

Systems Newsletter

Center for Gifted Education

Fall 2001

The College of William and Mary

Volume 10 Number 1

Center Selected to Study Idaho Gifted Programs

One of the most exciting new initiatives that the Center is undertaking this year is a collaboration with the Idaho Department of Education to evaluate services to gifted and talented students. There are only 115 school districts in the state, and over 50% of them have fewer than 1,000 K-12 students. A major focus for the evaluation is helping to assess the impact of the state training grant, a pool of \$500,000 appropriated annually since 1997 to support staff development.

Idaho's mandate, passed in 1993, is broad and recognizes five categories of giftedness. Local districts have a lot of discretion in responding to the mandate but report that over 9,000 G/T students are identified and served annually. In order to gain a sense of the scope and breadth of gifted programs, the evaluation design has several components, including a statewide district-level survey; a questionnaire to teachers who participated in staff development as a

result of training grant funds; four regional town hall meetings to assess parent support; and the analysis of standardized test data to track student performance trends. Selected members of the state legislature will

"The Idaho SDE selection team was impressed with the thoroughness of W&M's proposal and the innovative approaches.....The SDE is excited about working with the Center for Gifted Education."

be contacted to gain their insights into the issues and needs of the state as well.

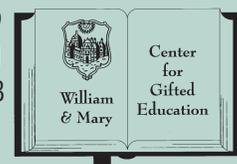
The most appealing component of the evaluation to those members of the research team who enjoy travel (and that's all of us) is the opportunity to visit local districts in four geographic regions of the state. Twelve school districts have agreed to host on-site visits, including Aberdeen, Boise, Caldwell, Coeur d'Alene, Glens Ferry, Idaho Falls, Marsh Valley, Middleton, Post Falls, Twin Falls, Wallace, and Wendell. These visits have been scheduled from October through December of 2001.

In order to compete for this contract, the Center created a multi-state

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From the Director

Dr. Joyce VanTassel-Baska



Center Manager of Operations, Dr.
Linda D. Avery

Farewell to Linda Avery, who has served as manager of the Center over the past several years! Linda is returning to her home in Seville, Ohio, to care for her parents. Her contributions to the life and spirit of the Center have been enormous, and we shall deeply miss her. As a friend and colleague, Linda has been invaluable in her counsel and advice on Center operations and in working with staff and graduate students to make each of us feel special. Her contributions to both Project Phoenix and Project Star have been incalculable. Linda managed both of these grants and coordinated their major activities, including development, implementation, and dissemination. Her scholarship will also be missed, as she has made numerous presentations and developed many publications for peer review.

This fall has been an active and international one for me, traveling to both Singapore and Australia for gifted education work. In Singapore, I was part of an international team, working with Dr. Wu-Tien Wu from National Taiwan Normal University and Dr. Rena Subotnik from Hunter College in the United States to review the Ministry of Education gifted programs after 20 years of development. For five days, we visited classrooms, met with focus groups of students, teachers, administrators, and ministry officials, and reviewed program documents.

We reported preliminary findings to ministry officials on the last day. The program is very impressive in both its organization and implementation facets. Over 20 full-time professionals are assigned to the Ministry to help plan, develop, and implement programs in selected school sites. They manage assessment, develop curriculum, hire and monitor teachers, and collect data on student performance for regular analysis. (This role roughly parallels that of state department personnel in the United States.)

Perhaps most impressive is the teaching observed in Singapore classrooms, especially in mathematics and science. Every teacher uses instructional technology as an integral part of lessons - for example, in the introduction of a new concept or in demonstration of applications. Students also are called on to use IT as they explain group findings on in-class problems. Both an science and math concepts receive in-depth

treatment in class, with students engaged in challenging problems that require application of the principles being studied. Every minute is used toward a specific instructional purpose, and typically all students are actively engaged in the learning process. The level of their curriculum in these subject areas is more advanced (about two years) by the time students are in seventh grade.

In Australia, I worked with teachers throughout Victoria on the development of curriculum units, using the William and Mary model. Twenty-five teachers representing primary and secondary teaching in mathematics and social studies engaged in intensive work for a three-day period. They will complete their work over the next two months, and following review and revision, begin piloting their units in February. The Victoria Department of Education plans to disseminate these materials to all schools in their state. The second leg of the Australia work took me to Sydney and the teacher education program at the University of New South Wales, where I delivered a series of lectures and workshops for 65 participants. A highlight of this year's program was a special seminar strand for principals on leadership skills and issues in developing programs for the gifted.

All of these experiences have provided on-going rich connections with people and programs in other parts of the world, and I am pleased to partner our efforts here at the Center with international development efforts in these countries and others.

Idaho Gifted Evaluation

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evaluation team, drawing on colleagues in the midwest and the west to ensure balanced perspectives. The principal investigator is Dr. Joyce VanTassel-Baska, and she is joined by Dr. Karen Rogers from the University of St. Thomas in Minneapolis and Dr. Laura Pehkonen, the state G/T coordinator in Oregon. Staff and graduate students from the Center will also be integrally involved.

