DEADLINES & UPDATES

GIFTED CHILD COUNT

OCTOBER 1, 2013: CHILD COUNT: Gifted Child Count is part of the overall IDEA Child Count through STISETS. Please make sure your gifted count is accurate. All gifted identified students in Grades K-12 (with consent for services) must be marked as active in STISETS. Students who are no longer in your LEA must be marked as inactive. Make sure students who graduated prior to this school year are inactive and/or archived. Enrichment Systems will e-mail their enrichment Child Count by October 1, 2013.

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.

UPDATE AND CLARIFICATION FROM THE GIFTED REGIONAL TRAINING

GEP 30-DAY TIMELINES: If you already meet the 30-day timelines for Second grade Child Find you may disregard this information. This is for school systems that are out of compliance for the GEP timelines. Many of you were trying to figure out how to stay in compliance with this AAC timeline during this school year. You can add the following statement to the eligibility letters you send home to parents in the spring: Services begin at the beginning of the next school year. At that time, the gifted specialist will invite you to a meeting to sign the Notification of Eligibility Determination Team Decision and the Gifted Education Program (GEP). You may edit this statement to reflect what parents will sign when they meet with the gifted specialist at the beginning of the new school year.

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.

- New Gifted Specialist: September 17, 2013 at 10:00 AM
- New Gifted Specialist: September 17, 2013 at 3:00 PM

“Being gifted needs courage.”

~ Georg Brandes, Danish critic & scholar
Have You Read…?
MindShift
http://blogs.kqed.org/mindshift/
This education blog is hosted by KQED and NPR and is edited by Tina Barseghian. MindShift explores the future of learning in all its dimensions, covering cultural and technology trends, innovations in education, groundbreaking research, education policy, and more.

TWITTER
Global Gifted Chat
#gtchat
“Every Friday at 6:00 p.m. CDT/ 67:00 p.m. EDT, parents, teachers and gifted advocates from all over the world gather on Twitter to take part in Global #gtchat. This real-time forum allows participants to share resources, ideas, experiences and new ways of thinking about gifted issues. The collaboration and learning taking place via #gtchat have been invigorating and inspiring! More than 1,000 tweets are now devoted to Global #gtchat each and every week.”

- STISETS: September 19, 2013 at 9:00 AM  *Date Changed
- STISETS: September 19, 2013 at 3:00 PM  *Date Changed
- Technology Resources on the Web: October 14, 2013 at 2:30 PM
- Technology Resources on the Web: March 4, 2014 at 2:30 PM
- Creating & Interpreting Infographics: October 21, 2013 at 2:30 PM
- Creating & Interpreting Infographics: March 6, 2014 at 2:30 PM
- Communication Media: October 29, 2013 at 2:30 PM
- Scope and Sequence-Cognitive: December 4, 2013 at 2:30 PM
- Scope and Sequence-Cognitive: May 6, 2014 at 2:30 PM
- Scope and Sequence-Affective: December 5, 2013 at 2:30 PM
- Scope and Sequence-Affective: May 8, 2014 at 2:30 PM

September 16-November 24, 2013
2013 Fall Concept-Based Curriculum Writing
http://atim.cc/course/view.php?id=644
This ten-week, online course walks you through each step required to create a concept-based unit for gifted and enrichment model programs. The instructor and fellow participants provide guidance and feedback for each section and for the final unit. Most teachers have found the feedback from peers to be invaluable! This course will start September 16, 2013. You can register on STI-PD by searching for PD number-SESGift0011 or PD Title-2013 Fall Concept-Based Curriculum Writing. You can earn 36 hours of PD upon completion of the course, which means you have submitted a unit. These units will eventually be available to all gifted specialists through the Concept-Based Curriculum Repository on Moodle. (Enrollment key: cbcU) Six excellent units are already on this site with more to be uploaded.

GIFTED MATTERS!
September 25-27, 2013
McWane Science Center, Birmingham, AL
The theme for the 17th Annual AAGC Conference is Gifted Matters! AAGC wants to embrace the many and varied ways gifted does matter in Alabama! The conference is September 26 and 27 with a pre-conference on September 25 at McWane Science Center in Birmingham, Alabama.

