“Do not follow where the path may lead. Go instead where there is no path and leave a trail.”

~Harold R. McAlindon, Peruvian-born American Author, Writer, Management Speaker and Businessman who served as VP or CEO of several Health, Finance and Business Management Institutions

DEADLINES & UPDATES
SECOND GRADE CHILD FIND LEA SUMMARY REPORT

APRIL 18, 2014: LEA SUMMARY REPORT: All students in the top two quadrants of the teacher form will be referred for gifted/enrichment services. The LEA Summary report may be submitted any time after the first semester but no later than April 18, 2014.

GIFTED FUNDS

FUND ALLOCATION #1275: Gifted funds have been sent to the LEAs. Remember that these funds are to improve existing gifted services and not to replace existing funds. The list of choices to maximize your Gifted Education Return on Investment are not prioritized.

- Gifted Specialist Teacher Unit (This would be to fund a new full or partial unit).
- Teacher grants to pursue gifted certification
- Technology for gifted specialist to complete STISETS requirements
- Technology for gifted classrooms
- Other material and supplies for gifted classrooms
- Materials and supplies for consultative services for the gifted specialist to use
- Professional development appropriate for gifted specialists

If you have questions concerning purchases, please contact Shirley or Nancy.

GIFTED TEACHER UNITS

FUNDING FOR GIFTED UNITS: Please remember that federal funds from Special Education/IDEA or Library units must not be used to cover the salary of teachers/specialists providing gifted services to gifted/enrichment students.

MILITARY INTERSTATE CHILDREN’S COMPACT COMMISSION (MIC3)

http://www.mic3.net/pages/contact/Map/alabama.aspx

This compact was created to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents. We presented it at the 2012 GT Regional Training. However, we have had a few phone calls asking about it this year. As a reminder, please remember that when a gifted child of a military family transfers into your system, you will need to honor that placement (with evidence from the previous system) with temporary services and then initiate a gifted referral. See article V of the MIC3. The link takes you to the MIC3 Web page regarding Alabama.

ARTICLE V
PLACEMENT & ATTENDANCE

B. Educational program placement - The receiving state school shall initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation/placement in like programs in the sending state. Such programs include, but are not limited to: (1) gifted and talented programs; and (2) English as a second language (ESL). This does not preclude the school in the receiving state from performing subsequent evaluations to ensure appropriate placement of the student.

A simple checklist is provided as guidance. You can revise this checklist to include details of the referral process according to your procedures and the LEA Plan for Gifted.

MIC3 Referral
- Verify gifted eligibility from previous school.
- Meet with parents to explain MIC3 (including temporary services and meeting Alabama eligibility criteria.) Have parents sign a temporary consent for services and a gifted referral notification and consent. (Type temporary on the consent for services form. These forms are in word formatting on the gifted page of the ALSDE Web site or click here to access the forms.)
Have You Read…?
How Students in Other Countries use Technology
http://www.edudemic.com/world-young-people-use-technology/

This article defines digital natives as 15-24 year olds with 5 or more years of online experience. China has the largest number of digital natives with US second. However, when you compare the percentage of digital natives of the total population Iceland is first and the US is 6th. Now it gets interesting. When you compare the percentage of digital natives to the youth population, Korea is first and the US is 9th. To read the report or the infographic check out this blog!

TWITTER
#MobileEdChat

This is professional development for educators through online conversations hosted by Verizon Foundation’s Thinkfinity Partners. Each week watch presentations from experts and then at 7:00 PM CST join the experts, and teachers from around the world ask questions and share experiences. Videos and additional information may be found here.

- Process referral. Use acceptable items from previous eligibility. If you are not sure what is acceptable, please contact Shirley or Nancy. If you are an LEA that screens, pass this referral to evaluation. Determine eligibility.
- Notify parents of eligibility. Explain to parents that if the child is not eligible according to Alabama criteria, s/he will complete the semester/year before having services discontinued.

UPDATE AND CLARIFICATION FROM THE GIFTED REGIONAL TRAINING

We are receiving many questions regarding eligibility of transfer students who are gifted. There are different types of gifted students who transfer: In-State Gifted, In-State Enrichment, and Out-of-State Gifted. Let’s look at each one. A flow chart has been provided as a visual at the end of the e-newsletter.

