

NEWSLETTER *of the*

INTERNATIONAL GIFTED EDUCATION TEACHER-DEVELOPMENT
NETWORK (Iget-Network)

Founded 2007

June, 2009
Volume 1, Issue No. 2

Our Website:

<http://www.iget-network.org>



Dear Iget-Network Member, Friends and Associates:

Iget-Network co-founders and members hope that you will enjoy reading the second issue from our newsletter series of 2009. Please feel free to provide us with feedback, comment or story ideas for issue #3, which will be released in September-October. Thank you.

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A message from the Executive Director and Co-Founder, Dr. Joy M. Scott



Joy M. Scott, Ph.D.



The International Gifted Education Teacher-Development Network was founded in 2007 by American and South African educators.

Our network membership is open to families, teachers, businesses, corporations, communities, students and all persons interested in the educational needs of exceptional school age learners.

We represent the interests of children who are gifted academically, intellectually, creatively, artistically or exceptional in other ways.

Schools, educational departments and other agencies interested in arranging teacher-development seminars should contact us at the following: igetnetworking@gmail.com
www.iget-network.org

We were so very pleased to receive numerous congratulations and positive comments from readers of the first International Gifted Education Teacher-Development Network (Iget-Network) newsletter, which was published around mid-December, 2008. We sincerely thank our readers and Iget-Network members for their feedback. The success of the first newsletter must be attributed to the hard work of our dedicated chief editor and Associate Director, Mr. Emmanuel Ojo. The positive and helpful comments from our readers greatly contributed to his eagerness to plan ahead for the next newsletter. In fact, we immediately decided that the theme of the second issue would be gifted education and teacher development.



Limpopo

This issue is dedicated to the memory of the late Dr. Mary M. Frasier (2005). Frasier, a nationally recognized American scholar and researcher in gifted education and founder of the Torrance Center for Creativity and Talent Development at the University Of Georgia College Of Education, brought national and international recognition to gifted education for her pioneering and highly influential work in teacher development, identifying and teaching students who are under-represented in gifted education programs.

In this issue two South African classroom teachers briefly describe their experiences with gifted children, and they discuss other issues related to meeting the gifted child's needs. For example, Ms. Phasumane describes how a first grader achieves well above her peers. Although she does not have access to the gifted education characteristics chart Dr. Davis presents in this newsletter, she nonetheless concludes that this child's exceptional abilities must be addressed sooner rather than later. Classroom differentiation teaching strategies learned from teachers already trained in helping children reach their full potential is but one example of the very skills Iget-Network consultants will include in the Level 2 teacher development training.

Since issue #1 we are pleased to announce that Iget-Network is now working and consulting with colleagues at Northwestern University's Center for Talent Development (CTD-Evanston, Illinois, USA) to extend some of their most effective programs (Project Excite and Gifted Learning Links) to students in South Africa. We are grateful to CTD's director, Dr. Paula-Olszewski-Kubilius and associate directors Randee Blair and George Peternel, for making such a relationship with Iget-Network possible. CTD's Project EXCITE and the Gifted Learning Links programs are fully described in this issue.

Our plan is to duplicate Project EXCITE at our partner school in Johannesburg, Beaulieu Preparatory. Additionally, primary and secondary school students all over South Africa will hear about CTD's Gifted Learners Links program through Iget-Network newsletters, programs and seminars. Student eligibility to take GLL online courses designed for gifted children will be determined through CTD's direct application process. Northwestern University is a premier leading research university in the United States.

We can pretty much sum up academic year 2008-09 as a time for program development; building and establishing relationships with colleagues in the USA, southern Africa and the Caribbean; increasing membership; crystallizing network objectives for the purpose of seeking grant funds and support; identifying problem areas and teacher training needs; and disseminating information about our network through publishing and presenting research and program description papers at national and international research conferences. For starters, please peruse the websites of the World Council on Gifted Children and the National Association of Gifted Children.



