Too often we give our children answers to remember rather than problems to solve.

~Roger Lewin, British prize-winning science writer and author

DEADLINES & UPDATES

GIFTED REFERRAL TRACKING LOG

OCTOBER 18, 2013: GIFTED REFERRAL TRACKING LOG (OCTOBER 2, 2012-OCTOBER 1, 2013): This log is a record of all referrals in STISETS for the one year time period between October 2 of the previous school year to October 1 of the current school year. Review this log before submitting it through the State Report desktop of STISETS. Enrichment Systems who have processed gifted referrals must submit this report. Remember that if you run this report under Report/Gifted Tracking Log you must click Show Common Filters, Click on Status-ALL. Otherwise, you will only see Active students on your tracking log. Have all of your students from Second grade Child Find been processed? Are they showing up on this report? Can you account for any students not on the Gifted Referral Tracking Log? Enrichment Systems-How are you maintaining your referral logs? We will ask for documentation during on-site monitoring.

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 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 education 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.
- Process referral. Use acceptable items from previous referral. If you are not sure what is acceptable, please contact Shirley or Nancy. If you are an LEA that screens, go ahead and 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

PRIMARY RESPONSIBILITIES OF GIFTED SPECIALISTS: The five major responsibilities are:
1. Conduct Second Grade Child Find.
2. Conduct Standard Referrals.
3. Serve Grades 3-5 in pull-out program for 3-5 hours.
4. Consultative services for grades K-2 and 6-8, then 9-12 if time.
5. Provide professional development training to all school faculties on gifted learners and their nature and needs.

These responsibilities were generically listed and not in any particular order. Timelines and grade levels may vary depending on the LEA Plan for Gifted for your school system.

- For example, the pull-out program services at number 3 lists Grades 3-5; however, pull-out services may vary for Grades 3-5, 3-6, 3-7 or 3-8, depending on your LEA Plan for Gifted. If middle school is not served through pull-out (direct) services, then indirect services must be advanced classes or advanced classes and electives.
- Consultative services are required for Grades K-2 because those are the only services provided to those grade levels, according to the Alabama Administrative Code. Consultative services are provided to teachers of grade levels in which pull-out services take place. If the gifted specialist has time, consultative services, even if limited, may be provided to secondary grade levels.
- The professional development listed in number 5 is the in-service presentation to school faculties and staffs. These schools should include middle and high schools, even though students may be served indirectly through advanced classes. If you have any questions, please contact us.

2013 GIFTED REGIONAL TRAINING MOODLE UPDATE

http://atim.cc/course/view.php?id=643

The enrollment key is on your Resources for Gifted Specialist handout. Answers to Burning Questions asked during the regional trainings are posted at the bottom of the course site. If a question was similar to one previously asked, we grouped them together or let one question represent the group.

The template for writing and submitting concept-based curriculum units is now available at this site.

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.
A memo has arrived to your superintendents and school principals regarding the third annual Green Ribbon School awards. Private or public schools in Alabama can submit completed applications. The Alabama Green Ribbon Schools Selection Committee will review the applications. Only the ALSDE can submit nominees to the U.S. Department of Education for the national award. Five schools (Winterboro High School, Munford Elementary School, Munford Middle and High Schools, Fayetteville High School, and Gwin Elementary School) have won the national award and four of these schools were featured on the first leg of the Education Built to Last Facilities Best Practices Tour. The tour featured best practices in building facilities and in the three pillars of the Green Ribbon School award. What an honor to have 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).

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<th>Date &amp; Time</th>
<th>Webinar Focus</th>
<th>Link &amp; Password</th>
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<td>Q &amp; A: Questions &amp; answers on any and all topics related to the application, best practices, and all things Green Ribbon.</td>
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GRANT OPPORTUNITIES
Pets in the Classroom Grant
http://www.petsintheclassroom.org/grant-app/
Deadline: Ongoing
Teachers in Grades K-8 may apply for a grant to support pets or aquariums in the classroom for the purposes of teaching children to bond with and care for their pets responsibly. The welfare of the small animals involved is of paramount importance. These grants must not be used for...
the purposes of research or experiments of any kind. Only small animals that reside in the classroom are eligible for this program. Dogs, cats and other larger house pets do not qualify. Science projects such as caterpillars/butterflies, worms/composting and chicken egg hatching projects are not considered pets in the classroom and do not qualify for this program. No animals classified as livestock will qualify. For more information and grant application, click here.

