



G A G E

GWINNETT ALLIANCE FOR GIFTED EDUCATION

WINTER 2009

VOLUME 12, ISSUE 1

Special points of interest:

- Summer Institute for Students Information
- Gifted Parent Seminar February 19.
- March brings the Georgia Gifted Convention
- Great Things are happening in Gifted Classrooms

Letter From the President Meeting the Needs of Gifted Students in Gwinnett County Public Schools

Gwinnett County Public Schools (GCPS) is an exciting place to be in school. I hope you'll recognize some of this excitement in the following description of our elementary gifted education program. The elementary gifted education program has been using a three pronged educational model for 14 years. The three tiers are: interdisciplinary resource-pull out, cluster, and innovative model advanced content classes in mathematics and language arts in grades 3-5. This approach to gifted education has proven to be extremely successful.

The resource pull-out model is the basis of the program. It is the primary class offering for all gifted education students in GCPS. The resource model supports and extends the Academic Knowledge and Skills (AKS) of GCPS by offering students the opportunity to develop their problem solving skills, nurture their creativity and cultivate their talents through interdisciplinary enrichment classes that broaden and deepen their subject area

experiences.

Gifted education cluster classes are also offered. In these classes, small groupings of gifted students' curriculum is enriched in their regular classrooms. Cluster classes broaden and deepen students' educational experiences by extending the AKS. GCPS cluster classes utilize appropriate strategies such as curriculum compacting, differentiated assessments, and tiered assignments.

The advanced content classes are for students who score very high on achievement measures and perform above grade level in mathematics and language arts. These classes offer in-depth learning with a pace that is quicker and more complex than in other mathematics and language arts classes.

Talk to your local school about the options available for your gifted education student. I hope every student has a successful year with curriculum challenges that address his/her individual needs.

Tina Gay
GAGE President

Gwinnett Alliance for Gifted Education Awards Ceremony

The annual GAGE Awards Ceremony will take place on Thursday, April 2, 2009 at 7:00 p.m. at Berkmar High School Auditorium. Each Gwinnett County School will have the opportunity to recognize an Outstanding Gifted Student. Each school may select one student from its gifted program who best represents the standards of excellence in effort and achievement for the gifted program.

The Ruth Cowan Scholarship of \$500 is awarded to four graduating seniors to broaden their educational opportunities at a college of their choice. In addition, summer scholarships of \$150 are given to elementary and middle school students to attend the GAGE/Georgia State University Summer Leadership Institute. Students interested in applying for any of these scholarships should contact a gifted

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Teacher Technology Recommendations



With the economy in a tailspin and pennies being pinched everywhere, the most inexpensive teacher resources I can recommend for this edition of our GAGE newsletter come from the World Wide Web. I have compiled a list of tried and true websites that are filled with great information, creative ideas and easy-to-use activities. If you could use a breath of

fresh air in your classroom with some inventive ideas, but don't have a million in the bank to spend on resources, some of these might just fit the bill for you.

<http://regentsprep.org> is a great educational resource for students and teachers; it includes links for math, science, etc. and is multi-layered in complexity; students of all ages could benefit from this one.

http://www.sitesforteachers.com/resources_sharp/ is also an extremely complete website with links to most academic areas.

<http://www.auntannie.com/boxbag.html> is a website for crafty students who enjoy reading; it includes projects for origami-type activities, etc. and is quite thorough.

<http://www.rpi.edu/~eglash/isgem.dir/links.htm> is an interesting website because not only is it a great math website, but also it has a multi-cultural twist—so from African American math activities to Latino math lessons, this website covers it all.

<http://www.aplusmath.com/flashcards/> is a website that can be useful to anyone needing a bit of practice in math; with this one, flashcards for basically any math topic can be downloaded and used for extra practice or review before a big test, etc.

<http://www.perpetualpreschool.com/mathideas.html> is the pre-k and kindergarten math site to see if you have a younger child who loves math and wants to continue on with "math thinking," etc.

<http://www.worldtimeserver.com/> is a cool website and shows the current time in other cities and countries of the world.

