

Systems Newsletter

Center for Gifted Education

Fall 2002

The College of William and Mary

Volume 11 Number 1

The Center for Gifted Education Receives Javits Funding for Scale-Up Research and Development Work

The Center is pleased to announce the receipt of a new Javits grant! *Project Athena* will take the Center's decade-long work on language arts curriculum for high-ability learners to new populations and new levels of effectiveness research. Dr. Bruce Bracken, Professor in the School of Education, and Dr. Joyce VanTassel-Baska, Center Executive Director, are co-principal investigators of the new initiative. Dr. Bracken brings deep experience and expertise in research design, student assessment, and test construction to the grant. Also working on the grant will be Dr. Elissa Brown as project manager, Dr. Catherine Little as curriculum coordinator, and Dr. Annie Feng as research coordinator. This team has worked together over the past year at the Center on various projects. The grant will also support six graduate students.

An important benefit of the project is the opportunity to partner with urban and rural districts in Virginia, Maryland,

"We are so pleased with the opportunity to continue this important work in research, curriculum refinement, and professional development..."

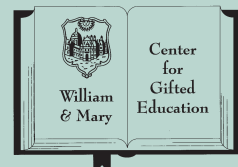
South Carolina, and Connecticut to serve underrepresented economically disadvantaged populations. The project

will target students in grades 3-5 and use three award-winning William and Mary curriculum units as a base: *Journeys and Destinations*, *Literary Reflections*, and *Autobiographies*. Dr. VanTassel-Baska noted, "We are so pleased with the opportunity to continue this important work in research, curriculum refinement, and professional development of teachers and administrators. The Javits grant opportunity brings together the best of our past work and allows us to extend our past success in new directions."

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From the Executive Director

Dr. Joyce VanTassel-Baska

The following are excerpts from my remarks at the special luncheon conducted for gifted education students and their families, held on May 11, 2002.

As you leave William and Mary and this program behind, you will take away many ideas about how to be an effective educational leader in a variety of roles and contexts. If we did a quick word association quiz and I said Kuhn, Easton, Kaufmann, Sergiovanni or asked you to define an adequate sample size, speak to the rationale for choice of methodology for a particular educational problem, or comment on a choice of statistical test based on the specifications of your design, you would all respond as a chorus. Or in your emphasis area, if I asked you to provide markers for understanding the talent development process over the lifespan or the distinguishing characteristics of the creativity literature or to cite the features of differentiated curriculum, you would spew forth.

But the world of "practicing" leadership is quite different from being its student, as many of you already know. Let me share three ideas about leadership that have helped me understand and cope with its realities.

1) Leadership is an exercise in ambiguity, an awareness of competing values. Standardization vs. individualism, traditionalism vs. innovation, and equity vs. excellence

are three common examples in education. You cannot afford to be only on one end of a value system, lest you're perceived as too radical or exclusive in your thinking. Embracing the best qualities of each educational value is critical to survival, let alone success in a leadership role.

2) Leadership is an exercise in creating a climate for change. It requires valuing openness, valuing ideas and their manifestation in products, and valuing people and their talent, thus working to create an optimal match of task or even career to the value characteristics of the individual. A climate for change contains elements of experimentation and collaboration across organizational boundaries, allowing for the easy flow of communication.

3) Leadership is an exercise in goal-directed behavior. It is this type of behavior that creates functional systems that are dynamic. It is recognizing that contentment and cynicism are dysfunctional behaviors in a dynamic system, for both attitudes stymie movement. Educational systems—especially large ones—often suffer from a lack of shared vision at all levels of the system, with often inadequate communication of values between various levels. Helping people see the benefits of positive movement toward goals, articulating progress, and celebrating new levels reached are all critical parts of being an

educational leader.

Six doctoral students have concluded a very important journey in their lives—they have received a terminal degree, marking a pinnacle of educational attainment. Each has worked hard to attain the standards set here at William and Mary in course work, comprehensive examinations, and dissertation, and each has emerged victorious. So the celebration is apt and a cause for reflection. These persons are Dr. Ron Hunt, Dr. Christine Hill, Dr. Valerie Gregory, Dr. Lou Lloyd-Zannini, Dr. Jeanne Struck, and Dr. Catherine Little.

