



GEMS of AGATE

Join Us Oct. 23-24 for the 2009 Conference

Highlights include:

- Keynote addresses by **Sheila Appel of IBM, Michael Furdyk of TakingITGlobal.org, and Roger Tilles of the NYS Board of Regents**
- Remarks by **NYS Assemblyman Fred Thiele** from Long Island, sponsor of legislation supporting gifted education
- Panel presentations featuring
 - Representatives from the **Nassau County Museum of Art, The Heckscher Museum, and the Hofstra University Museum of Art**
 - Representatives from the **New York City Public Schools**
 - Long Island University professors**, in a “World Café” setting, on global aspects of gifted education
- Program visit and discussion with the **Director of the LIU Center for Gifted Youth**
- On-site **Conference Bookstore**, offering the best professional resources in gifted education
- **Raffle Prizes**
- **Awards Luncheon honoring teachers of the gifted and gifted students in NYS**
- **Workshops**, including:
 - “Laughter, Tears & Two Extra-Strength Aspirin: A Prescription for Parents and Teachers of Gifted Children”—Amy Price, Executive Director, New York State SENG
 - “Hurried and Ignored: How Pressure to Perform and NCLB Mandates are Failing Our Gifted Population,”—Dr. Arnold Dodge, Professor, C.W. Post (LIU)
 - “The Extra-Cognitive Aspects of Giftedness,”—Jerald Grobman, M.D., Psychiatrist and Author
 - “College Readiness: Nonfiction Books and Research Papers,”—Will Fitzhugh, Founder, *The Concord Review*
 - “The Massapequa Schoolwide Enrichment Model,”—Lucille Iconis, Assistant Superintendent
 - “Global Rock Stars: Building a Community of Learners,”—Camilla Gagliolo
 - “If the World Is Flat, Why Not School? Fostering Intercultural Understanding and Integrated Learning through the International Baccalaureate Programme,”—Catherine F. Battaglia

President

Audrey Dowling
6439 South Portage Rd
Westfield, NY 14787
dowlings@fairpoint.net

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Attorney

Jerome Z. Cline, Esq.

Membership Secretary,

Webmaster

JoAnn Meaker
6081 Walworth Rd
Ontario, NY 14519
jomeaker@yahoo.com

Newsletter Editor

Elisa Gallaro
elisagallaro@verizon.net

For more conference information, see pages 3-7 or go to www.agateny.com.

President's Message

The longer I serve as President of AGATE, the more convinced I become that it's unethical to allow schools to continue to ignore gifted students and to refuse to acknowledge that these students are part of the special needs population.

During 30 years of teaching diverse populations, I have seen firsthand how much students benefit when services are geared to their individual educational needs. This is just as true for our high-ability students as it is for those in special education or alternative education programs. Every time I sat in on an IEP meeting for a special education student or an intake for an alternative education student, a part of me wished that we gave the same consideration to our highly able students. I firmly believe in special and alternative education services—and I strongly support these services—because they work. But I also believe we should devote equal attention to developing individualized programming for our top learners, for their sake and for the sake of our state and our nation.

"If every school across New York State focused on the individual educational needs of its top learners, we could become a world player in education and could reap significant economic benefits."

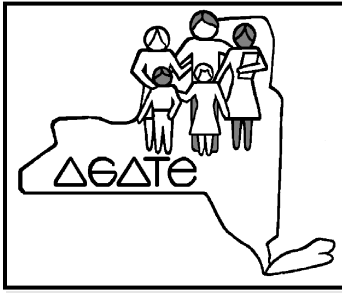
If every school across New York State focused on the individual educational needs of its top learners, we could become a world player in education and could reap significant economic benefits. Companies of all kinds would view New York differently and consider putting down roots here. Successful businesses know they need the thinkers and creative problem solvers that gifted education delivers. These organizations need bright workers who have been educated to challenge themselves, revel in their abilities, and appreciate the different abilities of others. They need employees who believe in teamwork and who enjoy the brainstorming that transforms good ideas into great ones. Gifted education is one of the most effective ways to prepare students to fill these roles.