CONFERENCE ACCOMMODATIONS
For the out of town guests needing accommodations, The Tutwiler has saved members a block of rooms at a fantastic discount! You can contact them at 205-322-2100 for reservations or to make online reservations at the Tutwiler please go to www.alabamagifted.org and click on the top tab Conference 2013 Gifted Matters. About half way down the page you will see a link that will take you to Tutwiler reservations. Last year guests provided AAGC with favorable feedback concerning their accommodations at the Tutwiler! Valet parking is also available.

Alabama & US-ED Green Ribbon Schools
http://www2.ed.gov/programs/green-ribbon-schools/index.html
http://alex.state.al.us/showpage.php?lnk=teacherzonedircommentgreenribbon
Deadline: December 20, 2013
A memo will arrive to your superintendents and school principals this week 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
Kodable

The mobile app allows kids to learn coding to create their own games and animations. “Inspired by MIT’s Scratch, the Hopscotch visual programming language works by dragging and dropping method blocks into scripts. When you’re done with a script, press play to see your code in action! As you get more advanced, you can add more objects and use custom events, such as shaking and tilting the iPad, to run your code.”

Kodable

Free & Paid
Understanding the basics of programming empowers a child for the jobs of tomorrow, and expands a child’s mind to solve problems today in more intelligent ways. It is an educational iPad game offering a kid-friendly introduction to programming concepts and problem solving. For kids ages 5 and up, and tools for grownups too! Kodable comes free with 30 levels of programmable fun! You can unlock additional worlds with in-app purchases, or get them all by downloading Kodable Pro.

GRANT OPPORTUNITIES

Captain Planet
http://captainplanetfoundation.org/apply-for-grants/
Deadline: September 30, 2013

Grants are made for activities that conform to the mission of the Captain Planet Foundation which is to: promote and support high-quality educational programs that enable children and youth to understand and appreciate our world through learning experiences that engage them in active, hands-on projects to improve the environment in their schools and communities. Preferential consideration is given to requests seeking seed funding of $500 or less and to applicants who have secured at least 50% matching or in-kind funding for their projects. (Projects with matching funds or in-kind support are given priority because external funding is a good indicator of the potential for long-term sustainability of the activities.) Captain Planet Foundation will on occasion consider grants up to $2,500. In the event a request exceeds $500 Captain Planet Foundation may choose to fund a portion of the project budget that best fits within the foundation guidelines or contact an applicant for further discussion.

Target Field Trip Grants
Deadline: October 1, 2013

Education professionals who are at least 18 years old and employed by an accredited K-12 public, private or charter school in the United States that maintains a 501(c)(3) or 509(a)(1) tax-exempt status are eligible to apply. Educators, teachers, principals, paraprofessionals or classified staff of these institutions must be willing to plan and execute a field trip that will provide a demonstrable learning experience for students. Applications are evaluated on:

- Applicant’s description of the field trip and its objectives
- Benefits to the students, including overall student learning experience, relevance to curriculum and number of students who may benefit from the grant
- Proposed use of funds
- Trip to be taken between January 1, 2014 and the end of the 2013-2014 academic year (May/June 2014)
RESOURCES

Alabama School of Fine Arts
Birmingham, AL

The Dance Department is planning its touring season for the 2013-2014 school year. Jaronda Little, Outreach and Recruitment Coordinator, is seeking schools that would like a 45-minute lecture/demonstration dance presentation?  I am not sure what the distance limits are for the outreach presentations. She is desperately trying to find schools that would be interested in our lecture/demonstration for Wed. Sept. 25 or anytime between Wednesday & Friday Oct. 2-4 or Oct. 9-10. For more information, please e-mail Jaronda at jlittle@asfa.k12.al.us.

Public Domain Images

The following sites provide free pictures for educational use. These are sites for teachers to browse and download photos. Some photos may be inappropriate for students.

Pixabay
http://pixabay.com/
Good high-quality photos. You can search by keywords.

Every Stock Photo
http://www.everystockphoto.com/
This is a search engine that provides free photos from several sites on the Web. Free membership.

Creating Digital Portfolios

There are several Web sites that allow teachers and students to create digital portfolios.

Google Sites
http://sites.google.com/
Google Sites is a Web design/Wiki site that is a great free tool to create a portfolio. If you have a Gmail account, you already have an account to access this site.

