



South Carolina Consortium for Gifted Education Newsletter

From the President: Marva Tigner "Challenging Times Foster Creative Minds"

The South Carolina Consortium for Gifted Education is determined to provide high quality professional development for those serving gifted learners. Now is the time to unleash our creative juices and provide alternative and innovative ways to meet the professional development needs across the state of South Carolina.

We are in the process of writing our 2009-2011 Strategic Plan. The Board has tackled this task with zeal and determination. Some strategies addressing training opportunities might include:

- ◆ Providing professional

development delivery models through the wonder of technology

- ◆ Soliciting districts to partner with us to provide regional, on-going training and support in identified areas of need
- ◆ Identifying our own experts across the state to facilitate sessions and provide support

Tough economic times will not deter us, but make us stronger! The question is not if we will continue to provide the best training possible for our teachers and leaders, but will we give up on our children? The

answer from SCCGE is a resound NO!! Giving up is not part of the foundation on which this organization was built. We were founded on working hard to find creative solutions to difficult problems and alternative ways to reach our vision.

Our mission since 1978 continues to be: "to promote the education of academically and artistically gifted and talented students and to provide professional development for teachers of the gifted."

Challenging times, yes; defeat, NEVER!!

Marva Tigner

Course Opportunity

EDFS 761: Educational Procedures for the Gifted and Talented Bamberg School District One

- ◆ Prerequisites: Nature and Needs of G/T Students
- ◆ Instructor: Marva Tigner
- ◆ Costs: \$50 payable to district (in-district)
- ◆ Location: Bamberg
- ◆ Dates: May 2, May 23, May 30, June 13, June 25, June 26, July 1, July 23, July 25
- ◆ To register, contact Jeannette Stokes at 803-245-3053. Registration is open to Bamberg One teachers first and then will be opened to surrounding districts. A fee of \$150 will be charged for out of district participants. Fees non-refundable.

Compiled by:
Joy Gray
SCCGE, Communications

Monthly Issue

May 2009

Dates to Remember

- © June 22-24: William and Mary Summer Institute
- © June 26: SCCGE Board of Directors Meeting
- © June 30: Annual Data Report Due to SDE
- © July 17 -19: SENG Conference

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FROM THE DIRECTOR'S CHAIR



Rick Blanchard

Welcome to the rebirth of the SCCGE Newsletter! I am excited to have a monthly column to share information about key issues from a state perspective. My goal is to share important information, events, research, and resources each month. There will be some "hot topics" mentioned as well as key legislative discussions. Thank you for tuning in!

◆ *Now Filming: The State Budget and Gifted Programs*

The prequel: The Education Oversight Committee

produced a budget in

November for all legislative parties to reference. The Governor's budget came out in early January, but a revision may be forthcoming. The House of Representatives passed their budget last month and the Senate has recently passed their version.

◆ *Key Scenes:*

The EIA Roll-up of Funds is a big area of concern for gifted education.

The GT programs are funded out of EIA funds, which come from the penny sales tax established in the mid-1980s. Due to the current economy, these funds have been cut five times in the last seven months.

Thankfully only two of the cuts impacted GT funding. However, all of the proposed budgets have the GT academic funds, the GT artistic funds, the AP and IB funds, and Junior Scholar funds being "rolled up" into one line item. The various budgets have these funds being cut from the current level (post cuts) of funding. Some of the monies appear to have been shifted around to other programs. For instance, our grade two testing funds appear in the Office of Assessment budget. With a

portion of the stimulus funds hanging in the balance, most of the proposed budgets have many variations.

One positive outcome from this is that there has been more public input than normal. Gifted Education has remained part of the conversation as an important educational program.

Many local districts are just trying to survive all of the budget cuts, so please advocate maintaining the essential elements of the GT academic and artistic programs. These programs are still required by law.

I look forward to sharing much more in coming months. Stay tuned!