An ad hoc Advisory Council was convened on August 31st to launch the evaluation and to gather input from key stakeholders. Participants at this meeting included Gary Marx, the state gifted education specialist, and three other high-ranking administrators from the Idaho Department of Education; Elaine Clegg, the president of *Idaho - The Association for the Gifted* (ITAG); and educators from four Idaho school districts: Ann Ward from Bonneville Jt., Marcia Wall from Kellogg, Teri Powell from Meridian, and Judy Randelman from Weiser. These individuals volunteered their time and their wisdom to aid us in making tactical decisions for the study.

We are off to a fabulous start with this contract, as noted by Gary Marx's comment: "The Idaho SDE selection team was impressed with the thoroughness of W&M's proposal and the innovative approaches, including regional groups and presentations. The selection team also appreciated the fact that experts would be on-site conducting interviews and collecting data. The SDE is excited about working with the Center for Gifted Education to improve services for GT students in Idaho." Moreover, we have gotten outstanding cooperation from the state department as well as the local districts in the state. We know we will learn a lot from having this incredible opportunity and hope that through the process we can contribute to moving the Idaho program to new levels of excellence in the field.

by Linda D. Avery, Ph.D.

Updates, Awards, and Presentations by Center Staff

The Center welcomes Dr. Annie Feng to our staff to serve as the Coordinator of Research and Evaluation. Dr. Feng recently completed her Ph.D. from St. John's University with a major in Instructional Leadership. She has a one year old daughter, named Mary, and her husband, Jack, is commuting to Williamsburg from his job in New York City. Annie taught English and reading at Dalian University of Foreign Languages in China before coming to the United States for graduate study. Annie has already stepped into a leadership role on the Montgomery County language arts implementation study and the Idaho gifted evaluation research project.

Dawn Benson, formerly Administrative Assistant, has recently been promoted to Conference Coordinator. With this position, she will be responsible for handling the logistics of the Center's major conferences: National Curriculum Network Conference, Advanced Placement Summer Institute, and Summer Institute for Administrators and Teachers.

Jeanne Struck, the Director of our Saturday and Summer Enrichment program, was selected for two important awards this year by the National Association for Gifted Children and will be honored at a reception in Cincinnati on November 8th. She is receiving the NAGC Outstanding Doctoral Student Award as well as the Dissertation Award for her research on services to economically disadvantaged high-ability learners in an urban public school system.

Dr. VanTassel-Baska has recently been selected for two important awards. The first, the Riley Award, is the most prestigious award offered by the gifted education community in the state of South Carolina. Joyce will be honored at their state conference in late November. The second is an International Mensa award for her contributions to research in our field. This is the second time in her career that Joyce has won this distinguished award from the Mensa organization.

Dr. VanTassel-Baska was also selected as one of three international experts in education to evaluate gifted services for the Ministry of Singapore. (She discusses some of these experiences in her Director's remarks.) Following that engagement, she traveled to Australia to work with educators in Melbourne and Sydney on curriculum and program development.

Catherine Little conducted a September workshop with elementary teachers in Omaha Public Schools on the implementation of the William and Mary language arts units. We welcome this district to our national network of schools using the William and Mary curriculum materials. Linda Avery and Jeanne Struck worked with K-12 teachers and coordinators from Hamilton County, Ohio, in mid-September to discuss the W&M models for concept learning and reasoning as well as strategies for differentiating content standards for high-ability learners.

Catherine Little and Jeanne Struck also conducted workshops for elementary and secondary teachers in Albuquerque, New Mexico, in October.

PROJECT PHOENIX SOCIAL STUDIES UNITS NOW AVAILABLE!!!



Ancient Egypt:
Gift of the Nile



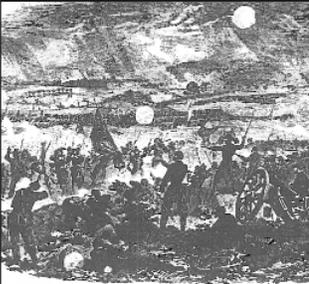
Ancient China:
The Middle Kingdom



Building a New System:
Colonial America
1607-1763



The World Turned Upside Down:
The American Revolution



A House Divided?
The Civil War
Its Causes and Effects

The
1920s
in America:
A System of Tensions

The
1930s
in America:
Facing Depression



The Road to the White House:
Electing the American President

Curriculum Units for High-Ability Learners

For descriptions of these units please see next page. For your convenience an order form is available on page 14 of this newsletter.

