Cultural Diversity: Challenges for Gifted Education

Recruiting and Retaining Diverse Students in Gifted Education: Pitfalls and Promises

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How can we get more Black, Native American, and Hispanic students into our gifted programs? This concern and related questions are quite legitimate given the demographics of gifted programs nationally. The most recent report on the status of gifted education showed that minority students are under-represented by at least 50% (USDE, 1993). In this article, we broaden the question to examine keeping minority students in our gifted programs. In essence, after minority students have been identified and placed (i.e., recruited), what support services are available to ensure their success and continuation in the program (i.e., retention)?

Deep feelings are aroused when discussions based on differences are raised. In gifted education, we constantly defend the rights of gifted students to receive an education that meets their differential and individual needs. Opponents of gifted education hurl accusations of elitism, while proponents call for curricular differentiation of many kinds (e.g., acceleration, enrichment). Similarly, proponents of multicultural education seek interventions that meet individual children's needs. Unfortunately, the relationship and support between multicultural education and gifted education is weak, despite having similar goals. The two movements must not be mutually exclusive, for both seek equity and excellence. Throughout this article, we maintain that the successful recruitment and retention of minority students in gifted education rests heavily on providing students with an education that is multicultural.

Recruitment -- Problems and Solutions

Many efforts are underway to increase the representation of minority students in gifted programs. Recommendations frequently emphasize finding alternative ways (more reliable and more valid methods and procedures) to identify gifted minority students. What barriers inhibit the identification and placement of minority students in our gifted programs? The following section presents problems and promises in the identification process.

(See Ford and Harris, pg. 8)
CELEBRATE MISTAKES

Mistakes are what drive the mind and spirit. They are the energy which lets you know when you have finally overcome the obstacles and have learned something new. They keep us moving toward the pots of gold at the end of our own special rainbows.

There’s a story in Chicken Soup about Thomas Edison. A young reporter was asking him how many times he had failed before he found the right type of wire for the electric light globe. He replied that he never did fail, but he did find 1,235 things that did not work.

Mistakes are experiences to celebrate as long as we are not taught to believe that they are failures.

If we can believe in the wisdom of mistakes, then there will be no such thing as failures; there will only be tries until we are successful. There will only be the experience of having missed the target on this particular effort.

It is an intriguing idea that we should set ourselves up as judges of what a child has learned in our classrooms this year; especially since the child who is making no mistakes very possibly came to us with enough knowledge about the target information that her brain has done very minimal novel neural firing. Compare her learning energy with the child who came knowing nothing about the subject at hand, and explosion after explosion of learning has occurred, yet this youngster will have made many mistakes along the learning path; and, therefore, receive a poor grade because we grade children on their learning trails and not on their final successes.

I have always thought the grading system is somehow backwards. Instead of my trying to figure out what the child has learned, that child should be giving me grades on how excited I had helped him become about learning, on how much curiosity I had stimulated and on how many different subjects, on how well I had understood that child and her style and her temperament and the differences in the way she and I think—or maybe the similarities—or my own wonder at...
STATE BOARD OF EDUCATION APPROVES CHANGES IN G/T RULES

Changes to G/T Rules at First Reading
On February 16, the State Board of Education (SBOE) approved at first reading rules for Chapter 89, Subchapter A, Gifted and Talented Education. Several changes recommended by TAGT were made to the rules as printed in the winter issue of Tempo. Rule changes approved by the State Board follow: (italics indicate changes.)

89.1 Student Assessment
School districts shall develop written policies on student identification that are approved by the local board of trustees and disseminated to parents. The policies must:

(1) include provisions for ongoing screening and selection of students who perform or show potential for performing at remarkably high levels of accomplishment in the areas defined in the Texas Education Code, 29.121.

(3) include data and procedures designed to ensure that students from all populations in the district have access to services designed to identify gifted students.

No changes to provisions (2), (4), and (5).

89.2 Professional Development
School districts shall ensure that:

(1) teachers who provide instruction and services that are part of the program for gifted students have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students.

(2) teachers who provide instruction and services that are part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education; and

(3) administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

89.3 Student Services
School districts shall provide an array of learning opportunities for gifted/talented students in kindergarten through grade 12 and shall inform parents of the opportunities. Options must include:

(3) in-school and, when possible, out-of-school options relevant to the student's area of strength that are available during the entire school year.

No changes to provisions (1), (2), and (4).

89.4 Fiscal Responsibility
(No change)

89.5 Program Accountability
(No change)

The SBOE met on March 26 to discuss public comments received on Chapters 74, 76, and 89. Chapter 89 containing the rules for gifted and talented education will be on the May 16 State Board agenda for second reading and final adoption.

Senate Bill 1 and Legislative Intent
Determining "legislative intent" behind Education Code revisions from Senate Bill 1 (SB1) was the subject of a meeting February 20 between SB1 co-authors Senator Bill Ratliff, Representative Paul Sadler, and TEA leadership. Following are interpretations impacting gifted and talented education:

• No Pass/No Play Exempted Courses
Responding to a TEA inquiry, Sadler and Ratliff said that SB1 does authorize the SBOE to designate advanced and honors courses for which students would be exempted under no pass/no play. Courses eligible for the no pass/no play exemption can also be determined locally based on the essential elements.
Credit by Exam
Sadler and Ratliff stated that the legislature intended only one test to be used for credit by examination, not two, and that ISDs may not charge students for credit by examination fees.

Criteria, Policies, Rules
SB1 directs the SBOE to develop criteria for gifted and talented programs, but does not direct the board specifically to develop rules. To clarify any confusion on this matter, Sadler and Ratliff said that criteria, standards, procedures, policies or requirements are as binding as rules.

Grading Standards
SB1 does not give the SBOE the authority to set minimum grading standards. The old Education Code had set a 70-out-of-100 minimum grading standard for course completion and promotion. School districts, not the SBOE, are authorized to set local grading standards.

House Public Education Committee Chair
Plans Statewide Meetings
The House Public Education Committee met recently to discuss the charges given to them by the Speaker of the House. The committee’s top priority will be to monitor the implementation of SB1. Beginning in March, the committee plans to travel around the state visiting a different city each month. Sadler wants the committee to visit schools and observe classrooms on Friday and conclude the visit with a public hearing on Saturday. Chairman Sadler believes this procedure will show the ways SB1 is working or not working in schools across Texas. TAGT members are encouraged to attend these meetings and to let the committee know how SB1 is faring in their community.

Javits Program Administrator Position Saved
NAGC has informed state organizations that the Office of Educational Research and Improvement (OERI) has posted the position for Administrator of the Javits Gifted and Talented Program. Much of the credit for saving this important national office for gifted and talented education goes to TAGT members who contacted their Washington congressmen. Contact Gizelle Young at 202/219-1930 or by fax, 202/219-2106 at the U.S. Department of Education for information about the position. The Jacob K. Javits Gifted and Talented Program announcement from NAGC is located in Spreadsheet.

Association News
Meet Jean Gallagher who on March 4 joined the TAGT headquarters office team. Jean, working with Trey Watters in membership services, was greeted her first day on the job with 400+ scholarship applications to process. Jean brings more than ten years experience in association work to the TAGT team, having worked previously at the Capital Area Arthritis Foundation, the South Central Association of Blood Banks, and the American Medical Association. We are very pleased to have Jean in the headquarters office.

