

the challenge

Magazine of The Center for Gifted Studies

Minority Scholarships Available for SCATS & VAMPY

The Center's mission to meet the needs of gifted students, their parents, and educators extends across geographic, ethnic, and racial boundaries. In addition, when the Academy of Mathematics and Science in Kentucky opens in Fall 2007, the program will reflect the Commonwealth of Kentucky in all expressions of diversity. In order to encourage boys and girls from minority groups to establish and pursue goals in science, technology, engineering, and mathematics (STEM) careers, they must be challenged to learn at high levels in mathematics and science.

To better prepare and engage these students at higher levels, The Center for Gifted Studies is proud to announce an initiative through the Kentucky Department of Education to allow minority students to participate in The Center's



summer programming, which is now in its twenty-fifth summer. The program provides scholarship support for young people from minority groups to participate in the Summer Camp for Academically Talented Middle School Students (SCATS) and/or the Summer Program for Verbally and Mathematically Precocious

Youth (VAMPY). The program seeks to identify minority students to nurture and support their interests in science and mathematics.

Not only will participants benefit from the enrichment of SCATS and VAMPY, but they will also find a home within a learning community of similarly gifted students. Follow-up mentoring with participants will be done the following year with students from Kentucky's Academy serving as mentors for the

young people. This is an especially important step as these students transition from middle to high school.

Contact The Center (270.745.6323) or visit our website (www.wku.edu/gifted) for information.

Letter from Julia

DEAR FRIENDS OF THE CENTER FOR GIFTED STUDIES,

At the Mathematics Summit in early November, Deputy Commissioner of Education Linda France posed the question: Are your students breaking an academic sweat? You may direct this question to your children or to children in your classroom. This athletic-academic analogy is one that parents and educators can use.

Athletes set goals beyond current performance and then work to reach those goals. Athletic goals require stretch. Being satisfied with current abilities to run cross country, play basketball, or swim competitively will result in no progress. Likewise, children without challenging academic goals make no progress. That is why high ability students are the least likely students to make a year's academic gain each year.

Breaking an academic sweat is essential if a young person is to prepare to



be successful in postsecondary educational opportunities. The rate of freshman-year failure is high for students who have not been challenged or who have chosen not to take the challenge – those who haven't broken an academic sweat. The success rate is high for those who have taken the toughest courses offered and have worked hard to earn high grades in those challenging classes.

Benjamin Bloom in the study of talent development made the following statement. "No matter how precocious one is at age ten or eleven, if the individual doesn't stay with the talent development process over many years, he or she will soon be outdistanced by others who do continue." Natural talent provides the starting place, but long-term commitment is essential to sustain continuous progress in that academic or talent area.

Parents and educators must advocate for high-level learning opportunities for elementary, middle, and high school students. The future of our communities, states, and nation depends upon our young people being prepared to successfully negotiate postsecondary opportunities. Being bright doesn't guarantee success unless coupled with "breaking an academic sweat."

Sincerely,

A handwritten signature in black ink that reads "Julia Link Roberts".

Julia Link Roberts

Mahurin Professor of Gifted Studies

THE CENTER WELCOMES NEW DEVELOPMENT OFFICER

Amanda Coates Lich was recently hired as the new development officer for the College of Education and Behavioral Sciences. Amanda completed a Bachelor of Science in Healthcare Administration from WKU in 2000, a Master's of Public Administration from the University of Kentucky in 2002, and is currently pursuing a Doctorate in Educational Policy Studies and Evaluation from UK. Amanda has previously worked with the University of Kentucky College of Dentistry, University of Kentucky Children's Hospital, St. Joseph's Hospital in Lexington, and the Office of Alumni Relations at Western. Amanda is no stranger to development; we're pleased to have her as part of our team. Welcome, Amanda!

the challenge

Editor/Writer
TRACY INMAN

Designer
MARCUS DUKES

International Students Leave Mark on VAMPY

BY JONATHAN LANHAM

For most campers, the trip to VAMPY, The Center's three-week residential summer program, requires that never-ending ride in the backseat of the car with their oh-so-annoying kid brother who just will not shut up about "Yu-Gi-Oh!" But five verbally and mathematically precocious students flew some 10,000 miles from eastern Asia to attend this year's summer program. Though Vincent Qu, Arya Harsono, Jasen Tjahjadi, Clara Chiang, and Adrian Chao chose to attend the program for different reasons, each found something more than expected.

Vincent, from Shanghai, China, was excited that VAMPY was in an American university setting; it made him confident that he would learn a lot from his class, and that he would meet "lots of cool people with different cultures and backgrounds." Though he says he doesn't usually enjoy school in Shanghai, he realized that the way he learned was different when he came to VAMPY. "The diversity and the atmosphere make it an exciting place to learn," Vincent explains.

Jasen, who also lives in Shanghai, had a similar response to the class environment. "When I took Algebra I [at VAMPY 2005], I didn't think I would be doing math for six hours a day," he says. "Al-

though six hours sounds long, it went really quickly, especially in the later weeks." Taking Algebra I at VAMPY allowed Jasen to test out of it at home in Shanghai and to take Geometry instead.

This year, Adrian, also from Shanghai, took Algebra I. The other four students took John Hagaman's Expository Writing course. "It helped me to write bet-

ter in any genre," Jasen says. "I think it will help me a lot in the future," predicts Vincent.

Indonesian residents Arya Harsono and his mother Mari, who is the Minister of Trade, liked that VAMPY offers small classes and narrow subject concentrations. While Mari was glad that VAMPY helped her son learn to live independently, she also was impressed by the progression of his writing skills. "Arya's results that he brought home were very surprising to me in terms of quality and originality. I think it was a very worthwhile experience for him," Mari says.

But VAMPY is much more than the classes it offers. It is a place where people from diverse backgrounds, with different cultures, can come together to learn and to have fun, to share their time with one another without judgment. On the experience as a whole, Jasen thinks, "My personality has opened up. I was able to perform in front of my peers. And now I have new friends from all over the U.S. I would love to come back next year. I would just have to ask my parents first."



Laughing Together

for 15 Years

“Thinking about it now, I’m sure we influenced each other more than we realized to go into medicine and consider our specialty choices. But we’ve supported each other through every phase of growing up, it seems, from prom dresses to boyfriends, to picking colleges, and deciding what kinds of women we want to be.” — KATE BROWN

Kate Brown, a 13-year-old from Georgetown, and Sarah Greer, a seventh grader from Bowling Green, both arrived at VAMPY in 1990 a bit hesitant, not quite knowing what to expect. They certainly didn’t expect the beginning of a friendship that would span more than half their lives.

Kate: “I remember Sarah as being very cool, outgoing, friendly, and sure of herself – always having a great time with lots of folks around. I remember being a little shy back then, and wishing I could be so cool.”

Sarah: “Kate and I met our first year of VAMPY (1990), but we were more acquaintances than friends. There was a boy I had a little camp romance with that year, and when I left camp a few days early for a family vacation, he decided to make a move on Kate. Kate told him to get lost, and, of course, I found out about what had happened from mutual friends. I thought to myself, ‘That Kate Brown is all right!’”