The English writer Virginia Woolf noted repeatedly that all we have in life are "moments of being" and that our life is composed, not of linear events or chronicled acts, but rather crystallized "moments." The American southern writer Eudora Welty called it the "confluence of memory" where past and present join together and live. Welty noted that it is our inward journey that leads us through time. "As we discover, we remember; remembering we discover and most intensely do we experience this when our separate journeys converge." Hopefully, your experiences at William and Mary will converge in just such a memory trace to be rediscovered again across the years of your life.

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Executive Director

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Catherine Little and I conducted workshops for teachers in the Virgin Islands this summer, using the William and Mary curriculum models as a basis for the work. The response to this effort was gratifying. We worked with 60 teachers from the islands of St. Thomas, St. John, and St. Croix. Sponsored by the Virgin Islands Department of Education, it represents a revitalization of gifted programs across the islands. We will do a second session for teachers in December.

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Over 100 Department of Defense teachers were also instructed in the Integrated Curriculum Model at special workshops held here in Williamsburg during the summer. Plans for upcoming formal conferences featuring our work will be held in Hamburg, Germany, and Tokyo, Japan, all sponsored by the Department of Defense Education Activity (DoDEA).

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We have just completed the evaluation of the Greenville Gifted Program in Greenville, SC. Dr. Annie Feng, Joy Baytops, Sue Henshon, Wenyu Bai, Dr. Elissa Brown and I worked over the spring and summer, conducting site visits, analyzing various data sources, and writing the report. Presentation of the report to their Board of Education took place in August.

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Kimberly Chandler will receive the National Association for Gifted Children doctoral student award at the annual meeting in November in Denver. Kim is a doctoral candidate currently working on her dissertation and administering gifted programs in Amherst County, Virginia. She also received her Master's in gifted education and her bachelor's degree from the College of William and Mary.

Claire Hughes-Lynch, a doctoral graduate of the EPPL-Gifted program, has just been appointed visiting assistant professor in gifted and special education at the University of South Florida. She is also a new mother of her second child. She graduated from William and Mary in 2000.

Megan Tempel, Master's graduate in gifted education in 2002, has secured a teaching position in Fairfax County, VA, teaching sixth grade at a math and science magnet school.

We welcome the following new students accepted in the March cycle to the program this year.

Doctoral

Chwee Quek, graduate of the gifted Master's program in 1994, has returned for full-time doctoral study in the EPPL-Gifted emphasis area. Her graduate study is being sponsored by the Singapore Ministry of Education.

Paula Ginsburgh is a full-time student in the EPPL-Gifted program from the Williamsburg area, and comes to us with over 18 years of teaching experience and 5 years as a

Curriculum Coordinator in private schools. She received a Master's degree in Elementary Education from Regent University in Virginia Beach, VA.

Heather Massey is a full-time student in the EPPL-Gifted program. She formerly taught middle school language arts in Orlando, FL. She received a Master's degree in English Education from Florida State University.

Bess Worley II is a full-time student in the EPPL-Gifted program. She formerly taught middle school choir and elementary gifted and talented in Waco, TX. She received a Master's degree with a specialization in gifted education from Baylor University in August, 2002.

Master's

Meghan Carey is a full-time student in the Master's program with an emphasis in gifted education. She received her bachelor's degree in Elementary Education from William and Mary in 2002.

Florence Lee is a full-time student in the Master's program with an emphasis in gifted education. She comes to us from Singapore with nine years of experience teaching in an all-boys school. Flo completed her undergraduate study in English and English Literature at Oxford, England.

Melodye Hughes is a part-time Master's level student in the gifted education program and currently teaches third grade in Hopewell, VA.

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Executive Director

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George Fohl is a part-time graduate student in the gifted education Master's program and currently teaches eighth grade science in Prince George County, VA.