To help defray costs for maintaining our network's website, publishing our newsletters, managing the cyberspace mentorship program, grant writing and other essential operating costs, the network leadership has unanimously agreed that we will begin charging new membership fees, effective June, 2009. For additional information please consult the new membership page of the Iget-Network.org website.

Iget-Network membership presently consists of over forty-five individuals. They represent the United States, Southern Africa and the Caribbean. Members hold prestigious positions within institutions of higher education, school systems and the community. Our membership also crosses all academic disciplines and all demographics (including parents, teachers, students, and community members). At this time we strongly encourage business relationships and thus, members from the business community. We also encourage graduate student membership. Graduate students with interests in building research agendas in gifted education that relate to global awareness on problems and issues that impact culturally diverse gifted learners; and/or graduate students interested in mentors from the gifted education community are strongly encouraged.

We hope that you will enjoy this second issue of Iget-Network newsletter. Your comments are welcomed at anytime. If you have comments or are interested in learning more about how you can become involved, please contact us at iget-networking@gmail.com. Tel. 262 729-0866, or 011 27 83 330 7052. Our website: <http://www.iget-network.org/>



PROJECT EXCITE CHILDREN (Center for Talent Development, Northwestern University--Evanston, Illinois USA)

Iget-Network Colleagues Pay Tribute to Gifted Education Pioneer, Dr. Mary M. Frasier

By Dr. Joy L. Davis





Mary M. Frasier, Ph.D.

This issue of IGET Newsletter is dedicated to the lifelong work of Dr. Mary M. Frasier (1938-2005). Dr. Frasier, was an internationally recognized scholar in the field of gifted education and author of the Frasier Talent Assessment Profile (F-TAP), a widely used multiple criteria assessment tool designed to identify culturally diverse and low-income gifted students. Dr. Frasier's multiple criteria approach caused a major shift in the field of gifted education from the use of a single indicator to identify gifted learners to a more fair and equitable multiple criteria approach. Dr. Frasier's passing in 2005 was a great loss to the field of gifted education. As a way of paying tribute to the memory of her life's work, the National Association for Gifted Children launched the Frasier Teacher Scholarship program in 2006. The scholarship program was initially designed to provide scholarships for teachers from low-income districts nationwide to attend the annual conference of the National Association of Gifted Children.

In 2006, the scholarship was renamed The Javits Frasier Scholarship Fund for Diverse Talent Development (to recognize the groundbreaking work of the late New York Senator Bill Bradley who developed the Jacob-Javits federal grant program designed to address the needs of under-represented groups of gifted students). The new program continues to provide funding and scholarly experiences for teachers and counselors interested in extending their expertise in working with culturally and linguistically diverse gifted students and those from low-income home environments (donations to the scholarship program are accepted at [***ERROR***](#))

"Recognition of a child's giftedness can be a double edged sword if not handled properly by educators and parents.

It should be an expansive foundation on which to build-- not a narrow crucible of expectation that it can sometimes become.

Therefore, it is important to remember that the academically gifted are often gifted in other ways as well. Developing the whole person becomes more important, not less."



**Anthony Sparks, B.F.A., M.A.
Writer-Producer, Lincoln Heights (ABC Family)
Center for American Studies Fellow & Doctoral Candidate
University of Southern California
Alumni, Center for Talent Development ('85)
Northwestern University**

Project EXCITE: A STEPLADDER TO SUCCESS FOR UNDER-REPRESENTED MINORITY STUDENTS, By George Peternel



*George Peternel, Associate Director, Center for Talent Development
,(Northwestern University, Illinois, USA)*

The Illinois Mathematics and Science Academy (IMSA) offers an internationally-recognized program in science, mathematics, engineering and technology for academically talented Illinois high school students in grades 10-12. IMSA functions as a unique public residential college preparatory school; a highly selective group of approximately 600 students from all over Illinois attend with the tuition and residential costs paid for by public funds.