Our upcoming fall conference—A World of Promise: Gifted Students as Global Citizens, October 23 and 24—recognizes that highly able learners have extraordinary potential to shape the future. The conference is a wonderful opportunity for all of us to rededicate ourselves to restoring American students' place in the world, starting with gifted learners in New York State. I urge you to attend and to seek me out and share your ideas on how we can accomplish this goal. You can find more detailed information on the conference on pages 3-7.

I also hope that, across New York State, the new school year is one of opportunity and discovery. My wish for students is that school is a wonderful, intellectually stimulating experience. For teachers, my wish is that their days are filled with the satisfaction that comes from providing meaningful educational experiences for every child. And for parents, my hope is that your child comes home from school every day, excited about what they are learning and doing.

Audrey K. Dowling, President

Enjoy *Gems of AGATE*'s new look. Our thanks to Tom Citriniti for the new design and for his help with every issue of the newsletter.



C.W. POST CAMPUS



FRIDAY, OCTOBER 23

REGISTRATION, CONTINENTAL BREAKFAST AND VENDOR EXHIBITION

8:00 AM- 9:00 AM

Hillwood Commons

OPENING PLENARY SESSION

9:00 AM- 10:15 AM

Greetings

Hillwood Commons: Recital Hall

Dr. Robert Manheimer, Dean, School of Education
C.W. Post Campus, Long Island University

Welcome

Audrey Dowling, President, New York State AGATE

Plenary Session Speaker

Sheila Appel, Manager
Corporate Citizenship and Corporate Affairs, IBM

10:15 AM- 10:30 AM

BREAK

BREAKOUT SESSION I

10:30 AM- 11:45 AM

C.W. Post Campus: Designated Rooms

AWARDS LUNCHEON

12:00 PM- 1:15 PM

Speaker:

Hillwood Commons: Top of the Commons (3rd Floor)
Fred Thiele, Jr., Member, New York State Assembly

BREAKOUT SESSION II

1:30 PM- 2:45 PM

C.W. Post Campus Designated Rooms

2:45 PM - 3:00 PM

BREAK

BREAKOUT SESSION III

3:00 PM- 4:00 PM

PANEL DISCUSSION

Top of the Commons

*Global Education: What Asia Is Doing to Meet the Global Challenge
and What We Can We Learn from This*

Moderator

Dr. Shaireen Rashid, Associate Professor, C.W. Post

Panel

Dr. Dengting Boyanton (China), Dr. Haeryun Choi (Korea), Dr. Yen Yen Woo (Singapore), Dr. Lee Yuen Lew (Malaysia), Dr. Jeongeun Rhee (Korea), Assistant Professors, C.W. Post Campus/Long Island University

NETWORKING SOCIAL
4:00 PM- 5:00 PM

Top of the Commons

SATURDAY, OCTOBER 24

**REGISTRATION, CONTINENTAL
BREAKFAST AND VENDOR EXHIBITION**

**CHAPTER MEETING/PARENT
ROUNDTABLE**
8:00 AM- 9:15 AM

Hillwood Commons

**BREAKOUT SESSION IV
& POSTER SESSION**
9:15 AM- 10:30 AM

C.W. Post Campus: Designated Rooms

Visit to the LIU Center for Gifted Youth

Assigned Classrooms

10:30 AM- 11:00 AM

BREAK

PLENARY SESSION II
11:00 AM- 12:15 PM

Hillwood Commons: Recital Hall

Welcome

Audrey Dowling, President, New York State AGATE

Speaker

Michael Furdyk, Co-founder and Director
Technology for TakingITGlobal.org

**AWARDS LUNCHEON AND
AGATE ANNUAL MEETING**
12:30 PM- 1:45 PM

Hillwood Commons: Top of the Commons (3rd Floor)

Guest Speaker

Roger Tilles, Member
New York State Board of Regents

Announcement of Awards

Amy Zamkoff, AGATE Awards Chairperson

PANEL DISCUSSION

What Is the Future of Gifted Education in New York State?

2:00 PM- 3:00 PM

Hillwood Commons: Recital Hall

CONFERENCE REGISTRATION FORM

1. REGISTER ONLY ONE PERSON ON EACH REGISTRATION FORM. PLEASE TYPE OR PRINT NAME EXACTLY AS YOU WISH IT TO APPEAR ON YOUR NAME BADGE. PHOTOCOPY FORM FOR EACH REGISTRATION SUBMITTED.

