU: Life on Earth depends on, is shaped by, and affects climate.
EQ: How is life on Earth depend on, shaped by, and affect climate?
Alabama Species

Common Name

Scientific Name

Size:

Weight:

Description:

Habitat:

Diet:

Predators:

Life Cycle:

Fun Fact:

Personal Connection:

Student Name/School:

Alabama Species

Common Name

Scientific Name

Size:

Weight:

Description:

Habitat:

Diet:

Predators:

Life Cycle:

Fun Fact:

Personal Connection:

Student Name/School:
Animal Species Trading Card Directions:

1. Print trading cards on card stock or heavy drawing paper.

2. Have students research animals endemic to (found only in) Alabama. Students will each choose one plant or animal to research. Don't limit yourself. Think about plants, insects (beetles, butterflies, flies, wasps, bees, etc.), reptiles (salamanders, snakes, turtles, frogs, toads), fish, mollusks, snails, mammals, etc. Complete the Animal Species trading card.

3. Draw the plant or animal in the box. Decorate the three sides of the box with something that pertains to the plant or animal. Color the counties on the Alabama map that this species may be found.

4. Complete the information on the back of the card. Personal connection is why you chose this species or why is it important to you.

5. Deadline to submit for the E. O. Wilson Tribute is April 17, 2014. These must be mailed and postmarked no later than April 14, 2014 in order to be in my office by April 17.

If you have any questions, please contact Shirley Farrell at 334-872-6895 or sfarrell@alsde.edu.

Mail completed trading cards to

Shirley Farrell
Special Education Services
Alabama State Department of Education
3330 Gordon Persons Building
P. O. box 302101
Montgomery, AL 36130-2101
Registraitn Information
Name: ____________________________

Please check one: G/T Specialist _____ Teacher _____ Supervisor _____ Parent _____ Other _____
New Member _____ Returning member _____

School Name: ____________________________
District Name: ____________________________

Preferred E-mail: ____________________________ Alternate E-mail: ____________________________

Title: ____________________________ Grade(s): ____________________________ (if parent, grades of children)
Mailing address: Home _____ Work _____
Street: ____________________________
City, State, Zip: ____________________________

Work Phone: ____________________________ Home Phone: ____________________________
Cell: ____________________________

Registration Options:
Pre-registration forms and fees must be postmarked by August 28, 2014. After August 28th, you must register on-site.

Conference Days:
September 17: Keynote - TBA
September 18: Keynote - Brian Housand
September 19: Keynote - Carolyn Coil

*Pre-registration
1 day of conference: $65.00 (includes lunch for one day and one-year AAGC membership)
2 days of conference: $100.00 (includes lunch for two days and one-year AAGC membership)
3 days of conference: $140.00 (includes lunch for three days and one-year AAGC membership)

On-site registration: (lunch not included)
1 day of conference: $75.00 (includes one-year AAGC membership)
2 days of conference: $110.00 (includes one-year AAGC membership)
3 days of conference: $150.00 (includes one-year AAGC membership)

___ Cash ___ Check #________________ P.O. # (attach P.O) ____________________________

Mail registration to:
AAGC Conference
Julie Altmark, Treasurer
P. O. Box 43765
Birmingham, AL 35243

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<th>Date</th>
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Total amount enclosed $
Who
Teachers and other educational stakeholders wanting to infuse their teaching with creative strategies.

Sessions Will Be Led By
Katherine Brown, Clarke County Schools
Bonnie Cramond, Director, Torrance Center
April Dennis, Program Director, FPSPI
Argen Hicks, Affiliate Director, GAFPSP
Meg Hines, University of Georgia
Marianne Solomon, Executive Director, FPSPI
Sarah Sumners, Asst. Director, Torrance Center

Where
Special Collections Library at the University of Georgia, overnight attendees will be hosted at the Holiday Inn Express.

Cost & Deadlines
Full Registration - $1,000/ Double Occupancy
- $1,250 / Single Occupancy
Commuter Registration (no hotel) - $750
Student Registration (no hotel) - $500

Registration closes on
May 1, 2014

http://www.coe.uga.edu/torrance/about/summer-institute/
Come and explore the principles of creative thinking as a framework for curriculum development, classroom teaching and assessment. Designed around research-based strategies for integrating creativity into the classroom, the five day training will feature key strands such as Future Problem Solving, The Torrance Tests of Creative Thinking, Common Core Creativity, and Differentiation in the Creative Classroom. Educators will leave with practical creative strategies for enhancing their overall classroom instruction.

### MORNING STRAND

**Strand 1: Future Problem Solving for Beginners**

Learn about the Future Problem Solving Program (FPSP) & Creative Problem Solving process (CPS). For those new to problem solving, learn the basics to link contemporary approaches to CPS, including a variety of tools and methods with their applications in FPSP. *Presented by Marianne Solomon & Argen Hicks*

**Strand 2: Advanced Future Problem Solving**

Learn how to take your competitive teams beyond the basics. This session will provide experienced Future Problem Solving (FPS) coaches with skills and experiences to promote success. Each day, a new focus (or 2) will provide ideas for Global Issues Problem Solving, Scenario Writing, and/or Community Problem Solving. *Presented by April Dennis & Georgia Future Problem Solving*

### AFTERNOON STRAND

**Strand 3: Torrance Tests of Creative Thinking, Figural**

This workshop strand will focus on the administration, scoring, and interpretation of the Torrance Tests of Creative Thinking, Figural. Efficient, effective, expert, up-to-date training by the Torrance Center™ assures all motivated learners will receive a certificate of scoring reliability. *Presented by Dr. Sarah Sumners & Dr. Bonnie Cramond*

**Strand 4: Bringing unCommon Thinking to the Common Core**

Training students to be creative problem solvers through the the Common Core Standards will allow them to use the tools for creative thinking and problem solving while they meet and expand the standards that are required. Using individual and small group tasks, participants will engage in creativity strategy via content disciplines. *Presented by Dr. Meg Hines & Dr. Katherine Brown*