U n i t D e s c r i p t i o n s

BEYOND WORDS: IMAGERY IN LITERATURE GRADES 1-2

This literature unit, organized around the study of figurative language, explores the idea that language can change the way we think about the world by creating new images and connections in our minds. The unit uses poetry and picture books as the basis for analyzing different types of figurative language, including simile, metaphor, and personification, and gives opportunities for students to create their own literary images. In addition, the unit introduces students to persuasive writing and to advanced word study, as well as providing an opportunity for students to explore how language changes over time in their families and their culture. (2001) *2001 Winner of National Association for Gifted Children Curriculum Division Award for Outstanding Curriculum*

ANCIENT EGYPT: GIFT OF THE NILE GRADES 2-3

This unit is designed around the idea that human civilizations develop and sustain themselves as a collection of interdependent systems. The civilization of ancient Egypt forms the central content of the unit, with exploration of systems of agriculture, economics, language, and leadership in this ancient culture. The unit also provides opportunities for students to broaden their understanding by comparing the ancient Egyptian civilization with aspects of their own lives and communities. [Note: This unit may be used in conjunction with *Ancient China: The Middle Kingdom* for a broader exploration of ancient civilizations.]

ANCIENT CHINA: THE MIDDLE KINGDOM GRADES 2-3

The concept of systems is the foundation for this unit, which explores ancient China to demonstrate the interdependent systems that develop and sustain a civilization. The unit explores systems of agriculture, language, leadership, and trade in ancient China, using models for reasoning and document analysis to support student understanding. Students also have opportunities to broaden their understanding by comparing the ancient Chinese

civilization with aspects of their own lives and communities. [Note: This unit may be used in conjunction with *Ancient Egypt: Gift of the Nile* for a broader exploration of ancient civilizations.]

BUILDING A NEW SYSTEM: COLONIAL AMERICA 1607-1763 GRADES 4-5

This unit begins with an in-depth study of the interrelationships between the Chesapeake Bay System and both the Native Americans and the early English colonists in Virginia. The unit then turns to an exploration of the economic, social, and political systems of early America across the colonies, comparing and contrasting lifestyles of different groups in different regions. Frameworks for reasoning and document analysis support students in their explorations of this period of history.

THE WORLD TURNED UPSIDE DOWN: THE AMERICAN REVOLUTION GRADES 4-5

Intensive document analysis and exploration of the concept of cause and effect form the foundation of this unit exploring the Revolutionary period in American history. The unit explores the chronology and major events leading up to and during the Revolutionary War and uses primary sources to demonstrate the social and political context. The contributions of particular individuals and groups to the history of the time are also highlighted.

A HOUSE DIVIDED? THE CIVIL WAR, ITS CAUSES AND EFFECTS GRADES 5-6

The concept of cause and effect serves as a central organizing theme of this unit, which explores the events and perspectives leading to the American Civil War and the chronology and context of the war itself. Using primary source documents as a major resource, students investigate the social, political, and economic influences

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Arthur Vining Davis Curriculum Development Initiative

Catherine A. Little

Supported by a grant from the Arthur Vining Davis Foundations, the Center for Gifted Education has been engaged in curriculum development efforts in social studies for gifted secondary students over the last two years. This project has involved planning, writing, and piloting several units tied to major topics and concepts addressed in the Virginia Standards of Learning for World History and World Geography. An advisory committee of local teachers and gifted program administrators as well as William and Mary faculty met on several occasions to determine topical needs and to review materials in progress. The advisory committee and the curriculum development staff then piloted several draft lessons in classroom settings to inform further development and revision efforts.

The Center is pleased to announce the products of this project, units for high-ability learners in secondary social studies courses, available now and in the coming months for purchase and piloting:

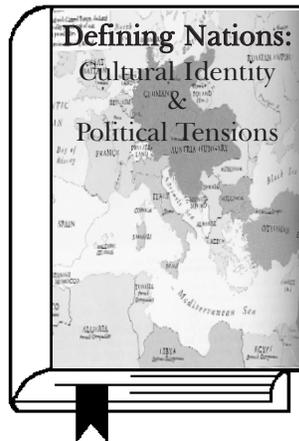
Defining Nations: Cultural Identity and Political Tension

Primary Sources and Historical Analysis

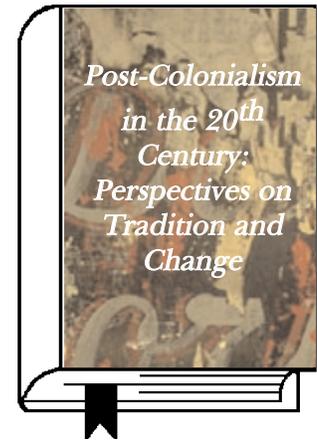
Post-Colonialism in the 20th Century: Perspectives on Tradition and Change

A fourth unit focused on the period of the Renaissance and Reformation in European history is also in development, for publication in the spring of 2002.

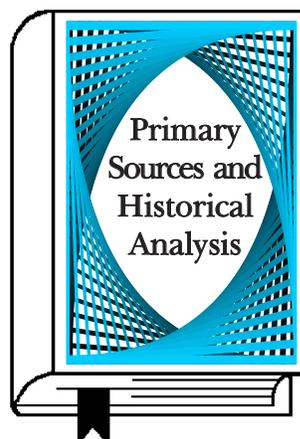
Now Available! Arthur Vining Davis Units



This unit was developed in response to a need expressed by teachers for a framework for examining recent events in world history. The unit is designed around the concepts of nationalism and identity as interrelated ideas that affect events and decisions throughout the world. Unit lessons explore recent changes and conflicts, giving students multiple opportunities to analyze events based on a developing understanding of how the ideas of nationalism and identity apply to specific situations. Four regions constitute the primary focus of the unit, engaging students in study of tensions and events in Eastern Europe, the Middle East, Mexico, and China and Taiwan, while a unit project allows students to explore the recent history of Northern Ireland.