<http://www.netcomuk.co.uk/~fullerad/emailpal/welcome.html> is the spot for students who are seeking an electronic pen pal (an "e-pal") and can help to enhance and improve a student's reading and writing skills.

<http://funschool.kaboose.com/> is another website filled with activities and games in many academic areas; students will love to play and learn on this site, which is also kid friendly and is recommended for children ages pre-K through sixth grade.

http://www2.actden.com/writ_den/ is for students in grades 6-12 who want to improve their writing.

<http://netvet.wustl.edu/e-zoo.htm> is the place to go if you are a K-12 student and are interested in learning more about animals of any type; this site is like a zoo catalog for animals and is very cool.

For these and many more inexpensive learning ideas, check out the Internet! It's like a rainbow with a pot of golden information just waiting to be found.

Tina Gay

Summer Institute for Gifted Children

Summer is just around the corner. Will you be looking for new and creative ways to keep your child challenged? This year give your child the opportunity to spend a week exploring, experimenting, and having loads of fun right here in Gwinnett County!

GAGE and Georgia State Saturday School for Scholars will once again be offering a Summer Institute for Gifted Students. The Summer Institute will be the week of June 15th – 19th. The camp will be held at Winn Holt Elementary on 588 Old Snellville Hwy, Lawrenceville. Classes run for the entire week and you will have the chance to take morning or afternoon sessions or both. Registration will begin in April.

The deadline to sign up is May 29th, 2008.

The Cost is \$175 per class; GAGE members get a 15% discount and will pay \$150.

Flyers will be sent home in April that includes class and registration information. You will be able register online or call 404-651-2581 between 9:00 am and 4:30 pm, Monday to Friday. In **April** you can visit the Georgia State website for detailed information: **<http://education.gsu.edu/saturdayschool>**

(Continued from page 1)

program teacher at their local school for details.

In addition to the student awards, many adults are also recognized for their efforts in the educational field. Parent support is a critical element for the success of any school program, so parents may be nominated for Gifted Parent of the Year. Awards for Gifted Teacher of the Year and Regular Classroom Teacher of the Year for Gifted Students acknowledge the hard work of teachers who challenge and stimulate our gifted children both in the gifted and regular classrooms. The Administrator of the Year award recognizes the strong leadership of an administrator who supports and fosters the development of the gifted program in his or her school.

We hope you will join us for our Awards Ceremony at Berkmar High School on April 2, 2009

D. White

Gwinnett Alliance for Gifted Education
Seminar for Teachers & Parents
What Color is Gifted Children Peacock?

Gwinnett Alliance for Gifted Education is sponsoring a workshop on understanding how the personality of children affects their learning style. The workshop called, "*What Color is Gifted Children Peacock*" will be held on **Thursday, February 19, 2009 at 7:00 p.m.** Mrs. Sheila Walden, creator of the Peacock Colors Personality Profile, will discuss the theory of color as it relates to personality and temperament styles among gifted students.

The workshop will cover factors that influence learning, procedures for using personality profile to differentiate instruction, and benefits in understanding gifted students personality according to Peacock Colors profile. Peacock is a metaphor used to describe personality, interests, learning modality, and ways of thinking. By discovering a gifted child's *Peacock*, it empowers them to take responsibility for their own thinking and learning.

Unlock the answers on how to motivate and manage the behavior of gifted children by attending this thought-provoking workshop.

"We are not all the same; we do not all have the same kinds of minds; education works effectively for most individuals if these differences are taken into account rather than denied or ignored." Reflections on Multiple Intelligence (Gardner, 1995)

What is Happening in Classrooms in Gwinnett: Creativity Abounds at Norton Elementary