Winners Announced in TAGT Recruitment Drive
TAGT recently conducted a New Member All-Region Recruitment Drive from August to November, 1995. The results far-surpassed our goal, taking the current membership to 8,136. TAGT’s strength and effectiveness as a state advocacy group is a strong, active, and growing membership.

The following individuals are recognized for their special recruitment efforts: Karen Fitzgerald, Spring Branch ISD; TAGT Region IV Director, enrolled 52 new members. Karen has won a roundtrip airline ticket from Southwest Airlines for anywhere in the Continental United States the airline flies. Dr. Peggy Kress, Round Rock ISD, enrolled 37 new members. Peggy also won a roundtrip airline ticket from Southwest Airlines for anywhere in the Continental United States the airline flies. Elizabeth Montes, El Paso ISD, enrolled 32 new members. Elizabeth won a 1996 TAGT annual conference registration and three nights hotel accommodations for the conference. Debra Midkiff, Grand Prairie ISD, enrolled 30 new members. Debra has won a 1996 TAGT annual conference registration and three nights hotel accommodations for the conference, and Madeleine Bullock, Posada Middle School, Ysleta ISD, has won a 1996 TAGT annual conference registration and ticket to the Membership Luncheon and Awards Ceremony.

TAGT members recruiting more than ten new members have won a one-year extension to their current TAGT membership or may give the award to another individual or family. Winners are: Barbara Miller, T.H. Rogers Elementary and Middle Schools, Houston ISD; Nellie Jordan, John Neely Bryan Elementary School, Dallas ISD; Chris Johnson, Lake Travis Primary School, Lake Travis ISD; Dr. Michael Sayler, University of North Texas; Jane Burroughs,
the majesty of knowledge and my respect for life, both mine and hers, on how well I adapted to her learning modes and how I accommodated to her cognitive need.

The customer should be the one filling in the customer-satisfaction card, and not me, the teacher, filling in the teacher-satisfaction card.

Many programs for the gifted give gifted children grades. Divining what learning has taken place and separating it from what she already knew when she entered my classroom, brings to mind a haystack half full of needles, and I am to separate the needles and weigh them to see how sharp she was when she came into my classroom. And I guess the hay is the roughage that I feed her to keep her a regular student.

If having our gifted children grading their teachers sounds like too anarchic an idea, here’s another suggestion:

Today we give a ceiling grade of what we perceive children know and we have a string of letters to indicate to what degree they are not meeting our little window of excellence, or of failure. It might be just the opposite. We should have just one grade, say “A,” to indicate what they knew when they came in, and if they got the “A” on the report, it would mean that they didn’t learn anything that they didn’t already know. Then we would need a long string of alphabet showing exactly how much they have really added to their store of knowledge for the time period. So, if the child got an “L,” we would have honestly taught them a lot. The way it is today, many children at the primary levels come in reading, and we spend a year teaching them “pre-reading skills.” Maybe there should be an “-A” for when we subtract from their store of knowledge.

I am prompted to write these words because there are two kindergarten children in my district targeted for “failure” this school year who are identified as gifted children. What this seems to be saying is that we have not been paying enough attention to whether the mistakes the child makes are the kind that are moving him in the right direction, or whether we should be intervening in the mistake-making process to redirect the child’s course.

Some very sound research on the kind of mistakes which lead to school failure is shudderingly chilling. Failing a child in school is a mistake in the wrong direction, according to Melissa Roderick, as reported in the December, 1995, Research Bulletin for Phi Delta Kappa. She writes that the proportion of students who are overage for grade by the time they reach high school has risen nearly 40% over the past two decades. Citing data that demonstrated many teachers believe that retention, particularly in the early grades, is an effective strategy to remediate poor school performance. Roderick goes on to conclude that repeating a grade provides few remedial benefits and, in the long run, places students at a higher risk of dropping out of school. The permanency of retention and the message it sends students have long term effects on self-esteem and school attachment that may override even short-term academic benefits, even when the retained students receive special services. Sophomore students who had repeated at least one previous grade dropped out at more than twice the rate of youths of similar reading levels who reported that they had never repeated a grade.

In a study of teachers’ attitudes about grade retention conducted by Ellen Tomchin and James Impara, teachers often believed that early grade retentions give immature kindergartners through third graders a chance to catch up and have few negative impacts on self-esteem. Teachers overestimate the potential for benefits in early grade retention and seriously underestimate the enormous impact on the child’s self-image and feelings of self-worth. The child perceives it as failure and a form of punishment which results in a stigma or mark of disgrace, and indelible stain on his or her reputation.

Qualitative studies often conclude that retention exacerbates disengagement from school and leads to increases in frustration. This is probably nowhere more obvious than in gifted students. Fragile to begin with, their personal esteems take failure seriously. Often a gifted child is given failing marks by the teacher for not completing homework. Some gifted students do not understand the need to do (what is for them) excessive amounts of homework because, “I see that I understand how to do this in 5 problems. Why should I have to do another 20?” Why, indeed. Is it because that I, the teacher, do need to work 25 problems and find it too restive an idea that Sue-Sue doesn’t? There are students at the middle school level who receive failing grades for coloring; their map pencil strokes are not all going the same direction.

A recent article on grade reduction for behavior raises the question of whether a grade for academic performance is a grade for academic performance if
someone takes off points for behavior, or for losing the book. One student whose grades averaged 99 in a history class was given a “F” because the teacher deducted five points for every time she did not bring her textbook to class. There is something wrong with this picture.

Does it bother you that we have trained our children that making high grades and not making mistakes is more important than the fact that they are not learning much that is new or novel to them?

In life outside school we usually get as many tries as we need to work out the solution to a problem. It is tragic when a child stops trying to do something that he was not good at the first time he tried it.

We cannot celebrate mistakes if we never want children to make any.

Top Ten Silly Myths About G/T Coordinators

Karen M. Fitzgerald
Spring Branch ISD

10. G/T Coordinators don’t do anything.
9. G/T Coordinators don’t let anyone in the gifted program.
8. G/T Coordinators let everyone in the gifted program, except my child.
7. G/T Coordinators have never spent a day in a classroom.
6. G/T coordinators never answer their phone messages.
5. G/T coordinators are required to have painted nails.
4. G/T coordinators are grossly overpaid.
3. G/T Coordinators always side with the parents.
2. G/T Coordinators sound like a “broken record” when they discuss gifted students.
1. G/T Coordinators spend a lot of time out of the district at meetings.

EXECUTIVE DIRECTOR UPDATE, from pg. 4

Barbers Hill Middle School, Barbers Hill ISD; and Tillie Hickman, Odom Academy, Beaumont ISD.

Many thanks to all of you who participated in TAGT’s New Member All-Region Recruitment Drive, helping raise the membership bar to an exciting new level.
GIFTED AND TALENTED ADVOCACY THE ROLE OF EDUCATORS

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The Texas Association for the Gifted and Talented continues to grow because of the enthusiasm with which gifted educators meet the challenge of supporting and conducting education for the gifted. However, if we want gifted education to thrive in this state, educators must become advocates for their local programs.

We have great opportunities right now to ensure continued support for gifted education. Texas has a new, but controversial, financial allocation system. One positive outcome of the new system could be the expansion of gifted programs. On the other hand, the Texas Education Agency is downsizing and there is the danger the agency's role in supporting gifted education could diminish.