Kate: “The next year we were in the same course, Humanities, which was a phenomenal class. Everyone in the group just clicked – we got excited about the projects and the work we were doing, and every day was just great. Sarah and I hooked up immediately, and it was like we’d been friends for ages. She really helped to bring me out of my shell, and we were inseparable. We just made each other laugh all the time, and I think humor has been a huge part of helping us support each

other over the years. Our 3rd year, we roomed together and took debate. Again, we were attached at the hip.”

Sarah: “During the school year, we wrote letters and talked on the phone, but I really credit our parents for helping us stay close. We spent time together over Christmas break each year, taking turns visiting each other’s houses. Without our parents’ support, we wouldn’t have seen nearly so much of each other. What really solidified our friendship was our junior year of high school. We went to Governor’s Scholars together at NKU, and we had a whole new set of experiences to share.



We both took the humanities courses at VAMPY, and so it was very funny that we both decided to go into medicine. Our freshman year of college, we talked on the phone and realized we both had started taking the pre-med curriculum. We shared the pre-med experience and the medical school application process. When we were in medical school, we were both really busy, but we would see each other about once a year. When I was thinking about taking time off from med school, Kate was the person I turned to for advice, because she was not only my best friend, she was in med school, so she knew what I was going through. We both considered various specialties; we both went through an OB-GYN phase, a plastic surgery phase, and general surgery phase. At the beginning of my third year (Kate’s fourth year), I told her, ‘This will sound crazy, but I think I want to do dermatology!’ She was actually doing her dermatology elective and had decided that she was going to apply for a residency position in dermatology.”

Kate: “I’m sad to say it’s been a few years since we’ve seen each other in person,

“Most of the time, you outgrow the friendships you have as a child or teenager. As much as you love your friend, life takes you down different paths, and you grow apart. By a strange series of coincidences, Kate and I have essentially lived our lives on parallel paths.” — SARAH GREER

Brooke Richardson (VAMPY 1997, 1998, 1999, and 2000) graduated with honors from Transylvania University this past May with a BA in Chemistry. She is now pursuing a Ph.D. in Organic Chemistry at the University of Wisconsin-Madison. She received a fellowship.

Julie Crudele (VAMPY 1997, 1998, 1999, and 2000) earned a BS in Biochemistry and Molecular Biology at Dartmouth in early 2006. She minored in Art History. Before pursuing her Ph.D. in Molecular and Cell Biology, she has devoted two years to the Teach for America program. She is teaching Chemistry in a school in Newark, NJ. She reflected: "It's funny, because while I'm sure my fellow corps members spend all their time worrying what they're going to do with the worst kid in the class, I'm just as worried about what to do with the best."

Ashley Farris (VAMPY 1994, 1995, and 1996) is in her final year of study at Indiana University where she will finish a Ph.D. in Linguistics next summer. She traveled to Sendai, Japan, this past September to present a paper at a conference on Phonology.

Gordon McKemie (VAMPY 1997, 1999, and 2000) was recently elected as the Student Government President at Emory University's business school. He also served as an analyst for Lehman Brothers Investment Bank this past summer.

ALUMNI UPDATE

Becky Firesheets (VAMPY 1999 and 2000) graduated this past May from Tufts University with a degree in Child Development. She also spent the summer as a volunteer in Ecuador.

Katie (Fleming) Frassinelli (SCATS 1993 and 1994; Travel to London and Paris; Counselor) is Marketing Director at the Bowling Green Area Convention & Visitors Bureau. Katie graduated Summa Cum Laude from WKU in 2002 with a degree in Advertising and minors in Marketing and Broadcasting. She and husband, Anthony, welcomed future Gifted Studies' participant, Sophia Elizabeth, to their family in April. Katie serves on the Prime Time Events board of directors and is a member of Kentucky's Cave Region Committee and the Professional Marketing Association.

Laura Lee Fleming (SCATS 1995, 1996, and 1997; Travel to Paris, London, and Italy) is a Marketing Associate for SunTrust Bank's Corporate Office in Atlanta, GA, where she specializes in Sponsorship Marketing managing projects with the Georgia Bulldogs, Atlanta Falcons, and NASCAR, as well as new client development. Laura Lee graduated Summa Cum Laude with a degree in Marketing with minors in Journalism and Finance from the University of Mississippi. She was chosen as the top marketing student at Ole Miss for 2005.

Scottie Beth Fleming (Super Saturdays 1997 and 1998; SCATS 1998, 1999, and 2000; VAMPY 2001; Travel to Paris, London, and Italy) is a third-year Dean's List student at Georgia Institute of Technology majoring in Aerospace Engineering. She is concurrently a cooperative student with NASA Johnson Space Center in Houston. Scottie-Beth will spend five semesters at Houston working in assorted divisions at NASA. For STS-121, she developed imaging procedures for inspection of the Space Shuttle's heat protection surfaces. Her next rotation, beginning in January of 2007, will be in Mission Control. She is a member of the American Institute of Aeronautics and Astronautics (AIAA), the Society of Women Engineers (SWE), and the Ninety-Nines.

with the pressures and constraints of medical school and then residency, but we can always pick up exactly where we left off when we talk. And because we're following such similar paths, it's easy to commiserate and give each other good, informed, compassionate advice."

Sarah: "So 16 years after we met at VAMPY, we are both dermatology residents. Kate's fiancé and my boyfriend are both doctors (hers is a neurology resident and mine is a radiology resident), and we are both in long distance relationships, separated by about 3-4 hours from our significant others. In junior high we shared VAMPY, now we commiserate over learning skin pathology and studying for our board exams. No matter what is going on in my life, I can always talk to Kate about it, because chances are good she has gone through or is going through the same thing. When you have so many things in common, you would expect there might be a greater chance for competition, but instead, we have always encouraged each other. I know that in addition to my family, Kate is always behind me. Plus, she always makes me laugh. That would sum up our friendship: 'Laughing together for 15 years.'"

Kate: "It's been so much fun to reminisce (barring the fact it makes me feel a bit old to say Sarah and I have been friends for more than half our lives)! But I know that VAMPY is solely responsible for our meeting and is the basis for so many of our collective memories and did so much to shape our middle school and high school experience, and much more."

They also shared another memory. Sarah traveled to Switzerland this summer to be in Kate's wedding. Friendships formed during VAMPY can indeed last a lifetime. For many people, VAMPY is the first time that they spend time with intellectual peers who are also age peers. It's the first time they can form friendships based on mutual interests (instead of being the only two in the school working three grade levels ahead in math). It's a time for growing, exploring, and bonding. There is indeed something magical about those three weeks each summer.



SCATS BUILDS ACADEMIC AND COMMUNITY PARTNERSHIPS

BY COREY ALDERDICE

Logan Hall listens closely as his instructor explains the intricate process of connecting cables, cords, and other connectors so that the pieces of their class project come together. "It's not rocket science," another student jokes. Actually, it is.

