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The Center for Gifted Studies and The Gatton Academy for Mathematics and Science in Kentucky are led by women with robust leadership experience and expertise. Dr. Julia Link Roberts is not only Executive Director of The Center and The Gatton Academy, but she is also president of the World Council for Gifted and Talented Children (WCGTC), past president of The Association for the Gifted (TAG), chair of the Kentucky Advisory Council for Gifted and Talented Education, past Board member of the National Association for Gifted Children (NAGC), and past president of the Kentucky Association for Gifted Education (KAGE.) She currently serves on the boards of WCGTC, TAG, KAGE, and the Prichard Committee for Academic Excellence. Associate Director Dr. Tracy Ford Inman was recently elected to the Board of NAGC as the Parent Representative. She, too, is a current board member of both TAG (webmaster) and KAGE as well as chair of the KAGE Foundation Board. Like Julia, she has also served as KAGE president. Dr. Lynette Breedlove served as president of the Texas Association for Gifted and Talented before coming to The Gatton Academy as Director. She will become president of TAG in January of 2019. Currently, she is treasurer of KAGE. Offices of these international, national, and state leaders are all housed under one roof: Florence Schneider Hall.
Dear Friends of The Center for Gifted Studies,

The Center for Gifted Studies experiences the seasons of the year with various activities. Summer is filled with SCATS, VAMPY, Camp Explore, Camp Innovate, the Advanced Placement Summer Institute, and the National STEM Scholar Program. Fall ushers in Fall Super Saturdays and professional learning with workshops focused on differentiation, twice-exceptional learners, and the social and emotional needs of gifted and talented children and young people. Winter brings Winter Super Saturdays and lots of preparations for the following summer. Those preparations continue in the springtime, and The Center hosts the Duke TIP Recognition Ceremony for Kentucky seventh graders. Over the course of a year, these activities impact thousands of children, young people, parents, and educators.

No matter the season, none of these programs would happen without the support of alumni of the programs, parents of program participants, and Friends who care about the lives and futures of gifted children and young people. Here are just some of the ways you can help The Center:

- Make a gift that will help a child come to Camp Explore or Camp Innovate,
- Make a gift that provides financial assistance to SCATS or VAMPY,
- Make a gift to support an educator to participate in the AP Institute or a workshop on differentiation, twice-exceptional learners, or the social-emotional needs of gifted children,
- Make a gift to sponsor a workshop offered by The Center – a workshop on a topic you think is very important,
- Suggest a way that you or someone you know could sponsor a program or professional learning opportunity to be offered by The Center.

You are key to The Center for Gifted Studies being able to offer year-round programming. You make it possible for The Center to help others. Thank you!

Sincerely,

Julia Link Roberts
Mahurin Professor for Gifted Studies
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The Mission for The Center
We are committed to encouraging excellence by providing educational opportunities and resources to three populations: gifted and talented students, educators working with gifted students, and parents of gifted students.

The Vision for The Center
An internationally preeminent center, The Center for Gifted Studies envisions expanding services in five areas: (1) offering educational programs for gifted children and youth, (2) providing professional development opportunities for educators, (3) enhancing communication and advocacy for gifted children, (4) conducting research and developing curriculum to remove the learning ceiling, and (5) building a testing and counseling component for gifted children and their families.
Midway into the first week of the 2018 VAMPY Arabic class, several teams were embroiled in a major competition. Sadibou Ceesay (SCATS 2016) of Berea and his teammate, Chase Whitman (Winter Super Saturdays 2015; SCATS 2016; VAMPY 2017) of Leitchfield, stared at a word written by their classmates in the Arabic alphabet. Their task was to translate the word into English. The only clue they had was that the category was animals, and their only tool was whatever knowledge of the alphabet they had acquired so far.

Teacher Lhouie Guerwane, an instructor at WKU, counted down in Arabic, and the round began. Sadibou and Chase
picked out letters they recognized and sounded out the word the way they might have when first learning to read English. Suddenly, after 78 seconds, Sadibou had it: “Crocodile!” The class cheered.

The Arabic course introduces students to Arabic language and culture, often at a much faster pace than a typical college class. “Some years, I cover two semesters’ worth of material in three weeks,” Lhouie said. “It’s crazy!”

This year is the second that the class is supported by a generous grant from Qatar Foundation International (QFI). QFI sponsors programs that promote Arabic education and culture in the United States, and its funding enabled 10 students to study Arabic at VAMPY this year through scholarships that covered most of their costs.

Throughout the course, Lhouie created ways for students to feel connected to the material. Genevieve Jones of Knoxville, TN, said, “On the first day of class I learned how to greet people, which is exciting because then we could introduce ourselves to any Arabic person we might meet.”

Later in the course, when they had developed more of their language skills, Lhouie had the students create brochures about Arabic countries and present their work to the class. This project allowed them to learn extensively about their chosen country and work on their reading and writing. In addition, class debates combined language skills and cultural knowledge as students discussed issues important to the Arab world. Highlights toward the end of camp were a trip to an Arabic market in Nashville, TN, and Skyping with Arabic teenagers in Tunisia.

On the third day of class, however, it was all about the alphabet. One student asked Lhouie the best strategy for reading Arabic, and he cautioned against writing out a translation letter by letter: “It’s harder if you do it that way. You get further away from the word.”

In the final round of the tournament, Lhouie had the competing teams take turns waiting outside while the rest of the class came up with words in the category of instruments. When it was time for the final team, LaMikah Burdette (VAMPY 2015-17) of Lexington and Olivia Harwood of Scottsville, the class banged on the table and began a low chant of “Hiyah” that grew louder and louder. Then they dropped into dead silence as the girls looked at the word.