One of the 10th graders attending IMSA this year is Tiffany Sinclair, a young African American woman from Evanston, Illinois. During her freshman year at Evanston Township High School (ETHS), Tiffany was enrolled in all honors classes. Most of the other students in these classes were white. Tiffany is also one of only a relatively small number of African American or Hispanic students attending IMSA. Unfortunately, African American and Hispanic students are typically not well-represented at IMSA or in honors classes at many Illinois high schools.

The Center for Talent Development (CTD) at Northwestern University, however, has taken on the challenge of increasing the representation of African American and Hispanic students in advanced programs and honors classes. Project EXCITE, initiated by CTD Director Dr. Paula Olszewski-Kubilius during the 2000-2001 school year, is a 6-year program that offers enriched and accelerated out-of-school classes to under-represented minority students in grades 3-8. Project EXCITE specifically focuses on student achievement in mathematics and science, providing after-school, Saturday and summer classes as well as tutorial support to students. Some of the classes include only Project EXCITE students, others include high-achieving students from schools across the Chicago-area, and there are classes that include students from other states and foreign countries.

Tiffany was a Project EXCITE student. She was asked about her experience after she

" It is a fallacy that the government does not value bright children because it wants to reduce every child to the lowest common denominator. Nothing could be further from the truth"



*Professor Kader Asmal, Former Minister of Education, South Africa.
Speech at the opening of the new premises of the READ Education Trust, Johannesburg, 29 July 2003.*

completed her last class of the program, an Advanced Algebra class at Northwestern that she took during the summer after she completed the eighth grade. Her enthusiastic response was: "It is the best thing that has happened in my life so far." Her mother reported to me that Tiffany's acceptance to IMSA would not have occurred without Project EXCITE. She added: "Not only does it (Project EXCITE) help the kids develop leadership qualities and excellence in their academics, it also exposes them to a lot of different things they might not have experienced. It's a program that is genuine and lasting, and it really bears fruit."

Evanston students who are advanced in the area of mathematics may take Honors Geometry at ETHS as eighth graders. They attend the classes at ETHS early in the morning and then ride buses back to their middle schools for the rest of their classes. This year, Mario Martinez is one of those students. He is excelling and is one of the top students in his Honors Geometry class.

Mario is also a Project EXCITE student. His favorite Project EXCITE class was the physics and engineering class at Northwestern that he took during the summer after his sixth grade year. He earned straight A's as a seventh grader and is now earning straight A's as an eighth grader. His mother recommends Project EXCITE because "the quality of instruction at Northwestern and the high school (ETHS) was so outstanding." Furthermore, "what the students learn in the program complements what they are learning in the regular classroom."

There are more Project EXCITE success stories in addition to Tiffany's and Mario's. Project EXCITE developed "scholar identities" that counter the feelings of isolation that minority students often experience when they are in advanced classes with mostly white students. With programs like Project EXCITE breaking down the barriers to advanced and honors classes often faced by students of color, the term "under-represented minority" will some day become an anachronism.

"Children are our most precious gift and nurturing each child's potential is critical to the world's wellbeing. The work being done through the Iget-Network helps us all remember that it takes a village and that today the village is worldwide!"

GIFTED LEARNING LINKS, By Randee Blair



Randee Blair, Associate Director—Center for Talent Development, (Northwestern University)



U-STARS~PLUS

Mary Ruth Coleman, Ph.D. , Senior Scientist, FPG Child Development Institute. University of North Carolina at Chapel Hill. Past President of the Council for Exceptional Children

Gifted Learning Links (GLL) is an accredited online program offered by Center for Talent Development at Northwestern University, in Evanston, Illinois, USA, affording students at the higher end of the academic spectrum an opportunity to take courses from their homes, schools or even while they are on vacation. There are enrichment classes for students in grades three through eight that begin every September, January, April and June and last for nine weeks. Beginning in sixth grade, students are eligible to take high school honors or AP classes that are available for credit, if so desired. These courses begin on the fifteenth of every month, and students may accelerate through them in a shorter time frame or take up to nine months to complete them. Independent study options are available from grades three to twelve in all content areas, with flexible start dates.