NAME _____ E-MAIL _____

HOME ADDRESS _____ TELEPHONE _____

CITY _____ STATE _____ ZIP _____

SCHOOL _____ TITLE/ POSITION _____

SCHOOL DISTRICT _____ TELEPHONE _____

Circle day(s) of attendance: Friday Saturday Total Fee enclosed/PO amount _____

Attending primarily as: Teacher Parent Administrator Consultant Advocate Psychologist Other

CONFERENCE PACKAGE REGISTRATION FEES ■ OCTOBER 23 & 24, 2009

Conference Package includes full access to all activities (Keynote & Workshop Sessions), name badge, Conference handouts, Vendor Exhibitions, Conference Handbook, and breakfast and lunch on both days.

CATEGORY	FRIDAY 10/23	SATURDAY 10/24	BOTH DAYS	ONSITE AFTER 10/9	AMOUNT
AGATE Members Conference Package	\$175.00	\$125.00	\$200.00	add \$25.00	
AGATE Non-Members Conference Package	\$200.00	\$150.00	\$250.00 (includes 1-year \$40 AGATE membership)	add \$25.00	
Conference Presenters	\$125.00	\$100.00	\$175.00		
Parent AGATE Members	\$65.00	\$65.00	\$95.00	add \$25.00	
Parent Non- AGATE Members	\$75.00	\$75.00	\$105.00	add \$25.00	
Full-time College Students (with valid ID)	\$30.00	\$30.00	\$50.00		
I want to join AGATE or renew my membership (see information next page)					
Total Amount Due (amount to be paid)					

Level of Membership: check one (*all memberships are tax deductible*)

_____ **One-year individual / professional membership: \$40.00**

_____ **Two-year individual / professional membership: \$75.00**

_____ **One-year parent membership: \$25.00**

_____ **One-year student membership: \$10.00 (ID required)**

_____ **One-year institutional/organization membership: Includes issues of *GEMS of AGATE***

_____ **Lifetime individual membership: \$350.00**

REGISTRATION INFORMATION: Please send your registration form and payment (check, money order or PO), made payable to Nassau BOCES to:

Carolyn Yohannes
Nassau BOCES
71 Clinton Road
P.O. Box 9195
Garden City, NY 11530

REGISTRATION DEADLINE: Registration deadline is **October 16, 2009**. After October 16th, please bring this form with you to register on site. Note that you will receive registration confirmation if you pre-register. All payments must accompany registration or the form will be returned to you (with exception of purchase orders). No credit cards accepted onsite.

CANCELLATIONS: For cancellations received on or before October 16, 2009, the full registration amount paid will be refunded—minus a \$25 processing fee. No refund will be issued for cancellations received after October 16. Late requests for refunds due to an emergency only will be considered on a case-by-case basis. All cancellations must be sent in writing via fax, email or regular mail to the conference registrar. Please fax or email cancellations, if possible. If necessary to cancel by USPS, please allow sufficient time for a response. The final decision on refunds rests with the AGATE President and Treasurer.



AGATE, Island Harvest Partner for Conference Food Drive



In keeping with our conference theme of global citizenship and the gifted, **AGATE and Island Harvest** will conduct a food drive during the two-day conference. Collection barrels will be set up in the conference registration area in Hillwood Commons. Simply place your non-perishable donations in the barrels. Among the most needed items are canned beans, milk, fruit, vegetables, juice, meat, fish,

soups, and peanut butter. (No glass items please).

Long Island's largest hunger-relief organization, Island Harvest serves as the bridge between those who have surplus food and those who need it. Volunteers and staff collect good, surplus food from over 600 local restaurants, caterers, farms, and other food-related businesses and distribute it to a network of close to 500 soup kitchens, food pantries, and other places where those in need can access it.

To learn more about this nonprofit organization, visit www.islandharvest.org.

Nominations for New Board Members

AGATE members will vote to fill two upcoming vacancies on the Board of Directors during our annual meeting, which will be held October 24, during the fall conference. Following is some brief biographical information on the two Board nominees.



Colleen Masters, Teacher, Middle School Gifted Program, East Greenbush Central School District.