As gifted education advocates, we face certain challenges. Some individuals are attempting to narrowly define giftedness. If successful, they would reduce the number of children eligible for our programs, especially children in non-dominant ethnic groups. The related threat of exclusivity in many gifted programs is another challenge. Only a few gifted programs have effective outreach to minority students and other gifted, but special, populations. We maintain barriers to entrance by insisting upon using a system of identification that seems more concerned with maintaining the prestige of the gifted label than with delivering a program for gifted and talented.

Another challenge in many local education agencies is excessive concern over teaching the "basics". These districts are overly committing their financial resources to that end, including money that used to go to gifted and talented programs.

How can gifted educators meet these challenges? First, educate your fellow professionals. Don't preach to them, just help them understand that the purpose of gifted and talented education is not exclusivity. Explain that we want to find all the children who are very able learners and help them become gifted adults.

Then give credibility to your claim of not being elitist by providing opportunities to a more diverse set of children to participate in your programs. Invite teachers on your campus to brainstorm effective ways of nominating and selecting children who are bright but haven't been selected for gifted education. Those who insist on identifying gifted children sometimes get things confused and standardized test scores becomes the only or ultimate criterion. Our task is selecting students not identifying the "one and only " gifted child. "Identification" is a status gate, where too many in gifted education justify allocation of special opportunities and limited resources to a very few able learners.

Next, let people see you at work, in your classrooms and curricular meetings. Too many people think that gifted and talented teachers don't have much to do, that since we have the "cream of the crop," our work is easy. So bring in your fellow professionals. Invite them to watch you teach a lesson, and then invite them to teach one - to select any topic, prepare a lesson that addresses multiple content objectives and levels of thought, and then come teach it while you take over their classes.

As we broaden our talent pool, we must update and re-design our curricula, making it more modern and more responsive to the characteristics of this broadened pool. We need not compromise our rigor or expectations, but we must become more thematic, cross-disciplinary, and sensitive to the varying cognitive styles of females and minorities. Gifted and talented curriculum must promote creativity and risk-taking. Our children must learn to behave a little bit like the gifted adults we want them to be.

To ensure the future of gifted education, we must eliminate so-called "compensatory" gifted education for minorities and institute instead programs that deal with the culturally different from where they are and educate them from that point. To do this would require that we expand our own ranks by recruiting, training, and certifying teachers from other fields (bilingual, for example) and get them to the point where they become fully certified teachers of the gifted. This will allow us to simultaneously provide appropriate education to special populations while expanding the offerings to the remainder of the gifted. For example, a team of bilingual teachers who are appropriately trained in gifted education could teach all our children to be bilingual.

(See BERNAL, pg. 12)
Problem: Psychometric Definitions and Theories of Giftedness.

Most definitions and theories of giftedness are grounded in psychometrics. Thus, we rely heavily or exclusively on tests of intelligence and achievement to decide who is gifted. Little attention is given to those abilities difficult to measure by standardized instruments. Further, given that minority students often score poorly on traditional intelligence and achievement tests, they are unlikely to be identified as gifted. Standardized tests can serve as gatekeepers; minority students are frequently placed at a disadvantage because their abilities are neither identified nor served.

Solution: Contemporary Theories and Definitions of Giftedness.

Gardner’s (1983) and Sternberg’s (1985) theories hold that intelligence (e.g., creativity, interpersonal intelligence) cannot be adequately measured by traditional means. They also support the notion that gifted students must be assessed within a contextual framework that considers their cultural and ethnic background, and the quality and quantity of their learning opportunities. Adopting broader definitions and theories will increase the likelihood of having identification practices that are inclusive rather than exclusive.

Solution: Move From Identification to Assessment.

Identification confirms one’s perception that a child needs special services, while assessment gives more specific information on the areas in which the child is gifted, as well as their strengths and shortcomings. Given these important distinctions, we must move from a testing culture to an assessment culture. In a culture of assessment, comprehensive information is gathered from parents, teachers, and students themselves, and all information is deemed useful to placement decisions. Numerous options exist for assessing minority students for placement in gifted programs; the most promising practices rely on multidimensional and multimodal assessment strategies (Harris & Ford, 1991).

Problem: Invalid and Unreliable Use of Instruments.

Arguments against using standardized tests with minority students have proliferated in recent years on the grounds that minority students are assessed by tests that do not reliably measure intelligence and achievement for their particular group. The tests only indicate how reliable the results for the groups upon which reliability was initially established. Specifically, because the life experiences and educational opportunities between minority and White students vary considerably. We should question the reliability and validity of these tests when used with minority students.

Solution: Select Instruments Carefully.

We must consider the purpose of the instrument, its validity and reliability, the target population, and the limitations of the instrument itself (Hansen and Linden, 1990). Similarly, we need to use nomination forms and checklists for parents that are sensitive to all reading and educational levels. They must include specific examples and descriptors of how the characteristics are exhibited by minority students. It is recommended that teachers and parents complete the same checklists so that the selection committee or decision makers can explore consistencies or discrepancies in the responses of parents and teachers.

Problem: Reliance on Arbitrary Cut-Off Scores.

The decision to accept students into gifted programs based on a predetermined cut-off score is commonplace, yet there is little consensus on what that score should be. The rationale for these cut-offs is often unclear, and there is often little flexibility in interpreting scores. We can think of numerous instances when Black students were not admitted to a program because they had missed a cut-off by one point.

Solution: Use a Range of Scores and Group Norms.

All tests and ratings have measurement errors. These errors require that a range of scores be considered. Thus, while the district’s cut-off score may be an IQ of 130, schools should accept students whose scores are within the range based on measurement errors; for example, accept scores of 124 or higher. Specific group norms should also be adopted. Many standardized tests have norms specifically for minority students. As the 1993 federal definition of gifted states, gifted students should be compared to their economic, as well as cultural and racial peers.

Problem: Reliance on Composite Scores.

The use of composite or global scores can hide the abilities, strengths, and achievements of students. For instance, a composite IQ score of 120 can be calculated in various ways: a non-verbal score of 100 and a verbal score of 140 or both non-verbal and verbal scores of 120. The same problem arises when subscale scores on an achievement test are combined. The use of an overall mean score makes it
nearly impossible to develop appropriate programming for individual students; and it treats students receiving the same scores as if they are homogeneous.

**Solution: Reliance on Subscale Scores.**
Observations of subscale scores permit educators to develop profiles of students' strengths and weaknesses. With these data, schools can develop diagnostic and prescriptive means for meeting students' needs in specific areas. Schools, in essence, would recognize the heterogeneity of gifted students.

**Problem: Reliance on Most Recent Test Performance.**
Placement in gifted programs is often based on the child's most recent test and school performance data. An examination of early scores for minority students is important given that their test scores tend to decrease the longer they are in school (Ford, 1995, in press-b).

**Solution: Consideration of Past Records.**
By examining early school records, teachers can see indicators of potential and giftedness in the comments of parents and former teachers, and sometimes in test scores and grades. They can also look for discrepancies between subtest scores, and discrepancies between tests. Teachers can use records to recognize underachievement and determine whether it is subject-specific, global, situational, chronic, temporary, or teacher or peer related.

**Problem: Inattention to Non-Cognitive Factors.**
Many factors affect students' performance in evaluative situations. Most test manuals, including that of the WISC-III, caution test administrators to seriously consider such non-cognitive variables as health, motivation, and learning style in the testing and interpretation process.

