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Advocating for Policy to Make a Difference

By Julia Link Roberts
The Center for Gifted Studies,
Western Kentucky University



One way to improve educational opportunities for gifted children and young people is to change policy. Doing so makes a difference that will affect many students and will last until there is a policy change. If a new policy adds to services or provisions for services for children, it eliminates the need to advocate for that particular service or provision teacher by teacher or this year and next year.

The higher up in the decision-making chain the policy is established, the greater the impact the policy has and the greater the number of students affected. School district policy is higher than policy at the school level. State policy trumps policy at the district level. For this reason, advocates will do well to consider at what level the policy can be made, and then set that level as the goal for working to establish the new policy.

Plucker, Giancola, Healey, Arndt, and Wang (2015) studied education policy for gifted education and graded each state on inputs in *Equal Talents, Unequal Opportunities: A Report Card on State Support for Academically Talented Low-Income Students*.

Policies for early entrance to school, acceleration, and middle to high school articulation were examined state by state. These policies are the ones discussed in this article, yet they are not the only policies that impact the educational trajectory of students with gifts and talents.

These three policies examined in *Equal Talents, Unequal Opportunities* relate to opportunities for students to make continuous progress. These opportunities are all described in *A Nation Empowered: Evidence Trumps Excuses That Hold Back America's Brightest Students*. Policies that relate to these service options pave the way for children who need more complex curriculum at an earlier age than most students are ready to do.

Acceleration

Acceleration comes in many forms, and 20 types of acceleration are described in *A Nation Empowered* (2015). The Acceleration Institute at the Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development at the University of Iowa has developed resources to facilitate the development of acceleration policy.

Early Entrance to Kindergarten

In the United States, the age at which children are eligible to enter kindergarten is based on the date of their birthdays. That date provides little information about the child's

The wording in a policy can open doors to learning for young people who need more challenge to maintain motivation for learning.

Letter From the President



Dear Members of The Association for the Gifted (TAG),

To all members of CEC-TAG: Thank you for your continued support of twice-exceptional and diverse gifted children through your membership to TAG. Your dedication to learning about our gifted learners is appreciated by your community of learners and their families.

I would like to encourage you to recruit another member. May I suggest that you talk to your colleagues in special education and teachers of English to speakers of other languages so that they will see characteristics of the gifted in their populations and learn how to focus on their learning strengths to accommodate their learning needs? A personal invitation from a friend is meaningful and encourages dialog about instructional strategies for those who learn in different ways.

A Request:

Do you have a story to tell about a gifted student? Do you have a strategy that worked especially well with a twice-exceptional or diverse gifted learner? Would you be willing to write about your experience?

The TAG division leadership plans to submit articles to state and national newsletters and journals that offer insight into diverse and twice-exceptional gifted learners. Please write your stories, your thoughts, and your ideas to submit for a local web page, a statewide newsletter or journal, or national journals in your area of expertise. We often write for our G/T audience, but do not submit articles to our content area groups. If you are interested, please send your information to me, Dr. Cecelia Boswell at cab@cctc.net.

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Dear TAG Members,

In this issue of *The Update*, you will find the lead article about possible areas for policy-making in gifted education, written by Dr. Julia Roberts of Western Kentucky University. You will also find abstracts from the articles published in the most recent edition of *Journal for the Education of the Gifted* (JEG). Remember that your membership entitles you to online access to the journal.

You will find two regular columns that relate to issues confronting teachers, parents, administrators, and others advocating for and working with gifted students from diverse populations. Dr. Claire Hughes, "Double Lines" columnist, has written an article about the needs of twice-exceptional children. I address the concerns of principals and central office administrators in my column, "Answers for the Administrator."

The collage of pictures included in this issue is from the 23rd Annual Fall Conference of the Arkansas Association of Gifted Education Administrators, who hosted the CEC-TAG Board of Directors this year as guest speakers. Next year, the Texas Association for the Gifted and Talented will host the CEC-TAG board members in the preconference sessions during their December convention.

Please plan to join us in St. Louis from April 13 to 16 for the CEC annual conference. The sessions sponsored by TAG are listed in the newsletter on pages 12 and 13.

We hope that this newsletter will provide you with some inspiration or helpful suggestions for working with your students.