In-State Gifted Transfer:
1. Verify eligibility through STISETS. If “YES”, go to #2 and if “NO” go to #7.
2. If folder is located in SETS and student is eligible, enter the GT specialist as the Case Manager (unless a 2e student) and GT teacher.
3. Start the transfer gifted folder by printing the eligibility matrix from STISETS.
4. Send a Consent for Services form and GEP meeting notice to parents or guardians.
5. Develop the GEP.
6. Upon receipt of the Consent for Services, enter the date parents signed the form as the “Most Recent Date Enrolled in Special Education in this LEA.” Make the status ACTIVE.
7. Meet with parents to sign the GEP.
8. If folder is not found, contact your gifted coordinator regarding the file transfer.
9. If folder still cannot be found, request a copy of the signed matrix from the previous LEA.
10. If no evidence of a gifted eligibility in STISETS or as a hard copy in the previous LEA, initiate a gifted or enrichment referral, depending on your program model.

11. Enrichment Model Programs must serve gifted identified students and maintain the identity of the students in STISETS.

In-State Enrichment:
2. Enrichment Program Model: Initiate an enrichment referral. If parent requests gifted referral, must accept and complete, even if child is eligible for Enrichment Program.

Out-of-State Gifted:
2. Enrichment Program Model: Initiate an enrichment referral or gifted referral, per parental request.
3. Obtain eligibility form from previous school system.
4. Determine if data used is accepted in Alabama (call state gifted specialists to verify).

GIFTED & COMMON CORE ARTICLE COPIED FROM EDWEEK.ORG

Education Week (premium article access compliments of EdWeek.org) (10/30)

What’s in store for advanced learners under common core?

Some educators contend that the Common Core State Standards are well-aligned with gifted-education pedagogy, but many note in this article that differentiated teaching will still be important under the standards. "Our gifted education experts are poised to be in a really good position to join this conversation," said Sally C. Krisel, director of innovative and advanced programs at the Hall County school district in Gainesville, Ga. "Now’s an opportunity for us to sit down with our colleagues and say, 'Here’s how we use interest-based instruction to engage these kids long enough to master the standards,'” she said.

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.

- Communication Media: To be rescheduled
- Scope and Sequence-Cognitive: December 4, 2013 at 2:30 PM
The tour featured best practices in building facilities and in application will be posted after Dr. Bice’s memo is sent. To provide support in the third pillar of the application, Alabama schools featured in a positive light and to be first in a tour that is only stopping in five locations around the U.S.!

The three pillars of the application are:
1. Reducing environmental impact and costs, including waste, water, energy use and alternative transportation.
2. Improving the health and wellness of students and staff, covering environmental health and nutrition and fitness.
3. Providing effective sustainability education, requiring robust environmental education that engages STEM, civic skills and green career pathways.

Resources can be found at the Web links under this section. The first Web link has information regarding the national award and the second link has the Alabama information and application. The new application will be posted after Dr. Bice’s memo is sent. To provide support in the completion of the application, we will host four webinars to answer questions and connect schools to resources (materials and individuals).

<table>
<thead>
<tr>
<th>Date &amp; Time</th>
<th>Webinar Focus</th>
<th>Link &amp; Password</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, December 3</td>
<td>Q &amp; A: Questions &amp; answers on any and all topics related to the application, best practices, and all things Green Ribbon.</td>
<td><a href="http://tinyurl.com/GRSAfour">http://tinyurl.com/GRSAfour</a> Password: grsa</td>
</tr>
</tbody>
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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 keynotes, 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.

GRANT OPPORTUNITIES

N-VISION
http://www.westinghousenuclear.com/Community/EducationalGrants.shtm
Deadline: November 15, 2013

Teachers in Grades K-12 can apply for this grant to fund hands-on projects in STEM. Projects that involve students directly, incorporate community resources, and use interdisciplinary or team-teaching strategies are preferred. Three schools will each be awarded $1,000 to complete...
their projects by the end of the school year. For more information and to download the grant application, click the link.

BOOK-TEACHER OR STUDENT

Allegiant (book 3 in the Divergent series)

By Veronica Roth

The third book in the trilogy was released October 22, 2013. Now we can find out what “government experiment” was taking place in this city of factions. What will Tobias, Tris, and other “Divergents” do? Will anyone go outside the walls of the city to see what is there? Can love and loyalty make you do things you wouldn’t think you would do? We can finally find out the secrets of this dystopian world.