Fifth grade FOCUS students at Norton Elementary have been working on a self-selected project. The project of choice was to create an original children's book. Each story followed the life of a stuffed animal that the students brought in from home or one that was a part of the FOCUS classroom. The students got their ideas together utilizing a WOW line graphic organizer that their teacher Mrs. Meredith Dillard learned about at the Writing Institute over the summer from instructor Meghan Looney. Once the graphic organizer was completed and their story was planned out, the students created a storyboard to determine what illustrations would be needed to enhance the story. To create their illustrations, the students learned how to use digital cameras in order to capture their stuffed animal characters "in action." With help from our LSTC's Jennifer Martin and Donna Artz, the illustrations were uploaded into Word documents where the students word-processed their stories. Upon publishing, the books were bound. The fifth grade FOCUS students are enjoying sharing their original works with lower grades classes and encouraging students all over the school to be creative in their writing. The next step in this process will be for the students to convert their stories from Word documents into PowerPoint presentations so that they may be entered into the county Media Festival. The students are excited about all the possibilities these projects have created.

M. Dillard

One Minute Test Taking Tips



Top Ten Test-Taking Tips (Three Months Prior to Test)

Left-brain training to become Fact Smart

1. Maintain a positive attitude.
2. Look for ways to improve in memorization techniques. The basic rule is repetition.
3. Develop flashcards and stack the deck with only the memorized facts.
4. Answer the core question, without being tripped up by "word traps" (irrelevant details) or generalizations (always, never, everywhere).

Both-brain training to become Test Smart

5. Be clerically correct: handwriting.
6. Practice with "test rehearsals". All great performances start with rehearsal.

Right-brain training to become Stress Smart

7. Test for test-anxiety. Learn ways to calm down.
8. Consume "food for thought" just before the test session. Eat fruit, followed by a drink of water.
9. Use humor to relax. See a movie the night before the "big event."
10. Learn from those who do best on tests. Test-Prep can boost test scores by 10%.

Taken from Gifted Education Press Quarterly, Winter 2005, Volume 19, No. 1



GLOBAL THINKERS OF
THE 21ST CENTURY

Getaway to Callaway!

(Callaway Gardens that is)...

The 2009 Georgia Association for Gifted Children Conference will be held on March 12 and 13 in Pine Mountain, Georgia at Callaway Gardens. With a very dynamic listing of speakers and phenomenal breakout sessions planned, everyone who attends will definitely come away with lots of new knowledge and materials from this state gifted convention. If you are a GAGE member, you're already a GAGC member also and can easily register to attend on-line at <http://www.gagc.org/>.

GAGC CONVENTION SPEAKERS



Arthur J. Cropley

Professor Arthur Cropley was born in Marree, South Australia in 1935, and graduated from the University of Adelaide in Arts and Education, completing his teacher training at the age of 19. He was also active in other areas, representing South Australia in cricket by playing against Victoria U21 in December 1952 at the age of 16. He served in the Australian Army from 1954-1958, mainly as a part-time soldier, and reached the rank of sergeant. After working as a school teacher in Australia, England and Canada, he attended the University of Alberta (Canada), where he obtained his PhD in Educational Psychology in 1965. He has worked in universities all over the world. Most recently he has been visiting professor of psychology at the University of Latvia. He is the author of 24 books on creativity, lifelong learning, adaptation of migrants, and research methodology. These have appeared in English, German, Italian, Latvian, Spanish, Swedish, Norwegian, Danish, Hungarian, Korean, and Chinese. In 2007 two of his books occupied second and fifth place on Amazon.com's list of the 100 best books on creativity and teaching. In addition he has published about 160 papers and chapters. Over the years he has obtained more than \$A2 Million in research grants from various bodies such as the German National Research Council and the federal governments of Germany and Canada. He speaks English and German, moderate Latvian, basic French, and beginner's Italian, and his proudest linguistic achievement is translating the Latvian national epic poem *Lāčplēsis* (Bearslayer), a work of nearly 5,000 lines, into English heroic verse (University of Latvia Press, 2007). From 1989—1996 he was editor of the *European Journal for High Ability*, published by the European Council for High Ability. He received the 1997 Creativity Award of the World Council for Gifted and Talented Children in Seattle in September 1997, and was elected Visiting Fellow of the British Psychological Society in 2004. In 2004 he received an honorary doctorate from the University of Latvia, and in 2008 he was made an Officer of the Order of the Three Stars by the President of Latvia, for services to Latvian higher education.