Brigham Lampert is a part-time student in the gifted education Master's program. He currently teaches English at Jamestown High School in the Williamsburg-James City County School District.

Martha Hanks-Nicoll is a part-time student in the gifted education Master's program. She is a middle school resource teacher of the gifted in the Williamsburg-James City County School District.

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Dr. Elissa F. Brown, Director of the Center for Gifted Education.

Dr. Elissa Brown, who joined the staff as Associate Director in January, was appointed in July 2002 as Director of the Center for Gifted Education. Elissa is a graduate of our program and was most recently the Director of the Chesapeake Bay Governor's

School. She is the current president of the Virginia Association for the Gifted and has been appointed to the Virginia Advisory Committee for the Education of the Gifted. She was the 1991 Outstanding Teacher of the Gifted in North Carolina and an NAGC Outstanding Doctoral Student in 1999. She continues to be highly successful as an adjunct instructor in our endorsement program strand and is a contributing author in F. A. Karnes & S. M. Bean's (2001) text, *Methods and Materials for Teaching the Gifted*.

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Javits

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The grant is highly responsive to new legislation, mandating school improvement in the reading curriculum and targeting learners from low income schools. The *No Child Left Behind* Act of 2001 clearly delineates the need for higher standards and more powerful curriculum interventions in our schools. The complexity of translating national content standards into effective curriculum models that reach a wide range of learner abilities, particularly those of our top students who come from disadvantaged

backgrounds, cannot be over-stated. Recent curriculum development initiatives and follow-up studies in gifted education, conducted by Center faculty and staff, have begun to respond to this void at elementary grade levels in science, language arts, and social studies, but the work has not been executed on a large scale basis to broaden the base of learners exposed, especially the economically disadvantaged, within more diverse contexts, and with tighter designs.

Project Athena will demonstrate how the implementation of high-powered, research-based curriculum in language arts can raise the threshold of performance in vocabulary, reading comprehension, and critical thinking for economically disadvantaged promising learners in a variety of settings. By employing high quality curriculum content and instructional pedagogy and by working with administrators, teachers, students, and parents to enhance

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Javits

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learning expectations in general classroom practice with supporting structures in the home and community, this project will serve to advance important tenets of gifted education onto the general landscape of education reform for all.

The project is designed around four key objectives: 1) to develop and implement instrumentation sensitive to low socio-economic learners for purposes of identification and assessment of learning, 2) to

implement, refine and extend research-based language arts curriculum units of study in grades 3-5, 3) to develop and implement professional training models for teachers, administrators, and broader school communities, and 4) to conduct research on short term and longitudinal student learning gains and the mechanisms that promote innovation. Major outcomes of the project will include the use and development of innovative assessment tools to find and assess learning among culturally and

economically diverse populations, implementation and refinement of three language arts curriculum units, the establishment of a professional development and community model emphasizing constructivist pedagogy, and contributions to the longitudinal research base on effective interventions.

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C u r r i c u l u m C o r n e r

Navigators and Other Curriculum Activities

This fall, the Center for Gifted Education is pleased to introduce a new resource for teachers and students to support in-depth study of selected novels. Novel studies should encourage advanced readers to develop their skills at analyzing and interpreting literature through structured questions and activities that highlight themes and concepts, literary elements, and real world connections contained within the books. In addition, novel studies are opportunities for students to develop their own vocabulary and writing skills by exploring and emulating the language and style used by authors. The William and Mary *Navigators* are a series of novel study guides that support development of these language arts skills, differentiating for high-ability

learners by providing challenging activities around strong literature selections.

The *Navigators* use several of the same teaching models and questioning techniques as our full language arts units, but they represent in-depth study of single texts rather than instruction across multiple selections. The initial titles in the series include primarily books at upper elementary to middle school levels; over time, the series will include selections appropriate across the K-12 grade span.