BOOKS-TEACHER OR STUDENT

Orientation and Revelations (The School for Gifted Potentials) by Allis Wade
This is a series of books (anxiously awaiting book three) about a gifted learner, Everett, in the School for Gifted Potentials. The setting is a future U.S. society where gifted learners are sent to a residential school in order to meet their needs and to reach their potentials. Everett learns what Gifted is and explores his gifted characteristics in social, emotional, and academic areas. This is a great book to use as a book study with students. The author was identified gifted in elementary school and did not know what gifted meant until she was an adult. She is writing this book series so that gifted learners can understand gifted characteristics and to help them embrace “the power of the traits they were born with.” I purchased these books for Kindle and read both of them in one day. They are an easy read for adults. At the end of each book, there are discussion questions. This book can easily be embedded into a concept-based unit on understanding gifted. Next month we will focus EUs on units that explore what is giftedness. If you have any EUs that you use with this topic, please e-mail them to sfarrell@alsde.edu.

Winky Studmire Book Series
From Byrne Publishing LLC
Remember the book “Winky Studmire and the Accidental Time Machine” that we gave away at regional trainings? From the publishing company: “Teachers can now find FREE educational activities to download and use with all of the books at www.WinkyStudmire.com. Books 1-5 have been released in e-book and paperback versions. Books 6 and 7 will be released over the next 2 months. The live-blog event is still going on through November. Spread the word; so you do not miss out on participating with the series as it happens online! Happy Reading!”

RESOURCES

Oceanographic Resources
Google Maps Ocean View
https://www.google.com/maps/views/streetview/oceans?gl=us
This Google maps site allows students to dive under the ocean without getting wet.

Marine Explore
http://marinexplore.org/
Create a free account to access oceanographic data sets. Global professionals (different types of scientists, such as oceanographers, biologists, conservationists, etc.) explore, share, and analyze data about the oceanic environments. Much of this data is visual! Tutorials are available to learn how to analyze data.

Shapeshifting Octopus
http://www.youtube.com/watch?v=PmDTtkZlMwM
Watch this video to see an octopus change not only its skin color but the texture of its skin to blend into the environment!

National Oceanographic and Atmospheric Administration Educational Site
http://www.education.noaa.gov/
This portal is designed to assist educators in accessing educational resources from many Web sites and program offices at NOAA and on NOAA partner Web sites. This content is a sampling of NOAA's education resources and more can be found at each linked location. Materials selected for this site are organized by themes, topical collections, and content type that are aligned with common teaching topics and expressed needs of educators. Linked resources are organized into collections, which provide the user with a toolkit of materials and activities suitable for integration into a variety of educational settings. Collections are not grade specific but resources are labeled for grade appropriateness where applicable. Additional
NOAA resources, which support educator professional development, academic scholarship, career exploration, and education grants, are also available. All materials linked from this site are free for use and distribution unless expressly noted.

**Bridge Ocean Education Teacher Resource Center**
http://web.vims.edu/bridge/?svr=www

This site is sponsored by a NOAA Sea Grant and the National Marine Educators Association. You will find lessons, data, projects, information on careers, and professional development.

What resources do you need for your units? Send requests for your topics to sfarrell@alsde.edu. We can provide a list of resources in upcoming FoG issues.

**12 Amazing Photos of Animals Congregating**
http://www.mymodernmet.com/profiles/blogs/12-colossal-congregation-animals

These stunning photos capture hundreds, thousands, or millions of animals as they congregate in the wild. Generally, they are congregating to migrate or are in the process of migration. It takes your breath away to see these quantities of animals which include stingrays, bats, monarch butterflies, wildebeest, elephants, snow geese, sardines, long-tailed ducks, king penguins, walruses, flamingos, and beluga whales.

**Plaster Oceans**

This activity was adapted from somewhere so many years ago—maybe from Naturescope. The objective of this activity is to have students “graph” an ocean floor and identify features of that ocean. Students will use numeric operations and concepts to describe, analyze, and communicate. Students realize that one row of measurements does not provide an accurate picture of the “ocean floor.” Another way to use this activity is to have students create ocean floors after researching a specific ocean or section of an ocean. They can develop these boxes for other students to graph.