The focus of this unit is an exploration of aspects of the complex process countries have undergone to establish and maintain national identities and cultural stability as they have emerged from 19th century European colonialism. The unit uses the nations of India and South Africa to investigate these ideas in depth, with examples from other Asian and African countries addressed through unit activities. The central concepts of change over time and cause and effect are examined in detail as they relate to the historical content.



This unit is intended to support students in their development of the skills of the historian, particularly in the area of document analysis. It provides a collection of primary source documents and strategies for engaging students with these documents that will deepen and extend their skills in analyzing and interpreting written historical contributions. The unit lessons may be used as stand-alone pieces as they fit throughout a year's curriculum or addressed as a whole unit on the historical analysis process. The unit incorporates a model for reasoning and a focus on the concept of perspective throughout the lessons.

Contact the Center for Gifted Education
for further information regarding these units.

Test Construction is Compared to Building a Dream House

Suzanna E. Henshon

On September 21, 2001, the Center for Gifted Education sponsored a seminar for all graduate students titled "Test and Item Construction." Dr. Bruce Bracken, a national expert in the field and a professor in the School of Education at the College of William & Mary, taught the session. Students were encouraged to bring their instruments for review and feedback and to make the most of this opportunity to prepare for either a master's thesis or dissertation. The event was opened to the entire School of Education community.

Dr. Bracken began the seminar by introducing the analogy of the dream house, comparing building a dream test to building a dream house. He used architectural terminology such as *foundations* and *blueprints* to demonstrate that the same planning process that goes into a house is required for constructing a test. Each item must be carefully constructed, and tests must be piloted, evaluated, and refined. In one slide he used the idea of "Conceptualizing Your Dream House" and raised the issue that just like some buyers might be better off purchasing a house instead of building their own, some people are better off using pre-established scales instead of creating their own. This slide provided a natural transition into "Conceptualizing Your Test." Once again, questions like, "Are you sure you wouldn't rather use an existing test?" were raised. Before taking the step to create their own test, students were urged to critically evaluate preexisting tests to see if one might meet their needs.

Throughout the seminar Dr. Bracken used the analogy of constructing your dream house to demonstrate the difficulties of conceptualizing a test. In each slide he raised issues such as size, respondents, costs, quality, interior design, exterior design, foundational and construct definition, test blueprints, test construction, and entrance/exit. In one section of his presentation, "Tips for Item Writing," Dr. Bracken stressed the importance of writing in simple language, presenting a single thought in the item response option, and using only clearly defined items. He also included advice on the difficulties of making sure that respondents do not always give neutral responses.

During the seminar students also had the opportunity to practice their own test construction skills. Under the guidance of Dr. Bracken, students presented ideas they were working on. The students were encouraged to examine test construction from both a micro and macro level. They began at the macro level by discussing what they were trying to test and possible strategies of doing so. Seminar participants then evaluated the ideas and gave suggestions about how to effectively test areas such as creativity, philosophical giftedness, and students' satisfaction level with high school guidance counselors. Later in the day students worked on the micro level aspects of test construction. They presented and discussed items they had written for tests. Participants then evaluated the items to make sure they were clearly written, understandable, and unbiased.

Overall, students came away from the day with a much better understanding of the complexities of test construction on both a micro and macro level. One student commented, "It is so much more complicated to create an effectively written test than I ever could have expected, but this seminar will definitely help me with my dissertation. What I learned today is extremely important."

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Upcoming CFGE Events

**FOCUSING ON THE FUTURE
CAREER CONFERENCE**
January 19, 2002

SATURDAY ENRICHMENT PROGRAM
February 9 - March 23, 2002

**NATIONAL CURRICULUM NETWORK
CONFERENCE**
March 4-6, 2002

**SUMMER INSTITUTE FOR
EDUCATORS OF THE GIFTED**
June 24-26, 2002

SUMMER ENRICHMENT PROGRAM
JULY 8 - 26, 2002

ADVANCED PLACEMENT INSTITUTE
August 5-9, 2002

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Project Phoenix 2000-01 Comes to a Close

Diann Drummond



(r to l) Diann Drummond and Catherine Little look on as Dr. Joyce VanTassel-Baska awards principals and teachers with certificates for their efforts in Project Phoenix.