Each *Navigator* includes three major sections. The introductory section provides information for teachers about using the resource, including an outline of rationale and key goals,

a discussion of alignment with standards and with criteria for books for gifted readers, and guidelines for implementation and assessment. The second section lists higher-level questions, both predictive and reflective, for discussion or writing in response to the novel. They are designed to encourage students to go deeper into their understanding of the text itself, and also to help them make connections between the book and their own lives. The third section of the *Navigator* provides a set of differentiated activities for students to complete related to the novel, including the use of models familiar to those students and teachers who use the Center's language arts curriculum: students are asked to complete a

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Curriculum Corner

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Literature Web, to investigate the etymology of words from the book with a Vocabulary Web, and to use the Hamburger Model to write an essay or book review. In addition, assignments for more extensive projects are provided, including questions for issue-based research, opportunities for interdisciplinary study, and suggestions for further reading.

Although the primary intent of the *Navigator* series is to provide resources for teachers to use instructionally as they engage in novel study, the *Navigators* may also be used by students independently or in small group work at a learning center. The novels selected for *Navigator* development include titles popular in gifted and general education; thus, the *Navigators* do not represent solely a resource for use with gifted students, but rather challenging questions and activities that may be appropriate for a wider range of learners based on their readiness for understanding the particular novels.

The initial set of *Navigators*, developed by Center for Gifted Education staff and available Fall 2002, includes the following titles:

- Charlotte's Web* by E.B. White
- The Dark is Rising* by Susan Cooper
- The Egypt Game* by Zilpha Keatley Snyder
- Everything on a Waffle* by Polly Horvath
- Number the Stars* by Lois Lowry
- Sarah Bishop* by Scott O'Dell
- Sarah, Plain and Tall* by Patricia MacLachlan

- Snow Treasure* by Marie McSwigan
- Tuck Everlasting* by Natalie Babbitt
- Walk Two Moons* by Sharon Creech

As they become available, additional titles will be listed in the Center's catalogue, web site, and future issues of *Systems*.

Recently, several ongoing curriculum projects have marked important milestones. *Project Phoenix*, the Javits-supported initiative to develop and disseminate social studies curriculum at grades 2-8, has reached its official conclusion. The units have been revised and refined by Center staff and are now available from Kendall/Hunt Publishing. The units have been piloted in both gifted and general education classrooms, and our research findings are demonstrating learning gains for all groups using the materials. We are also very pleased to be continuing our relationship with Kendall/Hunt and to have this opportunity for wider dissemination of our materials.

Contact the Center or Kendall/Hunt at www.kendallhunt.com or at 563-589-1133 for more information. The social studies titles are listed below:

- *Ancient Egypt: Gift of the Nile* (grades 2-3)
- *Ancient China: The Middle Kingdom* (grades 2-3)
- *Building a New System: Colonial America 1607-1763* (grades 4-5)

- *The World Turned Upside Down: The American Revolution* (grades 4-5)
- *A House Divided? The Civil War, Its Causes and Effects* (grades 5-6)
- *The 1920s in America: A Decade of Tensions* (grades 6-7)
- *The 1930s in America: Facing Depression* (grades 6-7)
- *The Road to the White House: Electing the American President* (grades 6-8)

Our second social studies project, funded by the Arthur Vining Davis Foundations, has focused on developing units for high school social studies courses, primarily in world history and world geography. Three of the four units were completed for dissemination and piloting in 2000 and 2001, and these three units have been reviewed and revised during the summer of 2002. The latest versions of *Defining Nations: Cultural Identity and Political Tensions*; *Post-Colonialism in the 20th Century: Perspectives on Tradition and Change*; and *Primary Sources and Historical Analysis* are now available through the Center for Gifted Education. In addition, the fourth unit has been completed and is now available for the first time through the Center. This fourth unit, *The Renaissance and Reformation in Europe*, focuses on the period of 1200-1600. In the 2002-2003

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Curriculum Corner

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academic year, we will continue to provide staff development opportunities for secondary social studies teachers, including a presentation at NAGC highlighting the reasoning emphasis of the units and additional workshop opportunities on campus at William and Mary.