It was over fast. LaMikah arrived at “harmonica” in only nine seconds, giving her team the overall victory. Once again, everyone cheered.

As this contest revealed, at VAMPY, students like to push themselves — and have others push them — to excel and learn. This atmosphere helped them as they worked to master everything Lhouie taught them, deepening their immersion into the Arabic language and culture of Arabic people.

Arabic was only one of 15 courses available to campers. This year close to 200 campers came from a dozen states to participate in this three-week residential camp designed for young people who love to learn.
Lunchtime at VAMPY is an integral part of camp. Students not only acquire the all-important pizza, tater tots, and ice cream necessary to power through an afternoon of learning, but they have the opportunity to find new friends and make memories with old ones. During this year’s camp, which ran from June 24 to July 14, we spent time during lunch talking with campers about their experiences. Here is a sampling of their comments.

Why did you choose your particular class?

Ari Srivastava (Fall Super Saturdays 2011, ’14; Winter Super Saturdays 2013; SCATS 2016-17) of Bowling Green: I chose DNA and Genetics because I’ve always liked life science. It’s really interesting to see how everything around us works and how organisms and the components that make them can be manipulated to our advantage.

David Suarez (Fall Super Saturdays 2012-14; Winter Super Saturdays 2012-14; VAMPY 2016-17) of Somerset: I’m taking math. Last year I took math. And the year before that I took math. I’ve spent three weeks of the last three years doing math because I love it, and I want to be exposed to this community that loves math — I don’t have that at home. This year, I’m studying discrete mathematics.

What are some highlights from class so far?

Emma Simpson (Fall Super Saturdays 2009-11, 2013-14; Winter Super Saturdays 2010-15; SCATS 2015-16; VAMPY 2017) of Bowling Green: In Humanities, we dove right in to some heavy topics on the first day, like “Where is God? What is religion? How does this impact us?” It was super intense, and it was great to see all these different people’s different perspectives.

Zane Wooddell of Pittsburgh, PA: In Nazi Germany and the Holocaust, definitely the best part is working on the projects because I get to meet new people, and I’m also contributing to something. I’m on the prosecution for the trial of Hitler. It’s also been really interesting to see the evolution of the mural project from not even having an idea to putting it on canvas.

How is VAMPY different from regular school?

Hannah Jawed (VAMPY 2015-17) of Corbin: With this community, you could pick anything, and you would get so many different viewpoints from so many different people, and everyone would listen. We’re all one big group, and that’s something I love so much about VAMPY and will cherish forever.

What have been some highlights outside of class so far?

Abbie Knapp (VAMPY 2017) of Richmond: My favorite Optional was called Jurassic Park, the Fall of VAMPY. One of the counselors got an inflatable T-Rex suit, and we all pretended to be dinosaurs. We went around to the other Options, caused some havoc, and left.

Olivia Moore (SCATS 2016-17) of Spartanburg, SC: The dance was a highlight. It was really fun, but it was also sad because the fourth-years are leaving. I danced even though I don’t dance at school dances, because at VAMPY you can be who you are instead of being awkward. I’m around people I know and like and can be comfortable with.

Taylor Galavotti (SCATS 2016; VAMPY 2017) of Lexington: Our sister and brother hall won the Olympics, so that was really exciting. When they announced we had won, everybody from our hallway jumped up and started yelling. It was such a great time — it was like, “Yeah, we did this! Yeah, these are my friends! Yeah, I’m at this camp, and I love it!”

VAMPY Campers Tell All at Lunch!

Karina Sheth of Brentwood, TN: In DNA and Genetics, the teacher finds concepts that match our interests rather than just going through a curriculum that we’re supposed to be going through.

Arden Ensor (VAMPY 2017) of Lexington: The biggest thing is that everyone here wants to learn, and everyone is at relatively the same level of learning, so it’s really easy to go in depth into things. It’s a much better environment because everyone is doing it together as a class.

VAMPY’s dates for next year are June 23–July 13, 2019.
Allison Eliott-Shannon (VAMPY 1993-95; Travel; Counselor) is working on a PhD in higher education, with a focus on the history of women’s philanthropic support of education. She is also step-mom to a delightful teenage girl, Sophia. She and her husband, Brent, recently traveled to Iceland where they rode horses, hiked behind waterfalls, bought large quantities of Icelandic knitting wool (her), and studied the finer points of Reykjavik’s indie record store scene (him). She credits her continuing passion for travel, in part, to her 1996 London travel experience with The Center, where she broke in her first passport and learned there was life beyond rural Kentucky.

Cooley Ann Horner (VAMPY 2000) is an attorney in Concord, NH, focusing on civil litigation. She graduated from Boston College in 2009 and the University of New Hampshire School of Law in 2014. Cooley and her husband had their first child last year, and they are all keeping busy with work, fun, and family time.

James Marks (VAMPY 2002-05; Counselor) is a Postdoctoral Fellow at the National Institutes of Health where he focuses on RNA biology. After earning a BS in Biology from the University of Kentucky in 2012, he completed a PhD at the University of Illinois at Chicago where he studied the mechanisms of antibiotic action. He and his wife of two years both work at the NIH: “It’s a wonderful blend of love and science.”

Monica Marks (VAMPY 1999-2001) successfully defended her dissertation in May, earning a PhD from Oxford University. This summer she joined Harvard University’s Weatherhead Center for International Affairs as a Postdoctoral Research Fellow. Additionally, she has fallen in love with Argentinian tango, which she discovered while living in Istanbul.