Gifted LearningLinks courses may afford students substantial opportunities to interact with other gifted students from all over the world. They are able to engage in academically challenging and enriching courses while participating in online discussions, working on collaborative projects and/or attending real-time online class sessions with like-minded peers. The first week of all classes begins with an orientation to online classes, and it takes place online. During that week, students are asked to work through engaging activities that are designed to make them comfortable with the format of online classes.

Blackboard, the Course Management System that Northwestern University utilizes, has many components. Each instructor uses the items that fit best with their course content, their teaching style and their students' needs and abilities. Teachers accommodate students' needs based on their levels of ability, time frames and interest profiles. Computers with high-speed Internet access are a must for all GLL classes.

Gifted LearningLinks courses provide access and equity for gifted students as its self-paced allows for acceleration, depth and breadth. Many schools struggle with budget constraints and teacher shortages. GLL offers an excellent solution. Parents and schools report that the program's flexibility is key. Courses are always available. Students may collaborate with others in their class or work independently. Scheduling conflicts become a constraint of the past. Further, social networking possibilities with like-minded peers present themselves, both during



South Africa's 9 Provinces

TRIVIA:

Johannesburg is located in what South African province?

and beyond the coursework.

All of GLL's Advanced Placement (AP) courses have been approved by the College Board. Different colleges and universities have varying standards as to what score is required for college credit. These courses are equivalent to one full year of college credit. Exams are given for these classes in May of each year. Students scoring 3, 4, or 5 are often granted college credit for their work at their future colleges. Additionally, GLL offers some classes that carry university credit.

There are over one hundred courses to choose from in all subject areas. There are mathematics and technology courses at all levels that include computer-programming courses. In grades three to five, nine-week enrichment offerings range from Dinosaurs and Pirate Culture to Fantasy and Let's Talk Money. For grades six to eight, classes include Conceptual Physics, Writing Research Papers, International Politics, and Data & Probability. For the older students, for which courses may be taken for credit, classes range from all levels of Latin and Classical Greek to World Religions and Psychology in the humanities field. For future scientists, courses are available in all areas at both honors and the Advanced Placement level.

Gifted LearningLinks instructors are experts in their content areas and are trained in gifted pedagogy. For additional information or to request a complete catalog, please refer to www.ctd@northwestern.edu/gll or e-mail us at gll@northwestern.edu.

CONGRATULATIONS TO:

Mrs. Joy Oba



Joy Oba with family

How many official languages are spoken in South Africa? Can you name them?

When did wearing school uniforms become mandatory in South African schools?



Gifted children can be found in all socioeconomic status background families and communities? True or False

Who is Martin D. Jenkins? (hint, browse Iget-Network website for answer, www.iget-network.org)

"All of Africa is home to many"

Congratulations to Wits MBA student and Iget-Network member Mrs. Joy Oba. Mrs. Oba has recently been hired as Monitoring and Evaluation Specialist/Manager by the Academy for Educational Development (AED) in Pretoria. In her role as advisor to AED she will monitor and evaluate the HIV/AIDS intervention project for educators in the 9 provinces of South Africa. AED is a non-profit organization working globally to improve education, health, civil society and economic development. AED implements more than 250 programs serving people in all 50 U.S. states and more than 150 countries.

AED has a long history of addressing capacity building needs within developing countries. Its regional office in South Africa has been actively involved in HIV prevention, testing and treatment programs in the region and served as the monitoring and evaluation partner in Phase One of the PCTA project. AED has also worked with CDC in South Africa to train and support 100 NGOs to provide voluntary counselling and testing for HIV. Other AED programs in South Africa under the US President's Emergency Plan for AIDS Relief (PEPFAR) funding include peer-education efforts within Department of education, nutritional guidelines and technical assistance, and support for Prevention of Mother to child transmission(PMTCT) of HIV.

