



Summer 2016



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From the Editor

Dear *SCOPE* readers,

Welcome to the Summer 2016 issue of *SCOPE*! After a long school year, we present five summer reads and movies to help us all relax just a little before the new school year begins. We also announce the 2015 Curriculum Award winners and share praise from the reviewers.

Also in this issue is a preview of the upcoming NAGC Convention and Exhibition in November. We also share details about our Network's Signature Session at the Convention. Additionally, our outgoing Network Chair, Leighann Pennington, shares her thoughts and reflections of being a Network Chair.

Finally, don't forget that the Curriculum Studies website is a great resource for details about previous award winning curriculum units as well as information about writing your own unit to submit next year (nagccurriculumnetwork.weebly.com).

~Matthew Reames, Newsletter Editor

NAGC Curriculum Network Leadership

Curriculum Chair: Leighann Pennington

Chair-Elect: Matthew Reames

Convention Program Chairs: Christine Briggs and Carol Ann Williams

Newsletter Editor: Matthew Reames

Main photo by Vainsang on flickr

From the Network Chair

Dear Members,



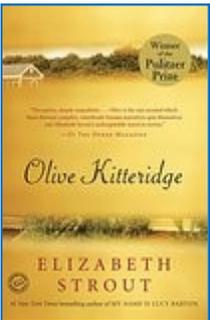
Photo by
Mukumbura
on flickr

It's been too long, SCOPE Readers. Welcome to our Spring/Summer Edition. This will be the last edition for our hardworking Newsletter Editor Matthew Reames and my last edition as the Curriculum Studies Network Chair. In this edition, we're proud to share our excellent Curriculum Award Winners and you can read a description of their units. Right now, expert volunteers are getting ready to rate the next round of curriculum units submitted for the award.

For my last edition as the Chair, I wrote an article about the following topic: "What is it like to be the Network Chair?" Prior to the recent NAGC network elections, I was asked this question many times by those considering running for a position. We'll also look ahead to the next exciting and invigorating NAGC annual conference in Orlando. Thank YOU members of the Network for allowing me the privilege to serve as your Chair for the past two years.

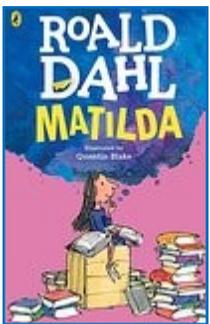
Sincerely,

Leighann Pennington, Curriculum Studies Network Chair



Summer Reads and Movies for Teachers

Check out these books and movies with teachers as some of the main characters. Enjoy a little light reading after a long year of grading and reading student essays.



Fiction

1) *Olive Kitteridge* by Elizabeth Strout

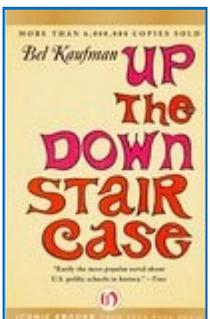
Winner of the Pulitzer Prize and an HBO Miniseries, this is the story of a retired schoolteacher in Maine and the people whose lives intersect with hers. www.elizabethstrout.com/books/olive-kitteridge/

2) *Matilda* by Roald Dahl

Take a trip back to your childhood and remember the important teacher in your life who shaped you, like Miss Honey did for Matilda.

3) *Up the Down Staircase* by Bel Kaufman

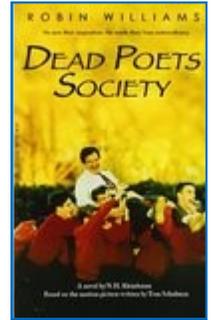
The inspiring story of an inner-city English teacher in the 1960s that was also made into a movie. The story is told in an innovative way, using memos, notes from students, essays, and more.



Movies

1) *Dead Poets Society* by N.H. Kleinbaum

You've probably seen the movie, but have you read the book? Will you be inspired to climb on a desk and quote Whitman after reading the book? Maybe. It is one of those promotional books where the movie came first, then the book. Or just watch the movie instead.



