

COUNCIL FOR EXCEPTIONAL CHILDREN

# The TAG Update

THE ASSOCIATION FOR THE GIFTED

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**tag** The Association  
for the Gifted

Council for Exceptional Children

**CEC** | **SPECIAL**  
**2018** | **EDUCATION**  
**& EXPO**  
Tampa | February 7-10

## CEC-TAG EVENTS & SESSIONS:

We hope that you are planning to join us at the CEC National Convention next month in Tampa. There will be several breakout and poster sessions that relate to gifted and twice exceptional learners. Specific sessions are listed below by date and time. Note the TAG Business Meeting and 60th Anniversary Celebration on Thursday, we'd love to see you there!

### *Wednesday, February 7th*

8:30 - TAG Board Meeting

### *Thursday, February 8th*

11:00 - Session: Instructional Needs of Gifted and Talented Students

1:00 - Poster: Instructional Strategies for Improving Learning Outcomes for 2E Students

2:15 - TAG Showcase: Perspectives on Meeting the Needs of Twice-Exceptional (2E) Students

3:30 - Poster : Using Apps to Support Students Identified as Twice Exceptional

5:00 - TAG Business Meeting and 60th Anniversary Celebration

### *Friday, February 9th*

9:45 - Session: Professional Development for Teachers of Gifted and Talented Students

1:30 - Session: Policies to Support Gifted and Talented Students

2:45 - Poster: A Partnership for Promoting Potential in Gifted Low-Income Students

4:00 - Poster: How Universities are Preparing Pre-Service Teachers to Work with 2E Students

### *Saturday, February 10th*

10:30 - Session: Children with Gifts and Talents: A Category of Exceptional Children

1:00 - Poster: Understanding the Implementation of 2E Professional Development in Colorado

1:00 - Session: What the Research Says about Gifted and Talented English Language Learners

2:15 - Session: Implementing Successful Behavior Interventions with Gifted Students

## WANT MORE INFORMATION?



Visit the CEC Convention website at [ceconvention.org](http://ceconvention.org) for registration and scheduling details.



# SPEAKING OUT: Where to Start When Advocating

JULIA LINK ROBERTS, ED.D.  
Mahurin Professor of Gifted Studies at WKU  
Past-President of TAG

When you advocate or speak out for gifted children, you must know your goal and where you need to advocate to put that goal in place. Will your goal be reached in regulations, policies, or legislation? Is that goal one to be accomplished at the school district or the state level (perhaps the national level)? Is that goal one that can only be decided by the state board of education or is it a legislative action that is required? What organizations or other individuals will be interested in this issue? Those questions need to be examined before launching an advocacy campaign. Good planning often pays worthwhile dividends.

Start with articulating your advocacy goal. Goals often emanate from a situation in which your child was not appropriately served or challenged in a school. You may have the goal of putting an acceleration policy in place in your school district or in your state. Crafting the goal will provide a focus for you and others who are working together to get these policies in place. The next step is to describe the pathway for getting your advocacy goal through the decision-making process. If your goal is to get the policy at the local school board level, investigate the process required, names of members of the school board, individuals who know and are willing to communicate about this advocacy goal with school board members, as well as members of the school district staff who need to be on board with putting the policy in place in the district. If the goal is to get the policy established at the state level by the state school board, the same questions need to be answered. If the goal is to put an acceleration policy requirement into law, the individuals to be identified first are members of the education committee and of the appropriations committee (if funding is needed for implementing the policy).

Numbers count in advocacy work. Who else or what other organizations would be interested in your advocacy goal? Getting others on board is often the critical step in getting a regulation, policy, or law in place. Who will join you? Visit with them or the leaders of their organizations?

Advocacy for gifted children and young people as well as policies and practices that facilitate high-level learning are so important. Join advocacy efforts of your state organization and of CEC/TAG. Gifted children are the beneficiaries of your advocacy work.





# LETTER FROM THE PRESIDENT



TRACY L. CROSS, Ph.D.