Mrs. Oba will be responsible for working with AED's Prevention Care and Treatment Access (PCTA) project and the Education Labour Relations Council (ELRC) to offer training, technical assistance, design programs, as well as monitoring and evaluation. She will also help develop the Information, Education and Communication (IEC) materials to five teacher unions: Cape Teachers' Professional association –PCTA; National Professional Teachers association – NAPTOSA; Professional Educators Union –PEU; National Teachers Union –NATU and Suid-Afrikaanse Onderwysersunie –SAOU) across the nine provinces of South Africa.

The three program areas of the project are prevention, counselling and testing, policy and systems strengthening. The goal of the PCTA project is to reduce the number of new HIV infections and mitigate the impact of HIV and AIDS among educators and their families by expanding access to voluntary counseling and testing, anti-retroviral therapy, and care and support for those living with and affected by HIV and AIDS.

Dr. Azwhiangwisi Muthivhi



Edward Muthivhi, Ph.D.



Congratulations are in order for Iget-Network member and Wits' School of Education lecturer, Dr. Edward Muthivhi. Dr. Muthivhi will take up a new position, Senior Lecturer at the prestigious University of Cape Town (UCT). Edward will be leading a programme in Primary Education in the School of Education. His primary responsibilities will involve developing a primary education programme that meets the contemporary teacher educational needs and challenges in South Africa and developing a programme of research into primary schooling in South Africa.

Dr. Muthivhi's research interest is in primary schooling, socio-cultural and Activity Theory research on classroom teaching and learning, as well as in concept learning and development. He completed a doctoral study with the University of the Witwatersrand in 2008, entitled: "Socio-cultural Case study of a Primary School System in Venda South Africa", which can be accessed from the university's internet website's tab 'Electronic theses and dissertations' (ETD) database.

PROFILES OF SOUTH AFRICA'S

GIFTED CHILDREN



Ms. Nongaka Khaas (Iget-Network Communications),
B.S. University of the Witwatersrand

My mom wants you to

Meet ELIAS:

By Mrs. Khumi Truth Khaas, Teacher
Limpopo Schools

Elias, born in 1990 is a grade 12 learner enrolled the Matsibe Secondary School South Africa's Limpopo Province. Truly a gifted student, Elias excels both academically and athletically, having ran numerous marathons and cross country competitions. He is an excellent example of a gifted child who gives every subject special attention. Given classroom situations where problem solving is critical to making progress, Elias is the student who never allows a task completed without asserting his ideas.

As Elias' teacher, a quality I admire most is that he always finds a way to balance his school work and extramural sport activities. He has won 12 medals for cross country competition and 25 for marathon. These include both inside and outside school competitions.

Our school is located in a rural area with no proper resources and facilities to challenge this gifted learner in his academics and athletics. The pattern has been that we teachers go out of our way to assist financially and we do not hesitate to accept donations from the local community.

Because Elias comes from a low-income, the family's financial ability will no doubt affect his future studies. It is students like Elias who will face difficulties advancing beyond grade 12 in South Africa. Serious athletes and especially those with aspirations to excel beyond secondary school athletics require a personal trainer and proper training facilities.

Gifted programs and resources that help teachers meet the needs of children who excel academically and in other categories of giftedness, as in the case of a child being athletically gifted, are greatly needed in the Limpopo area. It is true that children growing up in rural areas learn to utilize their natural environ quite differently; for example, in Elias case rural terrain provided him with an abundance of space to "run", which may not have been the case given the confines of city life. But, the bottom line is that it is often the teacher who knows best that the sky could be the limits for such students, if given access to the proper resources.

Why should the excitement of excelling academically and athletically end for Elias after completion of grade 12? Shouldn't the Elias' of South Africa be given an opportunity to pursue higher learning and go on to the university? Would I be having this conversation had Elias been recognized in his early years and perhaps offered opportunities to have a community of local and international scholars interested in his well-being?

