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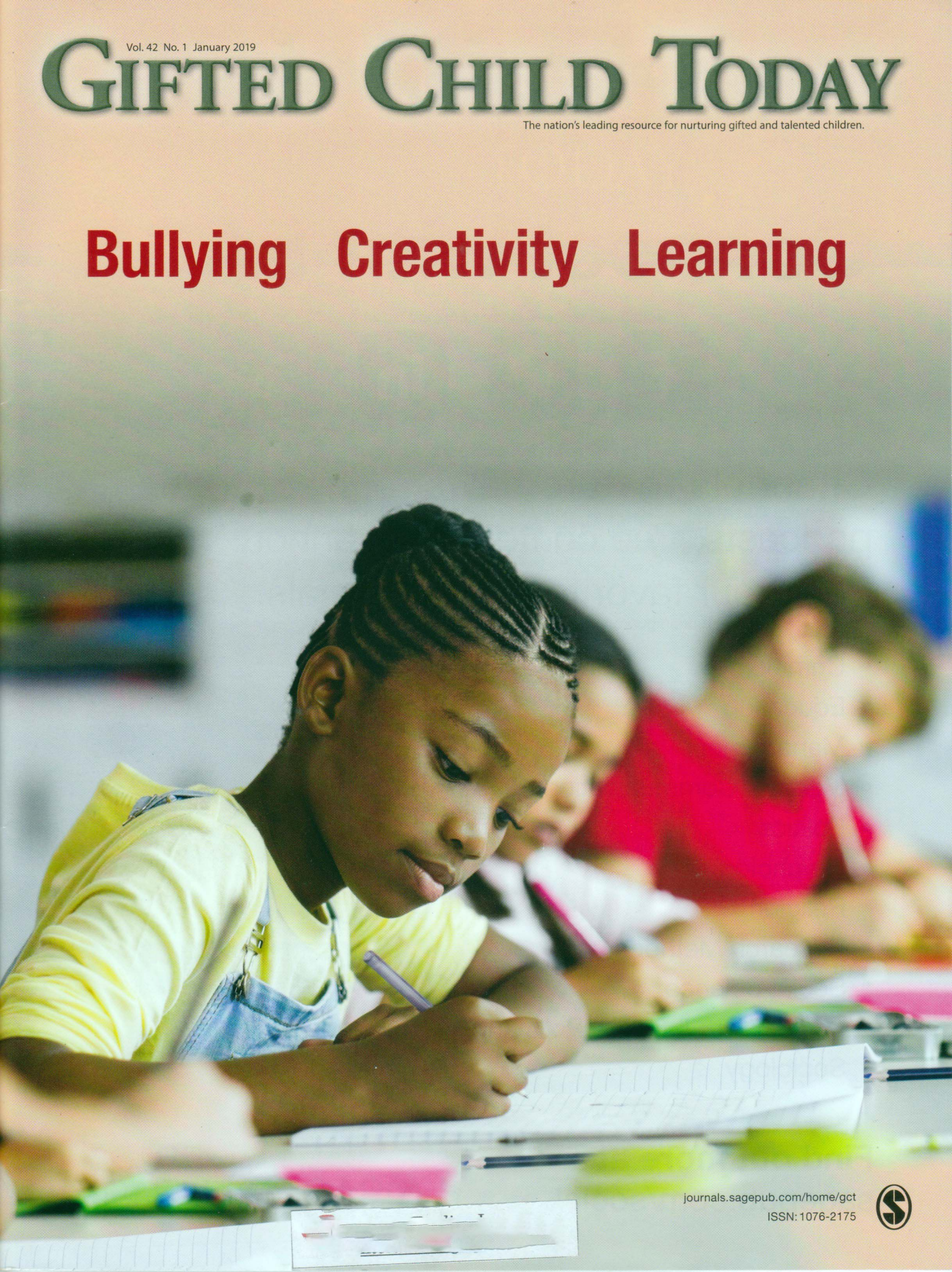
GIFTED CHILD TODAY

The nation's leading resource for nurturing gifted and talented children.

Bullying Creativity Learning



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GIFTED CHILD TODAY

Volume 42 Number 1 January 2019

FROM THE EDITOR

FEATURES

COLUMNS

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NEWS BRIEFS

On the Web

Science Fair Projects

https://www.sciencemadesimple.com/

Check out this website for science experiment ideas that you can do at home. You can use items around the house to learn about colors, static electricity, and more! Are you needing ideas for a science fair project for school? This site will help you pick a topic, see sample projects, walk you through the scientific method, and provide tips on how to design your experiment.

Khan Academy

https://www.khanacademy.org/

Khan Academy seeks to offer free instructional videos and a personalized learning experience for learners of all ages to study at their own pace in and outside of the classroom. Go to this website to watch videos about AP calculus topics, computer programming, grammar, physics, microeconomics, and more. There are also videos to help one prepare for the SAT, GMAT, MCAT, LSAT, and other exams. Several instructional videos on topics such as college admissions, personal finance, and having a growth mind-set are also available.

Notable

The National Center for Research on Gifted Education published *Tips for Identifying Gifted English Students* (Siegle, Gubbins, & McCoach, 2018).