Jody and Layton Smith Professor of Psychology and Gifted Education

Executive Director, Center for Gifted Education & Institute for Research on the Suicide of Gifted Students  
College of William and Mary

Welcome to the TAG Update,

As I write this column for the TAG Update I am reflecting on the fact that it is the eve of the Dr. Martin Luther King, Jr. holiday. While considerable turmoil swirls around our country today over the worrisome comments recently made in our nation's capital, I am mindful of the fact that I am so proud to serve TAG as its President (for a second time and at this time). It is such an honor. Having been a member of TAG for over 30 years now, and given the fact that TAG is now 60 years old, I want to praise my TAG colleagues who have been active leaders on the issues surrounding diversity for decades. Both CEC and TAG have proven their commitment to all children regardless of background and have worked with legislators in our nation's capital to see that all students with exceptionalities have the opportunities they need. One small example of this commitment is a two-volume TAG service publication:

Cross, T. L., Coleman, L. J. & Cross, J. R. (Eds.). (2012). *Critical readings on diversity and gifted students: A CEC-TAG educational resource*. Waco, TX: Prufrock Press  
[www.prufrock.com/Critical-Readings-on-Diversity-and-Gifted-Students-Vol-1-P1686.aspx](http://www.prufrock.com/Critical-Readings-on-Diversity-and-Gifted-Students-Vol-1-P1686.aspx)

Note that 100% of the book's contents were taken from TAG's *Journal for the Education of the Gifted*. At the time of the book's publication in 2012, TAG had published more than 66 articles in JEG on the topic of diversity and students with gifts and talents. This represents an incredible and longstanding commitment to all gifted students. Additional important writings from TAG members can be found on the CEC-TAG website ([cectag.com](http://cectag.com)).

I encourage you to read them. TAG has much to be proud of on this front and I am very proud to be a small part of the organization's efforts to help all students with gifts and talents.

Additionally, I am pleased to announce that TAG will be expanding its role in the field in a very significant way. To that end, an agreement was struck between the leadership of CEC and TAG. In March 2018, in collaboration with TAG, CEC will become the Specialized Professional Association (SPA) of record for gifted educator preparation programs. This will allow teacher preparation programs to continue to seek National Recognition through the Council for the Accreditation of Educator Programs (CAEP) accreditation process. The agreement also establishes CEC and TAG as the organizations responsible for the CEC Professional Preparation Standards for Gifted Education Professionals (Gifted Standards) for the field of gifted education. In essence, the work to be conducted will position TAG and CEC as the national leader in the development of teacher training standards. Dr. Julia Roberts, Past President of TAG, will lead the charge in these activities. Should you have any questions or wish to learn more about the professional standards work and/or the CAEP program recognition work, please contact Dr. Roberts. Her contact information can be found on the CEC-TAG website ([cectag.com](http://cectag.com)).

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I am excited to note that TAG is launching a search for the next editor of the *Journal for the Education of the Gifted* (JEG). JEG is in its fifth decade and is a world-class journal of great renown. It is a SAGE journal in partnership with TAG. Previous editors have included: Drs. Beverly Parke, Carolyn Callahan, James Gallagher, Laurence Coleman, and myself. A formal announcement with the details needed to apply will be posted on the TAG website very soon and will also appear in other locations. I encourage you to consider applying.

I would like to welcome two new members of the TAG Board: Drs. Kim Hardin and An Almquist. Dr. Hardin will serve as the TAG newsletter editor and Dr. Almquist will serve as a member at large of the TAG Board. Contact information for all of the TAG Board members can be found on the TAG website ([cectag.com](http://cectag.com)) and brief bios can be found in this issue of the TAG Newsletter. I believe that you will find this newsletter interesting and informative. Should you have any questions for me about any aspect of TAG or about the field of gifted education, please feel encouraged to contact me at [tlcross@wm.edu](mailto:tlcross@wm.edu).

Sincerely,



**Tracy L. Cross, Ph.D.**

## MEET YOUR NEW TAG BOARD MEMBERS:

*An Almquist, Ph.D.*  
MEMBER AT LARGE

An Almquist, Ph.D., is an educator, advocate, and mother. She previously served as a professor and founding faculty member at the Center for Urban Education at the University of the District of Columbia teaching Special Education and Case Studies of Effective Teaching and Learning. She has been a CEC member since 2008. Throughout her career, An has focused on advancements in special education and advocated for individuals with exceptionalities.

*Kim Hardin, Ph.D.*  
NEWSLETTER EDITOR

Kim Hardin, PhD, is an Assistant Professor in the Teacher Education Department at Abilene Christian University. She spent ten years teaching in the Texas public schools where she served students from all academic and socioeconomic backgrounds. Her areas of focus while completing her Ph.D. were Gifted and Talented Instruction and Learning and Development. Kim has an interest in serving gifted learners and providing professional development opportunities for teachers of gifted learners, which is a focus of her work in school partnerships in Abilene.

## KEEP IN TOUCH WITH TAG



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