Logan and his classmates were participants in the Rocket Science course at the Summer 2006 session of SCATS. The class assembled two rockets with the help of instructors Joe Napier (SCATS 1983, Alumni Board) and Mark Russell. The class, a partnership between Span-Tech LLC of Glasgow, WKU's Department of Engineering, and The Center, offered students the opportunity to study kine-

matic motion, Newton's Laws, aerodynamics, and stability in flight in order to construct their own rocket. The last two days were spent launching the rocket and then analyzing the in-flight data from the on-board computer.

Joe Napier explained the benefits these educational partnerships have on both students and businesses: "Partnerships of this kind give students real-world learning opportunities. Lessons learned outside the classroom can be more meaningful. It also demonstrates that companies do exist for reasons larger than making a profit. They give back to the community and make an investment in the

future by sponsoring student programs."

Though oohs and ahhs were commonplace among the budding rocket scientists, a different set of compliments could be heard concerning the painting skills of the Mural Madness class.

As part of Western's Centennial Celebration, the Mural Madness class completed a nine-by-ten-foot mural on the exterior wall of Bread and Bagel located at 871 Broadway in Bowling Green. The class was taught by art education students at WKU while additional costs for the course and project were funded through generous support from the Provost's Initiatives for Excellence (PIE). Inspired by the work

of Missouri artist Thomas Hart Benton, the mural is designed to commemorate Western's contribution to Bowling Green, art education, and Western's Centennial.

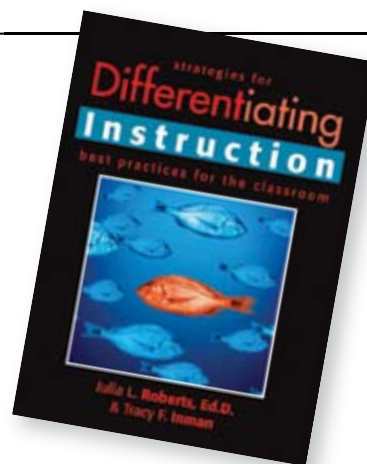
Thirteen students teamed with WKU art faculty and students to bring the design to life. MaryJane Bamba, an undergraduate art education major, explained the course was about more than simply creating art: "We wanted to give the kids a hands-on learning experience, not only with the materials, but also working with the community through university programs."

Faculty members of WKU's Department of Nursing sponsored the Enter the Health Zone class. The purpose of the class was to provide students with an overview of various health professions. Students visited the life-flight helicopter, a local health clinic, the campus dental clinic, and a mobile health unit; they were visited by physicians, x-ray technicians, physical therapists, and several other medical professionals who shared their expertise. Cathy Abell, an assistant professor of nursing, described the course as an opportunity to increase awareness of different health care professions while learning about the health systems of the body. "I hope the students gained some understanding about the exciting opportunities that are present in the health care arena," Cathy said. "I also hope they realized the value of teamwork and collaboration among health care professionals."

Establishing connections between the classroom and greater community is at the heart of each of these three classes. Eve Main, an assistant professor of nursing, explained how drawing connections between ideas increases students' participation and enthusiasm: "All of the students were energetic and interested in the topic. The main thing I learned was that it was very important to apply the topics we had given instruction on."

While the classroom is an integral part of the learning environment, the community at large presents an unending supply of opportunities for educational exploration and growth. "Young people have a lot of energy and imagination that can make a community stronger by embracing positive attitudes and activities provided or supported by community efforts," MaryJane Bamba added. "By giving young people the opportunity to express themselves to others in their community, we can build a stronger future for students as well as expose them to positive people and programs that pique their interest and prepare them for higher education and eventually occupational opportunities."

**Special thanks goes to our SCATS' partners:
SpanTech LLC, Western's Department of
Engineering, Western's Department of Nursing,
Western's Art Department, and Bread and Bagel.**



Born October
In Waco, TX
At Prufrock Press
15 ounces
8 ½ x 11 inches

It's a... Book!

**Strategies for
Differentiating Instruction:
Best Practices for the Classroom**

Proud Parents:
Julia Roberts & Tracy Inman

JOHN HORNSBY RECEIVES SUMMIT AWARD

During Homecoming week this past October, John Hornsby, a dear friend of The Center, received the Summit Award in recognition of his outstanding volunteer contributions. John's connection to The Center for Gifted Studies is multi-fold. His son, Jack, attended our Summer Program for Verbally and Mathematically Precocious Youth (VAMPY) for four summers (1998-2001). John also traveled to London and then to England, Scotland, and Wales with The Center. In addition, he served a two-year term on our Board of Advisors. We could always rely on John for insight and vision.

Perhaps what is most remarkable about his service is the distance he came for the twice-a-year meetings: he lives in Mandeville, LA. Not only did he pay his own way for these meetings, but he has come each July for the past five years to present a talk to our VAMPY students. His presentation "Math Class Goes to Hollywood" has received wonderful reviews from our VAMPY mathematics students as well as movie students. Dr. Bruce Kessler, VAMPY Mathematics Instructor and Assistant Dean of Ogden College of Science and Engineering, explains: "For the last five years, John has traveled to

Bowling Green at his own expense to deliver his excellent talk "Math Class Goes to Hollywood," which shows examples of how mathematics has appeared in popular movies, sometimes correctly and sometimes not. Despite his whirlwind trip, he is always energetic and always a hit with our VAMPY Mathematics students. John is truly a treasure." John has authored major college mathematics textbooks. In addition to his numerous contributions of self, he and his wife Gwen also provide scholarships for young people to attend our programs. His commitment to The Center is remarkable.



Brenda Adams Bowling Green, KY
 Jenna Begley Bowling Green, KY
 Barbara & Robert Begtrup Nashville, TN
 Prana & Omkar Bhatt Bowling Green, KY
 Kathryn & Mark Bigler Bowling Green, KY
 Carrie & Robert Blackham Whitesville, KY
 Janine & Ben Cundiff Cadiz, KY
 Kelly & Todd Davis Bowling Green, KY
 Daviess County KAGE Chapter Owensboro, KY
For Owensboro Super Saturdays
 Dow Corning Corporation Midland, MI
Matching Gift: James Matherly of Bay City, MI
 Frances & Barry Edwards Glasgow, KY
 Mary & Sam Evans Bowling Green, KY
 Marjorie Farris Richmond, KY
 Marleen & Terry Flynn Bowling Green, KY
 Doris & Jim Ford Bowling Green, KY
 Monica & D.T. Froedge Glasgow, KY
For the Academy of Mathematics and Science in Kentucky
 Julie & George Gilliam Owensboro, KY
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 Kimberly & Phillip Goodwin Bowling Green, KY
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 Anne Guillory (TA) Louisville, KY
 Carolyn & Lowell Guthrie Bowling Green, KY
 Dana & Duane Hammer Tompkinsville, KY
 Carolyn & Charles Hardcastle Bowling Green, KY
In honor of Linda & Don Vitale