Silk
http://www.silkapp.com/
This is a free site that allows you to create collections of pages focused on a theme. Data or information can be organized and linked to other pages or data.

MakeUseOf Tablet buying Guide: Summer 2013
Trying to decide which tablet is best for your classroom or personal use? Of course, I would recommend iPad; however, even that intuitive device may not meet your needs. This guide starts with tablet 101 information and ends with a comparison of the top tablets. MakeUseOf publishes various guides and “How-To” manuals for free. Membership is free.

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 Edmonton Corn Maze, http://www.edmontoncormaze.ca/. Although this trip is not educational, it can be used to help students to learn how to navigate the street view tool of Google Maps. Students can explore the corn maze, or the Maize Maze (sorry-had to type it!). Students are challenged to find the bridge in the middle of the maze. This provides a fun way to learn how to use Google Map tools.

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

Beth Bero, gifted specialist from Madison City Schools, is a former astronomy teacher and a member of the Von Braun Astronomical Society (www.vbas.org). She sent an additional Space
EU, EQ, and scaffolded questions that focus on a different perspective than those presented in last month’s FOG. 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 activities would you include with the questions?

Essential Understandings, Essential Questions, and Scaffolded Questions:
EU: The motions of celestial objects that humans observe in the sky affect our understanding of self, time and place in space.
EQ: How do the motions of celestial objects that humans observe in the sky affect our understanding of self, time and place in space?
SQ: What motion do we observe in the daytime? How do we utilize that motion? (Sunrise/noon/sunset—humans use the motion of the sun to measure time passing. Also, humans are diurnal creatures and experiments show that we have 24 hour “clocks” in our biology. Introduce the term “biological clock.” What is it? How does it affect animal behavior? (Nocturnal, diurnal, crepuscular)
SQ: What would life be like if the sun didn’t move in the sky? (How would that change life here on earth? What effects would lack of planetary motion have on temperature as well as time keeping? How would photosynthesis and the tides change under those conditions?)
SQ: How does the observed motion of the sun change with a change of location on the earth? (At the North and South poles, the sun is visible for six months and not visible for sixth months. At the equator, sunrise and sunset take place suddenly, with little twilight. Twilight is a function of sideways motion of the sun to the horizon, so the closer the observer is to the poles, the longer twilight lasts.)
SQ: How did ancient people utilize their observations of the sun? (Stonehenge, “Woodhenge,” Newgrange and other ancient sites align with sunrise and sunset at different seasons.)
SQ: How was observing the sun a way of predicting when to plant and harvest crops for ancient people? (The sun rises at a different location every day of the year along the eastern horizon. Ancient people utilized this information to plan agricultural and religious events.)
SQ: What motions do we observe in the nighttime?
SQ: What motions have you, the student, observed? Do people go outside as much today as in the past? Why or why not?
SQ: What did ancient people observe in the sky? (Unchanging constellations, changing planets, changing moon)
SQ: What explanations did ancient people have for their nighttime observations? (Mythology and cosmology of ancient cultures.)
SQ: How did ancient people utilize their understanding of the cosmos? (Archeoastronomy is the science that probes this question.)
SQ: How do modern people study the night sky? (This could be a unit by itself… Or at least, think like a disciplinarian)
SQ: How did the motion of the night sky affect clocks and calendars? What lunar calendars are still in use today? (Jewish and Muslim calendars are lunar, among others.) The words moon and month are related. Why is that? (The unit of time called month is the length of time of one lunar phase.) The 12 hour face of our clock and our 24 hour division of “day” date back to ancient Egyptian timekeeping. The 60 second minute and 60 minute hour date back to ancient Sumaria.)
SQ: What do modern people do with the information that they learn about the night sky? (Efforts to protect Earth from Near Earth orbiting asteroids, trying to contact alien life, planning missions to explore and study objects in space.)
SQ: In the past, the motions of the planets around the Sun were thought to be unchanging. What are scientists learning now about the origins and earliest motions of the planets in our solar system?
SQ: Hundreds of “exo-planets” have been detected orbiting other stars. How are their motions the same and different from the motions of planets in our solar system?

What questions are missing from these EU/EQ/SQs?