Best regards,
Kimberley L. Chandler
TAG Update Editor



readiness to start school. States have different cut-off dates for entering kindergarten, so there is not one single date that is set across the country. A policy that allows parents to petition to start at a younger age should also have provisions for educators recommending that a child enter kindergarten early because he or she is ready to do so.

Middle to High School

Policies that allow students to matriculate to high school classes during their middle school years have a big impact on the education of young people who are ready to move along through their schooling at a different pace than most middle school students. The wording in a policy can open doors to learning for young people who need more challenge to maintain motivation for learning. Certainly, there is a wide range of readiness for high school coursework among middle school students; and a policy that allows flexibility to enroll in high school courses accommodates this need for advanced learning opportunities.

Remember, policy guides and/or limits opportunities for children and young people with gifts and talents.

These three policies provide a sampling of policies that can make a positive difference in the educational opportunities provided for children and young people with gifts and talents. Other state policies can stipulate how many college-level classes must be available to students in each high school; the types of grouping that are allowable in elementary, middle, and high schools; or provisions for offering services to twice-exceptional children, those with gifts and talents and also one or more disabilities.

The State of the States in Gifted Education (2015) is a useful source of information on state policy that impacts gifted children's educational opportunities. This report is published biannually, and the recent report was published in the fall of 2015.

Two questions can guide the development and implementation of policy on an ongoing basis. How will the proposed policy impact our highest achieving students? How will the proposed policy help more students achieve at the highest levels?" (Plucker, Hardesty, & Burroughs, p. 24).

Remember, policy guides and/or limits opportunities for children and young people with gifts and talents. Therefore, it is important to know about policy that is in place and to advocate for policies that will enhance opportunities for those who are ready to learn at a faster pace and more complex level.

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REMEMBER – IF NOT YOU, THEN WHO?

ANSWERS FOR THE ADMINISTRATOR



by Kimberley L. Chandler

Focusing on the Needs of Special Populations of Gifted Learners Through Professional Development

In my previous column, I shared suggestions for ways to emphasize the needs of special populations of gifted learners (culturally and linguistically diverse; disadvantaged; twice-exceptional; rural; and urban) as you work with your teachers and with students' families this year. Beginning with this column, I will provide more specific information about each idea.

The first idea that I listed was: *Provide professional development about the characteristics of and effective interventions for use with special populations of gifted learners. Most teachers are unaware of the special needs of these children. The professional development should be ongoing and incorporated in the school improvement plan.*

An initial step in doing this is to consider which diverse populations are present in your school/district, as they should be the focus of the initial professional development sessions. Take the time to administer a needs assessment to faculty members and determine the types of problems these students are facing in the areas of identification, services, and retention in gifted programming. Additionally, try to find out what the teachers know and do not know about working with the children. Too often, professional development sessions are planned with no attention being given to the actual needs of the participants.

Once the needs assessment has been administered and the results have been reviewed, the careful planning for the professional development must begin. The reality is that the time devoted to most training for faculty members on any given topic will a full day at most. Given that, it is essential to select the most relevant topics that will benefit the teachers and consequently, the students, the most. It is important to be focused; one day of training cannot cover all information related to diverse populations of gifted learners.

The options for the information to be included in one day of professional development might be:

- Focus on a single diverse population (or several) that are present in your school/district: culturally and linguistically diverse; disadvantaged; twice-exceptional; rural; or urban.
- Include information about the unique characteristics of the students from that population. This should include behaviors that will manifest themselves in both positive and negative ways.
- Discuss implications for the identification of students from the diverse population(s). This is crucial for teachers to understand so that they can appropriately document student strengths when recommending them for the gifted program.
- Discuss implications for curricular and instructional modifications. Ideally, a whole day (at least) could be devoted to this topic.

These are some of the areas that could be discussed during the training. Under the best circumstances, the professional development should be ongoing throughout the school year and should cover all of these topics.

One of the important aspects of planning professional development is determining who will deliver it. It is essential that you hire someone who has expertise in related to the characteristics and needs of special populations of gifted learners. Check with your gifted education coordinator first, as he/she may have the expertise; if not, he/she may be able to make a recommendation. When looking for a presenter, it is essential to find someone who can balance the theory and practice in such a way that faculty members see the need for designing classroom activities deliberately to meet the needs of these students.