Finally, the Center for Gifted Education has recently initiated a new program, "Curriculum Consultant Certification," to extend our professional development capacity, to acknowledge practitioners who have developed expertise with the Center's curriculum, and to strengthen our national network of curriculum users. The ultimate goal of the certification program is to develop a nationwide network of consultants, such that each state or region will have local experts who can provide professional development and support on implementation of the Center's curriculum. Certification workshops will be held in November and March of the 2002-2003 academic year. Contact the Center for further information on this program or to obtain contact information on consultants in your local area.

by Catherine A. Little, Ph.D.

Upcoming CFGE Events

FOCUSING ON THE FUTURE CAREER CONFERENCE
January 18, 2003

SATURDAY ENRICHMENT PROGRAM
February 15 - March 29, 2003

NATIONAL CURRICULUM NETWORK CONFERENCE
March 6 - 8, 2003

SUMMER ENRICHMENT PROGRAM
JULY 7 - 26, 2003

ADVANCED PLACEMENT INSTITUTE
August 4 - 8, 2003

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Dissertation Abstracts

A Study of Talent Development in a Predominantly Low Socioeconomic Status and/or African-American Population

Jeanne M. Struck, Ph.D.

The purposes of this study were to determine the impact of a self-contained gifted program targeted at African American and low socioeconomic status (SES) gifted learners and to obtain an understanding of what these learners perceived as being the cognitive, affective, and social influences on their academic talent development. The study was focused on a special population from a southeastern urban school district that received full-time self-contained gifted services for at least three years and a comparison

group who did not. The subjects were matched for ethnicity and test scores on their first grade Cognitive Abilities Test. It was hoped that the study would provide useful information for educators and policy-makers in their decision-making about program prototypes for reaching African American and low SES learners most effectively.

The findings of the study indicated a significant difference in the number of academic awards earned by students in the treatment group versus the

comparison group across all levels of education. The treatment group also had considerably higher mean scores than the comparison group on the *Iowa Test of Basic Skills*, the *Stanford 9*, the *Preliminary Scholastic Aptitude Test*, and weighted high school grade point average. An independent-sample *t*-test revealed significant differences between the groups on these high stakes measurements. The moderate to high effect size implied the treatment differences

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Abstracts

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were educationally important in the development of talent. The findings revealed no significant difference between the treatment group and comparison group on overall academic achievement motivation.

The study supported existing literature

on the benefits of educating potentially gifted African American and low SES learners in a full-time self-contained ability-grouped environment over a sustained period of time. The results suggested the importance of teacher training in strategies and curriculum appropriate

for gifted learners for the development of academic talent. The findings also contributed to research regarding best pedagogical practices for the education of this population and what factors are crucial for optimal academic talent development.

An Exploratory Study of Entrepreneurial Arts and Sciences Faculty in the Context of Their Work Environments

Ron Myers Hunt, Ph.D.

Academic entrepreneurship is a topic of current debate and controversy within American higher education. The purpose of this study was to obtain insights concerning the working styles of highly entrepreneurial faculty and the key enhancements and barriers to their entrepreneurial activities. The researcher's approach to this topic was informed by a review of the literature in the areas of general organizational and academic contexts for entrepreneurship, and literature pertaining to conditions that promote individual and organizational creativity and innovation.

A dynamic systems model of academic entrepreneurship was developed and used in the study. The model suggested that individual academic entrepreneurship is influenced by the interaction of influences from the broad areas of individual characteristics, academic fields, individual college or university, academic departments, and societal and other influences. The aspects of

the model that received primary emphasis for this study included individual working styles relating to entrepreneurship and creativity, characteristics of academic fields that promote or inhibit entrepreneurial behaviors, and institutional and departmental general conditions and climates that may promote or inhibit entrepreneurial behaviors.

The research methodology for this study was a qualitative multiple case study design. Research questions related to how nominated professors negotiate their working environments, what general conditions enhance or inhibit their work, and how entrepreneurial behaviors may differ according to knowledge areas.