You can reference budget information at <http://www.scstatehouse.gov/html-pages/citizen.html>

G/T Regions Will Help Produce Monthly Newsletter in the 2009-2010 School Year

We are hoping to produce the SCCGE Newsletter on a more consistent basis during the 2009-2010 school year. Since travel for meetings will be limited due to our current economic situation, the Board of Directors feels that the Newsletter is one way we can stay connected. This Newsletter will be distributed to all G/T Coordinators, G/T Regional Leaders, and other SCCGE members at the end of each month. We plan to include interesting items from each region, such as programs, curriculum, events, and in-service opportunities, as well as important state and national information. This first issue will cover the months of May, June, and July. The schedule for the rest of the 2009-2010 school year is listed below:

August	Region 1
September	Region 2
October	Region 3
November	Region 4

January	Region 5
February	Region 6
March	Region 7
April	Region 8

Note: There will not be an issue in December.

Contributed by Joy Gray

If you have questions, please contact Joy Gray at jjgray@sc.rr.com.

SCCGE Shows Support for Gifted and Talented Programs

Legislative Luncheon:

The South Carolina Consortium for Gifted Education sponsored a luncheon for all members of the South Carolina General Assembly on Wednesday, February 18, 2009 in the Blatt Building dining room. Members of the Consortium Board of Directors, coordinators from local school districts and a parent from Berkeley County greeted and mingled with the legislators. The purpose of the luncheon was to acquaint the legislators with the benefits of funding gifted education. Key points about gifted education, as well as quotes from students, decorated the tables. Videos

of students in action in gifted classrooms were shown. The string ensemble from Irmo High School entertained during the luncheon.

Position Statement:

When debates over the state budget for education were beginning, SCCGE mailed a card to each state legislator containing the following statement:

"While SCCGE understands the current need for flexibility in funding, flexibility in regulations would result in reduction or elimination of services for academically and artistically gifted students. The South Carolina Consortium for Gifted Education be-

lieves it is critical that we protect the integrity of programs and services for gifted and talented children through the maintenance of regulations that establish criteria for the statewide identification system, the accountability of district plans, as well as the program models and time requirements.

To do anything less for our students is unacceptable."

Contributed by Linda Shaylor

"Genius without education is like silver in the mine."

Benjamin Franklin

Arts Education News from Scot Hockman

Teaching the Artistically Gifted and Talented in South Carolina

The South Carolina Department of Education has developed several documents to address the needs of gifted educators and their students. In addition, as the SCDE arts associate, I work closely with SCCGE in implementing Artistically GT programs at the annual professional development conference.

Online at the SCDE website, www.ed.sc.gov/arts, are three documents of interest. These include *Identification of Artistically Gifted and Talented Students: Referral, Screening, and Assessment*, *Teaching Standards-Based Creativity in the Arts*, and *Fine Arts Careers*. The identification screening document is a revised manual for recommended best practices for identifying artistically gifted and

talented students. The manual covers referrals and recommendations for GT students and the process for their auditioning for a GT arts program. Included in the audition section are performance tasks for each arts discipline. Each performance task has a rubric to assist adjudicators in scoring the performance or portfolio. In addition, there are *(continued on p. 4)*

Three Districts Celebrate 35 Years of Gifted Programs

Three South Carolina School Districts (Kershaw, Richland Two, and Spartanburg Seven) have provided special programming for academically gifted students since 1974.

Planning for the programs began in September 1973 when the districts were chosen to pilot gifted education in South Carolina. Task forces composed of teachers, administrators,

students, parents, and community leaders charted the course for the development of the current operating programs as well as the format for parent advocacy groups. Studies of the research on identification and education of the gifted were conducted, visits were made to existing programs in neighboring states, staff development workshops were con-

ducted by experts in the field, and graduate courses were offered through local colleges and universities. In July 1974, the districts were awarded federal grants and received local support. In August, identification procedures were initiated. These criteria were established by

(continued on p. 4)

Arts Education News from Scot Hockman (*continued from p. 3*)

interview questions that evaluate the students' personal interest and knowledge of the arts forms for which they are applying. For your convenience, Section 43-220 of the state regulations is provided in the document which covers both academically and artistically gifted and talented programs.