Once the professional development has been held, it is important to evaluate it. The evaluation should include teachers' perceptions about the value of the training, as well as an assessment of how they will change classroom practices as a result. If time and funding are available, it would be beneficial to conduct classroom observations (if the professional development includes an emphasis on curricular and instructional modifications).

These basic ideas about targeted professional development may be used as a guide for building and central office administrators to assist their faculty members in optimizing talent development and increasing educational opportunities for these diverse populations of gifted students. Additional related information about diverse populations of gifted learners can be found in the following resources:

One of the important aspects of planning professional development is determining who will deliver it.

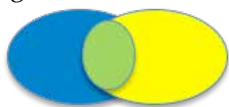
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Double Lines by Claire E. Hughes

With Apologies to Hamlet

2e or not 2e, that is the question

Twice-exceptional (2e) children are defined by that fuzzy cross-over area between having a gift and a disability. Their existence is defined by the duality that can exist within one person, of being very strong at one thing, and extremely challenged in another. In a Venn diagram, these students are that oval in the middle. Susan Baum once said that 2e children are “green”—the intersection between blue and yellow, with green being its own color, and not quite being blue and not quite being yellow. “It ain’t easy being green” (Baum, 2013). And just as the oval changes when one of the Venn diagram circles is changed, it is clear that the concept of 2e children changes as the fields of gifted education and special education change.



That intersection confounds and compounds the issues of 2e children significantly. Special education professionals possess one set of understandings and assumptions, while gifted education professionals possess a different one. The role of the individual also poses a different set of understandings and assumptions. School psychologists have different priorities than teachers, parents, or the twice-exceptional children themselves. When children themselves are so highly heterogeneous, the fields that converge are so diverse, and the needs of the many stakeholders are so varied, there is a resultant cacophony of concepts, theories, and research. Twice-exceptionality is a microcosm of education broadly writ.

Whether tis nobler in the mind to suffer the slings and arrows of outrageous fortune

Three books I have been reading recently seek to rise above this educational fray by redefining educational purposes. *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character* by Paul Tough (2012), *Mindsets* by Carol Dweck (2007), and *Focus* by Daniel Goleman (2013) all indicate that while cognitive learning has been the traditional goal of schools, it is the non-cognitive factors that actually lead to success. The successes of these books reignite the whole “nature/nurture” debate, for they appear to indicate that such non-cognitive factors are results of the child’s environment and are directly teachable. They also appear to be opposed to the concepts of gifted education and special education. Giftedness and disability are not concepts that are perceived as “temporary” or as a result of the environment. The two concepts of “disability” or



“gift” are nouns, or at times, adjectives, as in “gifted” or “disabled.” Even the part of speech used implies the existence of a natural state of being.

The language of non-cognitive factors, however, seeks to turn those states of being on their head and they become verbs. A child demonstrates persistence or persists; exhibits creativity or creates; has focus or focuses. Instead of qualities of people, or the people themselves, non-cognitive factors become actions. Verbs are skills that can be taught, behaviors that can be directly observed, and actions that can be taken.

Education’s focus on non-cognitive factors is, of course, an attractive one. If skills can be taught and thinking arranged, then education becomes a process of nurture and science. A certain formula emerges. Carol Dweck (2007) advocates changing the language of teacher-student interaction to emphasize effort. Because effort is internally controlled, rather than “smarts,” which are externally derived, students can see the relationship between effort and outcomes. Daniel Goleman (2013) notes that learning to shift your attention between awareness of yourself, others, and the situation leads to productive, engaged activity. Paul Tough (2013) noted that Angela Duckworth found that measures of self-control correlated with GPA stronger than measures of IQ, indicating that those children with high levels of self-control and persistence, or “grit,” are more likely to succeed. This Mobius twist of metacognition, in which the brain thinks about how the brain is working, allows children to take control of their own learning.

The emphasis on non-cognitive factors has shifted the landscape of education.

The emphasis on non-cognitive factors has shifted the landscape of education. Recently, the Economic Policy Institute published a report calling for the need to address non-cognitive skills in the education policy agenda (Garcia, 2014). If policy initiatives are directed at the development of non-cognitive factors to raise achievement, the science of education is in full swing.