The Center for Gifted Education's social studies curriculum project, *Project Phoenix*, is winding down. The three-year project, funded by a Jacob K. Javits grant from the U.S. Department of Education, is aimed at developing and field testing social studies curriculum units for high-ability learners. The units are designed to employ best practices in social studies, including a multicultural emphasis, primary source analysis, and reasoning skills. During the 2000-01 school year, data were collected from 52 classes in Norfolk Public Schools in Virginia. In appreciation for the tremendous amount of time and effort the Norfolk

teachers and principals devoted to the project, the Center hosted a dinner in their honor. Thirty-five teachers and four principals from the four elementary and three middle schools in the project, along with Norfolk Public Schools administrators Deborah Alberti, Pat Payne, and Jane Snyder, came together to receive thanks and gifts from Center Director Dr. Joyce VanTassel-Baska. The camaraderie among everyone present was evident, and all left with the feeling of a job well done.

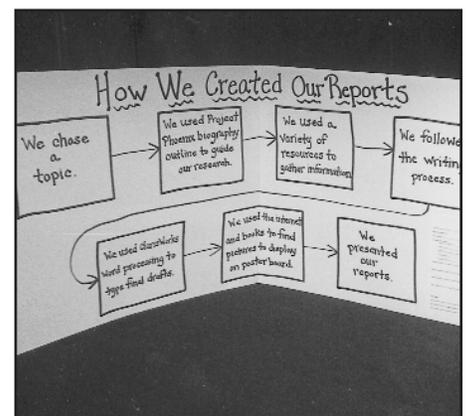
The following week was the last of four parent workshops aimed at extending learning into the home and

community through use of the Project Phoenix Parent Handbook. Over one hundred parents joined their children at Oceanair Elementary School to learn about the teaching models in the units and beam with pride as their children received Project Phoenix Scholar Awards. The excitement in the room was overwhelming as parents worked on hamburger model paragraphs while their children explained the process to them. Around the room was a colorful display of student work completed on Project Phoenix, and students delighted in sharing their learning about primary source analysis, the difference between assumptions and inferences, and the concept of systems.

Phoenix work will continue at the Center during the 2001-02 school year, as we print and publish the revised units. The valuable lessons we have learned from working in Norfolk Public Schools and the Norfolk community will transfer to other outreach projects.



A student collage of work from Project Phoenix.



A visual process of how to create a report using the William and Mary Hamburger Model.

Record Attendance for Summer Enrichment Program

Jeanne Struck



Students in Mary Merritt's class, "Dancing Feet," display their musical talents on the lawn at the College of William and Mary.

The 2001 Summer Enrichment Program held on campus at the College of William and Mary broke all records. The Center for Gifted Education had 436 gifted learners attending classes; this was 106 more students than the summer 2000 session. One hundred seventy-two of the applicants also registered for a second class.

The Saturday/Summer Enrichment Program is an enrichment opportunity for gifted learners from pre-kindergarten through grade 10. During the summer session, youngsters from all over the United States come to explore specialized areas of science, mathematics, and the humanities. Behaviors fostered by this program include the students' ability to apply process skills used in individual fields of inquiry, recognize problems and approaches to problem-solving, understand and appreciate individual differences, and become self-directed learners.

The program is partially subsidized by the Howard Hughes Medical Institute Biological Sciences Education Program Grant. A key element of this grant is to enhance the science

education of young learners. Funds from the grant are used to enhance and expand the scientific and mathematical components of the Saturday/Summer Enrichment Program. During the recent summer session, 47 courses were offered, 28 within the math, science, or technology disciplines. Three hundred ninety-three (65%) of the enrollments were in classes funded by the grant.

This year's summer program offered many exciting courses. *Bubble Fun* was targeted at rising first and second graders. Students in this class learned to make bubble bodies and shapes and used various types of devices to measure sizes of bubbles. A visitor walking into this class would have seen the youngsters testing different solutions to discover which ones would make bubbles. Each day, as a warm-up activity, the learners were asked to create a picture based on the previous day's experiences. In addition, the students connected their experiences with math and language arts by using customary and nonstandard units of measurement and writing reflections that focused on the day's activities. A parent commented that this course opened

up a new area of interest for her child.

Lego Logo has been a popular class with students for many years, as evidenced by its being the course that always fills up first. In this class, students used various LEGO kits and components to study the six simple machines, pneumatics, and computer control. Starting with and building on the six simple machines, the students built and controlled pneumatic and mechanical systems. Design briefs were used in the class to promote problem-solving. The class ended with the learners building systems with LEGO components and operating the systems with computerized controls. One parent commented that this course opened up a new world for her daughter. "Pennie Brown [the teacher] is the catalyst for this epiphany!" Due to the popularity of this course, many parents requested a "pre *LEGO LOGO*" class. Thus the birth of *Towers and Bridges*, a new class offered for the first time this past summer.

Towers and Bridges was offered to rising third and fourth graders. This course gave the students the opportunity to study the principles of bridge and tower design, along with construction and structural analysis. The learners built various bridges and towers out of household materials, LEGO elements, and other materials. When observing this class, one could always see students engaged in problem-solving and design consideration activities. Parents were pleased that this course was offered, and both sessions had the maximum number of participants.