Colleen has 20 years of teaching experience on the pre-primary, elementary, and middle school levels. She has taught in elementary and middle school gifted programs, and has served as Enrichment Building Level Specialist, District-Wide Gifted Committee Chairperson, District Curriculum Study Committee Chairperson, and District-Wide Enrichment/Gifted and Talented Program Coordinator.

Colleen has been a member of the National Association for Gifted Children (NAGC) since 1990 and has presented at state and national conferences. She holds an associate degree in early childhood education from Hudson Valley Community College,

a bachelor's in elementary education with a concentration in mathematics from The College of St. Rose, and a master's in gifted education from the University of Connecticut. She is certified to teach N, K-6, 7-12 mathematics, and K-12 gifted education.



Amy Price, Executive Director of Supporting Emotional Needs of the Gifted (SENG), a national nonprofit organization committed to supporting the affective needs of gifted individuals, and the families, educators and health professionals who support them.

Amy has over 20 years of experience helping businesses and organizations identify goals and develop strategies to achieve them. Amy also has served as Executive Director of the Arlington Education Foundation, raising funds and awareness for educational programs within a large school district. Her experiences as a parent of two gifted children inspired the development of The SENG Honor Roll, a national recognition program allowing parents to honor educators who made a difference in the life of a gifted child.

Amy serves on the Parent Advisory Committee of NAGC and has been an AGATE member since 2007. She is a graduate of Brandeis University and holds a diploma in direct marketing from New York University. She will be presenting "Laughter, Tears & Two Extra-Strength Aspirin: A Prescription for Parents and Educators of Gifted Children" at this year's AGATE conference.

David Steiner Named Commissioner of Education

The New York State Board of Regents has appointed Dr. David Milton Steiner as New York State Education Commissioner and President of the University of the State of New York, effective October 1.

Dr. Steiner has earned a reputation as a reformer and leader in the national effort to transform teacher preparation and improve teacher quality. For the past four years, he served as Dean of the Hunter College School of Education at the City University of New York.

"I have dedicated my career to advancing the idea that with a strong core curriculum and rigorous teacher preparation and support we can help students in every school district achieve and succeed," Dr. Steiner said. As commissioner, his goal is to "continue to raise standards, improve accountability, and work to transform the State Education Department into a hub of innovation and best practices to boost student achievement."

Dr. Steiner is the author or editor of four books, including the upcoming *Retreat from Judgment: The Limits of Educational Reform*, and more than 100 journal articles,

papers, reports, and chapters on education reform, teacher preparation, teacher quality, and curriculum development. He has worked as a consultant to the National Council on Teacher Quality and served as a member of the New York Board of Regents Work Group on Improving the Preparation of Teachers for Urban Schools.

He has a Ph.D. in political science from Harvard University and a B.A. and M.A. from Balliol College at Oxford University.

Become a Facebook Fan of AGATE

Now that we're on Facebook, we invite you to become a Fan of AGATE. It's one of the best ways to make sure you're up to date on all AGATE news. Just sign on to your Facebook account, search for Advocacy for Gifted and Talented Education in New York, and sign up to be a fan.

Not a member of Facebook yet? Go to www.facebook.com, log on as a new member, and search for Advocacy for Gifted and Talented in New York. Then sign up to be a fan.

Of course, you can also get the latest AGATE news on our web site, www.agateny.com.

From the Davidson Institute for Talent Development

Davidson Young Scholars: The national Davidson Young Scholars program provides free services designed to nurture and support profoundly gifted young people and their families, including talent development and educational advocacy, an online community, annual get-togethers, and the Ambassador Program. Applications are due the 14th of each month. www.davidsonacademy.unr.edu/

FREE Guidebooks for Gifted Learners: The Davidson Institute offers free, online access to three educational planning guidebooks focused on advocacy, early college entrance, and mentorships. These comprehensive guides help parents find the most appropriate educational setting for their exceptionally bright child. www.davidsonacademy.unr.edu/.

Fellows Scholarships: The Davidson Institute for Talent Development is offering high-achieving young people the opportunity to be named 2010 Davidson Fellows, an honor accompanied by a \$50,000, \$25,000, or \$10,000 scholarship in recognition of a significant piece of work in science, technology, mathematics, music, literature, philosophy or "outside the box."

Applicants must submit an original piece of work that's recognized by experts in the field as significant and as having the potential to make a positive contribution to society. The scholarship must be used at an accredited institute of learning. Deadline to apply is March 3, 2010. www.DavidsonGifted.org/Fellows.