Or take arms against a sea of troubles

In the great pendulum that is educational fancy, and the dualistic thinking that is so endemic of our culture, there

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Double lines, continued from page 5

are some challenges to a total swing away from nature. This shift, represented by labels, is geared toward nurture and exemplified by non-cognitive factors. The first is that characteristics such as grit, persistence, and organization are characteristics of conscientiousness. Conscientiousness is one of the elements in the Five Factor Model of Personality and studies have found that approximately 50% of personality elements are determined by heredity (Jang, Livesley & Vemon, 1996). Thus, the tendency to persist, have self-control, and the ability to focus appears to be half genetic, half environmental.

The second challenge is that a shift to emphasizing interventions and ignoring differences of children places the blame on any differing outcomes squarely on the teacher, rather than the growth that was experienced by the child as a result of the teacher. If differences between children are exclusively due to environment, then environment is to blame when there are different outcomes. The enormous emphasis on teacher quality and teacher evaluation is a recent result of this swing.

And by opposing, end them.

Children differ. While that may be inconvenient in education, the field of neuroscience is clearly demonstrating how very intricate the workings of the brain are. Between genetics and brain plasticity, it is remarkable how much the human brain is capable of, and how responses to stimuli are so highly dependent upon a wide range of receptors and processors.

The question is not nature OR nurture; it is both. With studies confirming that individual differences are a combination of what a child is born with combined with

the experiences that happen to him or her, the educational intervention must shift to what Wachs (1992) calls “The Nature of the Nurture,” or a responsiveness to individual differences. There is no algorithm for such responsiveness, only relationships.

There are no easy answers in education. There especially are none for 2e children. The only solution is to try to find that sweet spot of balance between the science and the art of teaching, between the emphasis on the teacher and the emphasis on the learner, and between the development of talents and the remediation of challenges. To take action in the verbs of education, while understanding the nouns and adjectives of the children: in other words, 2e children need a 2e education— which is as complex as they are.

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Answers for the Administrator, continued from page 4

- The first is our website: <http://cectag.com/>. Some resources, such as position statements, archived copies of this newsletter, ERIC Digests, and the first issue of TAG’s Excellence and Diversity in Gifted Education (EDGE) e-journal are available to anyone visiting the site. Other materials, such as newsletters beginning with the Winter 2014 issue and TAG Talks podcasts, are available in the members-only section.
- A second resource is a series of seven books exploring issues important to children and youth who are gifted and talented, especially those from diverse populations. Written and edited by experts in the field, these CEC-TAG Educational Resources provide critical information, practical strategies, and insightful commentary. You can find more information about these books at: <http://cectag.com/resources/tag-books/>.
- A final resource is *Journal for the Education of the Gifted (JEG)*. Both print and online access are included as part of your membership in TAG. This journal provides information about the psychological and educational needs of gifted and talented children. The articles include information about many practices and concerns that are of importance to school administrators.

Journal for the Education of the Gifted

The *Journal for the Education of the Gifted* (JEG), the official journal of CEC-TAG, offers information and research on the educational and psychological needs of gifted and talented children. Devoted to excellence in educational research and scholarship, the journal acts as a forum for diverse ideas and points of view on gifted education, counseling, and parenting. The December 2015 issue of JEG will be arriving in your mailbox soon. The article abstracts are shared below. Should you be interested in submitting a proposal to the journal, please visit <http://jeg.sagepub.com>. In addition, Dr. Tracy L. Cross, Editor-in-Chief, is always looking for reviewers. Please e-mail the journal at cfgejeg@wm.edu if you would like to be added to the reviewer list. (See page 14 for instructions on how to access the electronic version of JEG.)

ABSTRACTS FOR JEG 38(4) **Special Issue: Psychology of the Gifted** **Guest Editor: Jennifer H. Robins**

Emotions, Cognitions, and Well-Being: The Role of Perfectionism, Emotional Overexcitability, and Emotion Regulation

Kristin M. Perrone-McGovern, Stephanie L. Simon-Dack, Kerry N. Smith, Cady C. Williams, and Aaron M. Esche

- In this study, we examined interrelationships among emotional overexcitability, perfectionism, emotion regulation, and subjective well-being. Dabrowski and Piechowski's theoretical conceptualization of overexcitabilities and J. J. Gross and John's constructs of emotion regulation strategies provided a framework to guide hypotheses in the present study. Participants were 191 adults who responded to surveys administered via online methodology. Multiple regression analyses revealed that participants in the present study with higher emotional overexcitability had lower degrees of emotion regulation overall whereas individuals reporting higher levels of adaptive perfectionism (strivers) had higher levels of emotion regulation. Further, strivers and those who employed cognitive reappraisal strategies for emotion regulation were linked to higher subjective well-being for participants in this study.