**Solution: Consideration of Non-Cognitive Factors.**
Attention to motivation, school attitudes, test anxiety, self-perceptions, learning styles, and health promise to further our understanding of the responses of gifted minority students. If testing conditions are not optimal, test results must be interpreted with caution, and the decisions based on the results must be made carefully.

**Problem: Heavy Reliance on Teacher Referral.**
Teacher expectations, as influenced by their values and beliefs, significantly influence their decisions, including referrals. The practice of using teachers as primary identifiers of gifted learners carries numerous implications for the recruitment and retention of minority students, particularly as many teachers are not substantively prepared in gifted and multi-cultural education. This lack of preparation and experience decreases the probability that gifted minority students will be identified and placed.

**Solution: Teacher Preparation in Gifted Education.**
Teachers who hold stereotypes about gifted students as well-behaved and academically successful are unlikely to refer gifted underachieving students and those students who are currently misbehaving. Training in gifted education can increase teachers' understanding, awareness, and competence in recognizing gifted behaviors.

**Problem: Lack of Attention to Cultural Differences in Learning.**
When students are culturally different from ourselves, it is difficult to recognize their strengths. (It is easy, however, to recognize their weaknesses!) When cultures clash, teachers may not refer minority students who have different learning styles than gifted White students. Minority students often have learning styles similar to those of underachievers: concrete, holistic, field-dependent, social, tactile and kinesthetic learners (Ford, in press-b). Gifted nonminority students tend to be abstract, field-independent, and self-oriented learners (e.g., Dunn & Price 1980).

**Solution: Pay Attention to Cultural Manifestations of Giftedness.**
Gifted minority students share many of the strengths of gifted students in general. They retain and recall information well, enjoy complex problems, can tolerate ambiguity, are creative, extremely curious, perceptive, evaluative and judgmental, and interested in adult and social problems. To better understand and appreciate the strengths of minority students, educators must get to know them as cultural beings and individuals with strengths and potential.

**Solution: Multicultural Training for Teachers.**
To be successful in school and life, gifted minority students have been required to be bicultural, bicognitive, and bidialectic. These skills are not choices; they are prerequisites to school success. Unlike gifted minority students, teachers are seldom required to take on this arduous task. Preparation which focuses on individual differences attributable to race, gender, socio-economic status (SES), and geographic locale must be infused throughout preservice and graduate curriculum, including courses in gifted education.
**Solution: Comprehensive Counseling Services and Trained Personnel**

Training is required for school counselors and psychologists to work effectively with the gifted student population; a significant portion of this preparation should be in multicultural counseling. Gifted minority students need socio-emotional support. Counseling strategies must address the following difficulties: identity both as gifted and minority, peer pressures and relations, feelings of isolation from both classmates and teachers, and sensitivity about feeling different as one of a few minority students in the gifted program. Inevitably, counselors must help gifted minority students be bicultural; help them to live and learn in two different cultures (Ford, Harris, & Schuerger, 1993).

**Problem: Narrow Definitions of Underachievement.**

Numerous definitions of underachievement exist, with most reflecting a discrepancy between (a) a standardized measure and actual school performance or (b) achievement and intelligence test scores. By implication, these definitions ignore the fact that many gifted and minority students do not necessarily perform optimally on standardized instruments.

**Solution: Broader and Contextual Definitions of Underachievement.**

Educators must use quantitative and qualitative indices to more effectively identify and better understand underachievement. For instance, underachievement should be analyzed relative to locus of control, fears and anxieties, self-concept, self-esteem, and motivation and effort. Educators should consider the influence of peer pressure on achievement and effort, explore underachievement in the context of the influences of overt discrimination and low teacher expectations, examine psychological or affective issues such as fears and anxieties, and observe cultural barriers to achievement such as home and community values that differ from school values (e.g., Fordham, 1988; Lindstrom & Van Sant, 1986).

**Focus on the Potentially Gifted.**

The emphasis on potential represents a progressive, future-oriented definition by denoting students' capacity to become critically acclaimed performers or exemplary producers of ideas in spheres of activity that enhance the moral, physical, emotional, social, intellectual, or aesthetic life of humanity (Tannenbaum, 1983). The most recent federal definition of giftedness (USDE, 1993) recognizes a broad range of ability and specifically mentions that no racial, ethnic, or SES group has a monopoly on giftedness. Renzulli's (1987) talent pool approach broadens the notion of ability and recognizes that some students face barriers to talent development. Talent pools acknowledge that lower test scores do not automatically equal lower intelligence or ability; many talents are resistant to formal testing.

**Placement Considerations**

It is not an easy decision for some minority students to enter gifted programs that are predominantly White and middle class. They may have to make significant personal, family, and social adjustments. Many may come from schools and communities in which they were the majority; in many gifted programs, they represent a distinct minority.

It is important to examine the type and location of program or services (e.g., acceleration, enrichment, resource room, etc.). For example, some minority gifted learners feel uncomfortable in pullout programs where they are transported to a different school. This type of program may contribute to or exacerbate negative pressures from peers; that is, peers may be curious but envious over the special attention given to the child.

Minority students who feel social estrangement are likelier to experience both fright and flight from gifted programs. Interviews with students and their families about such concerns and other potential problems would be helpful in ensuring a successful placement.

We must gather as much information as possible on students' shortcomings in basic skills and learning style preferences when making placement decisions. Gifted minority students who lack basic skills will continuously play catch up and keep up when placed in a gifted program. Ideally, we must make all efforts to place gifted minority students with teachers who are effective in accommodating diverse learning styles and skill levels in the classroom.

**Recommendations for the Retention of Minority Students in Gifted Programs**

It is necessary that multicultural education be more completely integrated into curriculum in order to retain minority students in our gifted programs. A minority history month each February provides insufficient time to infuse minority students with pride in their racial and cultural heritage and the contributions of their ancestors to American history. Essentially, multicultural education for the gifted promotes mutual respect and understanding, comradeship, collegiality, and social and cultural awareness and understanding (see Ford, in press-a, for a more detailed discussion of multicultural gifted education).
In addition, more minority teachers must be recruited into gifted programs. The percentage of minority teachers is expected to decline from 12% to 5% (Education Commission of the States, 1989). These demographic projections indicate an inverse relationship between the number of minority students and minority teachers. The number of minority teachers in gifted programs has not received much attention in the literature. It is very likely that gifted minority students can go through their entire formal schooling without having a single minority teacher. This shortage of minority teachers translates into fewer role models and mentors for gifted minority and nonminority students.

Increased family involvement is also necessary to help keep gifted minority students in gifted programs. Substantive family involvement results in increased achievement and when parents are substantively involved, the likelihood of recruiting and retaining gifted minority students increases. Parents also play a major role in developing giftedness in their children, particularly those parents who are actively involved in their children’s education (Bloom, 1985). We also must involve other family members in the educational process. Research indicates that minority students are more likely than other students to live in extended family situations. Grandmothers and other relatives can contribute positively to a minority student’s education (Ford, 1993).

Finally, schools need to provide a healthy organizational climate, one that is conducive to optimal personal-social and academic learning (Childers and Fairman, 1986). Minority gifted children will feel more comfortable, experience greater self-worth and, consequently, take more risks when the environment provides them with a feeling of significance, a sense of competence, and a belief that they have some control over important aspects of the environment. When gifted minority students are exposed to teachers who are empathetic, accepting, understanding, and genuine, and who foster a “curriculum of caring”, teachers can expect gains in minority students’ academic achievement and self-concept, as well as increased intrinsic motivation, attendance and class participation, and decreased feelings of alienation.