New Gifted Database: The Davidson Institute recently launched the Davidson Gifted Database, formerly known as GT-CyberSource, at www.DavidsonGifted.org/DB. The renovated site features improved, easier search capabilities for articles, resources, and state policy pages to help students, parents, and educators pinpoint a wealth of gifted information. With this change, all previous links to articles, resources and state policy pages have changed. To locate the new links users can:

- Search for the title or keywords using the new Google Search Box
- Use the Browse by Topic lists for articles and resources
- Email administrator@davidsongifted.org for assistance

You can also access the Davidson Gifted Database from the Davidson Institute's home page at www.DavidsonGifted.org. Just look for "Database" in the top menu bar or footer information.

Report from Board Work Session

Board members gathered in Onondaga County in May for a day of strategizing, planning, and networking. Since most Board meetings are held via monthly conference calls, the work session provided an occasion to meet, face-to-face, with colleagues from the Bronx, Chautauqua, Monroe, Rockland, Saratoga, and Wayne counties.

Agenda items included the annual budget, review of the bylaws, development of a handbook for AGATE chapters, and procedures for archiving historical documents. The work session also provided an opportunity for Board members to share their insights and experience on the most effective ways to advocate for gifted students.

"It is a tradition we value and so greatly need if we are going to have an impact on the education of our gifted students," AGATE Vice President Mary Kay Lewis said. "We have gained momentum and we need to stay focused and purposeful as we bring our issues before the State Education Department and the new commissioner."

A reminder that the Board welcomes input and assistance from all AGATE members. If you have suggestions or would like to help with AGATE activities, such as publicity and public relations, conference planning, and advocacy efforts, please contact a Board member. Our email addresses are available on the AGATE web site, www.agateny.com. Just click on AGATE Information, then Board Members List.

Review: Folsom's Book Offers Model to Assist All Learners **by Joseph M. Piro, Ph.D.**

Folsom, Christy. (2009). *Teaching for Intellectual and Emotional Learning (TIEL): A Model for Creating Powerful Curriculum*. New York: Rowman and Littlefield Education. 295pp.

Christy Folsom, Professor at Lehman College, City University of New York and AGATE Board member, is on to something in her new book, *Teaching for Intellectual and Emotional Learning (TIEL)*. After a Foreword by Joyce VanTassel-Baska, the book offers a model of how teachers can assist all students to become better learners largely by honing their self-regulatory skills. As the title suggests, one of the thrusts of Dr. Folsom's approach is an emphasis on emotional skills that can influence how children learn. She is on solid ground with this.

John Dewey, whose theories are addressed in the first chapter, championed what was called a "five-step analysis of effective learning." At the top of this analysis, he states that when a stable situation becomes disturbed, an emotional response is required so the learning process can be initiated. This is similar to Piaget's concept of the role of disequilibrium to learning. If we fast forward to present-day research on learning and the brain, we find that most researchers have come to a consensus that there is simply no learning without emotion. The book's placing of emotional learning as a priority places it squarely, and correctly, in this continuum of thought.

The book is divided into five sections: Codification, Consciousness, Communication, Curriculum, and Connections. It has a total of 14 chapters, along with conclusion, appendix, and reference sections. Each section addresses an aspect of the learning and thinking process. What is gratifying about much of the material is the balance between theory and practice. Dr. Folsom offers a good deal of theoretical underpinning to her ideas, many of which originated in her doctoral dissertation at Teachers College, Columbia University. She explains her theories of learning, presents their philosophical background, and introduces the reader to four teachers whose classrooms she observed longitudinally. These observations of day-to-day teaching practice helped her develop her own theory, and she uses these case studies as templates upon which to etch her model.

Central to Dr. Folsom's design is the "TIEL Wheel" presented in Chapter One, based upon the theories of Dewey and psychologist J.P. Guilford. The Wheel is a graphic, color-coded representation that codifies intellectual and socio-emotional components required for complex teaching and learning. Reminding us of Ralph Waldo Emerson's adage that "character is higher than intellect," Dr. Folsom makes sure to balance the Wheel with qualities of both character and cognitive process. For example, she makes certain that memory and divergent thinking sit side-by-side with empathy and ethical reasoning. That this kind of approach is beginning to characterize much of what is being called "twenty-first century" curriculum underscores the timeliness of the model as well.