Dawn & John Hitron Louisville, KY
 Janet & Mike Hurt Woodburn, KY
 Tracy & John Inman Bowling Green, KY
In memory of Thelma Link
 Mary & Ints Kampars Hardinsburg, KY
 Laurie & George Kwok Bowling Green, KY
 Nancy & David Laird Louisville, KY
 Jana & Bud Layne Bowling Green, KY
 Jody K. Lee Naples, FL
 Laura Harper & David Lee Bowling Green, KY
 Dixie & Pete Mahurin Bowling Green, KY
 Daksha & Prabodh Mehta Elizabethtown, KY
 Jennifer & Karl Miller Round Rock, TX
 Rose & Orville Miller Laguna Woods, CA
 Judy & Currie Milliken Bowling Green, KY
 Ashley (SCATS 1987) & Doug Parker Louisville, KY
 Gene Pickel Kingston, TN
 Pat Richardson Louisville, KY
 Julia & Richard Roberts Bowling Green, KY
 Ross-Tarrant Architects, Inc. Lexington, KY
 Dana & Dean Schamore Hardinsburg, KY
 Karen & David Scott Murfreesboro, TN
 Rhonda & Charles Townsend Russellville, KY
 Jill & David VonGruben Wildwood, MO
 Kristy VonGruben (VAMPY 1990-93) Fenton, MO
 Constance & Theodore Weiss Miami, FL

25 Reasons to Celebrate The Center's 25th Year...

25 CONTRIBUTIONS TO GIFTED EDUCATION

BY COREY ALDERDICE & TRACY INMAN

1 The Center has provided financial assistance for young people to participate in our programs. Generous donors have financed specific scholarships such as the Doctors Mody Minority Scholarship, the William Gladstone Begley II Scholarship, and the Mahurin Scholarship. Many years, we absorb tens of thousands of dollars when outside financial help is lacking. We want all children to participate regardless of financial situation.

2 The Center established the first cooperative program with Duke University's Talent Identification Program (Duke TIP) in 1983. The following year marked the first Summer Program for Verbally and Mathematically Precocious Youth (VAMPY). Since then, over 3000 young people have participated.

3 In 2002, The Center received an endowed professorship in Gifted Education which very few universities have. Thanks to the generosity of Pete and Dixie Mahurin, Julia Roberts is the first Mahurin Professor of Gifted Studies. As part of Western's Centennial, she was listed as one of "the 100 gifts that WKU has given the world."

4 WKU pioneered courses for educators of gifted students before Kentucky had the gifted education endorsement. Since 1983, over 450 teachers have taken advantage of the certification opportunity which can be completed in one year.



5 In 2001 Vince and Kathleen Berta of Bowling Green, KY, generously donated \$100,000 to create the Berta Fund for Excellence. Focusing on the social-emotional needs of gifted children, speakers have included Dr. Sylvia Rimm, Dr. Del Siegle, and Mrs. Jill VonGruben.

6 Julia Roberts and Tracy Inman published *Strategies for Differentiating Instruction: Best Practices for the Classroom* (2007). This easy-to-use book from Prufrock Press

offers practical strategies for teachers to use in the classroom — strategies that allow all students to learn at appropriately challenging levels and make continuous progress by focusing on their various levels of knowledge and readiness to learn.

7 The Summer Camp for Academically Talented Middle School Students (SCATS) was formed in 1983 as a practicum for teachers seeking gifted certification. Today, SCATS presents a two-week opportunity every summer for gifted and talent middle school students to explore interests in science, math, culture, history, and humanities. To date, 3900 middle-schoolers have participated.

8 We have hosted the Kentucky Recognition Ceremony for Duke's Talent Identification Program since 1982. Each May, some of the most academically talented seventh graders in the Commonwealth are honored at Western Kentucky University.

9 In order to prepare teachers for Advanced Placement (AP) courses, WKU offered its first AP Institute in 1984. Over 4800 teachers from thirty-seven states have participated in the institutes.

10 Since 1986, groups of students, teachers, and interested adults have accompanied the Drs. Roberts to France, Germany, Great Britain, Italy, the Netherlands, Switzerland, Belgium, the People's Republic of China, and Russia as part of The Center's Travel-Study Program.

11 WKU and The Center have housed the offices of the Kentucky Association for Gifted Education (KAGE) since 1990, providing a partnership with Kentucky's advocacy organization for gifted children.

12 Since 1992, Super Saturdays has provided myriad opportunities for enrichment and learning to elementary students in Kentucky, Tennessee, and Indiana. In 2004, we've expanded to include grade seven. Almost 14,000 young people have participated in Super Saturdays sessions offered in the fall and winter on Western's campus and in the fall in Owensboro.

13 Julia Roberts and Tracy Inman have published numerous articles in such journals as *Parenting for High Potential* and *Gifted Education Communicator*. In fact, they have written a four-series advocacy column for *Parenting for High Potential* just this year. Julia has published chapters in multiple books plus authored the book *Enrichment Opportunities for Gifted Learners* (2005).

14 The Center has always encouraged a global perspective, with international students present at VAMPY almost every summer. A federal grant brought about three summer exchanges with Russia. In 2005, Julia Roberts led a People to People gifted education delegation to the People's Republic of China; Dick Roberts and Tracy Inman from The Center accompanied her. And just this past summer, we had VAMPY campers from Shanghai, Singapore, and Indonesia. We have had participants from 21 countries and 6 continents!



15 In 1996, The Center hosted the first Leadership Institute. This institute provides sessions on developing leadership skills of youth for teachers, administrators, and counselors on developing leadership skills in the youth. Over 400 educators have received training.

16 Since 1996, The Center for Gifted Studies has collaborated with the College Board in offering Vertical Team training. These institutes are designed to provide an opportunity for teams of teachers to explore ways to bridge the gap between middle and high school curricula. In 2006, The Center nationally piloted the World Languages session. Close to 500 teachers have received Vertical Team training.

17 The Center's website (www.wku.edu/gifted) has been a resource for nine years. This easy-to-use site provides information about our programming and opportunities.

18 Julia Roberts and Tracy Inman have provided professional development for thousands. In the last year alone, they worked with 20 Kentucky school districts and 6 states. They have presented at conferences on the state, national, and international levels within the last year.

19 Since 1998, *The Challenge* magazine has provided information about The Center and about young people who are gifted and talented twice a year. This award-winning publication has a circulation of 15,000.

20 The Center has become a leading sounding board for parents on important issues concerning gifted students including state funding and appropriate educational opportunities. From hosting Parent Seminars during Super Saturdays to answering hundreds of phone calls a year to supplying numerous print resources, we provide information to parents.

21 As the recipient of two federal Jacob K. Javits grants, The Center has provided invaluable research to the field of gifted education. A Field-Initiated Research grant extended the Javits grant dealing with primary students another three years.