Gifted Gaps in High-Poverty Schools

Do high-poverty schools offer gifted and talented programs? What proportion of students in such schools participates in those programs? How does participation vary by race? Researchers supported by the Thomas B. Fordham Foundation and Institute addressed these questions in a recent report (Yaluma & Tyner, 2018). Using the Department of Education's Office of Civil Rights' school-level data and information from the National Center for Education Statistics, they reported these results. They found two thirds of elementary and middle schools at every poverty level have gifted programs with 8.9% of the students participating. However, far fewer students in high-poverty school actually participate in gifted programs (6.1%). Moreover, Black and Hispanic students were less likely to participate. They did find substantial variations across states with six states having 90% of their high-poverty schools with gifted programs whereas three states reporting less than 10%. To improve participation, the researchers suggested using universal screening and other ways to improve equity, using local norms, and employing a more diverse teaching force. To see their state-by-state analysis, visit https://edexcellence.net/publications/is-there-a-gifted-gap/

Increasing Access to Dual Enrollment Courses

The Education Commission of the States revisited dual enrollment practices to examine how more students might be included in these advanced courses and other precollegiate experiences (Zinth & Barnett, 2018). They reported state-set eligibility requirements limit dual enrollment to academically advanced students. Zinth and Barnett (2018) suggested middle-achieving high school students whose grades or assessment scores fall short of readiness measures not only can be successful, but also benefit from program participation. They describe promising approaches such as (a) differentiated dual enrollment and (b) precollegiate experiences. Differentiated dual enrollment offers programs of differing academic challenges to high-, middle- and lower-achieving students with assistance in helping them participate progressively in more rigorous options (e.g., dual enrollment with seminar or corequisite courses). Precollegiate experiences are activities that prepare students for subsequent college-level learning such as transition courses, summer bridge programs, college readiness brush-up programs, and on-campus college experiences.

Effective Teacher Policies

Given the premise that the "quality of an education system depends on the quality of its teachers," the Organization for Economic Cooperation and Development (OECD; 2018) examined international school policies that guide teachers' selection, recruitment, and development (p. 4). OECD viewed teacher policy as concerned with three goals: attracting talented individuals to teaching and retaining them, developing effective teachers, and matching teachers with

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CONTESTS

Grants and Awards

The McCarthey Dressman Education Foundation offers **Academic Enrichment Grants** designed to develop in-class and extra-curricular programs that improve student learning. The Foundation provides funding for programs that nurture the intellectual, artistic, and creative abilities of children from low-income backgrounds. Eligible applicants are teachers in pre-K-12 education who work with students from low-income households. Grant amounts are up to US$10,000 per year for a maximum of US$30,000 over 3 years. Deadline for applications is January 15 to April 15, 2019. For more information, visit https://mccartheydressman.org/academic-enrichment-grants/

The Esther Katz Rosen Fund supports work related to the **psychological understanding of gifted children and youth**. These grants support activities on the advancement and application of knowledge related to gifted and talented children and adolescents. Evaluation criteria include conformance with stated program goals and qualifications, quality and impact of proposed work, innovation and contribution to the field. Eligible applicants are those with demonstrated competence and capability to execute the proposed work. Grant amounts range from US$1,000 to US$50,000. Deadline for application is March 1, 2019. For more information, visit the American Psychological Association's website at http://www.apa.org/apf/funding/rosen.aspx?tab=1/

The purpose of the Esther Katz Rosen **Pre-college Psychology Grant Program** is to improve the quality of education in psychological science and its application in secondary schools for high ability students. Evaluation criteria include conformance with stated program goals, nature and magnitude of incremental contribution, and likelihood of producing generalizable outcomes. Eligible applicants are those with demonstrated competence and capability to execute the proposed work. Deadline for application is March 1, 2019. For more information, visit the American Psychological Association's website at http://www.apa.org/apf/funding/rosen.aspx?tab=1/

The Jack Kent Cooke Foundation supports the following **scholarships for high-achieving students**.

Contests

The New York Times Student Podcast Contest

The New York Times hosts several podcasts each week and is inviting *students between the ages of 13 years and 18 years to create and submit their own podcast.* Submissions must be original work, 5 min or less in length, and are due by May 29, 2019. Entries may cover any news-related topic, but must have a beginning, middle, and end to produce a complete listening experience. Students can create the podcasts by themselves or with a group and upload the podcast to a third-party site. Students should use a podcast format or genre, use appropriate language, and use noncopyrighted sound effects or music. They can create the podcasts by themselves or with a group. Students should also provide a short written summary as part of their submission. The winning podcasts will be featured on The Learning Network. For more information and to see the judges' rubric, please visit https://www.nytimes.com/2018/04/25/learning/our-first-ever-student-podcast-contest.html

The Discovery Education 3M "Young Scientist Challenge"

The Discovery Education 3M Young Scientist Challenge is open to all legal U.S. residents who are students enrolled in fifth through eighth grade. Students are asked to identify a new, innovative solution that could solve an everyday problem. Their task is to create a 1- to 2-min video that explains the following: (a) identifies the problem and how it affects them, their family, their community, or the global population; (b) describes a new innovation or solution that could solve or affect the problem and explain the science, technology, engineering, and/or mathematics behind their innovation; and (c) illustrate how their innovation could have a broader impact locally or globally. Entries will be scored by a panel of judges using the following judging criteria: (a) creativity (ingenuity and innovative thinking; 30%), (b) scientific knowledge (30%), (c) persuasiveness and effective communication (20%), and (d) overall presentation (20%). Finalists must use at least one 3M technology in their final presentation, and communicate its relevance in their final presentation. Finalists will receive US$1,000 cash, a trip for the student and parent to the final competition, a medal, and a chance to win a student adventure trip. The grand prizewinner

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