The SDE in collaboration with the South Carolina Alliance for Arts Education has posted an extensive teaching tool, *Teaching Standards-based Creativity in the Arts*, to its website, www.ed.sc.gov/arts. The document opens with two articles, *Why Creativ-*

ity? written by Dr. Nancy Breard, Director of Gifted Education at Converse College and *Cultivating Creativity: Myths, Misunderstandings and Opportunities for Arts Education* by Dr. Seymour Simmons, Associate Professor at Winthrop University. South Carolina Visual and Performing Arts Standards are aligned with strategies, activities, and resources teachers can use to foster creativity in their students.

Students, parents, teachers, and guidance counselors always want to know "will I get a job in the arts." In a 2007 updated report on the eco-

nomic impact of the arts in South Carolina, the University of South Carolina Darla Moore School of Business economic impact study determined that in SC there are 31,500 of our citizens involved in arts related occupations. The state's cultural industry overall generates \$2.4 billion or more in economic output for South Carolina's economy, including \$766,249,688 in salaries and wages. This is a significant return on the state's investment.

The SCDE in collaboration with The SC Alliance for Arts Education (*continued on p. 5*)

Teaching Talented Art Students

The National Art Education Association has just released a new book entitled *Teaching Talented Art Students* by Gilbert Clark and Enid Zimmerman. "I ever there was a case for the important role that the arts play in improving cognitive development, this book is the best source I have seen to date. Readers will find unequivocal evidence that thinking skills,

planning, problem solving, and creativity as well as technical facility in the arts are all outcomes of good art education programs," said Joseph S. Renzulli, Director of The National Research Center on the Gifted and Talented. Based on more than 25 years of work and research in the field, Clark and Zimmerman present contemporary issues and theories re-

garding the education of artistically talented students. The authors provide practical information on how teachers can develop curriculum and programs that help students realize their visual-arts talents. This book can be purchased at the NAEA website under "store." NAEA member price is \$20.00

Contributed by Scot Hockman

Three Districts Celebrate 35 Years of Gifted Programs (*continued from p. 3*)

district Placement Committees based on the current research as well as needs of the districts and in August 1974, classes for academically gifted students were initiated. Funding for the programs was provided through competitive state and federal grants as well as district support.

In 1984, with the passage of the Education Improvement Act, the academic programs were expanded, stu-

dent enrollment services increased and additional resource teachers were hired to staff classes. Honors classes were added to the high school curriculum.

Also at this time, programs for artistically gifted and talented were begun. The passage of the Education Improvement Act changed the funding formula from a competitive appropriation to the current accountability,

per-pupil funding system.

These three districts certainly have a rich history of serving gifted and talented students and some major contributions to celebrate in their 35th year of service.

Contributed by Linda Shaylor

"Education is not the filling of a pail, but the lighting of a fire."

W.B. Yeats

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Change is good! We'll go first!



SCCGE

The South Carolina Consortium for Gifted Education is an organization whose objectives are:

- ◆ To promote high quality education for gifted students in South Carolina
- ◆ To promote staff development for professionals working with the gifted
- ◆ To promote a closer working relationship among professionals working in gifted education
- ◆ To promote communication and cooperation among G/T professionals and parents of gifted students

Membership is open to any public school district, institution of higher learning, professional G/T educator, or organization that supports gifted education.

Arts Education News from Scot Hockman (continued from p. 4)

has developed a document entitled *Fine Arts Careers*. In it, readers can find information about the economic impact of the arts in SC and the benefits that the arts bring to student learning and job placement. Each arts form has about 25 different occupations that are related to dance, music, theatre, and the visual arts. The careers are divided into categories that include performance/studio, education, technology, and business. The careers come with a description of the job, skills needed, salary ranges, and prospects for employment. The end of the document has a matrix of arts careers as they relate to all sixteen career clusters for which students can be involved through *Personal Pathways*.