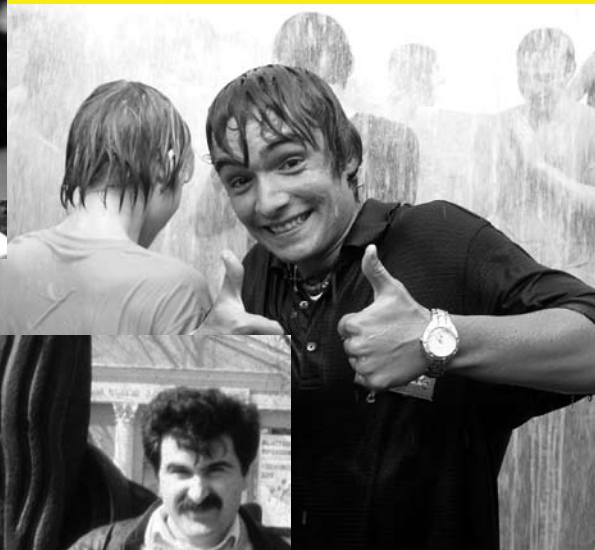
22 Julia Roberts was named one of the most influential people in the history of gifted education. She is listed in *Profiles of Influence in Gifted Education* (2003) with such notables as Benjamin Bloom, Howard Gardner, and E. Paul Torrance.



23 After having inspired thousands of gifted students through summer programs, The Center for Gifted Studies Alumni Association was formed in 2005. The Alumni Association seeks to maintain the relationships fostered during programs long after students' time on campus has ended. In hopes of better serving future gifted students, the Alumni Association looks to its members for inspiration, support, and innovation.

24 In 2006, The Center hosted the first Administrators Institute training leaders to better meet the needs of gifted young people. Eleven school districts were represented this inaugural year; we expect even more next year.

25 For nearly a decade, The Center has advocated for the Academy of Mathematics and Science in Kentucky. In fall 2007, the Academy will open its doors at WKU to 120 gifted Kentucky students.



Teachers share common goals for their students including confidence in the discipline; skill in critical reading, writing, and thinking; and success in academic endeavors. However, getting students to higher levels of education requires that future courses continue from a solid foundation established by the student's previous teachers.

In order to create a mindset of higher learning and ensure student success, the College Board provides Vertical Team training for middle and high school teachers. Vertical Teams consist of a group of educators from different grade levels who work together to develop a curriculum that provides a seamless transition from grade to grade. This method focuses on linking later elementary curriculum with middle level curriculum and middle level curriculum with high school curriculum. A team consists of discipline-based, committed middle and high school members who share a vision of student potential, knowledge of the curriculum at all grade levels, and an awareness of the skills required for success in advanced courses.

For over a decade, The Center has facilitated the AP Vertical Team Institute. Summer 2006 marked the addition of World Languages alongside Mathematics, Science, Social Studies, and English to the roster of classes offered for teachers. The study of language is especially suited for the Vertical Team environment. Beth Guance, an institute participant from Frankfort, explained how learning a foreign language requires foundational study: "Language study and skill acquisition are sequential. You need to build your ability to communicate through an organized curriculum."

Overall, the goal of Vertical Teaming is to increase student achievement through discussion of the standards and how different teachers interpret and teach the standards at each grade level. Educators are able to discuss what the students have done in their classes and ways to utilize those projects, activities, and events into the curriculum as they move to the next grade level.



Sheryl Hagan-Booth

Center Pilots World Languages Vertical Team

BY COREY ALDERDICE

The World Languages Institute, piloted nationally here this summer, brought together teachers who work for a very nontraditional high school: The Kentucky Virtual High School. While many teachers who often participate in Vertical Teaming are spread among the various campuses of their school district, these educators cater to students across the Commonwealth. Such distance can often make horizontal collaboration difficult for KVHS teachers.

"I attended the Vertical Team Institute because I heard the word *team*," explains Claudette Delk, a KVHS teacher. "I wasn't sure what a Vertical Team was, but I do know that programs for students work best when several people work together to create or to improve the program."

Participants from the KVHS and Kentucky Educational Television (KET) spanned several languages of instruction. Susan Bonvallet, an instructor at The Wellington School and facilitator for

the World Languages Institute, noted her pleasure at watching educators separated by geographic distance come together to function as a team. "It was amazing to watch a group of teachers who have students in several different time zones solidify their procedures, refine their common philosophy, and renew their commitment to the best education possible for their students."

Susan further discussed the reciprocal advantages for students: "This kind of sequential curriculum...eliminates redundancies, focuses on skills tied to national and local standards, and fosters enthusiasm in students. Teachers have an opportunity to see the valuable contributions each member of the team or each level of instruction makes to the whole."

Claudette exhibited a renewed focus and enthusiasm for her team and their classes: "I can tell you that collegiality is worth the entire experience. Ideas bounced and resounded. I am already using the things we put together."

THE CENTER HOSTS ADMINISTRATORS INSTITUTE

Eleven Kentucky school districts sent administrators and educators to the Administrators Institute: Leading a School That Meets the Needs of the Gifted with Differentiation. Julia Roberts and Tracy Inman from The Center teamed with Mary Evans, an elementary principal who believes all of her faculty and staff are talent scouts. Participants spent June 19 and 20 exploring such questions as How do you establish a climate for differentiation?,

What does the research say?, and Servicing the gifted: What and how? They left with many practical strategies that could easily be replicated. After Elizabethtown Gifted Resource Specialist B.J. Henry presented One District's Journey: How Did They Make It Happen, participants even developed specific plans for their own districts. From Larue County Schools, Trish Fulkerson described the experience: "Thanks for planning such a great GT workshop;

it was just what I needed. I liked the variety of ways the information was presented. I can use it throughout the year during administrative team meetings to gently remind everyone of what we need to be doing for our students." Plans are underway for another institute designed for school leaders next summer. The message must start at the top!

Next summer's Institute will be June 12 – 13.

Excellent New Resources

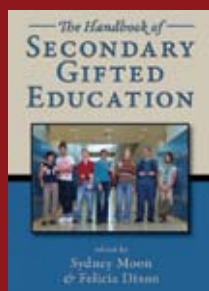
Designing Services and Programs for High Ability Learners: A Guidebook for Gifted Education edited by Jeanne Purcell and Rebecca Eckert (2006) from Corwin Press

This must-have resource "serves as a detailed roadmap for all those who strive for excellence in gifted education in these complex times" (Kaplan & Renzulli, introduction). Chapters are written by leading authorities in the field such as Julia Roberts' "Planning for Advocacy" chapter. Each chapter explores research-based strategies for developing appropriate learning environments for gifted young people.



The Handbook for Secondary Education edited by Felicia Dixon and Sidney Moon (2006) from Prufrock Press

This comprehensive textbook serves as a research-based guidebook exploring critical topics for gifted adolescents. From programming options to professional development to social-emotional issues, this resource explores secondary education in a revolutionary way. Be sure to see Julia Roberts' chapter discussing teacher education.



Warren County Superintendent Receives National Award

Warren County Public Schools Superintendent Dale Brown received the NAGC Administrator Award during the National Association for Gifted Children annual convention held in early November in Charlotte, N.C. The National Association for Gifted Children annually presents an Administrator Award to a principal or superintendent, outside the field of gifted education, who has made a significant contribution to gifted education in his/her school, district, or across the nation.