2) *Mona Lisa Smile*

On the surface, this movie is about a grad student teaching art history in the 1950s at Wellesley... Can you teach feminism at the same time as art history? Julia Roberts leads an excellent cast including Kirsten Dunst and Ginnifer Goodwin.



Praise for the NAGC Curriculum Studies Network Award Winners 2015

Congratulations to the winners of last year's Curriculum Awards. Right now, our expert raters are hard at work reading and rating the units for the upcoming units. Below, you can read about some of the highlights and comments about these exemplary units. If you attend the Curriculum Studies Signature Session in Orlando 2016, you will hear about how some of our curriculum winners write and revise their excellent curriculum!

Perspectives of Power: ELA Lessons for Gifted and Advanced Learners

Gifted Classroom grades 4-8

Authors: Emily Mofield and Tamra Stambaugh

Highlights:

- Unit content standards are accelerated with differentiation reflecting both acceleration and enrichment.
- Multiple opportunities for talent development are evident in this unit and include examples and explanations of each opportunity .
- Aligned to CCSS ELA standards and categorized as content, process, or concept goals.
- Assessment includes evaluation of student product, journal and discussion responses using rubrics.
- Students maintain portfolio of work to demonstrate mastery of objectives and includes self-reflection prompts to encourage students to consider the impact of the lessons on their learning. This data is used by educators to determine modifications or adaptations in lessons and unit plans.
- Piloting teachers provided specific feedback on facilitation of the unit .
- Changes were made in student tasks based on data and feedback from those facilitating pilot lessons.

It's Electifying: An Exploration in Water-Based Alternative Energy

Gifted Classroom grades 4-8

Authors: Carol Horn, Shelagh Gallagher, and Dana Plowden

Highlights:

- Student reflections demonstrate very effective learning experiences and impressive growth.
- Uses generalizations to provide rigor and challenge for students.
- The instructional strategies focused around questioning.
- The unit is comprehensive and clearly demonstrates best practices.
- This unit was piloted not only in several middle schools but also at a summer camp for twice exceptional students.

The Pursuit of Justice

Gifted Classroom grade 4-8

Authors: Mary Ann Yedinak, Kimberley Chandler, the Center for Gifted Education at The College of William & Mary

Highlights:

- Extensive list of resources.
- Each unit lesson has specific targeted goals that can help facilitate higher order thinking.
- Opportunities for student growth in vocabulary and writing skills, addressing different writing styles.
- Unit planner is an excellent guide to help teachers execute each lesson.
- Multiple activity options that will help with lesson differentiation.

*Please join us
for the Annual
Convention and
Exhibition at
the Walt Disney
World®
Resort in
Florida!*

The 2016 NAGC Annual Convention & Exhibition

Classroom teachers, gifted/talented coordinators, school administrators, researchers, parents, college and university faculty, and more, will converge at the Walt Disney World® Resort in Florida, November 3-6, for the 63rd Annual NAGC Convention. Throughout the pre-convention events, concurrent sessions, poster sessions, exhibit hall, general sessions, Parent Day, and networking events (both formal and informal!), you will explore a huge range of topics about gifted education!

The NAGC Annual Convention & Exhibition is the nation's largest event that celebrates gifted and talented education. You'll find 300+ content-rich sessions covering 15 topic strands in gifted education, updates from experts in the field on the latest research in gifted education, opportunities to talk with fellow gifted educators, researchers, and parents of gifted children, and an Exhibit hall featuring new products, publications, technology, and resources.

Registration is now open! Early Bird Registration ends September 30. Visit www.nagc.org/professional-learning/nagc-63rd-annual-convention for all of the details.

The Curriculum Studies Signature Session

Join us at the convention in Florida for our network's Signature Session!

Imagine the Possibilities: Make it Happen with High-Quality Curriculum

Featuring an expert panel with Dr. Christine Briggs, Dr. Jennifer Beasley, Dr. Tamra Stambaugh and Emily Mofield, Ed.D.

