

From the President ...

Warm winter greetings to you!

We first take a moment of silence to mourn the death of our colleague and friend, Dr. Michael Pyryt from Calgary, AB, Canada. TAG expresses our deepest sympathy to the family Michael loved, the Centre for Gifted Education he cherished, and the field of gifted education to which he dedicated his professional life. The TAG Board suffers this loss on many levels.

Yet, our work continues, as Michael would wish for us. TAG is as busy as ever getting ready for the CEC conference in Boston. Be sure to register for the TAG Symposium on April 2, as final invitations have been sent and we have limited capacity this year. The topic that will be discussed is gifted education and policies at the state and federal levels. We hope to devise an action plan using our great panels, discussions, and *your* input and ideas. We need creative leadership, so plan on being there!

The reports look great for the gifted sessions offered on the CEC program this year, too. You'll be pleased to find much to do and so many experts in the field represented at the conference. Be sure you put the Business Meeting and TAG Social on your calendar (Thursday, April 3, at 5:30 and 6:30 p.m., respectively).

We extend our gratitude to Dr. Larry Coleman, who will be leaving the Board of Directors for TAG and supporting TAG in many other ways. Larry was the editor of our *Journal for the Education of the Gifted* for many years and chaired our Publication Committee during this time. His contributions are a legacy to TAG. He continues as a member of the Publication Committee and mentor to the Board.

We thank Cheryl Adams for her contributions as Secretary to the TAG Board for the past few years and willingness to serve TAG as representative to the CEC Knowledge and Skills Subcommittee. This vitally important role maintains the teacher preparation standards in all areas of special and gifted education. Thanks, Cheryl, for your persistent contributions!

Thank you for voting in the recent election for the TAG Secretary position. We welcome Dr. Jennifer Jolly to the TAG Board. She is an assistant professor at Louisiana State University and will serve TAG for 2 years as Secretary. If you haven't met this dynamic voice in gifted education, come to the conference and symposium in April!

See you in Boston,
Tom Southern, President

Guidebooks for Implementing National Teacher Education Standards in Gifted Education

■ Susan K. Johnsen

Gifted program standards are important in ensuring that the top learners in our society are adequately identified and nurtured in the context of school settings. In order to ensure equity and systematic talent search and programming, it is essential that teachers are educated in the relevant theory, research, pedagogy, and management techniques important to developing and sustaining classroom-based opportunities to learn for these students. Teacher standards offer a variety of benefits to education (Johnsen, VanTassel-Baska, & Robinson, in press):

1. Standards help to ensure that students learn what they need to know for high-level functioning in the 21st century.
2. Standards help to ensure educational quality across school districts and education institutions.
3. The standards provide educators with guideposts to mark the way to providing Pre-K–12 students and candidates in higher education with meaningful outcomes to work toward.
4. Standards provide a curriculum template within which teachers and candidates are able to focus on instructional delivery techniques that work.

The Association for the Gifted (TAG) and the National Association for Gifted Children (NAGC) have collaborated in developing two new guidebooks to assist universities and

school districts in implementing the National Council for Accreditation for Teacher Education (NCATE) standards for teachers of gifted and talented students (see the NCATE standards at <http://www.cectag.org>).

The university guide has been developed to help university personnel plan and revise programs of study in gifted education at the undergraduate and graduate levels for the initial preparation of teachers. It contains important information on the standards themselves, and their relationship to prior standards and to NAGC's program standards. It also provides a summary of the research, literature, and practice base for each of the standards. Practical suggestions are provided for integrating the program standards into the basic NCATE framework used by universities, which includes the unit's conceptual framework and assessment system, program assessment rubrics, the development of a scope and sequence and program plan, and the alignment and reconfiguration of courses at both the undergraduate and graduate levels. Given the variety of university programs and state policy and practices related to gifted education, special attention is given to contexts for implementation and special challenges.

The Pre-K–12 guide is intended for program leaders in gifted education who have the responsibility for planning and implementing professional development activities for teachers at all levels of schools (Kitano, Montgomery, VanTassel-

Baska, & Johnsen, in press). This guide contains the standards; its research base in summary form; the alignment process that may be used to develop objectives activities and assessment of professional development; an exemplary district-level professional development program that may be used as a model; and the alignment of the teacher preparation standards with NAGC's program standards. Sample instruments and plans for professional development at the individual and school level are included for adaptation and use. Moreover, special issues and challenges in creating coherence and scope and sequence in professional development offerings are addressed.

The new guidebooks will be available at CEC's annual conference in Boston and will be shared at TAG's preconference symposium.

References

Johnsen, S., VanTassel-Baska, J., & Robinson, A. (in press). *Using the national gifted education standards for university teacher preparation programs*. Thousand Oaks, CA: Corwin Press.

Kitano, M., Montgomery, D., VanTassel-Baska, J., & Johnsen, S. (in press). *Using the national gifted education standards for PreK–12 professional development*. Thousand Oaks, CA: Corwin Press.

How to Join TAG

Membership in The Association for the Gifted (TAG) is the best way to boost your own professional skills and become a more informed practitioner. Membership is open to any member of the Council for Exceptional Children (CEC). You must be a member of CEC to join TAG.

Joining either group is simple. You will find applications on the CEC Web site (<http://www.cec.sped.org>), or you may clip and return the application on p. 2 of this newsletter.

Mark Your Calendars!

TAG's Annual Symposium Council for Exceptional Children April 2, 2008 | Boston, MA

"Policy and Legislative Issues: Their Effects on Gifted and Talented Students"

Come learn how response to intervention, growth models, highly qualified teachers, No Child Left Behind, and other policies and legislative issues affect gifted and talented students. Be a part of the discussion in creating a 3-year plan that will direct the association's future advocacy efforts.

The Association for the Gifted's (CEC-TAG) Annual Symposium

Council for Exceptional Children

Policy and Legislative Issues: Their Effects on Gifted and Talented Students

8:30 a.m.–3:30 p.m. | April 2, 2008
Hilton Boston Backbay Hotel, Ballroom B
Boston, MA

Registration Form

_____ Yes! I will attend the TAG Symposium on Policy and Legislative Issues.

Name: _____

Position: _____

Affiliation: _____

Mailing Address: _____

E-mail Address: _____

_____ I am enclosing \$50, which reserves my place at the symposium and includes lunch.

Please send registration and fee to: Susan Johnsen
Department of Educational Psychology, School of Education
One Bear Place #97301
Waco, TX 76798-7301

She may be reached via e-mail at Susan.Johnsen@baylor.edu.

Membership Application

To: CEC
1110 N. Glebe Road, Suite 300
Arlington, VA 22201-5704

TAG Dues

US/Canada: Regular \$25-Student \$10
Overseas: Air Mail \$50-Surface \$35

CEC and TAG Dues. I want to start enjoying the many benefits of membership in CEC and TAG. I am enclosing both CEC and TAG dues.*

TAG Dues Only. I am currently a member of CEC and my CEC ID # is _____. I am enclosing TAG dues only (see prices above).

Name: _____

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City: _____

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Country: _____

Phone: _____

* Please call (888) 232-7733 (toll free) or (703) 620-3660 for information on current CEC dues. Join online at <http://www.cec.sped.org>.

The Association for the Gifted

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The TAG newsletter is a quarterly publication. If you have news or upcoming events you'd like to share with other TAG members or have a brief article you'd like to have featured in the newsletter, please contact Jennifer Robins at jenniferrobins@mac.com.

tag

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