Dale Brown was certainly deserving of this award. For the past 18 months, he has chaired the task force who developed the white paper *Kentucky's Future: Mining Untapped Treasure – Children and Youth of the Commonwealth Who Are Gifted and Talented*. This position paper advocates increased funds for identification of and servicing of gifted young people. It also stresses professional development for educators. An education effort is currently underway statewide. (See www.wku.edu/kage for more details.) He has also made tremendous strides in improving gifted education in his home school district. For example, he reconfigured the role of school curriculum coordinators to include gifted education so there is gifted resource person in each elementary school. A former gifted education coordinator, Dale well knows the challenges that face gifted young people.



Ed Hamilton Speaks to Aspiring Artists – and Mentors

BY JONATHAN LANHAM



His works are epic. His talent is immense. And his hair – once superfly – is now tame.

On September 14 at the Kentucky Museum, renowned Louisville sculptor Ed Hamilton spoke to middle and high school students regarding his life's journey, his body of work, and his passion for creation. Amid preliminary sketches and storyboards contextualizing his greatest artistic undertakings, he conveyed his belief that he was destined – indeed fated – to become a creator, though not without the support of those dedicated to seeing him succeed.

That evening, Ed held a book signing at a further gathering at the Museum, sponsored by The Center for Gifted Studies, WKU's Centennial Committee, and WKU's Art Department with generous support from The Provost's Initiative for Excellence. There, The Center unveiled the first artistic gift to the Academy of Mathematics and Science in Kentucky – a portrait of Ed by Alice Gatewood Waddell, to be displayed in Schneider Hall when the Academy opens.

The following day, Ed met with several classes of Western's art students, discussing and displaying his work, and offering critical advice to students regarding their work and perseverance. Kim Chalmers, head of the Art Department, commented: "Ed Hamilton is exceptional in his ability to compress complex thinking and rich emotional content in the context of objects that communicate clearly and directly. The resonance of his works sensitizes, informs, and educates all audiences, young and old. As a teacher, mentor, and model he is a rare and gifted individual who has captured the gratitude and respect of Western Kentucky University."



Photos by Sheryl Hagan-Booth

Advanced Placement Courses Undergo National Audit

In order to ensure rigor in courses labeled Advanced Placement, the College Board has required all schools, all AP teachers, and all AP courses to undergo licensure beginning this school year. Part of the audit includes examination of every course syllabus with software available to assist teachers in creating or rewriting their syllabi. Jim Beward, Advanced Placement Program Consultant for the Kentucky Department of Education, explained: "Failure to license means no AP on course materials, no AP on student transcripts, and colleges and universities will learn of your non-licensed status for courses." This audit moves Kentucky and the United States in the right direction; real challenge in the classroom means real success in life.



Parents, how rigorous are AP offerings at your child's school? Conduct an informal mini-audit to find out. Ask for a copy of the school's AP report; it lists numbers of students taking particular AP exams along with scores. Then ask a few questions:

- How many students took each AP course?
- How many of those took the AP test in the spring?
- How many students received a score of 3 or higher?
- How many students earned an A in the class yet failed to earn at least a 3 on the exam?

Look for incongruencies. For example, if twenty-four students took AP Chemistry but only two took the test, a red flag should go up. Likewise, if fifteen students take the AP US History test and only one passes, be concerned – especially if those students earned A's in the course. You are well within your rights to ask questions and to expect enough rigor for your child to do well on the national exam as this is evidence that he will do well in college.

Ed realizes the importance of those who helped to shape his gifts and to display his talents. From two inspiring art teachers, to Louisville Art Workshop's assistance in providing a venue for that first showing of his works, to artist Barney Bright's inclusion of Ed as an aspiring artist in his creative process, to the relentless support from his wife Bernadette (past-President of KAGE and current Director of the Optional, Magnet, and Advance Programs with the Jefferson County Public Schools), Ed understands the influence that those who furthered his talent have had in his success.

It is The Center's mission to address the needs of gifted and talented children and to foster their abilities. Ed Hamilton – his life, his work, and his passion – are testaments to what that charge can become.



Be sure to check out Ed's book, *The Birth of An Artist: A Journey of Discovery*, and his website, www.edhamiltonworks.com. Also look for upcoming information about Ed's recent commission – a statue of Abraham Lincoln.

The Center's 25th



The Center for Gifted Studies began its celebration of twenty-five years of serving the needs of gifted students, their parents, and educators in earnest on July 1. The afternoon featured the first meeting of The Center for Gifted Studies Alumni Association. Other activities included a cookout for almost 300 guests as well as hot-air balloon rides above Western's campus. Friends and Alumni of The Center also received a sneak peak at the current renovation of Schneider Hall that is underway for the opening of Kentucky's Academy in August 2007. The evening concluded with a slideshow highlighting the people — past and present — who have been the emphasis of The Center's mission as well as a fireworks display.

Celebration Begins!



Photos by Sheryl Hagan-Booth

TIM GOTT NAMED DIRECTOR OF KENTUCKY'S ACADEMY

As renovations continue on Schneider Hall and community meetings across the Commonwealth inform students, parents, and teachers about the exciting opportunities the Academy of Mathematics and Science in Kentucky affords its first classes, a central element has finally come into place: a face.

Tim Gott, a Bowling Green native and WKU alumnus, began as director of the Academy on Nov. 16. The Academy, which will open in fall 2007, is a residential program for 60 high school juniors and 60 high school seniors from Kentucky who have demonstrated interest in pursuing careers in science, technology, engineering, and mathematics.

"This blends everything I have been in my career, from being a principal, a teacher, a guidance counselor and a father," the former principal at Morningside Elementary School in Elizabethtown said.

The goal is to enable Kentucky's exceptional young scientists and mathematicians to learn in an environment which offers advanced educational opportunities, preparing them for leadership roles in Kentucky. Instead of spending their junior and senior years in traditional high schools, the students will take courses offered by WKU. At the end of two years, they will be high school graduates and will have earned 60 college credit hours.



"This is everything I ever wanted to be involved with," Tim said. "I get to be in from the beginning of the Academy, and I get to help exceptional students develop on a deep level, not just in the classroom, but to really find themselves."

Julia Roberts said naming a director was a milestone for the Academy.

"Schneider Hall is being renovated as the home of the Academy, recruiting is underway, and Tim Gott has been named the first director," she said. "A dream is coming true for Kentucky and for young people who are needing advanced learning opportunities, especially in science, technology, engineering and mathematics."

Tim said one of his priorities will be to put a "face" on the Academy. "We want to get the word out

about this phenomenal opportunity for 120 Kentucky high school students," he said. "Dr. Roberts has done a wonderful job so far in setting up the Academy."

WKU President Gary A. Ransdell called Tim a "great fit for Kentucky's Academy. He understands gifted education and the value of the Academy to its students and to the Commonwealth. He will immediately turn his attention to getting the building open and the first class enrolled."

Provost and Academic Affairs Vice President Barbara Burch said she was pleased that Tim had accepted the position. "His talents and experiences are exactly what we had hoped to find in the person who will be a lead player in the building and opening of the Academy," Dr. Burch said. "We are looking forward to having him on campus to provide leadership in realizing the full potential of the Academy."