Teaching Standards-based Creativity in the Arts

While creativity is inherent in the arts and in SC Visual and Performing Arts Academic Standards, a document has been written to enable teachers to foster a heightened creative experience for their students. Much is currently being written about the importance of creativity in our lives. This document emphasizes the importance of this concept. Richard Florida, Daniel Pink, and Thomas Freeman have brought the notion of creativity to the attention of constituents in the arts as well as throughout all areas of our existence.

Teaching Standards-based Creativity in the Arts is aligned with each of the SCVPAAS content standards



“A new theory suggests that creativity comes in two distinct types – quick and dramatic, or careful and quiet.”

Daniel Pink

and their indicators. Strategies are given for the teacher to use to enable students to foster their creativity through activities in each of the four arts forms.

This document also provides readers with an Annotated Bibliography of Creativity compiled by Kristy Callaway. Twenty-two different titles are provided with a description about (continued on p. 6)

Arts Education News from Scot Hockman (continued from p. 5)

the publication's content. This listing of references can be used to help readers further investigate the study of creativity.

Dr. Nancy Breard has provided an essay titled *Why Creativity?* Dr. Breard defines creativity and addresses various levels of the creative process. Dr. Seymour Simmons has provided a comprehensive overview of creativity in his article *Cultivating Creativity in Arts Education: Myths, Misconceptions, and Practical Procedures*. His article presents topics of interest that reflect the various nuances that comprise our creativity.

It is essential that we focus our teaching on facilitating our students' education toward creativity in the arts and other content areas. This will provide them with the competitive edge they need to compete in a global community and economy. The development of the creative process will also help students to solve the complex problems that we meet daily as individuals and as a society. This document, if used by practitioners, can help provide guaranteed experiences toward that development.

Teaching Creativity in the

Arts can be accessed by going to www.ed.sc.gov/arts.



"A creative economy is the fuel of magnificence."

Ralph Waldo Emerson

Summer Opportunities in Gifted Education

Want a unique vacation? Families are welcome to attend the July 2009 conference of the national organization Supporting Emotional Needs of the Gifted from July 17-19 in Orlando, Florida. Presenters at the SENG conference include authors, psychologists, counselors, educators, and more. The children's program includes behind-the-scenes adventures

at Disney World. Early registration is \$250 for adults and teens and \$200 for children. For more information, go to <http://www.sengifted.org/>

Another great opportunity for educators is the Professional Summer Institute at the Center for Gifted Education at the College of William and Mary. The institute, "Curriculum and Instruction for High Ability

Learners in Diverse Settings" is from June 22–24 in Williamsburg, Virginia. Registration is \$365 per person or \$325 for teams of 3 or more from the same district registering for the same strand. For more information, contact the Center for Gifted Education at www.cfge.wm.edu.

SCCGE Announcement: No Conference During 2009–2010

As has been previously stated in the news and in this issue of our Newsletter, difficult economic times call for difficult and non-traditional decisions. It is with a great deal of regret, that the Board of Directors for SCCGE made the decision that the Consortium would not be able to sponsor its annual professional development conference. What has been an outstanding tradition, which South Carolina educators of the gifted an-

icipate each year, will not take place during the 2009-2010 school year.

With districts having to limit travel, even to essential meetings, with anticipated furloughs and other financial cuts, it was not economically feasible to host a conference. When events, like conferences, are contracted with hotels, a certain number of rooms must be booked in order for the cost of the event to be practical.

If this number of rooms is not reserved, the host organization still has to pay a large cancellation fee.

It is our hope that the economy is rebounding and that our annual "tradition" will be possible in 2010-2011.

The SCCGE Board of Directors