Imagine the possibilities...what if all students had the chance to interact with high-quality curriculum? What if gifted students could be identified through their experiences with challenging, interesting, and interactive curriculum and instruction? Curriculum for high ability/gifted students requires the incorporation of essential elements in order to support student growth and develop their potential. Curriculum is a complex system, much like the human body, where the different subsystems work in conjunction with each other to provide meaningful learning opportunities. Whether developing or selecting curriculum, educators need to recognize these essential elements or systems within curricular units to ensure the content, skills and outcomes provide the intellectual stimulation students need.

What if all students had the chance to interact with high-quality curriculum?

During this session, participants will learn about these essential elements of high-quality curriculum for all students, and gifted students in particular, and how they can use these elements to analyze curriculum for selection in their programs or to develop curriculum. We will discuss why all of these elements are critical to support students and hear from curriculum developers (former NAGC Curriculum Studies Network Award Winners) who will share how they developed their curriculum units and managed to incorporate all of the vital elements of high-quality curriculum. Participants will leave the session feeling informed about necessary elements for curriculum for the gifted and inspired by past award winners to create their own curriculum. Imagine the possibilities for all gifted children across the country, those who are waiting to develop their potential.

What I've Learned as Network Chair

By Leighann Pennington, Outgoing Network Chair

This is my final edition as the Curriculum Studies Network Chair. I've been involved in the network since submitting my unit to the Curriculum Awards. I was so proud to be awarded that little square marble plaque and to have my hard work and hours of teaching, writing, and revision on my Experience Poetry unit be recognized, and ultimately to share my unit with other teachers. Since then, I've rated units and conference proposals and served as the Newsletter Editor, Chair-Elect, and Chair. Together with other Network Leaders, we've revised the Awards Rubric, written articles, and collaborated on a NAGC Select publication "[Engaging and Challenging](#)

[Curriculum: Supporting Advanced and Gifted Learners.](#)” I’ll talk about a few other projects I’ve had the privilege to participate in as Chair and Chair-Elect over the years.

Recently, when members were deciding whether or not to run for the two open positions in our network, Chair and Chair-Elect, I heard these questions a lot: What is it like to be Network Chair? What are my responsibilities? How much time does it take? Therefore, I’ve decided to write this article to answer those questions and let you know what I’ve learned from serving as the Network Chair-Elect and Chair. I hope the article will advise future network leaders and inform you about serving in these role.

Use the momentum of the annual conference. For a few glorious days each year, you can focus on the larger gifted education community, gain perspective and inspiration, and collaborate with your peers. You can get so many things done at the conference, before you get distracted, which always happens upon arriving home. You can collaborate with your peers on an article or other project. Network leaders meet at the leadership retreat and as network chair, you’ll lead the business meeting for your network.

The leadership of our network have used the momentum of the conference in several ways. At our business meeting, someone made a suggestion to use weebly to create our website. We did this quickly after the conference and were able to post our newsletters and create an archive of past Curriculum Studies Award Winners, with descriptions and contact information so teachers could reach out to the writers and use the units or learn more about the units.

We also reached out to the hard-working presenters who gave presentations at the annual conference right after the conference, thanking them for their contribution and then we asked them to write articles for our newsletter, SCOPE. The momentum and inspiration of the conference might just inspire your members to turn their PowerPoint presentations into an article for the Network newsletter.

Start an initiative—and follow through. As Network Chair, there is plenty to do just to keep up with the duties of the chair. However, you’ll find it inspiring to start an initiative. During my time as Chair-Elect, Jennifer Beasley (former Chair) and Christine Briggs (Awards Co-Chair) reached out to let me know that the NAGC Awards Rubric needed to be revised. This was a part of a conversation that had been going on for years. We revised the rubric and used two rubrics to rate the units—the current rubric and revised rubric—for years. We crunched the numbers for validity and interrater reliability and wrote an article about the process. In the end, we had a revised rubric that truly focused on the most important criteria, was research-based, and user-friendly for those who submit units.