Tim's professional and personal experiences make him a match for the Academy. He was a high school math teacher, a high school counselor, a math resource teacher, a Highly Skilled Educator, and a principal. As the parent of gifted children, he fully understands the challenges they face. His wealth of experience will certainly strengthen the Academy's foundation.



If during the first five or six years of school, a child earns good grades and high praise without having to make much effort, what are all the things he doesn't learn that most children learn by third grade?

Susan Assouline, co-author of *A Nation Deceived: How Schools Hold Back America's Brightest Students* (2004)

Take a moment to answer this question yourself. Or have your child's educators and administrators answer it. What isn't learned? As you skim over your answers, you may be surprised at the sheer volume. But on closer look, you may be astounded by the depth and weight of those answers – and the impact they make on your child's life.

WHAT ISN'T LEARNED?

Work Ethic

The World is Flat and *China, Inc.* remind us how readily Asians are bypassing us technologically, educationally, and economically. One main reason for this lies in their work ethic. They aspire to the middle class lifestyle. They know that education and sacrifice are the paths for getting that. They look at education as a privilege – and it is.

WHAT A CHILD DOESN'T LEARN...

BY TRACY INMAN

In America (and aren't we proud!), everyone has the right to an education. Sometimes it seems, though, that our young people would argue that everyone has the right to a Nintendo DS with unlimited playing time, a cell phone by 5th grade, and a car by 16. They may also argue they are entitled to an allowance and that days off from school are for relaxation and play and not chores. Experts argue that this will be the first generation whose standard of living will not surpass (or even match) their parents' socio-economic level. This is an entitled generation – or so they think.

Ben Franklin once said, "Genius without education is like silver in the mine." We could alter that a bit for the 21st century American young person: "Genius without work ethic is like silver in the mine." No matter how bright, our children will not succeed personally or professionally without a strong work ethic. Working hard at intellectually stimulating tasks early in their lives helps to develop that ethic.

Responsibility

Responsibility is conscience driven. We make the choices we do because it is the right thing to do. Dishes must be washed in order to be ready for the next meal. The research paper must be done well and on time if we want that top grade. Punctuality helps us keep our jobs, so even though we choose to stay up until 3:00 am to finish a novel, when the alarm sounds a very short two hours later, we're up. Each day's responsibilities must be met to be a productive family member, employee, and citizen.

Early in life, we should learn the orchestrating role responsibility plays in our lives. And we also should realistically learn the outcomes when responsibilities are not met. It's all about cause and effect. If children do not live up to their responsibilities and if natural consequences are not enforced, we are not equipping children with this vital virtue.

Coping with Disappointment

Often our greatest lessons in life stem from falling flat on our faces! Through disappointment or failure, we learn how to pick ourselves up and continue. We learn perseverance and resilience. We learn that we're not always right and that we don't need to be – that we may discover more through our failures than we ever imagined we could through our accomplishments!

When we face obstacles early on, we discover how to separate our identities from the task itself – that means the

Davidson Institute's Gifted Education State Policy Map Recently Updated

Current gifted education policies and funding information for all 50 states and the federal government are in one location on the Davidson Institute for Talent Development's website in the State Policy Database at www.GT-Cybersource.org/policy. On the map legend accompanying the state policy database, states are assigned a color based on the status of gifted programming in each state as follows:

- Mandated and fully funded by the state
- Mandated; no gifted funding available
- Not mandated; gifted funding is available
- Not mandated; no gifted funding is available.

While the state policy map is a valuable resource for those who wish to browse quickly, the database is useful for those who want



<http://www.GT-CyberSource.org/Policy>
Source: Davidson Institute for Talent Development

to access more detailed information. By clicking on a specific state, the following information is available:

- That state's definition of gifted
- State department of education contacts
- Budget and student statistics
- Legislative information
- Lists of featured schools and opportunities for gifted and talented students
- Links provided for users to submit updates on statistics, legislation, schools, and opportunities.

Located in Reno, NV, the Davidson Institute for Talent Development is a national nonprofit foundation founded in 1999 by former educational software entrepreneurs, Bob and Jan Davidson, to support profoundly intelligent young people.

For more information on the Davidson Institute, please visit www.Davidson-Institute.org.

failure of meeting the goal or accomplishing the task does not equal failure of us as people. Young people, especially those who are gifted and talented, must learn to take academic risks. They must learn to celebrate the outcome and be able to learn from the failure!

Self-Worth Stemming from the Accomplishment of a Challenging Task

We have all faced obstacles that seemed overwhelming, tasks that appeared too challenging. Giving up was never an option, so we worked and struggled and toiled until finally we overcame that obstacle or completed the task. The intrinsic rewards far outweighed the praise or even the pay earned at the end. We felt good about ourselves, our work ethic, our management skills, our persistence, and our ability. And even if the tangible outcome wasn't the promotion or "A" we wanted, that was secondary to the inner sense of accomplishment and pride we felt.

When students never work hard at challenging tasks, they can't experience those intrinsic rewards. Naturally, then, they focus on the extrinsic rewards. By giving them good grades for little effort, we're depriving them of this life-driving tool.

Time-Management Skills

Adults constantly juggle roles: parent, spouse, child, person, employee/employer, volunteer, neighbor, friend, etc. With each role come demands on our time and energy. Often these demands conflict with each other requiring us to budget our time very carefully. Through experience, we have gained time-management skills by keeping track of the responsibilities of each role, estimating the time needed to meet that responsibility, and then following through. We adjust and readjust based on our experiences.

We know how difficult we make our lives when we procrastinate; likewise, we know the sweetness of free time that comes from managing our time well. Young people who don't have to put effort

into their work to earn high grades won't understand the time needed in order to do a job that would be acceptable in the work environment. Instead of gradually learning these lessons in schools, they may very well have crash (and burn) courses in the real world.

Study Skills

Self-discipline, time-management, goal setting – all of these are embedded in study skills. When children don't need to study (because they already know the information or they have the ability to absorb it as they listen in class), they never learn vital study skills. So when they are presented with challenging material, whether that be in their first honors class or, even worse, in college, they simply don't know how to study! How do you attack a lengthy reading assignment? How do you take notes in an organized fashion? How do you prepare for an exam that covers the entire semester's material? Yes, study skills can be learned, but like most things in life, the earlier we acquire those skills, the better.

Goal Setting

We can't reach goals if we never set them nor can we reach goals if they are unrealistic. We also can't reach goals if we don't have a strategy in place that incrementally encourages us to meet that end goal. Students must have practice in goal setting and goal achievement. Those skills will impact their personal lives, their professional lives, their social lives, and even their spiritual lives!

Decision-Making and Problem-Solving Skills

Weighing pros and cons. Predicting outcomes of possible choices. Systematically breaking down issues as to importance. Ranking possibilities and importance of criteria. All of these skills come into play when making a decision. All of these skills come into play when problem-solving. If children don't ever have experience with this early on in their learning, then when it is time to make

decisions about learning and life, when it is time to solve professional and personal problems, they are ill equipped to do so.