Bonnie Cramond, Ph. D

Bonnie Cramond, Ph.D. is a Professor of Gifted and Creative Education in the Department of Educational Psychology and Instructional Technology at the University of Georgia. She is the former Director of the Torrance Center for Creativity and Talent Development and is a member of the Board of Directors for the National Association for Gifted Children. She has been the editor of the *Journal of Secondary Gifted Education* and is on the editorial advisory board for several other journals. She's had experience teaching and parenting gifted and creative children, has published numerous articles, chapters, and a book on creativity, and has presented at local, national, and international conferences. Her research interests are in creativity assessment and the nurturance of creative abilities, especially in students in danger of being misdiagnosed or dropping out.



Sally M Reis

Sally M. Reis is a Board of Trustees Distinguished Professor of the Educational Psychology Department at the University of Connecticut where she also serves as Principal Investigator of the National Research Center on the Gifted and Talented. She was a teacher for 15 years, 11 of which were spent working with gifted students on the elementary, junior high, and high school levels. She has authored more than 150 articles, 14 books, 80 book chapters, monographs and technical reports. Her research interests are related to special populations of gifted and talented students, including: students with learning disabilities, gifted females and diverse groups of talented students. She is also interested in extensions of the Schoolwide Enrichment Model for both gifted and talented students and as a way to expand offerings and provide general enrichment to identify talents and potentials in students who have not been previously identified as gifted. She has traveled extensively conducting workshops and providing professional development for school districts on gifted education, enrichment programs, and talent development programs. She is co-author of *The Schoolwide Enrichment Model*, *The Secondary Triad Model*, *Dilemmas in Talent Development in the Middle Years*, and a book about women's talent development entitled *Work Left Undone: Choices and Compromises of Talented Females*. Sally serves on several editorial boards, including the *Gifted Child Quarterly*, and is a past President of the National Association for Gifted Children and a fellow of the American Psychological Association.



North Wood

As a violinist North Wood has worked with such world famous artists as Barbra Streisand, Itzhak Perlman, Ella Fitzgerald, Placido Domingo, Andrew Lloyd Webber and has performed as concertmaster under John Williams. He has won competitions and has played on the soundtracks to over two hundred major motion pictures including *Schindler's List*, *The Green Mile*, *A Few Good Men* and *Mrs. Doubtfire*. As a professional speaker his techniques and insights have helped major Corporations and Associations reach their goals. These include The National School Boards Association, New York Life, Century 21, TRW, Litton Products Inc., O.R.T Women's America and many more. North Wood believes that the knowledge he has acquired during his 30 years as a performing artist can be applied to all jobs and skills. Those attending his inspiring presentations leave with a sense of clarity regarding what goals need to be reached and how to reach them. This inspiring talk will give you a deeper understanding of the laws of personal change, techniques for reaching goals, your creativity and your talent. All of this is presented in front of a backdrop of live classical music.