The purposeful sample for the research included seventeen nominated professors from a selective doctoral/research university within three areas of that institution's arts and sciences faculty: social sciences, arts and humanities, and natural sciences. Instrumentation

included interviews with open-ended questions, a researcher-developed questionnaire, and curriculum vitae content analysis. Data analysis procedures involved content analysis of case interview data, categorization of data from the multiple sources, and cross-case analysis by themes and research questions.

Working style, organizational conditions, and disciplinary context themes were identified and discussed. The study provided confirmatory evidence for some common attributes and working styles of entrepreneurial professors, yet individual and unique variations were common. Variations among knowledge areas were subtle, with variations just as likely within broad knowledge areas as between knowledge areas. The study findings suggested the viability of considering academic entrepreneurship as a general working style with attributes associated with innovation and creativity.

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Evaluation Studies Update

Annie Feng, Ph.D.

The Center for Gifted Education completed two evaluation studies in the year 2002, the statewide evaluation of the gifted programs in Idaho and the evaluation of the gifted programs in Greenville County School District, South Carolina. Both evaluation studies employed a comprehensive quantitative and qualitative design, with surveys administered to stakeholder groups and case studies performed in sampled schools or school districts.

The Idaho evaluation team conducted four 5-day visits in 12 selected local school districts covering four geographical regions of Idaho, including Boise, Idaho Falls, Coeur d'Alene, and Twin Falls. A total of 68 classrooms were observed and 53 focus groups were conducted with student and adult stakeholders, including teachers, district and building administrators, board members, psychologists, counselors, and parents. Team members also interviewed key local program administrators, district superintendents, leaders in the state department of education, and legislators. Four town hall meetings for parents and community members were also held on topics of interest on gifted education. Dr. VanTassel-Baska completed the evaluation with a presentation to State leaders and legislators in May, 2002.

The Idaho Gifted Programs received another state-funded training grant for the next fiscal year based on the Center's report on the impact of the training grant and the needs for program development in the state.

The evaluation study was well received by the Idaho state leadership. Dr. Jana Jones, the Bureau Chief of Special Education at the Idaho State Department of Education, commented, "The quality and professionalism of the Center for Gifted Education's team from the College of William and Mary and the study's design resulted in credible and powerful research that will help inform state decision makers and educators."

Between March and August, 2002, the Center contracted with the School District of Greenville County, South Carolina, to evaluate their elementary and middle school Challenge Program, the district's services to academically and intellectually gifted students. The purposes of this evaluation study were to document the strengths and weaknesses of the gifted program, its impact on other school programs, and provide recommendations for future improvement.

The Greenville district is the largest school district in the state of South Carolina, covering a 618-mile geographical area and maintaining a diverse student population. The school district serves more than 8000 identified gifted students, with an enrichment focus at the elementary level and self-contained language arts classes at the middle school level. In order to investigate the major research questions and derive valid findings, the Center sampled a third of its elementary and middle schools, stratifying for size and socio-economic status of the schools. Within the sampled 16 elementary

and six middle schools, stakeholder groups were sampled representing students, teachers, parents, and building and program administrators. Data were collected through multiple sources including questionnaire surveys, document reviews, classroom observation, focus groups, and interviews with key program personnel. In late August, Dr. Joyce VanTassel-Baska presented the results and recommendations to the Greenville County School Board members and administrators of the district. While commendations and recommendations were numerous, one exciting development is the school district's interest in starting a school for the gifted at grades 3-8 as early as next year. Such a context would allow the district to showcase best practices in gifted education in a way that could benefit all students and educators in the district and beyond.

All of the previous evaluations conducted by the Center have helped the respective local and state agents in their decision-making process based on rigorous research data. The evaluations also serve as a synergy for the Center staff and doctoral students to update and familiarize themselves with what is occurring in the field of gifted education at the practice level, and to build a repertoire of skills for making contributions to the field of gifted education. The Center will continue efforts in supporting local and state agencies in moving their gifted programs to the next level of excellence.