Twenty-Five Years of Research on the Lived Experience of Being Gifted in School: Capturing the Students' Voice,

Laurence J. Coleman, Karen J. Micko, and Tracy L. Cross - Through a synthesis of 25 years worth of studies concerning the lived experience of children who are gifted and talented within the context of school, a more comprehensive picture can be presented. The intent is to provide information for teachers, parents, administrators, and psychologists to better understand and support advanced development. How students experience and relay issues concerning identity, passion, labeling, stigma, culture, schooling, academic resistance and bullying are discussed through analyzing phenomenological qualitative research conducted over the past 25 years.

Social and Emotional Characteristics and Early Childhood Mathematical and Literacy Giftedness: Observations From

Parents and Childcare Providers Using the ECLS-B, Hope E. Wilson - Research has demonstrated mixed results regarding differences in social and emotional characteristics between gifted and typical populations. The purpose of this secondary analysis of data from the ECLS:B is to investigate the affective characteristics of early mathematics and literacy ability among preschool children using a logistic regression analysis. Specifically, parents and childcare providers were asked a series of questions relating to socially maladaptive behaviors, concentration, empathy, worry, and friendship of a nationally representative sample of children born in 2002. The results of the study demonstrate that childcare providers and parents of preschool children (mean age = 53 months) have different patterns of observations of social and emotional characteristics of children, and that concentration and socially maladaptive behaviors were significant predictors of early giftedness in literacy. There were no social or emotional predictors of early giftedness in mathematics found in this study.

The Relationship Between Perfectionism and Overexcitabilities in Gifted Adolescents,

Emily Lynne Mofield and Megan Parker Peters - Overexcitabilities and perfectionism are often discussed within the context of gifted education, given that both are observed among gifted individuals. The present research (a) explored the relationships between overexcitabilities and dimensions of healthy and unhealthy perfectionism and (b) determined the extent overexcitabilities are predictor variables for perfectionism among 130 gifted adolescents. Findings revealed a significant relationship, especially between Emotional OEs and dimensions of perfectionism. High Emotional, high Intellectual OE, and low Imaginational OE were also predictor variables for dimensions of healthy perfectionism. Findings shed insight into the relationship of OEs and perfectionism in light of Dabrowski's Theory of Positive Disintegration, particularly the notion of OEs propelling one to achieve to higher levels and overcoming negative dynamisms (e.g., guilt, shame, and self-criticism) associated with perfectionism. The study also provides validation of the relationship between emotional vulnerabilities such as heightened sensitivities, intensities, and perfectionism.

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23rd Annual Fall Conference of the Arkansas Association of Gifted Education Administrators, who hosted the CEC-TAG Board of Directors this year as guest speakers, in Conway, Arkansas



aa
ea Arkansas Association of Educational Administrators

Your Association - Your Voice

We offer:

- Professional Development
- Legislative Influence
- Communications
- Placement Assistance
- 12 Constituent Groups

- ACLA	- AASA
- AACTEA	- AASBO
- AANSP	- AASEA
- AWC	- AASSP
- AAGEA	- AAUSPA
- AAMIA	- AASMA

aa



**Advocacy for Gifted Children:
If Not You, Then Who**

Julio Link Roberts, Ed.D.
Western Kentucky University
AAGEA Fall Conference

Join CEC-TAG, the nation's most dynamic professional association devoted to twice-exceptional children, educational excellence, and diversity.

MEMBER BENEFITS

Council for Exceptional Children (CEC) is the leading voice for special and gifted education. CEC-TAG establishes professional standards for teacher preparation for the field, develops initiatives to improve gifted education practice, and ensures that the needs of children and youth with exceptionalities are met in educational legislation.

Become a member of a team of professionals devoted to (a) improving educational opportunities for individuals from all diverse groups with gifts, talents, and/or high potential; (b) sponsoring and fostering activities to develop the field of gifted education; (c) supporting and encouraging specialized professional preparation for educators; and (d) working with organizations, agencies, families, or individuals who are interested in promoting the welfare and education of children and youth.