JULIE SHIVELY, GIFTED RESOURCE TEACHER AT HOLT ES HEADS TO THE DEPARTMENT OF EDUCATION

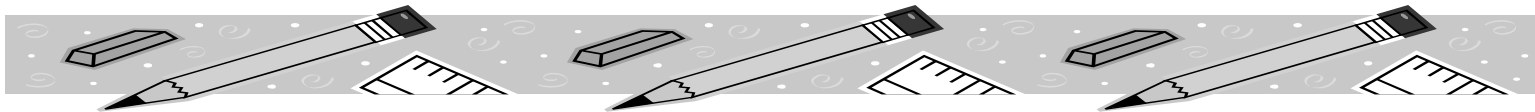
This spring, the U.S. Department of Education (ED) initiated the Teaching Ambassador Fellowship Program to highlight classroom teachers' voices in the Department. I discovered the fellowship program through the Teacher-to-Teacher website (<http://www.t2tweb.us/default.asp>) and applied as a way to discover the reality of No Child Left Behind (NCLB) from the horse's mouth, so to speak. The Department chose twenty-five teachers from over 3,000 applicants around the country for the pilot program. Five of us Washington fellows work at ED in downtown D.C. (our building is across the street from the Air and Space Museum) full time, while twenty classroom fellows remain at their teaching jobs, employed part-time by the fellowship program. We began the yearlong fellowship in July 2008, and will complete it June 2009. The fellowship's goals include imparting classroom realities to federal education programs and establishing communication between the Department and educators across the country. We hope to impact educational programs and policies in this way, ultimately improving the teaching profession and public school education. We come from twenty-two states but represent all teachers to the Department. One of the first things I did upon arrival at ED was "shop" for the office in which I wanted to focus my work with the Department. As a teacher of gifted students, my heart lay with the Javits Gifted and Talented Grant Program. However, because it is awarded to districts, I knew I would not be working even close to teachers. (As an aside note, I quickly learned that the federal government generally does not go to the school level and certainly not to the individual teacher. It works through the state and district coordinators except in certain programs). To try to reach teachers more directly, I chose to work in the Office of Innovation and Improvement (OII) on the Teaching American History (TAH) Grant. This program works with offices of higher education/historical associations/museums who partner with districts and/or schools to provide professional development in order to increase teachers' knowledge of "traditional" American history so they can, in turn, teach their students more effectively. My specific work in the TAH program is to analyze the quality of effectiveness that the program has had on teachers in the seven years of the program's existence. In January I will be hosting a session on integrating history with language arts at the annual project directors' conference in New York City. The project directors ensure that their programs provide teachers with promising instructional strategies and opportunities to become more knowledgeable in American history content. So, although I am still not directly impacting teachers, I am only one level beyond. And, at every opportunity, I remind the people here that our gifted students should not be left behind either.

Because of my extensive math background, I have also begun to work in the office of Elementary and Secondary Education, which runs the Math-Science Partnership Program. Among other tasks, it oversees the dissemination of the National Math Advisory Panel's (NMAP) findings and recommendations. If you

haven't received a hard copy and teach math, I strongly recommend that you go to <http://edpubs.ed.gov/>, and order a copy or two. It is *free* and specifically addresses teaching the gifted student and differentiating the curriculum! I led a team of Teaching Ambassador Fellows in the first annual NMAP Forum. District and state math coordinators, university professors, members of math organizations and representatives from textbook companies gathered to discuss how the findings can and should be implemented. Each team created an action plan that outlines ways in which the recommendations can be put into practice in each team's particular area. I collaborated with fellows who have a math background in elementary and middle school from Missouri, California, Oklahoma, and Tennessee to create an action plan for classroom teachers to see how the NMAP findings are or can be interwoven into math curricula. As the only group of teachers, we learned a lot about how other groups viewed math instruction and math teachers; and we had the opportunity to tell them whether their ideas could work in the classroom. The conference host plans to post all of the action plans on their website (http://ime.math.arizona.edu/2008-09/1007_forum.html).

Something else I learned about the Department of Education is that it creates and supports an abundance of outreach programs, publications, and resources for teachers, but few of us know about it! So, let me put in a plug for three fabulous sites that are located within the ed.gov website. First is the What Works Clearinghouse at <http://ies.ed.gov/ncee/wwc/>. This site has a lot of scientifically based research regarding teaching. It presents articles about early childhood, reading, elementary school math, middle school math, and dropout prevention. Another great site is Teacher-to-Teacher, whose listserv gave me the application to the fellowship. Its address is <http://www.t2tweb.us/default.asp>. Teacher-to-Teacher hosted workshops for teachers around the country, and posted its entire workshop PowerPoint presentations and handouts on the site under the tab of Teacher Workshops at the top. The third site is appropriately named FREE because it is chock full of free resources organized by subject for educators. The acronym stands for Federal Resources for Educational Excellence and is located at <http://www.free.ed.gov/index.cfm>.