Meet THANDI

By Miss Keitumete Phasumane, Teacher
Johannesburg



"Iget-Network aspires to collaborate with colleagues across oceans and borders."



"Our leadership believes in giving back and making a difference in the lives of children and teachers."



Keitu Phasumane, B.S, University of the Witwatersrand



Thandi, was born in the year 2001 in Mondeor, Johannesburg South Africa. Thandi's family configuration consists of a mother, father, brother and sister. She is the third child in the family. In the home, family members speak English and Xhosa, with English being the language most often spoken. Thandi and family live in a modest suburb about 15-20 km from the center of Johannesburg. Her home is located in a community where the average person has acquired a high standard of education.

Being Thandi's grade-one teacher I quickly noticed that she is a very independent, quiet little girl who from the beginning of grade one knew how to read simple grade one books. As the year went by her language acquisition, assessment and usage developed quite well. Her reading age was at 8.11, which compared to other children her age is exceptionally advanced. Thandi's spelling age was at 9.5. Throughout grade-one she produced outstanding classroom work and she is clearly a perfectionist. At the end of the year Thandi received a merit prize of Academic Excellence. This merit prize was given to children who produced excellent work throughout the year.

In grade-two, Thandi continues to be a very independent thinker, and she displays maturity and a confidence rather unique for her age. Also, compared to other children her age she continues to speak and read English fluently and her sentence construction is excellent. She performed tremendously high on a grade-two diagnostic test, and I expect that her spelling and reading scores will be very similar to grade-one.

There are many Thandi's in South African classrooms. Thandi obviously entered my grade-one classroom having come from a home environment that encourages children to read and excel academically. She entered school with the necessary exposure to books, words and language diversity. I know that I do my best as a teacher, but when I encounter children like Thandi I cannot help but wonder if my best is good enough. Should children like Thandi be given an opportunity to benefit from instructional strategies that help develop their potentials and nurture their gifts and talents and be consistently challenged? I say yes indeed. Teachers can greatly benefit from practicing classroom instructional strategies that work specifically with high potential and gifted children.

In my opinion, the strongest position the International Gifted Education Teacher-Development Network (Iget-Network) holds is the promise that all programming will be designed to support children and their teachers. At the end of a typical school day I am always grateful for the opportunity to teach all children in my classroom. Yet, the high ability and gifted children among them most assuredly exhibit the desired academic and intellectual characteristics valued and needed so dearly of our South African leaders.

**SPECIAL MESSAGE FROM Iget-Network
Co-Founder, Professor Ruksana Osman**

WCGTC

18th World Conference on Gifted & Talented Children,
August 3, 2009 Vancouver, BC Canada

NAGC

National Association of Gifted Children Annual
Convention, November 5-8, St. Louis, MO



Ruksana Osman, Ph.D.

Greetings from the Wits School of Education, University of the Witwatersrand, South Africa. Thank you for taking the time to read our May/June 2009 Edition of the IGET Network Newsletter. It is another new year and a new opportunity to profile our organization's interest and focus on gifted education in Africa.

Since the debut edition of the newsletter, many opportunities have come our way especially with the collaboration that we have with the Center for Talent Development (CTD), Northwestern University, Illinois, USA. We thank all who made this happened and do look forward to many more opportunities. As profiled on the back-page of this edition, our mission is to bring gifted education best practices, particularly those relevant to the identification and nurturing of culturally diverse learners learners, to developing countries where gifted education is not include within education policies.

We invite you to browse our web site and hope you find it helpful. If you are seeking an answer to a question and are unable to locate your answer on our web site, we may be reached by telephone during our normal business hours of 8:00 a.m. to 5:00 p.m., Monday through Friday, or you may e-mail us and we will respond on the next business day.