**Developing Student Persistence**

Once minority students have been recruited, the job has just begun. The task now becomes one of keeping minority students interested in and committed to the gifted program. Some strategies related to persistence are presented below.

**Set clear expectations for students.**

When our goals and expectations are clear, gifted minority students are likely to persist and succeed in the gifted program.

**Enhance students’ school competencies.**

Self-understanding and self-awareness are important for success. Teachers and counselors should help gifted minority students gain a better understanding of their learning styles, area(s) of giftedness, as well as strengths and shortcomings. Educators must also take active and early actions to prevent or reverse underachievement.

**Establish affinity support groups.**

These groups include students who are assigned to a mentor (e.g., teacher, advisor) and whose members provide mutual support, and a sense of responsibility for the success of other members.

**Provide comprehensive and continuous services.**

Educators are encouraged to empower gifted minority students to feel that destiny is on their side, and that they are the future. Career and vocational guidance can provide students with practical experiences that enhance or sustain students’ vision of the future. Mentorships and internships, in particular, provide opportunities for gifted minority students to see success in action. Personal guidance and counseling are also needed to help those minority students experiencing personal and interpersonal difficulties. Family, individual, and group counseling can be utilized to address the personal and interpersonal needs of gifted minority students. Academic guidance and counseling related to improving students’ academic competencies is also needed, including tutoring, remediation, enrichment, and basic academic skills training.

**A Final Word**

Our efforts to identify and place minority students in gifted programs have increased in recent years. However, more concerted efforts must be aimed at the retention of these students once placed. In this way, we ensure that minority youth experience a sense of ownership and inclusion within the programs offered gifted students.

**References**


Rendon, from pg. 14


Bernal, from pg. 7

Sometimes, it seems we forget the ultimate purpose of gifted and talented programs is to find and educate the children who have the potential to become gifted adults. Children can be very bright without us. But that they have the commitment, the long-term motivation to succeed in doing things that are difficult to do, that is the job of the gifted program. Gifted education is about producing adults who are gifted, who are in the habit of being creative and taking intelligent risks.

It's time that we as educators of the gifted reach down into ourselves and unleash our own giftedness. We are always concerned about unleashing our students' giftedness. What about ours? Can we not also be creative? If we attend to these challenges, it will enhance the field of education for the gifted and cause us to grow. And those of you who know organizational theory know the importance of restructur-
HISPANIC AND GIFTED/TALENTED: CAN YOU BE BOTH?
Rebecca V. Rendon, Ed.D.
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Can a student in our American educational system be both a bilingual Hispanic and gifted? Of course!

Advocates of bilingual gifted students believe that we must appreciate a student's high academic performance capabilities while simultaneously valuing his or her competency in listening, speaking, reading, or writing a second language. Unfortunately, many educators overlook gifted learners who are culturally different because they do not neatly fulfill the requirements for identification and placement into gifted programs. Sometimes assumptions are made that children who demonstrate verbal competency in a language other than English do not have superior cognitive ability. Such assumptions must be addressed when developing and implementing programs for bilingual gifted students.

A Case for Developing America's Talent, the U.S. Department of Education (1993) report on gifted education, noted the underrepresentation of bilingual students in programs for the gifted. The talents of disadvantaged and minority children have been especially neglected. Most programs for these particular children focus on solving the problems they bring to school, rather than on challenging them to develop their strengths. This article proposes some strategies for the assessment of bilingual children as well as curricular and program strategies to help teachers and students.

Assessment of Bilingual Children
Traditionally bilingual students have been significantly under represented in programs for the gifted, although an estimated 3 to 5 percent of the Hispanic population are gifted and talented (Martinson, 1974). In order for educators to find this "untapped talent," it is pertinent to plan and develop an evaluation design for determining effective practices to be used with bilingual population.

The first step is identification of bilingual gifted students' talents, using instruments that are sensitive to abilities and potential. First, collect and analyze non-test data. Educators should be trained to use Frasier's Talent Assessment Profile (1990). It provides a visual profile of the student's strengths and weaknesses.

A second recommendation is the use of a portfolio or case study procedure to identify potential.

Elements of the portfolio or case study should include information such as a checklist of behaviors identifying bilingual students with high potential, home data such as parent interviews, an informal language assessment that measures the quantity and quality of functional communication competencies at home and school, set ratings and a dialogue journal between the teacher and student that emphasizes communication and meaning over spelling and grammar (Robisheauz and Banbury, 1994).

A third recommendation is the selection of appropriate IQ tests and/or achievement tests. The Raven Progressive Matrices is highly recommended for bilingual students because it is a non-verbal intelligence test. Achievement tests should be administered in the student's dominant language. Spanish achievement tests, such as Prueba, Aprenda, and SABE are widely used in bilingual programs for determining cognitive abilities in language and mathematics.

Other instruments to consider are the Structure of the Intellect (SOI) and Torrance Tests of Creativity. The SOI provides information on 26 different abilities that show where the gifts are, whether there are any abilities in need of being developed, and how the near-gifted can become gifted. The Torrance Tests of Creativity are also highly recommended as research suggests that culturally diverse students possess many traits that fall under the creative characteristics related to that particular area of giftedness.

Characteristics of Culturally Diverse Students
Behaviors of the culturally diverse may reflect creativity in various ways. Thomson and Cisternas (1981) suggest that code switching, or the mixing of two languages in a creative way to enhance communication, may be characteristic of giftedness. Lara (1994) suggests that the ability to acquire a second language with ease is another characteristic of gifted children that is often overlooked if a district does not value the native language and culture of the child.

Torrance (1979) suggests that there are many characteristics of gifted students that are consistent among culturally diverse students as well. These include the ability to express feelings and emotion, to improvise with commonplace materials and objects, to articulate well in role playing and story telling and to demonstrate persistence and creativity in problem solving.
Curricular and Program Strategies

Teachers

Bilingual educators need to be trained to assist in the data collection, analysis, and evaluation of potentially gifted bilingual students. This training should address the students' intellectual, creative, affective, and linguistic needs of the culturally diverse students. Teachers of gifted bilingual students must also possess specific skills in order to communicate effectively with them. Those skills identified (Kito and Lowe 1975) as necessary for effective communication include a knowledge of the individual's culture, an awareness of situations which may be culturally sensitive and knowing how to respond appropriately in such situations.

Although proficiency in the students' language(s) is not a requirement for teachers of bilingual gifted students, it is certainly beneficial. Teachers need to be sensitive to cultural issues as well. Torrance (1975) strongly promotes the concept of students teaching teachers about their culture through informal sharing experiences. Teachers should also be aware that although gifted bilingual students may be highly articulate in their native language, they may not be at a stage where they are able to exhibit that same ability in their second language (Valencia, 1985). Therefore, the curriculum should be differentiated according to the specific needs of the students in order for them to be successful.