I am thrilled to have this opportunity to represent all teachers at the Department of Education. People here already knew of Gwinnett County and I am striving to continue its positive image. I would love to hear from any of you and will be happy to answer your questions or talk to you about what I am doing here and my experiences this year. A few hundred of the staff are political appointees, and since I am here during an election year, I anticipate it to become very interesting between November and the time I depart back for Georgia next July. Our fellowship website is <http://www.ed.gov/programs/teacherfellowship/index.html> and my e-mail is Julie.Shively@ed.gov.



**Are you looking for ways to enrich your
gifted child this summer?**

Come to the

4th Annual GAGE Summer Fair

**Browse through information booths for camps and classes
offered this summer in the metro Atlanta area.**

Tuesday, March 31

6:30-8:00 p.m.

Instructional Support Center

Building 200

Grayson Room

437 Old Peachtree Road

Suwanee, GA 30024

678-301-6000

I85 N to Old Peachtree Road (Exit 109)

Turn right (heading east) on Old Peachtree Road

Travel 1.5 miles and the ISC will be on the left

This event is presented to you by the Gwinnett Alliance for Gifted Education

Student Myths

After studying Greek Myths in our unit "Athenian Secrets" and multicultural myths in our unit "Pele's Peak," my third grade students wrote their own myths. We had them professionally published in a single volume by Nationwide Learning, Inc. The student's myths were scored based on creativity, original artwork, ideas, content, organization, voice, word choice, effective sentences, conventions and explanation of a natural phenomenon. *Minsong Kim* submitted this original entry and picture.

Joan Gearhart
Gifted Program Teacher
Sugar Hill Elementary

The Jewel Hunt By: Minsong Kim

A long time ago in ancient Greece lived Aphrodite, the goddess of love. One day Aphrodite was looking out her window when she saw an arrow flying through the air. She ran downstairs and called her husband Hephaestus and told him to look out the door. He looked out the door and said "War has started!" in a booming voice.

Aphrodite looked MAD. She jumped in her golden chariot covered in hearts, and raced to Ares. "How could you and Athena start war between Sparta and Greece?" Aphrodite gasped. I didn't. Athena started it!" Ares replied. I didn't know



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anything about war until now.” said Ares. Aphrodite dragged Ares to the chariot and raced to Athena.

“Athena, how could you do this?” questioned Aphrodite. “What?” asked Athena. “Start war!” shrieked Aphrodite. Ares and Athena knew Aphrodite and they knew that she only raised her voice when she was FURIOUS. “I’ll only stop war under one condition.” said Athena. “All we will do is throw a contest to see who finds the hidden jewels of Mount Olympus. If you and the other gods and goddesses find it, then I will stop war.” Aphrodite agreed and set off to find the jewels.

She gathered all the gods and goddesses except Athena and Ares to tell them about the bet. Then she handed everyone an enchanted shovel and told them that these are the only shovels that can dig through Mount Olympus. Then they started

digging. Aphrodite was determined to win this bet. Right then a voice interrupted her thoughts. “I hit something!” exclaimed Zeus. He stuck his two hands in the hole and pulled them out. But the jewels weren’t in his hands. Instead, there was a can. They started to laugh but continued working. They dug for days, months, and even years. Finally, Ares and Athena joined them. After fifteen years Aphrodite made a very long tunnel and said “I hit something!” Everybody gathered around Aphrodite as she pulled a chest out of the ground.

As she opened the chest a light flickered. Aphrodite pulled out a heart-shaped scarlet necklace. As she put it around her neck her eyes turned a shade of lavender. Everyone started calling that necklace “The Amulet of Aphrodite”. But not everybody was happy. Athena was FURIOUS. Her eyes turned beet red. She started to zap the sides of mountains making UMONGOUS gaps. And that’s how caves were made.

Awards and Grants

Please note that you must follow GCPS protocol when requesting grants. For more information, please see the Policies and Procedures Handbook for policy P.DFF

Also, please visit the grant or award website for more detailed information on the grant opportunities listed or contact the company/foundation through other information provided. This will assist you in making the decision as to whether or not this grant is a fit for your needs.

Name: American Historical Association

Purpose: To recognize excellence and innovation in the teaching of history, including career contributions and specific initiatives accomplished by a group.