**Materials Needed:**
Shoe box with lid (As many as you want to represent different oceanographic features)
Newspaper
Card stock
Masking tape
Pen
Ruler
Plaster of Paris
Wooden cooking skewers with the sharp point broken off
Graph paper

**Directions:**
Crumble the newspaper and place it in the shoe box. Continue to layer the crumbled paper to build sea floors, islands, volcanoes, trenches, canyons, continental slopes, continental shelves, abysses, ocean ridges, etc. Tape a layer of card stock to the sides of the box and over the crumbled paper of large areas of the ocean floor. This will provide some support for the plaster. Then add a layer of masking tape over the ocean floor. This layer is taped to the sides of the box and over the newspaper. You may need a couple of layers of tape to support some features. This tape prevents the paper from absorbing the Plaster of Paris. Make some features that are only located in small sections of the box. For example, a volcano may only take up 5% of the box area. Mix the plaster and pour a layer over your ocean. You do not need a thick layer, just enough to hold the features. Let dry. On the top on the box you will draw a grid. Depending on the size of your shoe box, you will draw lines along the length of the box creating as many rows as the size of the lid allows. These rows should be about a half inch apart. Along each row, mark dots a quarter inch apart. Now punch a hole large enough for the skewer to fit at each dot. The dots will form columns. Now label each row and column. Now measure and mark the skewers. You can use millimeters or quarter to sixteenth inches.

Students will need a pencil, graph paper, and a measuring skewer. They will choose one row on the box lid. Using the measuring skewer, they will graph the ocean floor by recording the depth of the “ocean” along one row at each column hole. Students will mark the graph paper and then connect their dots. They can add more than one row on a single piece of graph paper to produce a 3-D affect. This mimics the ancient days of dropping a weighted line, pulling the line taut when it hits the bottom of the ocean, and then recording the depth. (This rope would have measurement marks on it).
Have students graph one row and identify the features they found. They will need to graph not from the bottom of the page to the top, but from the top of the page to the bottom. This is graphing depth and not height. Ask students if they think they have finished mapping their “ocean.” Hopefully, they will realize that one row does not provide a complete picture of the ocean. They need multiple rows to know what the ocean “looks like.” Students can label features and then compare their graph to the real ocean by lifting the lid of the box. This activity leads to using more advanced forms of technology, such as Google maps, to explore and map the oceans.

Then give students real oceanographic data to graph. As a ship’s captain, they need to graph the ocean and determine the best route to navigate the ship. Of course, you can add complexity by having students consider tides, weather, animal migration routes, and oceanic streams, as they determine a navigational route.