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New Master's Degree Offered at the College of William and Mary

Elissa Brown, Ph.D.

Gifted education is experiencing major changes in local school districts nationwide. Program leadership becomes more challenging given the lack of adequate resources and infrastructure needed to appropriately serve gifted students throughout the K-12 continuum. One barrier to stronger programs for gifted and talented students is a limited number of educators with training specifically focused on this population. Although many states mandate that gifted programs exist, and new standards for gifted student programs have been issued by the National Association for Gifted Children, graduate programs in gifted education exist at only a limited number of universities. Consequently, it is necessary to prepare strong educational leaders who have expertise in the unique needs of gifted learners, appreciate general issues of school administration, have a grounding in understanding differentiated instruction, and are valuable individuals in the K-12 context at all levels. The College of William and Mary is committed to preparing educational leaders to fill these needed roles in teaching and administration.

The School of Education at the College of William and Mary has offered a Master's degree in Curriculum and Instruction with a concentration in gifted education since the 1989-90 academic year under the leadership of Dr. Joyce Van Tassel-Baska. Students graduating from this program have had preparation that readies them to

succeed in roles as instructional leaders equipped with the skills to differentiate appropriately for the gifted, or as resource teachers who can support the learning needs of students and the professional development needs of other teachers. This Master's degree is primarily geared for individuals whose focus is curriculum, instruction, and assessment.

Beginning with this 2002-2003 academic year, the College of William and Mary is pleased to be launching a second option for a Master's degree. The Master's degree in Educational Policy, Planning, and Leadership with a concentration in Gifted Education is designed for teachers, program coordinators, administrators, or other school personnel who may already hold certification in early, middle, or secondary education, or in at least one area of special education. The program of 42-52 hours provides

candidates with an integrated and advanced preparation program. This experience provides students with an understanding of the unique cognitive/affective needs of gifted students, curriculum and instruction to meet those needs, and the processes for developing appropriate programs and services in the context of general or special education. This Master's degree is primarily geared for individuals seeking administrative positions in gifted education.

By having both Master's degree options available, prospective students can have a course of studies commensurate with their career ambitions. For more information about either of the Master's programs in gifted education, call Elissa Brown at the Center for Gifted Education, (757) 221-2210, or call the graduate admissions office in the School of Education at (757) 221-2308.

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Now Available!!!

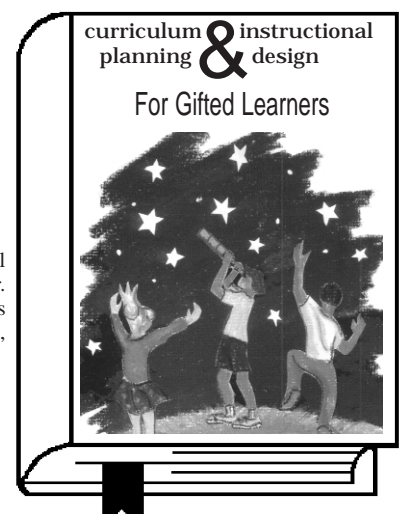
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For Gifted Learners

by Joyce VanTassel-Baska

This text establishes an exciting curriculum design model that caters to the unique needs of the gifted learner. Thorough attention is given to crucial issues such as effective curriculum delivery, implementation strategies, and learner-outcome assessment.

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A Trilogy of Opportunities

Jeanne Struck, Ph.D.

The 2002 Summer Enrichment Program offered for the first time three sessions of challenging courses for precollegiate learners on the campus of the College of William and Mary. The Center for Gifted Education welcomed 641 learners to these classes, including students from Virginia and 12 other states as well as a student from Hong Kong.

The Saturday/Summer Enrichment Program (SEP) is an enrichment opportunity for gifted learners from pre-Kindergarten through grade 10 in the areas of science, mathematics, and the humanities. SEP 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. During the recent summer session, 46 of the 58 courses offered and 78% of student enrollments were within the math, science, or technology disciplines.