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Attendance (continued from page 9)

WOW and Amaze with Science was a hit with rising fourth, fifth, and sixth graders. During hands-on experiences, the students learned about “magical” forces that attract and repel, and how science can help solve a mystery and assist with conquering challenges. The students enjoyed the many hands-on activities, especially making slime.

Another exciting new offering was **Stones and Bones: An Introduction to Archaeology**. The learners took the role of archaeologists and were faced with the problem of an archaeological site discovered on land intended for the construction of a new elementary school. Their job was to study the field of archaeology through research, experimentation, and excavation of artifacts. These young archaeologists visited a dig site, had discussions with an expert in the field, and participated in experimental archaeology.

Destination Alpha was another interesting course for rising sixth, seventh, and eighth graders. The students were involved in a simulation in which they joined a new business venture offering intergalactic travel

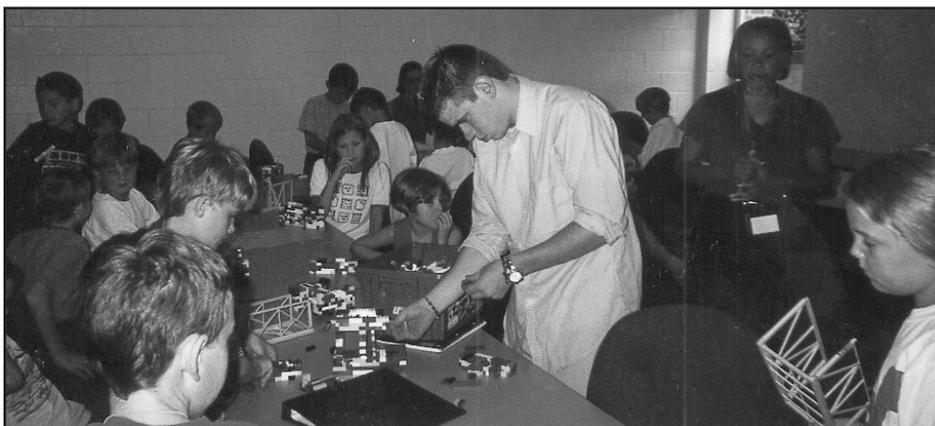
opportunities for Earthlings. They formed a company, had input on the spacecraft design, decided on what an Alpha space hotel would offer, designed the hotel layout, built models, created theme rooms, and prepared tourist materials such as postcards and souvenirs. These learners were engaged in a multi-billion dollar effort and were making important decisions.

Many other new courses were offered this summer, as well as the returning “oldies but goodies.” The courses were enticing and exciting; however, the main component to a successful educational program is the quality of the instructors. The Saturday/Summer Enrichment Program is blessed with innovative, dedicated, and knowledgeable teachers. As indicated by the following comments, parents appreciate and recognize the program’s teachers. “Mrs. Merritt [*Dancing Feet*] was wonderful, the best!” About *Bubble Fun*, “the teacher had very good command of the class. He was able to keep the students on task, praised students, and spoke to them in a firm, polite way.” “Naomi [*All the World’s a Stage*] is great! My son’s self-confidence has taken a big step.

Thanks to Naomi!” “There isn’t any way to improve a course by Doug Bunch [*Latin Lives*]. I feel incredibly privileged (that) my daughter has been with him.” “This course teacher [French] ‘lit up’ my child!”

I feel privileged to be the director of a program that attracts such high quality professionals. I look forward to working with the new and veteran teachers for seven Saturdays from October 6 to November 17 and February 9 to March 23, and during the Summer 2002 session from July 8 to July 26. The Center for Gifted Education plans to expand the program next summer.

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In Towers and Bridges, students are eagerly awaiting to see what the assistant will design with legos.

Summer Institutes at William and Mary

Catherine A. Little

The Center for Gifted Education hosted two intensive professional development opportunities for teachers from across the nation during the summer of 2001. The two Summer Institutes drew nearly 400 educators to the William and Mary campus. They provided opportunities for participants to engage in study and conversation about curriculum for gifted learners across grades and subject areas and about the exemplary Advanced Placement program for high ability students at the secondary level.

In June, the Center hosted a Summer Institute focused on issues related to curriculum development and implementation. The three-day event drew 117 educators from 15 states to participate in intensive workshops organized into five different strands. Three of the strands were implementation workshops on the Center's curriculum in language arts, science, and social studies, respectively. These workshops were led by practicing teachers who have also been involved in development, piloting, and research efforts around the Center's curriculum. Mary Ann Yedinak and Mary Pleiss, from Sycamore School in Indianapolis, worked with language arts participants; Noland Leith, from Henrico County Public Schools in Virginia, led the science workshop; and Molly Sandling, from the local Williamsburg-James City County Public Schools, guided the social studies group. In each of the curriculum implementation workshops, participants received a

copy of their choice of unit as part of their registration, and the workshops included emphasis on the frameworks and models used across units as well as on unit-specific content.