RESOURCES

Map Your Recipe

http://www.selborne.nl/foodmap/index.php

Enter the ingredients of a recipe and a map will appear showing you where the fruits and vegetables originated. If a country of origin is unknown, the item will not appear on the map. This opens research for students to determine, as closely as possible, the countries of origin. Some ingredients thought to “belong” to one country really originated half-way across the globe. This is a great visual for students to understand that our meals are truly global. Tie this into migration and students will understand that people brought fruits and vegetable seeds and plants with them.

Math Live

http://www.learnalberta.ca/content/me5l/html/math5.html

Learn Alberta (as in Canada) has 23 animated math lessons that teach the mathematics through stories and real-world applications. Math categories are Number, Patterns and Relations, Shape and Space, and Statistics and Probability. Each lesson has a worksheet and assessment.

Education Guide


Disneynature offers a free Wings of Life educator’s guide for Grades 2-4 in pdf. These lessons on pollination align to videos on the Web site. The video clips utilize high-speed, time-lapse and micro filmmaking to capture the insects and birds. You will also find an interactive whiteboard activity.

Word Sense

http://wordsense.me/

This is a great Web site that combines a dictionary and thesaurus. What a great vocabulary builder. Students match thoughts to words by clicking on a definition and finding synonyms.

CONTESTS & REAL-WORLD CHALLENGES

River of Words Art & Poetry Contest

http://www.stmarys-ca.edu/center-for-environmental-literacy/river-of-words/art-poetry-contest

Deadline: December 1, 2014

Students may enter on their own or through their schools. No fee to enter and students may enter as many times as they like. A separate entry form is required. Categories are

Category I - Kindergarten-Grade 2 (Primary)
Category II- Grades 3-5 (Elementary)
Category III- Grades 6-8 (Intermediary)
Category IV- Grades 9-12 (Secondary)

For poetry and art guidelines and to download an entry form, click on the link.

Verizon Innovative App Challenge

http://appchallenge.tsaweb.org/how-to-enter

Deadline: December 3, 2013

This contest is open to groups of 5-7 students in middle and high school. The group will develop an app concept based on a need or problem in their school or community. Students develop a mobile app concept. Each team must have an adult sponsor who creates an account and submits the entry form with authorized signature. Each team will submit a 3-minute video and an essay about their app concept and how it addresses the need or issue.
Fourth Annual Frogs Are Green Contest
http://frogsaregreen.org/contests/
Deadline: December 15, 2013

Theme: How Will YOU Help Save Frogs and Amphibians!
Students can create drawings, paintings, sculpture, collage, or whatever format that helps you express yourself, about frogs/amphibians and how you (or all of us) can help them. Award winners are chosen from the following age groups: 3-6, 7-9, 10-12. The first place winners will receive a Frogs Are Green Poster of their choice from our store. All students receive a certificate via download on our site.

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://uskidsmags.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.

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 JST Virtual Science Center Earth Guide at http://jvsc.jst.go.jp/earth/guide/english/data/top.html. Explore the galaxy, solar system, and Earth through questions and 3-d, animated models.

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 identity. You would not teach all EUs within one unit but select the EUs that focus on your content. Remember that all SQs may not be used because your students may have the prior knowledge. One EU could take months to teach. Remember that the SQs are listed but the activities to help students answer the questions are not included. 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:
EU: Ethical values, cultures, and institutions shape identity and behavior.
EQ: How can ethical values, cultures and institutions shape identity and behavior?
SQ: What is identity?
SQ: Does your identity ever change? Explain your answer.
SQ: Can you have more than one identity? Explain your answer.
SQ: What is your identity?

ACTIVITY: Students can present their identity through one of the following formats:
- Podcast
- Skit
- Collage (like Glogster)
- Infographic
- Art-2D or 3D
- Other

SQ: How did you develop your identity?
SQ: What is meant by the word “behavior?”
SQ: Can the same behavior be viewed differently by people?
SQ: What creates the different perspectives of the same behavior?
SQ: How is identity different from behavior?
SQ: What are ethics and ethical values?
SQ: What are your ethical values?
SQ: Where did you get those values?
SQ: What ethical values does the school teach and support?
SQ: What ethical values does your family teach and support?
SQ: What ethical values does the community teach and support?
SQ: What ethical values does your church teach and support?
SQ: What is culture?
SQ: Do you have a culture? Explain your answer.
SQ: How can you belong to more than one culture?
SQ: Name the cultures to which you belong.