Students

In order for students to succeed in school, they must understand academic material. Therefore, they should be provided with the appropriate support system for expanding their experiences. Culturally diverse students bring background knowledge to school that should be valued and utilized to expose students to diverse points of view. Assess the student's ability to think critically and creatively and solve problems in their native language. Failure to maintain and continue the development of the primary language during the second language acquisition can result in the loss of the primary language. Students also need to be allowed to refer to concrete materials, paraphrase, repeat key points, and act out meanings as needed. Children from culturally divers, linguistically different, and economically disadvantaged populations tend to learn better by experimenting and testing a variety of alternatives (Kolesinski, 1991).

Cooperative learning is another strategy that provides bilingual gifted students with the opportunity to practice a second language while interacting with their peers. By requiring that all group members participate, all students will have the opportunity to share in the success of the project. Allowing students to share real life issues and bring in related products that are relevant to them, stimulates the student and offers opportunities to explore and incorporate cultural values in the classroom setting. (Renzulli & Reis, 1985).

Gifted children often excel in their ability to acquire and develop concepts faster than average children. Therefore, allowing bilingual gifted students to work on some problems without necessarily providing verbal explanations would allow them to express themselves without the language acting as a barrier (Frasier, 1978). In order for bilingual gifted students to be successful, they should be given the option to pursue areas of interest in either their native language or English (when appropriate). Resources should be made available to them so they are provided the same opportunities as English proficient G/T students have.

Conclusion

It is imperative that educators understand that by adopting the strategies normally used with gifted students, bilingual gifted students can develop skills and competencies that are transferable across languages. Educators need to utilize better methods of evaluating students' abilities to think critically and creatively and solve problems in more than one language. We must emphasize the development of strengths rather than focus on their deficiencies and allow students to develop through their strengths. This will mean that many traditional gifted programs will need to be reevaluated in order to maximize the talents of bilingual gifted students.

American education is now at a turning point. It requires us to reach beyond current practices and strive for excellence in education for all students, especially our bilingual gifted children. We must support projects working to develop talent in diverse populations and eliminated barriers to participation in programs for students with outstanding talents. Bilingual gifted students who are identified and encouraged to develop their linguistic, intellectual, creative, and leadership abilities, can provide an immense pool of future leaders.

References


(See RENDON, pg.12)
The Education of a Gifted Non-English Speaking Immigrant

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Recent immigrants to America with little or no prior school experience are a group from whom we seldom notice or find potentially gifted children. Our legitimate concern with their language and cultural adaptation often causes us to overlook gifted behaviors. The evidence is there if we take the time to look, are willing to make referrals and have a school that provides procedures for assessing the talent of these children. Our recent experience at the Fort Stockton Intermediate School with placing a Limited English Proficiency (LEP), monolingual Spanish-speaking student in our gifted program may help others who find themselves in this situation.

Upon entering our school, Pam was placed in a multi-age, multi-level homeroom for recent immigrants with no prior schooling. I am a teacher in that program. During my first semester with her, I observed her inquisitive, verbal, and highly intelligent responses and inquiries. She wanted to know the how and why of every concept I presented. She often asked, “What if?” Most of the time she generated unusual or creative responses. I observed her lack of satisfaction with answers the teachers gave her and she challenged many of our explanations.

The behaviors and abilities Pam demonstrated were characteristic of gifted children. She was referred for testing and met the district's standards for placement in our gifted program. Her profile indicated several strengths, including a Matrix Analogies Test score above average for her peer group and teacher-recognized strengths in both math and language arts.

Placement in the regular gifted program was problematic. Both of the teachers were monolingual English speakers. We considered using me for her gifted instructor, but I was not certified for teaching gifted students. Our solution was to meet as a team of LEP and gifted education teachers. We planned modifications in her curriculum and instruction, including assigning a bilingual assistant to interpret her lessons in the gifted education classes and having that assistant available the period following the gifted classes for help with assignments. Pam was also allowed more time to complete her assignments as she would first do the work in Spanish and then work with her aide to translate the work into English. Eventually, Pam took complete responsibility for translation of the work she did.

I was able to provide additional help with Pam’s English; for the first 12 weeks of school, she came to my house at night and on weekends for extra help. As the year progressed and her English proficiency increased, the amount of extra help she needed lessened.

The process of learning a new language and participating in gifted-level instruction was not easy for Pam. Early in the process, she became discouraged and wanted to quit. Her discouragement was not because she felt incapable of doing the work or of learning to understand English; rather, it came because she felt her extra school work kept her from labor required to help her family in their home.

As her teachers, we were sometimes exhausted by the process of developing the best education for this gifted child. It took extra time and effort on all our parts, but we have been rewarded for our efforts. Our compensation is Pam's academic performance and her increased self-esteem.

Through a lot of praise and encouragement, Pam is now successful and enthusiastic about her efforts and her classes. She is currently in her fourth six-week grading period and has maintained a 96% average in her gifted math and language arts classes. The cooperative planning we did between the LEP and gifted programs was very successful in addressing her needs and we are enthusiastic about her potential for even greater success. Gifted individuals exist in all populations if teachers take the time to look and work together to provide appropriate services linked to the student’s strengths and needs.
Garland Independent School District is a suburb east of Dallas with 43,000 students in kindergarten through 12th grade. These students have the following ethnicity: 19% Hispanic, 14% African American, 5% Asian, 7% Native American, and 61% other. Until the 1994-95 school year, the gifted and talented program identified intellectually, academically, artistically, and musically talented students using typical assessment procedures and measures such as the Kaufman Brief Intelligence Test (K-BIT), the Iowa Tests of Basic Skills (ITBS) reading or math scores, the Visual-Motor Integration Test (VMI) and several informal assessments.

Identified students in elementary, middle, and high school received instruction in magnet schools. Participants were placed in homogeneous and heterogeneous classroom arrangements. Analysis of the ethnic configuration of these programs found the following representations: 2% Hispanic, 5% African American, 6% Asian, no Native American, and 87% other. The gifted program population did not reflect accurately the district’s overall ethnicity.

Although the elementary bilingual teachers had occasionally referred potentially gifted Hispanic students, these students were seldom placed in the program. When these students were assessed using traditional achievement, ability and fine motor tests, they seldom obtained scores as high as the identified gifted students. This pattern of referral and nonacceptance was frustrating to teachers, parents, and students.

The search for an equitable solution to this problem became an ongoing concern. We heard about some exciting possibilities occurring in the Edgewood ISD from Dr. Cynthia Shade’s presentation at a TAGT conference. She spent several hours at the conference and later visited our district. We used her ideas to modify our identification procedures in four ways: 1) focus more of the assessment on potential, creativity, and problem solving, 2) administer tests in Spanish to the bilingual referrals, 3) provide identified bilingual gifted students with a bilingual gifted class as an integral component of our magnet school program, and 4) develop and provide a summer enrichment program for bilingual gifted students.

Refocus Assessment on Potential, Creativity, and Problem Solving

To implement these modifications, we administered the Torrance Test of Creative Thinking (TTCT), Figural Booklet A. We hoped this instrument would measure more accurately a bilingual student’s ability to think, be divergent, and solve figurative puzzles. The Screening Assessment for Gifted Elementary Students-Primary (SAGES-P) was also added. The version we used was a Spanish translation of the SAGES-P provided by one author, Dr. Susan Johnson of Baylor University.

The Matrix Analogies Test-Short Form (MAT-S) as it was a nonverbal assessment of aptitude. The test requires no language, but directions can be given orally. The Garland Bilingual Education Coordinator translated these directions into Spanish. She also translated the directions for the TTCT and the VMI into Spanish. We retained the VMI from our previous assessment procedures.