Example of the Shoe Box Top grid:

```
A B C D E F G H
Row 1
Row 2
Row 3
Row 4
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Example Graph of Row 2

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CONTESTS & REAL-WORLD CHALLENGES

**Fourth Annual Frogs Are Green Contest**

[http://frogsaregreen.org/contests/](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](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.

**Verizon Innovative App Challenge**

[http://appchallenge.tsaweb.org/how-to-enter](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 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.
Join citizen scientists from around the world as they search for plankton, which is a critical food source in the ocean. Plankton plays an important role in the global carbon cycle. This cycle captures the Sun’s energy and the atmosphere’s CO2 at the surface of the ocean and releases it to other organisms and other areas of the ocean. Complete a short tutorial to learn how to use the tools and identify plankton. Then help global scientists understand where and when plankton occurs at different depths in the ocean and the function and health of the ocean from small to global scales.

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 National Aquarium in Washington, D.C. (with the virtual site not affected by the government shut-down): http://aqua.org/media/virtuatours/washington/index.html. This Web site provides a 360 degree view of the aquarium. You can explore different areas by clicking on the map, selecting specific topics, or clicking arrows within the 360 degree view. Areas include freshwater and saltwater habitats from around the world. Of course, there are three aquariums within driving distance for face-to-face field experiences: Tennessee Aquarium in Chattanooga, Georgia Aquarium in Atlanta, and the Audubon Aquarium of the Americas in New Orleans.

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 Oceanography. 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: The ocean is a major influence on weather and climate.
EQ: How is the ocean a major influence on weather and climate?
SQ: What is an ocean?
SQ: How is an ocean different from a lake, river, or creek?
SQ: How is the ocean similar and different from land?
SQ: Have you ever been to the ocean?
SQ: What is weather?
SQ: What is climate?
SQ: How is weather different from climate?
SQ: What influences weather?
SQ: What influences climate?
SQ: What influences both weather and climate?
SQ: What is the ocean conveyor belt?
SQ: In what ways does the ocean influence the weather in Alabama? Provide evidence of this.
SQ: In what ways does the ocean influence the weather in the southeast? Provide evidence of this.
SQ: In what ways does the ocean influence the weather in the U.S.? Provide evidence of this.
SQ: In what ways does the ocean influence the weather in the world? Provide evidence of this.
SQ: Have you experienced weather or climate that has been influenced by the ocean? How do you know it was influenced by the ocean? Provide the evidence?
SQ: Are there patterns of this type of influence in Alabama? In the Southeast? In the U.S.? Provide evidence of the patterns.

EU: The ocean and humans are inextricably interconnected.
EQ: How are the ocean and humans inextricably interconnected?
  SQ: What does inextricably mean?
  SQ: What does interconnected mean?
  SQ: Are you connected to anything?
  SQ: Are you interconnected to anything?
  SQ: How the ocean benefit from humans?
  SQ: Why does the ocean need to benefit from humans?
  SQ: What benefits do humans get from the ocean? (Think about recreation, food, health, resources, energy, etc.)
  SQ: Can the ocean survive without humans? Explain your answer.
  SQ: Can humans survive without the ocean? Explain your answer.
  SQ: How can humans affect the ocean positively or negatively?
  SQ: How does the ocean affect humans socially, emotionally, physically, and economically?
  SQ: How have you benefitted from the ocean? Or you can ask “What do you get from the ocean?”

EU: The Earth has one large ocean with many features and supports a great diversity of life and ecosystems.
EQ: How does the Earth have one large ocean with many features and how does it support a great diversity of life and ecosystems?
  SQ: What is the Earth? How would you define Earth to an alien?
  SQ: What are the layers of the ocean?
  SQ: How are they similar and different?
  SQ: What lives in each layer?
  SQ: How does Earth have one large ocean when we state there are seven?
  SQ: What are the features of the ocean? See resources for an explanation of an activity I used to do with students to map an ocean’s floor.
  SQ: How do these features compare to land features? Compare and contrast these features
  SQ: Why do we call similar land and ocean features by different names?
  SQ: What shapes the features on Earth?
  SQ: How does the ocean shape the features on Earth?
  SQ: What kinds of life are in the ocean? (This question alone could take a month or longer studying the different types of marine life.)
  SQ: What are the animal classifications of these marine animals?
  SQ: How is this life different from life on land?
  SQ: What ecosystems are found in the ocean?
  SQ: What animals live in these ecosystems?
  SQ: How do these animals adapt to this environment?
  SQ: How do humans affect these ecosystems positively and negatively?
  SQ: How do humans affect the marine animals positively and negatively?
  SQ: Why are there so many unusual types of animals in this habitat?
  SQ: How do we know these animals exist?
  SQ: How do humans explore the oceans?

Additional EUs and EQs:
EU: The conditions of the oceans have a physical, emotional, social, and economical effect on humans and marine life.
EQ: How do the conditions of the oceans have a physical, emotional, social, and economical effect on humans and marine life.
EU: Human activity can greatly impact the ocean and marine life both positively and negatively.
EQ: How can human activity greatly impact the ocean and marine life both positively and negatively?
EU: The ocean makes Earth habitable, and yet most of the ocean is unexplored.
EQ: How does the ocean makes Earth habitable and yet most of the ocean is unexplored?
EU: The ocean and life in the ocean shape the features of the Earth.
EQ: How does the ocean and life in the ocean shape the features of the Earth?
The following three EUs are different levels of the same understanding. Choosing which one to use depends on the depth and complexity of your unit and prior knowledge of your students.

**Level One:** Human activity can greatly impact the ocean and marine life both positively and negatively.

**Level Two:** The conditions of the oceans have a physical, emotional, social, and economical effect on humans and marine life.

**Level Three:** The ocean and humans are inextricably interconnected.

The higher the level, the more broad the EU becomes providing students opportunities for more depth and/or complexity as they research topics.