Scott Nass (VAMPY 1988-91; Counselor) was honored to be accepted to the inaugural class of the George Washington University Leaders for Health Equity Fellowship in 2017. The vision of the program is to develop global leaders who understand the foundations of health inequity and have the knowledge, skills, and courage to build more equitable organizations and communities. He has since been designated an Atlantic Fellow for Health Equity, a lifelong global cohort of change-makers seeking to achieve health equity for all. Scott resides in Burbank, CA, where he is Director of Inpatient Education at Citrus Valley Health Partners.
E. Paul Torrance, pioneer in the study of creativity, wrote, “Creativity is almost infinite.… Therefore, even if we had a precise concept of creativity, I am certain we would have difficulty putting it into words.” For gifted and talented young people whose academic worlds sometimes revolve around high test scores and right answers, developing creativity may seem nebulous – how can they know if they are “being creative”?

At the same time, these students often excel at creativity, and it is an area where gifted thinkers can roam as far and as long as they would like. Creativity and creative thinking are also foundational in many fields, not just fine arts and communication but also science and engineering. This year at SCATS, which ran from June 10-22, creativity was nurtured in a broad range of classes.

**Engineering**

In Solving the World’s Problems: One Challenge at a Time, teacher Sarah Mills focused on the engineering design process of creating, testing, and improving. She presented her class with unique, real-world problems designed to stretch their creative thinking skills. On the first day of class, students strategized how to build a three-inch structure strong enough to hold a book using only gumdrops and toothpicks: “What if we broke the toothpicks up?” “Can we use triangular prisms to make a rectangular prism?”

Creativity is crucial in the engineering process because there is no one right answer to a problem and because engineers always have to work within real-world constraints like time and materials. Later in the week, students worked in small teams to design a boat that could hold as many pennies as possible without sinking. Each team was given an imaginary budget with which to buy supplies.

Maleah Preston (Winter Super Saturdays 2013; Fall Super Saturdays 2015; Camp Innovate 2016) of James-town and Grayson Duvall of Bowling Green built their boat from small craft sticks, but because they chose Elmer’s glue rather than the more expensive wood glue, their sticks weren’t staying together, and the glue was taking too long to dry. They still had fun because, Maleah said, “We’re getting to solve our own problems.” They also knew they would have an opportunity to redesign their boat in the second round of the challenge, giving them a chance to imagine a whole new solution.

**Math**

Opportunities for creativity abounded in Bradley Boaz’s math-heavy Theme Park Development. The students used concepts such as perimeter, area, and ratios to design their dream park, creating a blueprint that met the requirements and limitations set by Bradley. They also came up with the logo, mascot, brochure, and overall theme for the park. All these tasks required imagination and problem-solving — in other words, creative thinking.

One team, made up of Grant Ellis (Fall Super Saturdays 2012-14; Winter Super Saturdays 2013-15; Summer Camp 2013-14) of Russellville, Taylor Brundidge of Louisville, and Sophia Frassinelli (Summer Camp 2012-13; Winter Super Saturdays 2014) of Bowling Green, created a water-themed park called Ocean Nights. On Wednesday, Grant drew the cover of the brochure with its mermaid mascot, while Sophia and Taylor worked on the blueprint. Taylor revealed her favorite ride was their 5-D Theater which employed wind and water as its two extra dimensions.
Humanities

Greek mythology, taught by Tamara O’Nan, tied together learning about ancient Greece with creative ways of presenting knowledge to others. Midway through the first week, her students did a think-tac-toe learning activity where they had choice about what to learn and how to present the information.

Madeline Gao of Knoxville, TN, and Lexington’s Micah Patrick both studied the Titans, but Madeleine wrote haikus about each one while Micah composed song lyrics. Three other students studied mythological creatures; all three drew the creature and wrote facts, but each was distinct. Layth Hammad (Fall Super Saturdays 2012, ’14; Winter Super Saturdays 2013; Summer Camp 2013; Camp Innovate 2016) of Bowling Green took a lot of time with his facts, including that the Pegasus was made from Medusa’s blood after she was beheaded. Bowling Green’s Maddy Kirk (Fall Super Saturdays 2017; Winter Super Saturdays 2018) focused more on the artwork; her beautiful Pegasus was surrounded by artistic handwriting. Lainey Wilemon (SCATS 2017) of St. Petersburg, FL, produced a diagram that looked like it was from a mythical anatomy book. Whatever topic the students chose to study, they had to form a vision of the best way to get that new knowledge across, and then execute that vision.

Performance

Professional clown Nick Wilkins has taught Clowning at SCATS for decades. One afternoon, he demonstrated the make-up process on Seth Pendleton (Fall Super Saturdays 2012, ’14; Winter Super Saturdays 2013-16; Summer Camp 2013-14; SCATS 2016-17) of Louisville. The class gathered around while he applied red to Seth’s cheeks and white swirls around his mouth and eyes. The process took more than thirty minutes, but Seth was patient. Nick continued, outlining his eyes with black and putting red highlights down his face. He finished with the mouth, adding buck teeth.

Then it was time to test it out. Seth stood at the opposite end of the room from his classmates and made happy, excited, and sad faces to show the effect the makeup had on communicating emotions. His fellow students laughed and applauded.

Save the dates June 9-21 for SCATS 2019.
Applying clown makeup is a creative activity not only because students design their own faces but because they use those faces to connect with others. When students wear clown makeup, or when he gives them a white mask that covers their features and instructs them to “make us laugh,” Nick is pushing them to think and connect in new ways. He said, “It’s hard for some, but with encouragement they’ll get there. This is about communication — it’s vital.”

**SOURCE**

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**Prufrock Press’s Introduction to Gifted Education** has received a prestigious 2018 Legacy Book Award in the Scholar category. The book, edited by Julia Link Roberts, Tracy Ford Inman, and Jennifer Robins, is the definitive textbook designed to introduce teachers to gifted education.