Eligible: Groups must be composed of a majority of K-12 teachers.

Deadline: March 16, 2009

Funds: \$1,500 for a group project. In addition, travel expenses are provided for the group leader to attend the annual meeting in January 2010.

Contact: Beveridge Family Teaching Prize, American Historical Association

Address: 400 A Street, SE, Washington, DC 20003-3889

Phone: 202-544-2422

Web Site: <http://www.historians.org/teaching/beveridge.htm>

Hint: Only one letter or nomination should be mailed for entire group.

Name: Global Call to Action Challenge

Purpose: The *Global Call to Action* Challenge encourages young people to document community-serving projects in video and writing. To enter, young people must create a short video (approximately three to five minutes) or write a magazine-style story (500 to 1500 words)

Eligible: At least 13 years of age

Deadline: March 1, 2009

Funds: The Challenge winners, to be announced in April 2009, will get the opportunity to have a Nobel Laureate visit their school during the spring of 2009. Entrants may also earn a chance to work directly with the Digital Arts Alliance to create public service announcements that will be broadcast on television and the Internet.

Contact: PeaceJam Foundation Headquarters

Address: 5605 Yukon St., Arvada, CO 80002

Phone: 303-455-2099

Email: info@peacejam.org

Web Site: <http://www.globalcalltoaction.org/>

Hint: Review program information and entry details on web site.

Name: Horace Mann Companies Educator College Course Scholarships

Purpose: To serve the needs of the educational community by offering \$30,000 in scholarships for public and private school, K-12 educators to take college courses.

Eligible: Applicants must have at least two or more years K-12 teaching experience, be currently employed by a U.S. public or private school, and plan to enter a two- or four-year accredited college or university.

Deadline: March 12, 2009

Funds: One recipient will receive \$5,000 in scholarship funds payable over four years, and fifteen other recipients will receive \$1,000 each in scholarship funds payable over two

years. Twenty additional recipients will each receive one-time \$500 awards.

Web Site: <https://www.horacemann.com/resources/scholarships/default.aspx>

Hint: Review the guidelines and eligibility requirements before completing this application.

Name: Siemens *We Can Change the World* Challenge

Purpose: Students form teams of 2 or 3, work with a teacher/mentor to identify an environmental issue in their community, conduct research, develop a plan, collect data, analyze that data, and share the results they find.

Eligible: Student teams from grades 6-8, under the mentorship of a teacher or adult supervisor.

Deadline: March 15, 2009

Funds: All student teams entering the challenge will receive prizes for their participation; top-performing teams will win \$5,000 savings bonds, teacher education materials, and "Discovery Experience" trips. The grand prize winning team will receive a comprehensive prize package which includes an appearance on Planet Green, Discovery's eco-lifestyle network, and a Discovery Adventure Trip.

Web Site: <http://www.wecanchange.com/>

Hint: Team registration is required. See web site for instructions and rules.

GWINNETT ALLIANCE FOR GIFTED EDUCATION 2008/2009 School Year

ABOUT GAGE

The Gwinnett Alliance for Gifted Education, an affiliate of the Georgia Association for Gifted Children, is a non-profit organization. Designed to provide support for gifted

students in Gwinnett County, GAGE has close to 1,000 members serving around 14,000 gifted students. For membership information, contact Sharon Johnson at

Creekland Middle School..

OUR OBJECTIVES

1. To support and enhance the program for gifted students in Gwinnett County.
2. To enrich the learning environment of gifted students at school and at home.
3. To present parents of gifted students with information, ideas, and guidance which provide for better understanding of the learning behaviors of gifted students.
4. To support and expand on projects planned by gifted program teachers.
5. To promote an involvement and awareness of the total school and community.

GAGE BOARD MEMBERS

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**Awards
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**Newsletter
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**Summer Institute
VickTettlebach**

**Summer Fair
Chris Locke**



G A G E

GWINNETT ALLIANCE FOR GIFTED EDUCATION

Is a member of the Gwinnett Alliance for Gifted Education for the 2008-2009 school year.

Tina Gay