We also found the Spanish version of the ITBS, the Spanish Assessment of Basic Education (SABE). We still used the mathematics and reading portion of the assessment.

Besides the nonverbal assessments and making the Spanish translations, we did specific training for all grade one bilingual teachers. Dr. Shade returned to our district and conducted five days of training on the characteristics and needs of gifted Hispanic children. She also described and explained the assessments we would be using later in the year for identification. Part of the time was spent developing and demonstrating classroom activities and materials.

The bilingual teachers learned to administer the assessments. They took the same tests their referred students would be taking as part of the training. The teachers practiced administering the tests. Dr. Shade monitored their practice.

During our initial year of the new assessment program, the grade one bilingual teachers gave the formal assessments to groups of four to six students while the district bilingual coordinator supervised the other children. The bilingual program evaluators scored the tests. Although this process was successful, we were uncomfortable with the consistency and quality of the testing.

The second year we gave the job of testing to the bilingual evaluators. They traveled to each campus...
regularly to conduct other kinds of evaluations anyway. This past year we brought all nominated bilingual students together on the same Saturday we did general assessment for our gifted program. This seemed to provide a very efficient and reliable procedure.

Our experiences with the alternative assessments and procedures have been promising. We had an increase in first grade bilingual students who qualified for our program. The identified students’ have outscored their peers and produced exceptional products since their participation the program began.

Bilingual Gifted Classes in the Elementary Magnet Schools

Once we identified the bilingual gifted children, we wanted to ensure their success in the magnet program. To accomplish this goal, we developed new bilingual gifted classes at the elementary magnet schools. We provide all of the magnet school publications in English or Spanish versions.

The bilingual gifted students remained in their bilingual homerooms for language arts and mathematics. They joined the other gifted magnet-school students for all other classes and school-wide enrichment activities. The bilingual gifted teacher, with the help of one aide, provided enriched and accelerated Spanish instruction. She worked with the students in large and small groups and used formats of instruction similar to those used by the other magnet school teachers.

During our second year, the second grade bilingual gifted students are integrated into even more classes and opportunities. They have acted as Spanish instructors for their English-speaking friends.

Summer Bilingual Gifted Opportunities

All nominated and selected bilingual students each year have the opportunity to attend a summer enrichment program at low or no cost. This component of our program was not part of the original Edgewood model.

The four-week program ran concurrently with our state required bilingual summer school. This allowed us to piggyback for transportation and use the elementary campuses. We did not incur any extra expenses for buses, drivers, building utilities, or administration.

The trained gifted and bilingual teachers designed the program. It was based on an interdisciplinary model with many hands-on activities in science, mathematics, and art. Classes focused on the development of creative and critical thinking skills, as well as English language acquisition skills. Throughout, we emphasized to the students that they were gifted and Hispanic; we hoped this helped them to see the fit between these ideas.

Funding for the classes and salaries came from the local bilingual gifted program budget, as well as the nominal fees some students paid to attend.

Conclusions

We are now in the second year of these program changes. In that time, the Hispanic makeup of our gifted program has increased from 2% to 3.5%. Many identified, bilingual students from the initial group of first graders selected are being mainstreamed into several regular, English-speaking magnet classes and extra-curricular activities.

The modest steps we have taken are just the first of several we hope to take. Future ideas include: training of all K-12 bilingual teachers in using thinking skills and other gifted techniques and materials in their classes; increased involvement of the parents of the bilingual gifted students in the magnet school PTA or as classroom volunteers or mentors; and increased community awareness concerning the existence and needs of bilingual gifted children.

HEINIG from page 21

Just as important, by spending all day with intellectual peers, my daughter and her classmates have learned that their brain power is not only admirable, but something to revel in. This is a rare and wonderful lesson in a community that hands out trophies for sports, but not for schoolwork. So is the corollary: that intelligence, like the muscles of a powerful swimmer, can be exercised and stretched, so that all kids can achieve their personal best.

(Robin Marantz Henig lives in Tacoma Park, MD. This was reprinted from an October 1994 article she wrote for The New York Times Magazine.)
THE DUMBING DOWN OF GIFTED CHILDREN

Robin Marantz Henig

Last summer, I ran into my neighbor when I dropped by the pool for an evening swim. She was sitting in the slanting sunshine, a closed paperback on her lap, as she and the other swim-team mothers waited for practice to end.

I asked how her sons were enjoying the summer and she told me how well they were doing on the team. She even told me their best lap times, in seconds, down to the hundredths. This was not bragging, simply the way things are around here. Yet when she asked about my daughters, I didn't tell her that both had been accepted for the highly selective academic programs in their respective schools. This is also the way things are around here.

My neighbor and I are products of our national ambivalence about ability: it's O.K. to extol athletic excellence, but there's something elitist, or at least unseemly, about even acknowledging intellectual excellence.

The notion of intellectual accomplishment, as opposed to performance in other spheres, must be uniquely threatening to the American egalitarian spirit. How else to explain the offensive attitude of many public schools - the very places where academic achievement should be cultivated and celebrated - toward our brightest children?

School officials seem to make decisions based on the belief that no child is smarter than any other child. But of course some are smarter, just as some are better athletes or musicians. The school system's lie hurts everyone, but especially the kids with the greatest intellectual promise.

When the boy across the street asked for harder work in sixth-grade math, he was told he couldn't get too far ahead of the rest of the class - it would run counter to the school's group-oriented philosophy. Yet he was capable of working at an eighth-grade level or higher, while some kids in his class were still mastering third-grade skills. What perverse logic would force him to tread water for an entire year so as not to outdistance the others? If he were a 12-year-old Michael Jordan, would his coach caution him not to make too many baskets so the others would have the chance to score?

Very bright kids are a victim of "heterogeneous classrooms," which lump together children who perform at, above and below grade level. My own daughters, now 10 and 14, wasted a lot of time in heterogeneous classrooms while the lesson was repeated again and again until everyone got it.

When my younger daughter was in third grade, the teacher said she wouldn't call on her when she raised her hand because the teacher knew she knew the answer. So my daughter sat quietly, trying hard to focus on the lesson even though she couldn't participate. Expecting her to bloom intellectually in such a setting is like expecting the young Jordan to get better at basketball just by showing up at a gym.

My older daughter suffered similarly until in fifth grade she moved to a homogeneous class, one of the few our school system still grudgingly offers. Finally, she could learn something each day that she didn't already know. "It's perfect - I love it - everyone's like me," she said after her first day. They weren't, really; they were white and black and Indian and Chinese and Hispanic and Sri Lankan. But because they were all so smart, they were all equal.

This brings us to the real paradox. When all abilities and races are thrown together, the result is not always the idealistic rainbow-hued melting pot we wish it to be. All too often what emerges from those great stews of heterogeneity is the dissonant stirrings of racism.

In my younger daughter's mixed-ability third grade class, most of the children working below grade level were Black and Hispanic. This was obvious to anyone in the room, including the children. No one talked about it, though, so no one helped the children grapple with the complicated questions of how much of the split could be traced to some inherent racial difference and how much to a gumbo of external factors like income, family structure, attitude or culture.

The unspoken lesson my daughter took away from the heterogeneous classroom was not one of tolerance and understanding. It was that the lowest achieving students - for whatever reason - tended to be the minority kids.