Should you want to join our network as well, kindly contact us by telephone or email. Our web site also contains links to some important documents, including the last edition of the newsletter, and how we could be supported. We are fully supportive of efforts to create public awareness of gifted education. Our website: [null](#)
Dr. Ruksana Osman, Co-Founder, IGET Network & Professor, Division of Educational Studies, School of Education, University of the Witwatersrand, South Africa

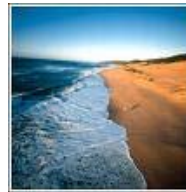
Recent Publications & Presentations

"Barriers to Identifying Culturally Diverse Gifted Learners: University Student-Teacher Perceptions". August 3-7, 2009 in VANCOUVER, BRITISH COLUMBIA CANADA 18th Biennial World Conference on Gifted and Talented Children (<http://www.worldgifted2009.com/>). Presenters: Drs. Joy M. Scott, Ruksana Osman and Emmanuel Ojo.

Bringing Best Practices in Gifted Education to Developing Countries: Teachers Nurturing Culturally Diverse Gifted Learners. November 5-8, 2009 in ST. LOUIS, MISSOURI. 56th Annual Convention of the National Association of Gifted and Talented Children (<http://www.nagc.org/index.aspx?id=2692>) Presenters: Drs. Joy M. Scott, Joy L. Davis and Ruksana Osman.

Follow-Up with Students after 6 Years of Participation in Project EXCITE. Gifted Child Quarterly, Vol. 53, No. 2, 137-156. (2009). <http://gcq.sagepub.com/cgi/content/abstract/53/2/137>. Northwestern University CTD Authors: Lee, Seon-Young; Olszewski-Kibilius Paula; and Petermel George.

Venda is spoken by about 666,000 people in the northern part of South Africa's Limpopo Province, and by 84,000 people in Zimbabwe.



The Venda language uses the Latin alphabet with 5 additional accented letters. The letters C J and Q are used only in quoting foreign words and names.

Vhugabelo vhu ngafhi?

Intellectual Probe:

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"I never heard of anyone pulling a muscle while thinking."

Iget-Network readers are invited to submit a 100 word maximum response to the question below. We will publish excerpts of all responses received in our next two Iget-Network newsletter issues.

Submit to: igetnetworking@gmail.com; subject Line: Intellectual Probe; please indicate if your response should be anonymous.

Davis, J.L. (2008). Exalting our children; The role of families in the achievement of low-income African American gifted learners. In B. MacFarlane and T. Stambaugh (Eds.) *Leading Change in Gifted Education: The Festschrift of Dr. Joyce VanTassel-Baska* (pp. 161-167). Waco, TX: Prufrock Press.

TEACHERS: Have any of your 3rd graders exhibited one or more of these characteristics?

<u>Basic trait</u>	<u>How the trait may be expressed in the home, community & school</u>
*Verbally precocious	Talks early, using full sentences sooner than others; enjoys using 'big' words; reads early; tells long stories; like to dramatize; is an avid reader; demonstrates superior oral expression skills; may imitate the preacher or other speakers; likes poetry; writes lyrics for songs
*Reasons well	Goes beyond the surface to probe deeper and discover new information; figures things out more quickly than age peers; engages in conversation with adults, older children easily; sounds like 'he's been here before'; makes connections between seemingly unlike objects, ideas, places, things
*Artistically & creatively inclined	Expresses rhythm, learns patterns quickly; sings in tune and rhythmically at an early age; enjoys creating patterns out of color, shapes; tells elaborate stories through drawing; loves role playing characters within the family and as seen in storybooks.
Likes to organize, manage people & objects	Creates order out of toys, blocks, other objects; enjoys maintain collections; gets upset when order is disturbed; may be messy, but objects, work of interest is orderly; takes leadership and control over others to accomplish goals.
Focuses on activities, projects for long periods of time	Gets deeply involved in reading favorite books, working w/ toys, building, writing, experimenting, may lose track of time in thought, activities and have to be reminded repeatedly to attend to other tasks, chores, etc
Expresses self-determination & drive	Sets own goals and possesses internal motivation to accomplish them. Oftentimes, goals may be in conflict with adult demands. Internally 'driven' to do what they believe is important and necessary.
Rapidly learns new information	Needs only 2-3 repetitions to learn new material; puts thoughts, ideas, words, answers together quickly; may get frustrated with constant repetition of information in school or in conversations at home; demonstrates an advanced memory for details.
*Unusually sensitive to the needs of others	Idealistic, sense of justice formed and expressed early, will express concern for others being treated unfairly in home environment, neighborhood or around the world (this may be related to needs of humans and other living things)
Cares deeply about environment, nature, animals	Gets overtly upset when small animals, insects are hurt or appear to be in danger; provides resolutions to taking care of the environment in language well above their years