The other two strands were cross-disciplinary and focused on issues of adapting and aligning curriculum for the gifted. Strand four allowed participants the opportunity to explore several research-based teaching and learning models that support differentiated learning for gifted students, with emphasis on how these

"I have a renewed 'charge' about the new school year. I have a wealth of information and ideas that I'm anxious to bring to my high learners and especially to my staff."

models can be incorporated into curriculum and instructional practice. This strand involved several Center staff members and William and Mary colleagues in the presentation, with Jill Burruss, Linda Avery, Dana Johnson, Diann Drummond, and Catherine Little presenting segments of the workshop. The fifth strand, led by Joyce VanTassel-Baska, focused on strategies for aligning curriculum for the gifted with existing state standards. This workshop allowed participants the opportunity to develop archetypal objectives and activities that would support best practices in gifted education while also meeting requirements established in state standards in different content areas.

In addition to the intensive strand-specific work, the Summer Institute included several opportunities for all participants to meet and share ideas and questions. Following a welcome from School of Education Dean Virginia McLaughlin, an opening session introduced the Integrated Curriculum Model and provided an overview of what all five strands would involve. A closing session on the final day featured presentations from the participants themselves about their activities and achievements during the Institute. An evening reception on the second evening featured a discussion of key programmatic and administrative factors that affect implementation of curriculum change, including elements of professional development, assessment systems, and leadership.

Overall, the Summer Institute was a successful and enjoyable experience for participants and presenters, with many opportunities for informal discussions of important issues in gifted education beyond the formal workshop sessions. One participant noted, "I have a renewed 'charge' about the new school year. I have a wealth of information and ideas that I'm anxious to bring to my high learners and especially to my staff."

The Center hosted another institute in August. This larger event was an Advanced Placement Summer Institute (APSI) co-sponsored by the School of Education at William and Mary and by the College Board Southern Regional Office. The 2001

Continued on page 12

Summer Institutes (continued from page 11)

APSI, the second annual institute hosted by the Center, offered 11 workshop options for participants. Each workshop provided intensive study of the content, pedagogy, and exam of a particular Advanced Placement course. The following courses were offered at the William and Mary institute this year: Biology, Calculus AB, Chemistry, English Literature and Composition, French Language and Literature, Government and Politics (U.S.), Human Geography, Physics B and C, Spanish Language and Literature, Statistics, and U.S. History.

The instructors for the APSI were all College Board-approved consultants who work as AP teachers or in university settings in the relevant content areas. The consultants hailed from five states in College Board's Southern Region – Virginia, Alabama, Georgia, Louisiana, and South Carolina. Seven of the consultants were returning for their second appearance at William and Mary's institute. In addition to the consultants, the institute also provided opportunities for involvement for William and Mary faculty and staff. Faculty from the departments of biology, chemistry, government, and mathematics participated as guest lecturers in relevant workshops, while staff members and students from the science departments offered considerable assistance in preparing and supporting lab sessions.

The AP Institute drew a total attendance of 257 participants from 25 states. They spent five days on campus, attending their workshops in William and Mary's University Center and in academic buildings with access to science and computer labs.

Although most of the week was spent in the breakout workshops, some opportunities were also provided for participants to meet across sessions and attend plenary events. The Institute opened with a welcome from William and Mary President Timothy J. Sullivan, who praised the teachers for their dedication to a profession vital in our society. An afternoon reception featured distinguished speakers from William and Mary's Office of Admissions, Faculty of Arts and Sciences, Reves Center for International Studies, and Office of Student Affairs, all of whom shared information about the College and particularly about university response to Advanced Placement students. Other events included an ice cream social and opportunities to tour Colonial Williamsburg. The week concluded with a luncheon for all participants during which consultants were honored for their work.

Participants and presenters enjoyed their opportunity to engage in this intensive professional development experience at William and Mary, despite the heat and humidity of a Williamsburg August. One participant offered a summary comment in praise of the overall experience: "Everything about this experience has been good – I have learned very much, enjoyed meeting many teachers, and have loved being on your beautiful campus!"

Both Center-sponsored Summer Institutes will be provided again in the summer of 2002, as part of the Center's continuing mission to offer professional development experiences for those who work with gifted learners.

Unit Descriptions (continued from page 5)

that were significant in this period of history. In addition, the unit focuses on particular individuals and groups and their contributions and responses to the events of the time.

THE 1920s IN AMERICA: A SYSTEM OF TENSIONS

GRADES 6-7

Centered on a variety of primary sources including music and advertisements as well as more traditional documents, this unit provides insight into not only the events, but also the values, lifestyles, and experiences of the period of the 1920s. Students explore the concept of cause and effect and how it relates to the events of the time, gaining a deeper level of appreciation and understanding as they look at the ways different aspects of the era interact with and influence one another.

THE 1930s IN AMERICA: FACING DEPRESSION

GRADES 6-7

This unit explores Depression-era America from the perspective of many different groups of people, utilizing a variety of primary sources to illustrate events and the social-political context. The concept of cause and effect is employed to support student understanding of the complexity of history. The unit emphasizes the interplay of changes in geography, government, and the economy, as well as the influence of particular individuals and groups, to deepen student understanding of the period.