As the book progresses, we meet each of the four teachers and catch glimpses of teaching episodes in their classrooms. One factor that unites them is their use of a project-based learning approach, one that ensures that students are participants in a classroom that stresses circles of inquiry where critical thinking skills can be scaffolded as projects expand. We are given access to much of each teacher's reflections in his or her own practice, so we learn of each teacher's internal journey to becoming a more effective professional. In teacher Erica's fifth grade class, for example, students embark on a three-part project focused on Mexico. The book details how the project unfolds and includes a variety of assistive visual figures explaining exactly what transpires during the unit. Not only is the teacher intent on delivering content to children, but she also wants to make sure students become competent in critical thinking skills, including planning, forecasting, decision-making, time management, and individual and peer evaluation. As a result, students are afforded access both to content and to complex cognitive processes. For the socio-emotional part, we are introduced to Emilio, a student from Mexico, who assumes a leadership role in the class and applies both his group work and peer mentoring skills in very effective ways.

One of the book's strengths is the sense of personalization the reader experiences as the classroom activities of each teacher are introduced. Each teacher is unique in his or her own way. Their thoughts and feelings on the learning process remind us that good teachers become good teachers one lesson at a time, and the journey to good teaching has risks and rewards that are necessary rites of passage for anyone who aspires to classroom teaching.

The book's final chapters on "Theory and Thinking" and "Connections and Applications" are more ruminative. They center on Brian, a second grade teacher, as he tries to apply much of what he learned in his teacher preparation—especially on thinking—to his classroom. Brian finds a mixed bag. Some aspects of his preparation prove valuable; some do not. He is intent on differentiating the curriculum for his students, and we learn of Tom, a gifted student who is particularly under-challenged. One solution: Brian has Tom simply raise his hand if he needs to move on while other students are still learning a concept. Brian is also a proponent of Constructivist Theory and applies this approach to much of his teaching, usually but not always, with success. This only serves to underscore what many of us already know. While theory is important as an "overture" to teachers in their classroom practice, it is the day-to-day "symphony of learning" that shapes the richness and rigor of a classroom environment and ultimately affects how children learn. This message is admirably communicated in Dr. Folsom's book, and the reader comes away with an appreciation of both the intellectual and humane forces that need to converge if meaningful learning is to take place.

Joseph M. Piro, Ph.D., is an Assistant Professor in the Department of Curriculum and Instruction at the C.W. Post Campus of Long Island University. He also is a member of the AGATE Board of Directors. This article reflects the opinion of the reviewer only. AGATE is happy to provide information on resources as they become available but does not, as a matter of policy, take a position as an organization.

WOW: NAGC Offers Free Webinars On Wednesday

The National Association for Gifted Children (NAGC) is offering Webinars On Wednesdays (WOW) to bring experts directly to classroom teachers, counselors, graduate students, parents, GT coordinators and administrators. Tune in the second and fourth Wednesday of each month for practical advice and updates on the latest issues in gifted education. Experience the live WOW sessions via the Internet to listen, view slides, access handouts, pose questions to presenters, and interact with other participants. There's also a monthly "Parent Night."

Sessions are free through 2009. Capacity is limited, so advance registration is recommended. For more information or to register, go to www.nagc.org/WOW.aspx.

Tips on Challenging Young Math Students

Too many bright elementary school math students spend their time sitting through lessons aimed at struggling classmates and completing problem after problem on concepts they've already mastered. These students quickly conclude that math is boring.

Parents need to take the initiative and find appropriately challenging substitute assignments for their child to work on in class.

Students who can learn independently would enjoy working through the book, *The Ten Things All Future Mathematicians and Scientists Must Know (But are Rarely Taught)*. Written by former teacher Ed Zaccaro, *Ten Things* illustrates the connection between math, science, and the real world through analyzing events such as the Three Mile Island nuclear accident.

Number Sense and Nonsense, by Claudia Zaslavsky, presents challenging problems, puzzles, and activities on interesting number concepts such as "Zero—Is It Something? Is It Nothing?"