The Power of the Personal Invitation. I've invited experts in our field to write articles for the newsletter and to participate in panels and Signature Sessions. Everyone is busy and it is hard to find time for one more thing, no matter how important it might be. I've noticed the personal invitation is important. Instead of just a large call for articles, you could personally address a teacher, professor, or researcher and let them know where their particular knowledge and talents are so important to your project. I've also really enjoyed brainstorming and editing articles with teachers who might be hesitant at first to write articles for our newsletter—this is not required for a Network Chair, but a habit from my many years as newsletter editor.

Serving as a network chair can be filed under a service role on our CVs. However, I've gained so much while serving. I've gained confidence to share my ideas and approach my peers about collaborating on new projects. I found myself talking to people I never would have met. I participated in a parent roundtable and was invited to join projects that I never would've heard about. I have invited experts to join expert panels for the Curriculum Studies Signature Sessions and moderated the session. Through this process, I found out about the worthy and meaningful research of scholars that I might not have encountered otherwise.

My time as Chair and Chair-Elect kept me working and feeling like a member of the gifted ed community at times I might have felt disengaged. Everyone can get caught up in their daily life, in admin meetings or individual classrooms, or in my case, teaching online and doing freelance curriculum consulting with several companies while staying home and caring for my baby daughter Josie. Serving in network leadership roles can help you maintain perspective and stay engaged in the larger world. It can keep you writing and sharing your expertise with the gifted ed community.

Duties: Optional and Required

This is not an exhaustive list and there is a guide from NAGC that includes your duties when you become the Network Chair. These are things that I focused on, but other Network Chairs might focus on other areas.

- Work with the Curriculum Studies Program Chair in Jan./Feb. during the proposal selection process
- Recruit reviewers for Curriculum Awards and reviewing proposals for the annual conference
- Propose a Signature Session for the annual convention and invite participants (optional)
- make a budget request for anything special (like funding for the Curriculum Studies website) by December of each year
- Fill out the annual report for the NAGC board about what your network has done to support and communicate with members in the past year and set goals for the future.
- Recruit leaders for appointed positions like Newsletter Editor or Communications Chair.

- Work with the awards chair to plan the evening event, present curriculum awards at the annual conference.
- attend the leadership retreat at the annual conference (which usually takes place the Thursday before conference)
- Optional: publication opportunities in the NAGC Select Series and Parenting for High Potential
- Oversee newsletter with editor
- Propose any changes to Curriculum Studies Website
- Respond to emails from key figures at NAGC about conference planning, the retreat, budget, annual report, and more.

Are you interested in helping to run our network's online

community?

If so, please

contact

NAGC at

ckaye@nagc.org

or

202-785-4268.

Most people want to know: How much time does it take to be the Network Chair? Chances are, you'll have slow periods and busy periods. January/February and October/November will likely be busier than the other months. Overall, it depends how much time you dedicate and what type of initiatives you want to build during your time as Chair-Elect and later as Chair.

Please visit the NAGC Online Community!

If you haven't yet visited the NAGC Community (or it's been a while), take a few minutes to visit us at nagc.mymemberfuse.com, a section of the NAGC website where NAGC Network members can virtually communicate with one another and share resources 24/7!

We hope the Curriculum Studies Network can use this online forum to collaborate on high-quality curriculum and instruction and work together as colleagues to brainstorm ideas and answer questions.

On your first visit to the NAGC Community please pay particular attention to your Account Settings, accessible by clicking on "Edit my settings." Your name, affiliation, and your city and state will be visible to all NAGC members using the NAGC Community UNLESS you change the Privacy Settings. You may choose to reveal more, less, or keep everything hidden. You may change your settings at any time, but we did want you to be aware of these options as you start using the NAGC Community.

Use this link to access the step-by-step instructions for signing in to the NAGC Community: [FAQ -- Logging in and Changing Settings](#). Visit the NAGC Community Site at nagc.mymemberfuse.com.



NATIONAL ASSOCIATION FOR

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