**ACTIVITY:** Students will compare and contrast the cultures to which they belong. Using a multi-circle Venn Diagram. If students belong to so many cultures that the Venn Diagram looks like a Spirograph design, have students choose up to 3–4 cultures to compare and contrast.

**ACTIVITY:** Students can present their cultures in infographics.
SQ: What are all of the many, varied, and unusual definitions for “institutions?”
SQ: Does the term, “institutions,” have a positive or negative meaning? Explain your answer.
SQ: To what institutions do you belong?
SQ: To what institutions would you like to belong?
SQ: Can there be institutions within institutions? Explain your answer.
SQ: How can ethical values shape your identity?
SQ: How can ethical values shape your behavior?
SQ: How can cultures shape your identity?
SQ: How can cultures shape your behavior?
SQ: How can institutions shape your identity?
SQ: How can institutions shape your behavior?

**EQ:** How can ethical values, cultures and institutions shape identity and behavior?

**After working through the SQs re-ask the EQ.** Students may do an activity, write in a reflective journal, or participate in a class discussion to answer the questions and debrief the EU.

This is not a complete list of all SQs associated with this EU. What other SQs would you need to ask your students? I only included a couple activities. What activities would you add to the questions? **PLEASE SEND YOUR ADDITIONAL SQs AND ACTIVITIES TO SFARRELL@ALSDE.EDU.**

**EU:** A sense of identity can create a positive self-image.
**EQ:** How can a sense of identity create a positive self-image?

**EU:** Individuals perceive and evaluate the identity of others based upon their ideas about class, ethnicity, race, gender, and other points of diversity.
**EQ:** Why do individuals perceive and evaluate the identity of others based upon their ideas about class, ethnicity, race, gender, and other points of diversity?

**EU:** One doesn’t have to give up the “self” to become part of the “whole.”
**EQ:** How can one not give up the “self” to become part of the “whole?”

**EU:** An individual expresses his/her identity, verbally and nonverbally, through writing, speaking, art, music, fashion, dance, and philosophy.
**EQ:** How does an individual express his/her identity, verbally and nonverbally, through writing, speaking, art, music, fashion, dance, and philosophy?

**EU:** Individuals create culture and culture creates individuals.
**EQ:** How do individuals create culture and culture creates individuals?

**EU:** Personal experiences of history influence perceptions and identity.
**EQ:** How can personal experiences of history influence perceptions and identity?
EU: When one is not proactive, his/her identity is shaped by exterior forces.
EQ: How/Why is identity shaped by exterior forces when one is not proactive?

Concept-Based Learning

The Inquiry Process

This kid and teacher friendly chart was developed by a group of Australian educators. (http://s00077474.wordpress.com/the-inquiry-process-diagram/). This process is the instructional strategy for the concept-based units. Essential Questions are the Real questions (#1). However, our students may not know enough to start research on the questions. Therefore, we (teachers) provide scaffolded questions to help students with the “What do I know about my question?” As we ask scaffolded questions students work through #2, 3, & 4, to answer the question and understand their answers with depth and/or complexity. Some activities designed to answer the questions are more guided than others to help students develop the skills and understanding needed to answer the Essential Question. Think about this process as you develop your concept-based curriculum.
Transfer student

In-State Gifted
- Verify eligibility through STISETS.
  - Yes, able to verify.
  - No, cannot verify.
    1. Enter the Gifted specialist as the Case Manager (unless 2e) and GT Teacher.
    2. Start your transfer gifted folder by printing the eligibility matrix from STISETS.
    3. Send home consent for services and GEP meeting forms.
    4. Develop the GEP.

Enrichment Model Programs:
- If folder is not found, contact your gifted coordinator regarding the file transfer.
- If folder still cannot be found, request a hard copy of the signed matrix from previous LEA.

Out-of-State Gifted
- Initiate a gifted or enrichment referral, depending on your program model and parent request.
- Request eligibility form from previous school system.

In-State Enrichment
- Initiate a gifted or enrichment referral, depending on your program model according to your LEA Plan for Gifted.
- Enrichment Model Programs:
  - If parent requests a gifted referral, you must complete the referral for gifted, even if the student is eligible for your Enrichment Program.
- Determine if data used is accepted in Alabama (call state gifted specialists to verify).

Enrichment Program Models:
- Must serve gifted identified students and maintain the identity of the student in STISETS.