Students may also be intrigued by *It's Alive*, by Asa Kleiman and David Washington. Promising "math that makes you squirm," this book offers problems to "challenge, motivate, and gross out math students who like the unusual."

If Internet connections are available in the classroom, the web also offers a wealth of playgrounds for inquiring young math minds.

For open-ended math exploration, students can go to www.mathcats.com. Younger students in particular might be intrigued by the math cats balance section, where they can try to virtually balance objects ranging from electrons to galaxies.

The University of Cambridge site, <http://nrich.maths.org/public>, offers intriguing problems (with solutions) on a variety of challenge levels, math games, and interesting articles on issues such as math palindromes.

As for homework, if students can get four or five problems of an assignment completed correctly, that should be the end of the exercise. Parents then need to provide options that offer more challenging and thought-provoking opportunities for math exploration.

All the books and web sites mentioned above for use in the classroom can be used at home as well.

Parents can also explore math concepts together with their child at Web sites such as <http://figurethis.org>. This site offers math challenge problems for families, including guidance about how to get started thinking about the problem, solutions, and follow-up problems.

Parents and students are also encouraged to think together about “unusual and important” math ideas at www.ccs3.lanl.gov/mega-math.

While fully meeting the needs of advanced math students can be difficult, these approaches offer a simple start for parents and schools to keep talented young mathematicians challenged and intrigued.

This information is provided by Susan Goodkin, Executive Director of the California Learning Strategies Center, www.LearningStrategiesCenter.com. The Center helps parents meet the needs of advanced and gifted students from kindergarten through college planning.

You are invited to join AGATE—or renew your membership

Membership Form

(Please print)

Name _____

Address _____

City _____ County _____ State _____ Zip _____

Phone () _____ Email _____

_____ **New membership**

_____ **Renewal**

Affiliation - check all that apply:

___ 1. Administrator

___ 7. Parent

___ 2. District Gifted Coordinator

___ 8. Home-schooled

___ 3. Teacher

___ 9. Student

___ 4. Teacher of gifted

___ 10. Organization representative

___ 5. Psychologist/Psychiatrist

___ 11. Private School

___ 6. Counselor

___ 12. University/College

School district: _____

University/College: _____

Organization/Chapter/Affiliate: _____

Level of Membership: check one (all memberships are tax deductible)

___ One-year individual / professional membership \$ 40.00

___ Two-year individual / professional membership \$ 75.00

___ One-year parent membership: \$ 25.00

Add \$10 for a one year joint NAGC
(National Association for Gifted Children)
membership, which includes four issues of
Parenting for High Potential magazine

\$ 35.00

___ One-year student membership \$ 10.00 (ID required)

___ One-year institutional/organization membership
Includes 10 copies of *Gems of AGATE* \$150.00

___ Lifetime individual membership \$350.00

Amount enclosed: _____

Send completed form and check (payable to AGATE) to: JoAnn Meaker
6081 Walworth Road
Ontario, NY 14519
jomeaker@yahoo.com



Gems of AGATE
10 Sandalwood Drive
Clifton Park, N.Y. 12065

AGATE
ADVOCACY FOR GIFTED AND TALENTED
EDUCATION IN NEW YORK STATE, INC.

Bulk Rate
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What Is AGATE?

AGATE is a nonprofit organization of concerned parents and educators designed to promote the education and welfare of the gifted and talented in New York State. AGATE has been developed to:

- Seek and make available national, state, and local resources that contribute to the education of the gifted and talented;
- Develop, publish, and disseminate appropriate materials for the education of the gifted and talented;
- Sponsor and foster activities that stimulate and encourage the development of improved programs and practices for the education of the gifted and talented, such as sharing information about educational programs, giving educators opportunities to study new and innovative teaching methods and programs that are specifically designed for gifted children, and conducting research on the gifted that would provide help for educators;
- Assume a leadership role in the establishment of statewide conferences, meetings, workshops, and other appropriate gatherings for the benefit and welfare of the gifted and talented.

***Gems of AGATE* is published by**

Advocacy for Gifted and Talented Education in New York State, Inc., a nonprofit organization of parents, educators, and students promoting appropriate education for gifted and talented students in the state of New York. Articles may be submitted via email to: elisagallaro@verizon.net. Please include a phone number for verification purposes. Artwork is welcome, provided it is in digital format and accompanied by a caption.