This year's summer program offered many exciting new courses. One of the most popular was *Ups and Down, Twists and Turns* for fifth through seventh graders. Students in this class explored the physics of roller coasters with their instructor Michele Wheat, a photography and architecture teacher from Hampton High School. Class participants studied inclined planes, ball trajectory, loops, projectile motion, speed, friction, centripetal force, and acceleration. Students applied their knowledge by constructing a spiral

and a looped roller coaster. Parents were amazed at the intricate, creative designs of the coasters and at how well they functioned. One parent commented that *Ups and Downs* was a highly motivating course. It was a "good mix of background and application."

Under the Sea and *Light and Color* were two popular pre-kindergarten classes offered across all three sessions. In *Under the Sea*, Kim Tyler, a teacher in the York County gifted program, engaged students in hands-on activities that led them on an

"A parent noted that her daughter did not want the class to end, stating, 'She cannot wait to come back.'"

exploration from the properties of water to the incredibly unique animals that inhabit the ocean. The students had a "whale of a time" experimenting, predicting, and creating. A parent noted that her daughter did not want the class to end, stating, "She cannot wait to come back." Students in *Light and Color* used the scientific method in their activities and experiments. The participants solved problems through experimentation with the light rays and beams, reflection, the study of rainbows, and color creations.

Puzzle Quest, a new class created by veteran teacher Sally Craig, challenged participants to make and

solve some of the world's greatest puzzles. Their creations included polyforms, magic squares, dissection, string and ring, positioning, geometric, and logic puzzles. The students engaged in lots of hands-on fun making an African String Puzzle, a Tower of Brahma, and a Soma Cube puzzle. One parent remarked, "My son has been very excited to attend each day and we enjoyed the puzzles at home." Based on the success of *Puzzle Quest*, the teacher is developing a *Puzzle Quest II* for the summer of 2003.

Web Page Design, taught by Rimmie Feygelson, a former math teacher from Russia, received positive feedback from older students. Participants created their own attractive Web pages using effective and time-efficient design techniques. Students learned how to place images and sounds onto Web pages, as well as how to insert pictures of parents, friends, and themselves. Onlookers marveled at the quality of the designs, and one parent was thankful that "[when my son entered] the class with knowledge of web pages, the teachers were very aware and challenged him individually."

The Center looks forward to working with parents, teachers, and students during the spring 2003 Saturday Enrichment Program, February 15 - March 29. The 2003 Summer Enrichment Program will be held July 7 - 11 and July 14 - July 25.

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Planning has begun for the Eighth Annual National Curriculum Network Conference

Mark your calendars to be in Williamsburg, March 6-8, 2003, for the National Curriculum Network Conference and to celebrate the 15th anniversary of the Center for Gifted Education. The purpose of this conference is to provide a forum for discussion of curriculum issues for high ability learners. The target audience is educators of the gifted who are interested in deepening their understanding of what works in curriculum, instruction, and assessment through a focus on research and theory.

Keynote Speakers for 2003

Dr. James Gallagher, Kenan Professor of Education at University of North Carolina - Chapel Hill
Dr. Bruce Bracken, Professor at the College of William and Mary
Pat O'Connell-Ross

Selected Featured Speakers

Dr. Tracy Cross, Editor of *Gifted Child Quarterly* and *Roeper Review*
Dr. Judi Harris, Pavey Chair of Technology, School of Education, College of William and Mary
Dr. Ann Robinson, University of Arkansas - Little Rock

The conference will begin on March 6 with a day of intensive, hands-on workshops. These pre-conference session topics will include full-day workshops in all three areas of the William and Mary curriculum as well as a full-day spatial math workshop. Half-day topics include integrating technology into the classroom, identifying underrepresented students, current trends and issues in gifted education, evaluating gifted programs, and using the research and reasoning models. Participants will select either one full-day workshop or two half-day workshops. Conference sessions for March 7th and 8th include an array of educational topics related to curriculum, instruction, administration, and research in gifted education.



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