THE ROAD TO THE WHITE HOUSE: ELECTING THE AMERICAN PRESIDENT

GRADES 6-8

The concept of systems forms the basis for this exploration of American government, particularly focused on the processes involved in the election of the President and the constitutional context of these processes. Students investigate the chronology of campaign and election and study documents and statistics related to Presidential elections in American history. In addition, the unit explores the concept of leadership as it emerges both in the process of being elected and in the context of being a President.

Passion Renewed: The Magic of Spain

Janine Lehane

The period of prolonged creative tension that is the lot of the doctoral student was interrupted this summer by a fascinating interlude in Spain. Since my arrival at the Center for Gifted Education of the College of William and Mary, many opportunities have come my way, though none to rival this adventure.

As a representative of the Center for Gifted Education and Assistant Editor of *Gifted and Talented International*, I attended The 14th Biennial Conference of the World Council for Gifted and Talented Children. This event was held in Barcelona from July 31 until August 4, 2001, and attracted over 550 delegates from 57 countries.

Of the many conference sessions, I particularly enjoyed the presentation given by Karen Lee Carroll of the Maryland Institute, College of Art, in Baltimore, on the early work of visual artists, and the symposium delivered by Professor Julian C. Stanley and his colleagues from the United States, Canada, Ireland, and Spain.



Janine Lehane (USA) with Sarina Ibbotson (l) and Tracy Riley (r) from New Zealand.
Photograph: Ariel Baska.



Flagellation is, for Subirachs the sculptor, "The Image of Man's Loneliness." (From The Façade of the Passion, The Temple of the Sagrada Família)

Sculptor Josep Maria Subirachs, who lives and works at the Cathedral, said of this piece:

Flagellation represents Christ's loneliness. In order to emphasize such loneliness, I have placed this scene between Judas' betrayal and Peter's denial.

Christ is all alone, even more than when he was on the cross, because there he is at least with his mother, the disciple he loved and some other friends. But here he is on his own, amongst his persecutors and bound to the column.

Like all my works, this one has a very explicit symbology. The three stages represent the three days leading up to the...

Resurrection. The cane and the rope knot recalling the mockery and torture which Christ suffered are two highly significant elements. The column is made of four tambours (representing the four lines of the cross) and at the same time it represents the ancient world which Christ broke. He changes the course of history: therefore, whilst the column is the instrument of his martyrdom, he (like a new Samson) ends up breaking it into pieces.

This work is five metres high and is made of travertine stone. The martyrdom instruments have been treated in a very realistic way and are fully finished: Christ's figure, though, has had a more expressionist treatment and deliberately *non finito*, as an image of being part of a new world arising.

Lastly, I think that a fortuitous event must be mentioned, the appearance, once the travertine block has been broken down, of a palm fossil: a chance event, which can be considered to be extraordinary, bearing in mind that the palm is the emblem of martyrdom.

From *Temple of the Sagrada Família Series of Monographs: Guide to the Passion of Christ Façade Sculptures by Subirachs* (p. 8), by Joseph M. Subirachs, (2001, June). Barcelona: Editorial Mediterrània.

These speakers described the principles and practices of the Johns Hopkins Talent Search Model and the replication, expansion, and adaptation of the model that has led to the participation of over 200,000 students in annual university-based talent searches throughout the world.

As delegates, we were treated by our hosts to Catalan cuisine. One evening, a Gala Dinner was held at Can Travi Nou, a typical 17th century Catalan farmhouse. In the open air, amid the Bougainvillea, we relaxed with friends.

Despite the fatigue brought about by international travel, a busy conference schedule, impressive summer temperatures, and the unrelieved excitement that encounters with magnificent art and music and architecture can produce, we reveled in the pace. In the most cosmopolitan city in Europe, astonishment was the order of the day.

I experienced "pastime with good company" over champagne and gazpacho, ice cream and sangria on La Rambla, vegetation that was reminiscent of my native Australia, the vibrancy and passion of the flamenco, the stillness of the plazas during siesta, shopping for castanets and ceramics, mantillas, linens, and shawls, Miró and Picasso, Goya and Murillo, Gaudí and Subirachs.

For me, the pinnacle of this unforgettable experience was a visit to The Façade of the Passion of The Temple of the Sagrada Família (Holy Family). Here the spare and magnetic work of the sculptor Josep Maria Subirachs is said to have reached a synthesis as he continues in his own style the work of Antoni Gaudí. We stood before the Façade and understood more fully his belief that "Creation is not a struggle but rather dialogue with matter."

How grateful I am to my academic advisor and to the conference organizers for the exercise of faculties that are not commonly drawn upon in the graduate experience. Professional growth and aesthetic refinement, work and play, became indistinguishable. In keeping with Cervantes' understanding, this time of "recreation" allowed for the renewal of the spirit.

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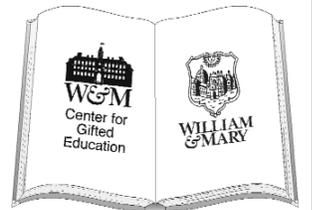
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