The Legacy Award recognizes outstanding books published in the United States that have long-term potential for positively influencing the lives of gifted children. The Legacy Book Awards are given each year by the Texas Association for the Gifted and Talented, the largest state advocacy group of its kind.

*Introduction to Gifted Education* is inclusive in nature, addressing varied approaches to each topic while relying on no single theory or construct. Topics include gifted education standards, social-emotional needs, cognitive development, diverse learners, identification, programming options, creativity, professional development, and curriculum. The book provides a comprehensive look at each topic, including an overview of big ideas, its history, and a thorough discussion to help those new to the field gain a better understanding of gifted students and strategies to address their needs. A rich companion piece supports the text, providing practical strategies and activities for the instructor (designed for both online and face-to-face classes).

Julia and Tracy authored another Legacy Award-winning book: *Strategies for Differentiating Instruction: Best Practices for the Classroom*. The second edition of the book (it’s now in its 3rd edition) was recognized in 2009 as Outstanding Book for Educators in Gifted Education. Tracy and co-author Jana Kirchner earned the Legacy Award for the Outstanding Book for Parents in Gifted Education in 2017 with their *Parenting Gifted Children 101: An Introduction to Gifted Kids and Their Needs*. Tracy, along with co-editors Jennifer Jolly, Don Treffinger, and Joan Smutny, won the Legacy Award for the Outstanding Book for Parents in Gifted Education in 2011 for the NAGC service publication *Parenting Gifted Children: The Authoritative Guide From the National Association for Gifted Children*.

These Legacy winners are all available through Prufrock Press at prufrock.com.
In November 2015, Marine Corps Lt. Col. Lauren Edwards (SCATS 1989-90) took command of the 8th Engineer Support Battalion at Camp Lejeune, becoming the first female commander of an engineer support battalion. This achievement is one of many in a life that has been defined by a commitment to leadership.

“My parents taught me that we didn’t halfway do stuff in our family,” she says. When I started running cross country and track in school, I got into a short-lived habit of walking when my coach wasn’t looking. My parents found out. They told me that I didn’t have to run, but if I was going to be on the team, then I was going to be a full, participating member who put in my share of the work. Their lessons really pushed me to spread those ideas — and the best way to do that was to be the leader who could set the tone or the example for my peers.”

Lauren, who grew up in Smiths Grove, KY, studied radio, film, and television at George Washington University. She joined the Marine Corps after college to serve her country, thinking she would be a public affairs officer. However, during Basic School, she recalls, “We had a field exercise at Murphy’s Demolition Range. I got to blow stuff up there — and it was the coolest thing I had ever done. I was hooked.” That passion led her to pursue combat engineering because it was “a job specialty that had only recently opened to women, and, while I had restrictions on unit assignments, it got me as close as I could to artillery, infantry, and other job fields that were closed to women.”

She excelled as a Marine. Her accomplishments include earning a Navy and Marine Corps Commendation Medal with a Combat “V” for valor for her actions as a forward arming and refueling point team commander during the war in Iraq and being named one of Business Insider’s 14 Most Impressive Women in the Military in 2013. She served as the engineer support battalion commander until June 2017; she then enrolled at the National War College in Washington, DC.

Leadership is one of the five recognized domains of giftedness, and Lauren’s abilities in this area are apparent. She also sees her giftedness as benefitting her in other ways in her chosen career. She notes, “Gifted students have a unique ability to critically think about a problem set from many different angles, which is very important in the military. Also, sometimes gifted students feel a little different, so they work really hard to identify with their peers from all walks of life. Gifted students aren’t special — they just do special things or have special gifts — and knowing that is a key skill in my line of work. Members of the military come from all socioeconomic and academic backgrounds, but service to country binds us all, and we all have something to teach and learn from each other.” Her time at SCATS helped her understand that concept: “SCATS allowed me to meet more like-minded people and broaden my circle of people I knew, and it reinforced the idea that being smart or even eccentric was just fine.”

As she looks ahead to what is next, Lauren is happy with the decisions she has made: “I never planned to make a career of the military but rather vowed to stay as long as I felt I was making a difference, giving back, and having fun. On the whole, it has been a fantastic experience. I’ve gotten to lead at every rank, and I’ve gotten to travel to places I would never have traveled on my own. It has also made me wholly appreciate what we as Americans have — our democracy, our freedoms. We should never, ever take these for granted.”

SCATS Alum Takes Leadership to the Highest Level
It was the first day at the 2018 edition of Camp Explore at The Center for Gifted Studies, and 29 campers who had finished first through third grade were ready to have fun learning. All week the campers would be exploring the concept of change across the disciplines of art, clowning, acting, science, mathematics, and language arts.

In Art, teacher Morgan Conwell held up a sheet of hot-pink posterboard (which contrasted nicely with the neon green pompoms in her dangly earrings) and explained how to change it into a portfolio to hold their artwork. Students eagerly gathered up their supplies: neon posterboard, tape in bright colors and fun patterns, multicolored Sharpies, and thick paint sticks.

The students’ final designs varied. There were smiley faces, rainbows, stylized hearts, Mario Brothers-inspired scenes, and wavy oceans, as well as an exploding truck, a shark, a helicopter, and a collection of dinosaurs.

The highlight of the first day of Clowning, taught by Nick Wilkins, was learning to balance peacock feathers. The campers first tried to balance a feather on the palm of one hand. Then they attempted to balance it on the tip of one finger or to pop it from one hand to another. Some got the hang of it immediately, while others took a little longer. “We don’t say, ‘I can’t do it,’” Nick reminded them. “You just say, ‘I haven’t learned it yet.’” Changing attitudes leads to self-confidence.

A few students showed off their attempts for their new friends. One camper tried balancing the feather on her chin, and a few hummed a traditional circus song. Soon the room was filled with words of victory and encouragement, such as “We’ve got good balancers in here!” and “I’m a natural professional!”