Sacrifice

Yes, I would rather curl up with a wonderful read than dig into my taxes. But if my taxes aren't complete by April 15, I am in trouble. Period. I would rather catch the latest Academy Award winning film than bulldoze the dirty clothes into the laundry room and lose myself for the rest of the day. But wrinkled, dirty clothes don't go very well with a professional image nor do they encourage lunch mates. As responsible adults, we well understand sacrifice. Sometimes we sacrifice our free time for our responsibilities. Sometimes we sacrifice what we want to do because others wish to do something else. We fully understand that we must "pay our dues" in life.

But if young people procrastinate on assignments because they really want to

finish the Xbox game or IM their friends while their shoddy work earns A's, they're not learning about real life. Excellence requires sacrifice. The IRS won't care that the reason your taxes were late (and incorrect in just a couple of places) was because you'd rather spend time reading a novel. Your potential employer doesn't even want to hear the excuse of choosing to watch a movie over the preparation of your clothing for the interview. Life's not always about fun or about what you want and when you want it. It's about sacrifice and work ethic. It's about working your hardest at challenging tasks.

This list is only partial, and yours may well include values that this one didn't. What's particularly frightening with this one is that these are the ingredients for a successful life. What does a child not learn? He doesn't learn the values and skills needed in order to be a productive and caring person who contributes to our world.

Sobering, isn't it?

THINK OUT LOUD !

A lightbulb and a megaphone are positioned in the center of the page, overlapping the large text 'THINK OUT LOUD !'. The lightbulb is on the left, and the megaphone is on the right, pointing towards the right. The background is a solid green color.

Your creativity, your originality, and your insight are very much wanted to help The Center for Gifted Studies at Western Kentucky University educate others about the needs of children who are gifted and talented. As part of our 25th celebration, we are sponsoring a multi-division public relations contest that could not only provide you with national publication and award money, but could also provide the nation with much needed awareness and understanding about this special population.

Content and Purpose

Advocacy for children and youth who are gifted and talented. The goal is to increase the awareness of needs of children and youth who are gifted and talented.

Participant Divisions

Grades 4-6, Middle School, High School, College

Audience

Local, state, and national population

Contest Categories

Video
Illustrated Slogan

Prizes

First, Second, and Third place winners in each division receive \$250, \$100, and \$50 respectively for individuals. If prize winners are part of a team, a cash award will be divided among team members.

Deadline

All entries must be postmarked by March 1, 2007.

Participants may work individually or as part of a team. Only one entry per category per student or team.

All entries must be accompanied by an official entry form (which may be photocopied or downloaded off the web at www.wku.edu/gifted) and the consent must be signed by all participants and their parent/guardian. Send the entry, the entry form, and the signed consent form to:

**Public Relations Contest
The Center for Gifted Studies
Western Kentucky University
1906 College Heights Boulevard #71031
Bowling Green, KY 42101-1031**

Please see the guidelines for each contest category for specific information. For more information, contact us at 270.745.6323 or tracy.inman@wku.edu.

DEL SIEGLE Understands Motivation and Gifted Students Who Underachieve

The Berta Education Series

Do you believe that your abilities are fixed, that they're as good as they're going to get and your charge is to demonstrate how good you are at something? Or do you believe abilities are malleable, that they can be honed and bettered? If you answered yes to the last question, your goal orientation is toward learning/mastery which, according to Dr. Del Siegle, is a very healthy approach. You tend to enter new experiences with an open mind ready to learn; you don't already expect to be good at the task. If you agreed with the first question, you may be setting yourself up for underachievement. This performance goal orientation indicates everything is set. The self expectation is that you already know the information or can perform the task. When gifted young people are performance oriented, Del explains, "Every difficult task is a challenge to their giftedness. Some refuse to play the game." Underachievement can readily be the result.

When Del Siegle, president-elect of the National Association for Gifted Children and associate professor of edu-



cational psychology at the University of Connecticut, spoke to over 50 educators, parents, and counselors on September 29, he explored the causes of underachievement – with goal orientation being one. More importantly, he discussed interventions to reverse that trend. In fact, one primary teacher who attended remarked: "I love how his focus was more on so-

lutions rather than the problem." He's compiled many intervention strategies on his website: www.delsiegle.info under Underachievement Information. *Motivating Gifted Students* (Prufrock, 2005), his book, co-authored by his wife Betsy McCoach, is also a wonderful resource. Their chapter "Promoting a Positive Achievement Attitude with Gifted and Talented Students" in *The Social and Emotional Development of Gifted Children: What Do We Know?* (Neihart, Reis, Robinson, & Moon, 2002) provides excellent insight as well. Participants left the six-hour workshop armed with research-based strategies and information.

As part of the Berta Fund for Excellence's Education Series, Del also worked with parents and other interested people the evening before. One parent explained: "This was one of the most informative and interesting sessions I've attended. I encountered information that I think will definitely be helpful in understanding and reguiding my child's underachievement."

Vince and Kathleen Berta, who so graciously endowed their Fund for Excellence, certainly understand the critical role that social-emotional needs play in a young gifted person's life. Thanks to their generosity, each fall The Center has brought in leading experts in the field to work with educators, counselors, and parents to help better meet those needs – all at no expense to the participants. We look forward to the continuation of the series next fall and for years to come.

"In the largest longitudinal study of underachievers conducted to date, McCall, Evahn, and Kratzer (1992) found that 13 years after high school, the educational and occupational status of high school underachievers paralleled their grades in high school, rather than their abilities." —DR. DEL SIEGLE

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☐ I would like to know more about including
The Center for Gifted Studies in my estate plans.

☐ I would like to talk to someone about other
ways to support The Center (e.g., endowment,
scholarships, specific programs, etc.).

Make checks payable to the WKU Foundation. All gifts are tax deductible.

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CONTACT US**

DR. JULIA ROBERTS
Director

The Center for Gifted Studies
Western Kentucky University
1906 College Heights Blvd. #71031
Bowling Green, KY 42101-1031

Phone: 270.745.6323
Fax: 270.745.6279
Email: gifted@wku.edu

MS. AMANDA COATES LICH
Development Officer
College of Education and
Behavioral Sciences

Institutional Advancement
Western Kentucky University
1906 College Heights Blvd. #11005
Bowling Green, KY 42101-1005

Phone: 270.745.2340
Email: amanda.lich@wku.edu

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CALENDAR

January 16 – 17, 2007
Leadership Institute XI

January 19, 2007
**College Board AP Teaching
and Learning Conference**

February 3, 10, 17, and 24, 2007
Winter Super Saturdays

March 30 – April 8, 2007
Spring Break in Paris

May 25, 2007
Kentucky Awards Ceremony for Duke TIP

June 10 – 22, 2007
**The Summer Camp for Academically
Talented Middle School Students (SCATS)**

June 12 – 13, 2007
Administrators Institute

June 24 – 29, 2007
The Advanced Placement Summer Institute

June 24 – July 14, 2007
**The Summer Program for Verbally
and Mathematically Precocious Youth (VAMPY)**

July 9 – 12, 2007
The Vertical Team Institute