What responsibility should the identified "gifted student" have to his or her community and the peers left behind in lower-tracked classrooms? Question submitted by:

Daniel L. Konecky
 Director of Instructional Media
 UKA Teacher U
 New York, NY



School book donations are needed in South African Schools. Please donate teacher supplies and books: <http://www.iget-network.org/contributions/index.html>

CONTACT US:

International Gifted Education Teacher- Development Network

email: igetnetworking@gmail.com

website: [null](#)

Tel: +1-262-729-0866 (United States)

Developed by: Davis, J.L. (in press) *Creating Positive Futures: a Guide for Parents of African American Gifted Children and Youth*. Great Potential Press: Scottsdale, AZ.

Recommended Children's Books

.....

THE COOL NGUNI, by Maryanne Bester; Shayle Bester illustrator. Publisher, Auckland Park [South Africa] : Jacana Media, 2007. A Nguni calf wishes he were cooler, like Longhorn cattle who ride in rodeos, shaggy Highland cattle, or sacred Brahman cattle, until his mother shows him how the individual patterns of Nguni cattle make them "designer" .

PUNDA AND THE ELEPHANT, by John Carmichael; Peta Kaplan illustrator. Publisher, Johannesburg : Rainbird Educational, 2006.

THE NINA AND LITTLE DUCK, by Wendy Hartmann; pictures by Marjorie van Heerden. Publisher Cape Town : Human & Rousseau, 2007. Edition 1st ed.

HANAN THE PEANUT SELLER, by Catherine House and Jiggs Snaddon-Wood. Publisher Cape Town : Maskew Miller Longman, 2004.

KWANELE COMES HOME, by Penelope Saville and Thuliswa Princess Mlakalaka. Publisher Cape Town : Maskew Miller Longman, 2001. Edition 1st ed.

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MISSION STATEMENT

A fundamental mission of the International Gifted Education Teacher-Development Network (Iget-Network) is to bring gifted education best practices, particularly those relevant to the identification and nurturance of culturally diverse learners, to developing countries where gifted education is not included within education policies. We believe that to achieve this end it is necessary to:

1. Create a cyclical means by which experienced teachers enable less experienced teachers through a process of, a) acquired training and shared expertise, b) support systems that cross international borders, and c) opportunities that equip teachers with the knowledge, skills, and attitudes needed to recognize and nurture outstanding potential of children who by circumstance have gone unrecognized. One fundamental medium teachers use to recognize student exceptionalities is through a rigorous but relevant science curriculum that also include family involvement activities that enhance student skill development in the home setting
2. Offer children the continuity of hands-on math, science and literacy development enrichment activities that nurture their interests and higher level abilities. Such development would enable students to pursue leadership, higher education opportunities and other possibilities beyond the environs from which they come.
3. Offer student- teacher and teacher exchanges with international gifted education specialists (e.g., Wits School of Education, Beaulieu Preparatory School).
4. Follow the child protégé progress from primary school to college selection. Learners will enter select feeder schools, participate in after school and Saturday enrichment opportunities and college selection counseling.

PLEASE LOOK FORWARD TO READING OUR

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THANK YOU FOR YOUR SUBSCRIPTION AND SUPPORT.

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