For Acting, teacher Julie Roberts Boggess first asked her students to work on tongue twisters to practice enunciation. Each small group chose a twister from her list and said it together ten times for the class.
After, they played Night at the Museum, a game to help them learn to hold a pose and shape their bodies in creative ways. Some campers became snakes, their arms twisting in the air. One transformed herself into a gopher with buck teeth and little paws. Each student tried to shift poses when the student playing the museum guard was not watching.

In the first day of Science, teacher Allison Bemiss used the simple nursery rhyme “Baa Baa Black Sheep” to lead her students into a study of the complex concept of chromatography. They began by watching a video of a black sheep who said her farmer was skeptical when she said she hides other colors in her black wool and that she needed their help to show him.

Each student made a scientific prediction — the sheep’s black wool does or does not hide other colors — and gathered their needed tools, all of which were commonly found objects so students could replicate the experiments with their families. “Put your scientist eyes on and see what happens,” Allison told them.

The students used black magic markers to draw a sheep on a flattened coffee filter and sprayed or dropped water on the shape. Immediately, they could see other colors separate themselves out around the edges. Allison asked questions like “How many colors do you see?” and “Why are the colors changing?” Campers bent over their work and exclaimed at their discoveries. Some added more water, some pressed the filters down, and some shared their findings with a friend. In less than an hour, they had changed into scientists.

For Language Arts, in a classroom lined with picture books, teacher Mary Evans told the class that each day they would read a story and choose from a range of activities related to it. The first book was *Extra Yarn*, where the main character, Annabelle, finds a never-ending supply of yarn and uses it to knit sweaters to change her cold, dreary town into a friendly, colorful one.

After discussing the story, Mary offered several options to the students: write something they’d like to change, write about or draw something they have found and what they did with it, or make a card decorated with yarn. Many chose the last option, gluing purple, orange, or forest green yarn on blue, green, or red paper that transformed the classroom by lighting it up with as much color as Annabelle’s town. For the campers, the concept of change was right there in front of them.

Camp Explore will be offered next summer June 3-7.
Third, fourth, and fifth graders solved problems and invented new worlds at Camp Innovate from July 9 to 13 this past summer. The multi-discipline camp allowed each student to work with the theme of innovation in five areas: Math, Art, Clowning, Language Arts, and Science.

In Math, under the guidance of teacher Nikki Nicholas, students spent the week designing their own cities. They included geometric concepts such as trapezoids and scalene triangles and urban features like a park or school. After drawing two-dimensional maps, students matched up their roads so each city connected. Then they turned some buildings into three-dimensional shapes and transformed the room into a geometric metropolis.

In Art, teacher Andee Rudloff gave her class the task of creating a logo for their own business. While the students worked, Andee was full of enthusiasm and questions, working her way around the room and saying things like, “That’s so cool!” “Awesome!” and “That’s pretty bold!” Sena Er of Bowling Green caught Andee’s energy. When asked to explain her business, she said, “My business is called My Hoverlife, and it’s a line of solar-powered things that hover like boards, bikes, and cars.”

In Clowning, students learned many aspects of performance. After teacher Nick Wilkins explained the basic concepts of juggling one morning, the students rushed to the front of the room to get scarves or beanbag balls. Some threw themselves into the hardest maneuvers, and others proceeded with great caution. No matter
their style, Nick offered gentle corrections and big encouragement: “Remember to throw to the corners,” he reminded them. He also announced, “We have jugglers in here! If you tell yourself you can do it, then you can do it!”

The students in Language Arts were full of plans for innovations and inventions. Each day Mary Evans read an inspiring story to motivate the class, such as *The Boy Who Harnessed the Wind*, which tells of a boy in Malawi who constructs a windmill for his village using scavenged material in order to provide electricity after a drought. Then Mary asked her class to think about a problem in their lives or communities that they wanted to solve and to write about and draw an innovation or invention to help solve the problem. Ideas were varied and marvelous, including a student-cam with GPS that would allow kids on field trips to explore without getting lost, created by Molly Miller of Island, KY.

This year’s science class had a *Harry Potter* theme. For a class on light, teacher Allison Bemiss introduced the concept by asking students what cool thing Harry used to sneak around Hogwarts, and everyone knew the answer: “An invisibility cloak!”

For their experiment, students placed a penny under a plastic cup and put a white Styrofoam bowl on top of the cup. When Allison asked if they could see the penny through the side of the cup, they all agreed they could. Next, they filled the cup a little over halfway with water and put the bowl back on top. Now when they looked through the side, the coin seemed to have disappeared — it was invisible! The subsequent discussion involved a lot of observations and hypotheses. Mason Lovell (Camp Innovate 2017; Fall Super Saturdays 2017; Winter Super Saturdays 2018) of Greenville, suggested, “The light reflection is going up,” while Bowling Green’s Alper Er explained, “The light bent, so you can’t see it.”

No matter the class, at Camp Innovate, learning was, indeed, magical.

Do you want to be a part of next summer’s magic? Mark your calendars for Camp Innovate on July 8-12, 2019.
All Gatton Academy students have their personal stories about how they found the school. There are many different paths to hearing about the program in time for the 10th-grade application deadline.

Yet, in every class, there is a subset of stories that share common elements, stories that involve learning about The Gatton Academy at a young age through participation in a Center for Gifted Studies’ program or camp. This piece spotlights three students who set the goal early to attend The Gatton Academy because of their involvement with The Center’s programs.

**John Max Wilson** (VAMPY 2003-06; Counselor; Gatton Academy 2008) was a camper in the all-important years when advocacy for The Gatton Academy found traction and the school was founded with legislative action. John went on to be a member of The Gatton Academy’s inaugural graduating class. After finishing his bachelor’s degree at WKU, he is now a PhD candidate in computational geoscience at UC-Davis.