Member benefits include:

- Four issues of the *Journal for the Education of the Gifted* (JEG) per year (includes online access to current and past issues)
- Six issues of *Teaching Exceptional Children* per year
- Two issues of the online journal *Excellence and Diversity in Gifted Education* (EDGE) per year
- Four issues of *Exceptional Children* per year
- Quarterly newsletters from CEC and from CEC-TAG
- A discounted member rate for all meetings of CEC and TAG
- 30% discount on all CEC products
- 10% discount on Prufrock Press products
- Peer-to-peer support
- A network of colleagues who are leaders in the field of gifted education

To join CEC-TAG, go to <http://cectag.com/membership/> or contact Yara Farah, Membership Chair, at ynfarah@wm.edu.

Find CEC-TAG at:



CEC TAG

The Association for Gifted

website:

cectag.com

President's Letter continued from page 2

TAG Board Members:

We have three new board members who will be joining the board during our spring meeting at the CEC Conference in St. Louis.

Mr. Ivy Haynes, Jr. has lived in Tulsa, Boynton, and Enid, Oklahoma most of his life, but in July 2000, he moved to Arlington, Texas, after interviewing and being hired as a special education teacher (for emotionally disturbed and behavioral disorders) at one of the junior high schools in Arlington ISD (Texas). Mr. Haynes has served as assistant principal at the elementary, junior high, and high school levels. He has served as an assistant principal in the LaVega ISD, Waco, Texas. Currently, he serves Fort Worth ISD (Texas) as a special education teacher on an elementary school campus.

He is a doctoral candidate in Education Leadership and Policy Studies University of Texas at Arlington, Arlington, Texas (Superintendent's Certification). He received his Master of Education in Education Leadership and Policy Studies University of Texas at Arlington, Arlington, Texas and a Master of Education in Elementary Education (with emphasis in Special Education and Public School Administration) at Northwestern Oklahoma State University, Alva, Oklahoma. His Bachelor of Science is in Family Studies and Gerontology from Southern Nazarene University, Bethany, Oklahoma and he attended Oklahoma State University.

Patricia Rendón is the Gifted/Talented Specialist at Region 1 Education Service Center in Edinburg, Texas, where she has worked for the past twenty years. Ms. Rendón has worked extensively with Dr. George Betts and the Autonomous Learner Model. In her work with Dr. Betts she developed the 7th Type Learner, the Diverse Learner. She also headed a Jacob Javits grant focusing on identification of bilingual/ELL/ESL gifted learners.

Dr. Kianga Thomas is an Assistant Professor of Elementary Education at Norfolk State University. He also serves as the Assessment Coordinator in the School of Education. Dr. Thomas teaches courses in elementary education, diversity, and monitors the assessment system for the School of Education. His research interests are gifted African American students, Science, Technology, Engineering, and Mathematics (STEM), and teacher efficacy. Some of his published works include articles about problem-based learning with pre-service teachers, STEM development with pre-service and in-service teachers, and psychological factors influencing academic success among high-achieving African American students. Dr. Thomas earned his Ed.D. from the College of William and Mary and prior to joining higher education, taught elementary school in Virginia.

Current Board Members:

**2015 CEC-TAG Board of Directors
(terms expire December 31 of final year in parentheses)**

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PAST PRESIDENT

Julia Link Roberts (15-16) - The Center for Gifted Studies, Western Kentucky University

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Claire E. Hughes (15-16) - College of Coastal Georgia

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Mary Cay Ricci (16-18 - Educational Author and Consultant Olney, MD

Others: TBD

EDITOR, Journal for the Education of the Gifted

Tracy L. Cross (15-18) - School of Education, William and Mary

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Co-Chair: Ivy Haynes

CO-Chair: Dr. Kiang Thomas

STUDENT REPRESENTATIVE

TBD

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CHAIR, FINANCE COMMITTEE

Lynette Breedlove (15-16)

CHAIR, GOVERNMENTAL RELATIONS COMMITTEE

Ken Dickson (15-16)

You can get to know these new board members and all the board members at the CEC Conference in St. Louis in April. We will have a social and business meeting during the conference. We invite you to join us on both occasions as well as attend the TAG conference sessions.

Thank you for being or becoming an advocate for gifted children and young adults.

