

COUNCIL FOR EXCEPTIONAL CHILDREN

The TAG Update

THE ASSOCIATION FOR THE GIFTED

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NETWORKING VIA SOCIAL MEDIA



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Abilene Christian University
TAG Newsletter Editor
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In my role as a teacher educator we talk a lot about a future that we can't even imagine. The technology and skills that pre-service teachers learn in my classroom could (and probably will) be outdated in their first five years of teaching. My current quest is to enable my students, as future educators, to stay on the cusp of best practices in education and differentiation to best serve their students. Conferences and conventions are fantastic places to connect and learn but are often not accessible to my students. So what is the next best option? One of the resources that I've used to inform this journey is a book given to me by a colleague called, "What Connected Educators Do Differently" (Whitaker, Zoul, & Casas, 2015). What this text has taught me more than anything is the importance of plugging in to professional communities through social media platforms.

Twitter, Facebook, and Instagram might not seem like professional technology applications, but more and more these are the platforms where professional communities are grown and knowledge is shared. Stakeholders in the education of gifted and talented students are gathering and learning from one another in on-line forums on a daily basis.

Not sure how to connect with a community using social media? Start by liking and following the TAG Facebook page where you can get updates from our association. Connect with stakeholders in your area by joining your state or local/district gifted and talented advocacy groups. You can even join a weekly worldwide GT chat centered on a specific topic related to the field by following @gtchatmod on Twitter and using the hashtag #gtchat.



LETTER FROM THE PRESIDENT

Lynette Breedlove, Ph.D.

Director of the Gatton Academy of Math and Science
Western Kentucky University

Happy New Year! As we write our resolutions to take more steps, drink more water, and save a little more, I hope you'll consider a resolution to get a little more involved in TAG. One way to do that is to attend the CEC Convention in Indianapolis, January 30 to February 2. Conventions are a terrific way to have face-to-face conversations and experiences that rejuvenate our practices and reinvigorate our resolve to meet the needs of gifted and talented learners. The shared energy in a space filled with dedicated educators who are passionate about gifted and special education helps us remember we're in this journey together.

Gifted education conferences are where I learned strategies to differentiate my instruction. It is where I learned to serve diverse learners. Later in my career it was where I learned to present to adults, sharing my lessons and classroom tricks with others. Sharing with others helped me continue to refine my practices and improve my skills. If attending this year's CEC Convention doesn't work for you, start planning for 2020 and submit a proposal for the 2020 convention. Be watching for further information on when the call for proposals opens.

As you reflect on 2018 and welcome 2019, TAG is reflecting on the important contributions outgoing board members have made and welcoming new board members. I want to thank Mary Cay Ricci for serving on the TAG board for almost a decade. She brought thoughtful ideas to the board as membership chair and then worked to ensure CEC included gifted learners in their advocacy work as she served on the Representative Assembly. Kianga Thomas served as member-at-large for two terms and was always willing to help at the TAG booth. Kianga's warm greeting brought many over for a conversation about TAG's efforts and his thoughtful problem-solving approach added greatly to the board's work on our strategic plan. As co-chair of the Diversity, Equity, and Access Committee, Patricia Rendon contributed her perspective and expertise to TAG's work for two terms. Serving twice exceptional and under-represented gifted learners is central to TAG's efforts, so her contributions were key. Tracy L. Cross has served as editor of the Journal for the Education of the Gifted (JEG) for 14 years. As a result of his dedication, the journal is thriving with an incredibly rich readership across the globe. JEG is a key resource particularly dedicated to enhancing our understanding of diverse and underserved gifted learners. Tracy's dedication to TAG spans more than three decades as he has served in many roles and is now moving into the past-presidency. I am grateful for Tracy's leadership, mentorship, and relational approach that makes all feel welcome. I am excited to welcome Michele Buchanan to the board for the first time. And I am excited to welcome back Claire Hughes and Jennifer Jolly. I look forward to the experiences and perspectives these dedicated educators will bring to TAG's work.

Thank you for your membership in TAG. Have a happy, healthy, engaged 2019.

Lynette Breedlove, Ph.D.



CEC-TAG EVENTS & SESSIONS:

We hope that you are planning to join us at the CEC National Convention next week in Indianapolis. 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 on Thursday. We would love to see you there!