John says that it was through The Center for Gifted Studies that he found himself and, eventually, The Gatton Academy. “Camp was my first exposure with people my own age that I connected with,” John said.

John’s parents heard of the soon-to-come Kentucky Academy of Mathematics and Science (yet to be named The Gatton Academy) through The Center. They, in turn, encouraged his application to the school.

Because of his experiences through VAMPY, John said giving up his last year at his home high school wasn’t a big risk. “As much as I loved my home school and as much as we were like a family, the opportunity that I could capture some of my Center—that VAMPY—experience for my last year of high school was worth it,” he said.

**Ben Guthrie** (Fall Super Saturdays 2004-09; Winter Super Saturdays 2005-09; SCATS 2009-10; VAMPY 2011-13; Travel 2013; Counselor; Gatton Academy 2015) is another who knew of The Gatton Academy from a young age because of his participation in Center programs.

Talking with Ben, he described VAMPY changing him and helping him calibrate his goals. “VAMPY 2011 was the last time there was a noticeable change in who I was as a person. It brought me out of my awkward middle school years. If I can point to any three weeks, those three changed me,” Ben said.

That summer, Ben and his VAMPY friends set a goal to apply to The Gatton Academy together. “I realized that this type of community was perfect for me,” Ben said.
From that point on, Ben spent his first two years of high school taking the most advanced courses he could to prepare for his Gatton application.

Socially, Ben made lifelong friends through both programs. Today, he is pursuing his undergraduate degree at the University of Chicago. But, that distance has not impeded old friendships.

“I still have a group chat going strong. It’s active every day,” Ben said of his community forged through The Center’s programs and The Gatton Academy. “We still get together when there is a new Star Wars movie coming out. We see each other two to three times a year.”

Elizabeth “Izze” Hedrick (VAMPY 2016-17; Gatton Academy 2019) also found inspiration at VAMPY that led her to apply to The Gatton Academy.

“VAMPY (and this campus) was the first place that my parents and other people believed in my goals for myself,” Izze said.

“I wasn’t sure if I wanted to attend Gatton until I hit the submit button on my application. But as soon as I did, I knew I was going to go here,” Izze explained. “As soon as I came in the door of Florence Schneider Hall at the beginning of the school year last year, I knew I was home.”

Izze will graduate from The Gatton Academy later this academic year.

Through each student’s story, the interwoven, generation-al communities of The Center for Gifted Studies and Gatton Academy come to light, including the impact that the counselors play mentoring campers.

Ben was a counselor during Izze’s VAMPY years. “Ben Guthrie took me under his wing. We worked on quantum mechanics together outside of my VAMPY classes. He sold me on why I wanted to come to Gatton. He said, ‘Hey, for your goals, this is probably where you’re going to want to be for the next two years,’” Izze remembered. “Ben is 95% of why I came to Gatton. He made me realize this can be possible.”

After graduating in The Gatton Academy’s inaugural graduating class in 2008, John Max served as a camp counselor for two years.

“At that time, there was a burgeoning curiosity about the new Academy,” John Max said. “Of the campers, one or two knew they were applying, but there were handfuls that were curious about learning about Gatton, so I shared my experiences with them.”

Ben remembers the impact of one of his counselors too. “My counselor George Johnson (Counselor 2018) was a Gatton alumnus from the first class. I heard all of these stories about Gatton, and it sounded fantastic,” Ben said. “The more time I spent hearing about Gatton, the more excited I got.”

This community of campers and counselors, mentors and mentees, and Gatton Academy alumni and current students is full of personal stories. Yet, one shared element is their allegiance to help the next generation find their path to great opportunities.

In closing our conversation, Ben remarked, “If 5 or 10 years from now, I were offered the chance to teach VAMPY Physics, I’d take it.”
For the week of June 3-9, ten middle school science teachers from eight states came together at Western Kentucky University as The Center, in partnership with The Gatton Academy and the National Stem Cell Foundation, hosted the third cohort of the National STEM Scholar Program. Their teaching experience varied from a few years to more than a decade. Some had majored in education in college, while a few had worked in other fields before turning to teaching. The ten Scholars were selected from an applicant pool of approximately 200 middle school science teachers representing 38 states.

The Scholars certainly enjoyed learning with Rico and Kerrie throughout the week. As Jessica Carr from George Morse Middle School in Pierre, SD, noted, innovative yet cost-effective projects are invaluable. She said the highlight of the program was “exposure to so many different resources.” By the end of the week, Scholars had received numerous physical resources to take back to their classroom as well as ideas for improving their teaching. Tricia Sederholm of Peru Junior High School in Peru, IN, commented, “I can alter almost everything we’ve done and make it fit in my classroom – I can’t say that about any other training I’ve ever been to.”

Mid-week, Eric Mazur came to campus to talk with the Scholars and model strategies for rethinking the way teachers use assessment. Eric, a renowned professor of physics and education at Harvard University, shared his ideas and strategies concerning fostering intrinsic curiosity which is often shut off with extrinsic rewards. “When the ownership of learning is passed to the teacher, students learn because they have to rather than want to.” To get students reinvested in their own learning, he uses a team- and project-based approach where learning content becomes a vehicle to achieve a goal, not an end in itself.

The Scholars will network throughout the year and look forward to getting together at the National Science Teachers Association Annual Conference in St. Louis in April. At the conference, Scholars will share information about Challenge projects they have developed through the National STEM Scholar Program and implemented in their classrooms.

The biggest take-away is the network of fellow middle school science teachers, professors, and project staff who will provide ideas, feedback, and support for years to come.