Sincerely,

Cecelia Boswell

President, TAG

JEG Abstracts continued from page 7

Experiences of High-Ability High School Students: A Case Study, Carrie Schmitt and Vella Goebel - This study attempted to answer the question, "To what extent do 12th-grade high-ability students feel that their past educational experiences, particularly in high school, have challenged their academic abilities?" Much research has been conducted in the field of gifted education about the identification, social and emotional characteristics, and educational needs of gifted students. However, little research has focused on how students themselves feel about the rigor and value of their educational experiences. This case study involved 3 high school seniors identified as high ability and enrolled in an AP Language and Composition course. Learning how these students feel about their experiences should help inform educators' decisions regarding programming options, instructional methods, and differentiation strategies for high-ability students in Indiana.

2016 CEC-TAG PROGRAM

CEC CONVENTION

ST. LOUIS, MISSOURI

WEDNESDAY

Concurrent Session: *Exploring Identification Issues of Twice-exceptional Learners Through Case Studies*

Case studies situate learning in authentic and meaningful contexts. This session will provide examples of authentic experiences in which educators will explore issues and concerns related to identifying twice exceptional, gifted and talented children and will engage participants in a reflective analysis of a case study through discussion questions and activities.

Wednesday, 4/13: 2:15 PM - 3:15 PM

THURSDAY

Concurrent Session: *Preparing High-Ability Students From Poverty for Gifted Programs: The Young Scholars Program*

The Maryville Young Scholars Program identifies and serves high ability children from groups traditionally underrepresented in gifted programs. In its 6th year, the program is preparing over 100 children from four elementary schools in Ferguson and St. Louis city to enter district gifted programs by middle school. The model involves four primary facets: 1) identification based on local norms, 2) significant teacher education, 3) hands-on parent workshops, and 4) more than 140 hours of high-end summer programming annually. The Program is leading to state policy change and serves as a model for similar programs across the region. This session will review the program and its evaluation data.

Thursday, 4/14: 10:30 AM - 11:30 AM

Multi-presentation Session: Identifying and Providing Resources for Gifted and Talented Youth

Dreamers, Leaders, and Collaborators: Utilizing Regional Resources and Collaboration to Cultivate Talents of Gifted Youth

Have you been working to dream up new ideas for services for your identified gifted and talented students? Pondering ways to get your community involved in new ways? Learn how a regional consortium of teachers, administrators, and higher education personnel designs, prepares, and annually hosts 2,500 students through their annual DreamFest, Middle School Leadership Symposium, and Young Women LEAD conferences for students in grades four through twelve. We will share ideas for collaborating across districts, with local universities, and with local business and arts entities.

Finding the Exceptional in Unexpected Places

Charter schools are designed to give families choice in free public education; however, not all choices are equal.

Confluence Charter School in St. Louis, Missouri, realized that they were losing their best students to magnet schools or other public schools because their primary instructional focus was on improving the outcomes for learners who were below grade level. As a result, Confluence Charter became the first charter school in St. Louis to start a gifted program. Learn how they created a new program to identify and serve their top 5% in their diverse schools and programs.

Thursday, 4/14: 1:00 PM - 2:00 PM

Multi-presentation Session: Recruiting, Retaining, and Service Diverse Learners in Gifted Education

Providing Optimal Educational Opportunities for Academically Diverse Learners Using Tiered Assignments

How do you challenge diverse learners with a wide range of academic abilities including gifted students in an inclusion setting? This session uses a case study to explore a strategy known as tiered assignments which allows for teachers to teach the same objective or standard to students while encouraging mastery at various levels.

Recruiting and Retaining Underrepresented Gifted Students Using an Equity Lens

Since at least 2002, when the Office for Civil Rights (OCR) began keeping data on gifted education in what is now the Civil Rights Data Collection (CRDC), Black and Hispanic students have been underrepresented in gifted programs. This session focuses on the two most CRDC (2009 and 2011) data sets. The purpose is to help participants understand underrepresentation in their state and district, as well as to set quantifiable equity goals known as the 20% rule as was implemented in a recent court case - *McFadden v. Board of Education for Illinois School District U-46* (2013). Recommendations and guidelines for addressing underrepresentation and seeking equity are provided for these two groups.