Wednesday, January 30th

8:30 - TAG Board Meeting

1:00 - When Lazy Doesn't Make Sense: Learning Profiles of Bright Students with Executive Dysfunction

Thursday, January 31st

9:45 - TAG Showcase: Problem-Solving Strategies for Gifted Students

11:00 - Supporting Underserved Gifted Students in Rural Areas

1:00 - Interventions for 2e Students*

- Mindfulness in the Inclusive Classroom*

2:15 - Addressing the Needs of Underserved Gifted Students

3:30 - Google Suite for Gifted Students

- Professional Learning to Support Gifted and Talented Students

5:00 - TAG Business Meeting and Networking

WANT MORE INFORMATION?

Visit the CEC Convention website at ceconvention.org for registration, scheduling, and session locations.

Friday, February 1st

9:45 - Recruitment and Retention: An Equity-Based Culturally Responsive Bill of Rights for Gifted Students of Color

1:30 - Gifted and...? Twice-Exceptional Students

- The Bill of Rights for Students of Color with Exceptionalities

- Incorporating Outdoor Activities into the General Curriculum for 2e Students*

2:45 - Instructional Approaches to Support Gifted Learners

- Creating Rigorous Culturally Responsible Curriculum that Affirms the Dignity and Worth of Students of Color

4:00 - Building Leadership Capacity in 2e Gifted Learners*

- Using Socioscientific Issues to Promote Critical Thinking Among Gifted Middle School Students*

Saturday, February 2nd

8:00 - Assessment of Gifted Students in Primary and Secondary Education in Saudi Arabia*

- Making Learning Visible Through 3-D Graphic Organizers*

- Teacher2Teacher: Integrating Social-Emotional Skills into Diverse Content Areas for 2e Students

9:15 - Recruiting Black and Hispanic Students in Gifted Education: Equality vs Equity (Strand K)

2:15 - Teacher2Teacher: Developing Critical Thinkers Using the Six Thinking Hats

* denotes poster sessions

THE IMPORTANCE OF PROFESSIONAL COMMUNITIES

As we prepare for the 2019 CEC Convention many of us wait with anticipation to be reunited with mentors, former teachers, and colleagues who have made a difference in our professional lives. The professional relationships and communities that are formed and renewed each year give conferences the potential to be a catalyst for change in the field of education. In preparation for next week's conference in Indianapolis, the TAG board members were asked to share their perspective on the importance of learning opportunities like conferences and the networking that results from membership in professional organizations.

TAG Treasurer, Tracy Inman, Ph.D., highlighted the practical learning that takes place while attending sessions as well as the importance of relationships when she said,

"Not only is the CEC conference chock full of practical sessions sharing strategies, insight, research, and advice, but it also provides a warm, engaging environment to network and form relationships with kindred spirits. Personally, I always look forward to it -- it rejuvenates me!"

Lifelong learning and the opportunity to invest time into building relationships were themes discussed by Standards and Accreditation Coordinator, Julia Link Roberts, Ph. D.,

"Professional organizations provide opportunities to network with kindred spirits, others who are equally interested in the topics that you find to be of high interest. Networking entails time to talk, time to listen, and time to reflect. Perhaps professional learning is most important as it provokes lifelong learning."

Being a part of a professional community is such a powerful way to enhance your knowledge of the field and build relationships with colleagues. We encourage you to advocate for students through membership in professional organizations, involvement in social media platforms and by attending conferences. See you in Indy!

WELCOME NEW TAG BOARD MEMBERS:



Michelle Buchanan
PUBLIC RELATIONS COORDINATOR

This is Michelle Buchanan's (MAT, NBCT, GEC2) 20th year as an educator. She was a junior high science and gifted education teacher for 14 years before teaching in higher education. Currently, Buchanan is a Master Teacher at the University of Central Arkansas' STEMteach where she also serves as the science program coordinator. She is also a 3rd year Ph.D. candidate in the UCA Leadership Studies program with a cognate in gifted education. Her dissertation research interest lies in leader identity development in GT elementary teachers.



Claire E. Hughes, Ph.D.
CAN CO-COORDINATOR

Claire E. Hughes, Ph.D. is an associate professor and Director of Education and Teacher Preparation at the College of Coastal Georgia. Previously, she was Faculty Director of the Special Needs and Inclusion program at Canterbury Christ Church University in England, and a Fulbright Scholar to Greece. She is author of several articles, books and chapters, and her research areas include: twice-exceptional children- particularly gifted children with autism; positivistic views of exceptionality; and international education.