The deadline for applying for the 2019-2020 cohort of the National STEM Scholars program is February 1. Be sure to spread the word about this opportunity to outstanding middle school science teachers with others.
The World Council for Gifted and Talented Children will host the 23rd World Conference in Nashville, July 24 – 28, 2019. We invite you to join us as we discuss A World of Possibilities: Gifts, Talents, & Potential. The conference will feature many parallel sessions, symposia, posters, and six keynote presentations. Registration and presentation proposal submissions are now open on our website at www.worldgifted2019.com.

A key feature of World Conferences is the opportunity to develop a global network with other researchers, psychologists, educators, and parents interested in providing for the needs of gifted students. The previous World Conference was hosted in Sydney, Australia. One of the participants, Joyce Miller (United States), noted, “The content of the conference sessions was quality, and the opportunity to interact with around 600 GT colleagues from 30 different countries who share great commonalities all provided a memorable experience for me.”

We are excited to welcome you to Nashville in July 2019 as we engage in discussions about serving gifted students from global perspectives! If you have questions, please contact headquarters@world-gifted.org.

Keynotes at the 23rd World Conference
Dr. Camilla Benbow (United States)
Prof. Dr. Sheyla Blumen (Peru)
Dr. Lannie Kanevsky (Canada)
Dr. Melinda Webber (New Zealand)
Prof. Albert Ziegler (Germany)
Dr. Paula Olszewski-Kubilius,
Dr. Rena Subotnik, and
Dr. Frank Worrell (United States)

worldgifted2019.com
There are not many places where teachers of high school Advanced Placement (AP) computer science can joke about a video of the Hungarian Dance Sort Bubble Algorithm. Fortunately, the classroom of consultant Rob Schultz of Bellbrook, OH, was one of those places during The Center’s 2018 AP Summer Institute from June 25-29. Although often isolated because few high schools have multiple computer science teachers, at the institute, they received expert guidance from Rob and support from their fellow teachers, all of whom spoke the same language. Rob encouraged the participants to “work through a problem first, so you see the mistakes your kids will make” as they reviewed concepts like insertion sort, linear sort, and binary search. He also told them about the Hungarian Dance video, where dancers physically act out the way a bubble sort computer code places data in numerical order.

Each summer for 35 years, teachers of Advanced Placement students have had the opportunity to develop their skills and enjoy the camaraderie of their peers at The Center’s AP Summer Institute, conducted in coordination with the College Board. This year almost 400 teachers from 22 states, Puerto Rico, and six foreign countries participated in 22 workshops for beginners and five workshops for experienced teachers, including an additional workshop held the week before the regular institute on U.S. Government and Politics. With instruction from endorsed consultants (many of whom have served as graders and writers for the exam), the program provided teachers with information on the structure and content of the tests, resources to use with their students, and learning experiences to prepare them. It also provided them with the opportunity to share stories, ask questions, and gain confidence as they discussed issues that concerned them most.
In studio art, consultant Laura Thompson of Golden, CO, talked to her teachers about the impending shift on the AP test towards having student artists talk about the process of creating their artwork. They also made their own art using the same project designs their students would use. A table full of supplies — pastels, stampers, ink rollers, Sta-Flo liquid starch, colored pencils, acrylic paint, plastic stencils, and watercolors — was transformed into art pieces like an ink-drawn bear peering out from painted swirls of green and brown paint. While they worked, Laura asked, “What could you do to have more voice in your piece? That’s what the AP assessors will be looking for.”

In order to give the participants context for their teaching, Laura invited WKU art professor Mike Nichols to visit the class and do a critique of their work. She said, “The visit was very validating in the sense that it made us feel we’re on the right track.”

The reassurance that one’s teaching is on the right track is one of the greatest benefits of the institute for both new and experienced teachers. In Experienced English Literature and Composition, taught by Pat Sherbert of Belleville, IL, the class spent one afternoon discussing “The Last Night She Lived” by Emily Dickinson, analyzing the poem in terms of the literary elements a high school student would need to use to answer an AP test question on its tone. “What else do you see in the poem?” Pat pressed her teachers. “What will your students see?” It was a challenging text, but Pat noted, “It’s impossible to teach this poem without having fun.”

This recognition that doing something challenging can be enjoyable is a nice break from the often typical school year focus of proficiency rather than excellence. At the institute, participants...
do not have to shy away from the difficult — for instance, they know that when they talk about the subjunctive mood of Dickinson’s phrase “as ‘twere,” instead of hearing groans, they will hear Pat enthuse about “an opportunity to teach embedded grammar.”

In every course, the focus is on how best to instruct the students. Physics 1 consultant Joe Mancino of Windsor, CT, utilized the resources around him by recruiting the physics class from VAMPY (which was on campus the same week) for an experiment that demonstrates “how the angle of incline of a ramp affects the forces that roll things down the ramp.” Because physics involves complicated trigonometry, Joe said, “As often as possible, I want my students to be the object.” This shared awareness of students’ areas of struggle is just one example of how the AP Institute makes teachers feel part of a community and more prepared to assist their students.

The combination of consultants and peers who share their goals and speak their language leads to a productive and memorable week. Said a participant in Laura Thompson’s class, “One of the most positive aspects of the institute was the dialogue that was started with my peers.”

Since 1982, The Center has dedicated itself to serving gifted and talented young people, their families, and their educators. Now, in honor of the 35th anniversary, we have written a history of The Center for Gifted Studies that covers the origins and evolution of all our programs and accomplishments. With interviews from more than 50 friends of The Center and photos reflecting every era, this history will be available this winter online and in a limited print run. Watch for further announcements, and contact us for more information.
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Melissa Pederson
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Amanda Stoess
Fairdale, KY
To differentiate in a classroom means to match the learning experience to the needs of the learner, including students who are gifted and talented. This fall, Julia Roberts and Tracy Inman created a professional learning workshop on differentiation that itself took into account what participants needed by offering two levels of instruction. “A Differentiated Professional Learning Opportunity on Differentiation: A Workshop for Teachers New to Differentiation and a Workshop for Teachers Ready for the Next Level” was presented on October 18.