Thursday, 4/14: 3:30 PM - 4:30 PM

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FRIDAY

Poster Session: *Comprehending and Cultivating Creativity: Torrance, Talents, and Teachers*

This session will address Dr. Torrance's constructs of creativity: Fluency, Originality, Elaboration, Abstractness of Titles, and Resistance to Premature Closure. Examples as they appear in various student responses will be examined. Selected activities from Talents Unlimited and teacher designed activities will be shared with the participants. Attendees will leave the session understanding the expressions of creativity and with several classroom activities that can increase the likelihood of obtaining a creative response.

Friday, 4/15: 10:30 AM - 11:15 AM

Concurrent Session: *TAG Showcase: STEM Opportunities for Gifted Learners*

Participants will learn about creating and securing STEM opportunities for gifted learners. Specifically, panelists will discuss creating STEM partnerships with schools and the community, integrating technology innovation into existing programs for gifted learners, specialized STEM schools for highly able children, and extracurricular STEM opportunities for K-12 students and their teachers.

Friday, 4/15: 1:00 PM - 2:00 PM

Concurrent Session: *Influences on Beginning Teachers' Differentiated Instructional Practices: A Case Study*

In this case study, we identified the influences on beginning teachers' differentiation within the context of a complex educational system. The results highlight the important educational experiences and support that (a) teacher preparation should provide to preservice teachers and (b) schools should provide for beginning teachers.

Fri, 4/15: 2:15 PM - 3:15 PM

Concurrent Session: *Equitable Identification: Training Teachers to Accurately Recognize the Characteristics of Minority Gifted Students*

Years of active gifted child find, including extensive research and field testing, have allowed this district's team to hone the child find process. Teacher training is at the core of this identification process. We provide a close look at both the method and the content of the district's teacher training procedures for appropriate gifted referrals. Participants will leave with a model for successful teacher training that has resulted in increased identification of underrepresented students, especially those from poverty.

Saturday, 4/16: 9:15 AM - 10:15 AM

Mark Your Calendars!
Council for Exceptional Children
Conference
April 13 to 16, 2016
St. Louis, Missouri

ABOUT THE CONTRIBUTORS

KIMBERLEY CHANDLER - klchan@wm.edu

Dr. Kimberley Chandler is the Curriculum Director at the Center for Gifted Education at William and Mary and a Clinical Assistant Professor. Her professional background includes teaching gifted students in a variety of settings, serving as an administrator of a school district gifted program, and providing professional development for teachers and administrators nationally and internationally. Kimberley has served as the editor and contributing author of numerous curriculum materials from the Center for Gifted Education. She co-authored a CEC-TAG Educational Resource (with Dr. Tamra Stambaugh) titled *Effective Curriculum for Underserved Gifted Students* and is the co-editor (with Cheryll Adams) of the CEC-TAG Educational Resource *Effective Program Models for Gifted Students From Underserved Populations*. Currently Kimberley is the Network Representative on the NAGC Board of Directors, co-author (with Barbara Dullaghan) of "The Primary Place" column in *Teaching for High Potential*," and the editor of the CEC-TAG newsletter *The Update*.

CLAIRE HUGHES - cehughes@ccga.edu

Dr. Claire E. Hughes is an Associate Professor at the College of Coastal Georgia in an integrated Elementary/Special Education teacher preparation program. She received her doctorate in gifted education and special education from the College of William and Mary, and has been a Visiting Fellow at Oxford. She is the past chair of the Special Populations Network for the National Association for Gifted Children and the co-editor of the *Excellence and Diversity in Gifted Education (EDGE)* journal for CEC-TAG. She is the author of two books on High Functioning Autism. Her research areas include: twice-exceptional children; cognitive interventions; and Response to Intervention.

JULIA LINK ROBERTS - julia.roberts@wku.edu

Dr. Julia Link Roberts, Mahurin Professor of Gifted Studies at Western Kentucky University, is Executive Director of the Carol Martin Gattton Academy of Mathematics and Science in Kentucky and The Center for Gifted Studies. Dr. Roberts is on the Executive Committee of the World Council for Gifted and Talented Children and is past-president of The Association for the Gifted. Her writing focuses on differentiation, gifted education, and advocacy. She received the 2011 Acorn Award as the outstanding professor at a Kentucky four-year university, the first NAGC David Belin Advocacy Award, the 2012 NAGC Distinguished Service Award, and the 2011 William T. Nallia Award for innovative leadership from the Kentucky Association for School Administrators.

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