Participants new to differentiation attended the beginning workshop with Julia and explored how to establish a culture conducive to differentiation, the use of assessment in differentiation, differentiation strategies, and more. Each attendee received a copy of Julia and Tracy’s book Strategies for Differentiating Instruction: Best Practices for the Classroom (Prufrock Press), which won the Legacy Award for the Outstanding Book for Educators in Gifted Education from the Texas Association for the Gifted and Talented.

For educators who understand and already apply differentiated instruction and were therefore
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Consider a gift certificate for one of our programs. Whether you have a third grader excited about science or a ninth grader interested in finding people who share the same passion for writing, we have an opportunity for minds-on, hands-on learning and the chance to build community. Certificates are available for Super Saturdays, SCATS, VAMPY, Camp Innovate, Camp Explore, or travel to Paris during spring break. Contact The Center at 270.745.6323 or gifted@wku.edu for more information.

ready for a more advanced approach, Tracy presented an experienced workshop. Not only did she guide them in the differentiation of products and the use of a protocol that simplifies the differentiation process and removes the learning ceiling for students, but she was also able to work with participants in designing their own curricula. Tracy explained, “I loved being able to give each participant what he or she needed. The participants in my workshop were experienced gifted coordinators who also worked directly with students. They have even led professional learning experiences in differentiation themselves, so they certainly didn’t need the basics. We assessed needs and altered the workshop’s content accordingly. I really enjoyed the networking aspect of the day.” Each attendee received a copy Julia and Tracy’s book Assessing Differentiated Student Products: A Protocol for Development and Evaluation (Prufrock Press) that featured the DAP Tool (Developing and Assessing Product Tool).

Tracy and Julia will present the beginning workshop again in Lexington at the end of the year.
The Center for Gifted Studies depends on volunteers. In fact, The Center could not do what it does without them. Within the course of a year, there are so many ways to volunteer. The following list is not all inclusive, yet it highlights volunteers over the past twelve months.

Victoria Kelly assembled the development materials for the mailing.

Gatton Academy students, teacher education students, Mahurin Honors College students, other WKU students, and high school students volunteered in Fall and Winter Super Saturdays classes.

Darby Tassell (Fall Super Saturdays 2007-11; Winter Super Saturdays 2008-11; SCATS 2013-14; VAMPY 2016-17) spent two weeks helping during SCATS.

Stefani Jameson (VAMPY 2016-17; Travel) volunteered for six weeks this summer doing multiple jobs, including serving as an aide for a student.

Will (Summer Camp 2012) and Luke Wininger volunteered one day each week during the busiest part of the summer.

Ron Skillern, Jonathan Vaughn, and high school students transported hundreds of pounds of books to locations across campus for the Advanced Placement Summer Institute.

Jake Inman (Super Saturdays 2000-06; SCATS 2005; VAMPY 2006-09; Travel; Counselor; Teaching Assistant) and Kera Regan-Byrne (Super Saturdays 2005-2009; SCATS 2010-11; VAMPY 2013-14) volunteered for the Duke TIP Recognition day.

Carolyn Hagaman and Dick Roberts volunteered at the exhibit of the Nazi Germany and the Holocaust murals when they were on display at the Corvette Museum.

Toni Szymanski and Brittany Dodds provided parent seminars during Super Saturdays.

Elijah and Daniel Bemiss helped with Camp Innovate and Camp Explore.

Dylan and Haley Motley helped with Camp Innovate.

Alumni and Friends helped unload luggage as SCATS and VAMPY campers arrived and loaded it up as they headed home. Among the volunteers were Jon Warren (Counselor), John Inman, Daniel Bemiss, Matt Hunt (VAMPY 2006-09; Counselor), Ryan Hiles (Super Saturdays 2001-04; Teaching Assistant), Barbara Solberg-Hale (Winter Super Saturdays 2014), and Kera Regan-Byrne.

AP check-in included volunteers Ryan Hiles, Jake Inman, John Inman, Carolyn Hagaman, and Claire Boggess (Summer Camp 2014; Camp Explore 2015-17; Camp Innovate 2017; Winter Super Saturdays 2016, 2018; Fall Super Saturdays 2016; Travel).

Emily Braun helped with check-in for SCATS and VAMPY.

Advisory Board members shared their ideas for supporting The Center’s programming now and in the future during their two annual meetings as well as on an ongoing basis.

Dick Roberts volunteered throughout the year (actually for years) for The Center for Gifted Studies.

Of course, many others did various things to help with programming, and a huge and genuine thank you goes to all volunteers. The Center cannot do without volunteer assistance.

Please let us know how you will help out!
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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.).
☐ I would like to designate this gift to the Alumni Challenge.
Calendar

Winter Super Saturdays
February 2, 9, 16, & 23, 2019

IdeaFestival Bowling Green
February 13, 2019

Spring Break in
Paris and Normandy
March 29 – April 7, 2019

Kentucky Recognition Ceremony
for Duke TIP
May 22, 2019

National STEM Scholar Program
June 2-8, 2019

Camp Explore
June 3-7, 2019

SCATS
June 9-21, 2019

VAMPY
June 23 – July 13, 2019

Advanced Placement
Summer Institute
June 24-28, 2019

Camp Innovate
July 8-12, 2019

WCGTC Conference
July 24-28, 2019

From Venice to Vienna
October 4-13, 2019