The disturbing racism of my younger daughter's third-grade year eased once she got into a homogeneous class of high-achieving students. There she found many minority classmates who were just as smart as she was, leading her to the inescapable conclusion that intelligence has nothing to do with skin color.

(see HENIG, pg. 17)
ALTERNATE IDENTIFICATION FOR GIFTED AFRICAN-AMERICANS

Donna Ashby
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To understand the unique needs of gifted minorities, we must reevaluate our established methods of operating gifted programs. The ethnic and economic makeup of America today demands that programs to educate and train gifted students cross all economic and ethnic barriers (Goertz and Phemister, 1994). Through alternative testing procedures, we can identify more gifted minorities. This affords gifted programming to all school populations while recognizing cultural and ethnic diversity.

Gifted programming often overlooks the cultural diversity of students in schools. While Blacks represent an increasingly larger percentage of the total U.S. population (Ford and Feist, 1989), Blacks are often underrepresented in gifted programs.

Typically, a general intellectual ability model is used in the testing and identification of gifted learners. Students are screened using basic skills tests, such as the Iowa Tests of Basic Skills or the California Achievement Test. Additionally, programs usually administer ability or IQ tests (Eby and Smutny, 1990). The Otis-Lennon School Ability Test, the Stanford-Binet IV, or the Cognitive Abilities Test are examples of these types of instruments.

Forty-four states, responding to a national survey on testing instruments used in the identification of gifted learners, used an IQ test. The exception was California, which banned the use of IQ tests in assessing Black learners (Patton, 1992). Intelligence tests measure distinct cognitive skills specific to Western Culture. Consequently, we overlook many minority students, especially Black children. The problem, as stated by Patton, is a lack of systematic well-defined logic for assessing and identifying gifts and talents among Black learners.

The misuse of standardized tests or bias of teachers or administrators may account for the underrepresentation of Hispanics and Blacks in programs for the gifted and talented (Bracey, 1992). Moreover, Blacks may remain unidentified because of cultural ignorance. Landau (1990) writes:

It must be remembered, however, that giftedness is a relative concept, always relating to a certain frame of reference, not to international, national, or regional norms. This means that outstanding, intelligent child in culturally deprived surroundings needs special encouragement for his needs al-

though he or she is not outstanding in a more privileged environment (p. 67).

Alternative Testing Instruments

We can modify the procedures for identification to find culturally and economically diverse students. For example, identification should focus both on the diversity between populations and on the diversity within the populations. Data for placement should be gathered from multiple sources, both objective and subjective. Attention should be given to the varying ways in which children from different cultures manifest behavioral indicators of giftedness (Clark, 1992).

An example of an alternative testing instrument is the Abbreviated Binet for Disadvantaged. This instrument is a modification of the Stanford Binet IV intelligence test. Economically disadvantaged children who are gifted show patterns of strengths different from those focused on in regular IQ tests. Visual and auditory content, memory, convergent production in practical problem-solving situations, fluency of ideas, spontaneous categorization of spatial items, and awareness of natural relationships are a few of the strengths shown by gifted Black-Americans (Clark, 1992; Clendening and Davies, 1980).

Another test that measures many characteristics of minority children is the Raven Standard Progressive Matrices. The Progressive Matrices test was developed to measure ability without the scores being influenced by an individual's previous knowledge or education (Raven, Raven, and Court, 1993). The Ravens provides a series on nonverbal, non-academic shape problems. Students' ability is determined by their ability to see patterns within the problems.

In assessing mental ability, the Kaufman Assessment Battery for Children (K-ABC) has been effective in evaluating minority students. Blacks, as a group, have scored higher on the K-ABC than on more traditional intelligence tests (Patton, 1992). The K-ABC focuses on process rather than content. It de-emphasizes factual knowledge and applied school-related skills. This makes the test useful in assessing the intelligence and achievement for all children especially gifted minority children and gifted children with learning problems (Clark, 1992).
Divergent thinking is often defined as fluent, flexible, original, and elaborative thinking abilities. These skills are not measured easily with traditional aptitude or achievement assessments. The administration of a test for divergent thinking is beneficial in identifying gifted and talented Blacks, especially when their gifts and talents do not manifest themselves using standard testing procedures. The Torrance Test of Creative Thinking, measures divergent thinking, an important dimension of giftedness. It does so in a culture-fair way.

Important Considerations

There are two significant needs for bringing more gifted minority students into gifted programs (Weaver, Dandridge, and Matthew, 1993). First, we need measures that increase the representation of economically disadvantaged and culturally diverse children. Additionally, there is a need for appropriate programming and support services. These services would address the cognitive and affective needs of gifted children once they have been identified. Furthermore, if the under-representation of culturally different groups is a reflection of biases in the identification process, then careful study is necessary to find out if the breakdown is in the referral process, in the assessment process, or both (Scott, Perou, Urgano, Hogan, and Gold, 1992).

In creating a plan for identifying gifted and talented Blacks, careful consideration should be given to understanding the cultural diversity that exists within this group. Too often, gifted minorities find themselves between a rock and a hard place when cultural expectations of their indigenous groups are in conflict with those of the dominant group (Ford, Harris, & Schuerger, 1993, p. 409). Indeed, Blacks differ from other sociocultural groups culturally, philosophically, and spiritually. Therefore, the testing instruments used should reflect this distinct diversity. In addition, effective learning environments could help to develop gifts and talents in Blacks.

One administrative model effective in including many gifted individuals is Renzulli’s School Wide Enrichment-Revolution Door Model. With a Talent Pool, up to 20% of a school’s population are provided with performance-based learning situations in the regular classroom. Based on their interest in particular topics or problem areas, participants revolve into or out of advanced-level experiences.

Another approach is addressing the specific aptitude model of individual students. This means matching the strengths and talents of an individual student with appropriate program options for that child. Math is the most frequent aptitude addressed. Additionally, literature/ writing programs, science options, or music and art programs are offered in some schools. This approach benefits minority students who display talent in a specific area, but do not have elevated performance in all subject areas.

The application of alternate testing and identification procedures will increase the placement of culturally and ethnically diverse students, such as Blacks, in gifted programs. Placement can afford an education that prepares them for the future. It also better equips them with the tools necessary for success.

References


Using the Texas Bluebonnet Books for Bibliotherapy

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Gifted children not only think differently from their peers, they also feel differently (Silverman, 1993). Coping with real or perceived social and emotional problems is a major concern of many gifted students. In recent years, parents and school personnel have become more aware of the need to address these affective needs in a non-threatening environment.

Bibliotherapy is one strategy available for helping gifted students deal with their social and emotional needs through a deliberate process of interaction and reaction to problems presented in children’s literature. Dealing with the feelings of a fictionalized character is often less intimidating to children than dealing openly with their own problems. The use of literature also serves to demonstrate to children that they are not alone in their feelings (Adderholdt-Eliot, 1989).

Therapeutic reading can be utilized to solve existing anxieties and concerns, help the gifted individual meet unique needs, or prevent particular problems from becoming serious as children grow up (Jeon, 1992). Additionally, bibliotherapy uses the strengths of gifted students because it combines their love of reading with their ability to generalize and think abstractly about their social and emotional needs.

The process of bibliotherapy involves several steps including identification of student needs, selection of quality literature, motivation of the student, reading the book, and time for student reflection, discussion, and closure. Of utmost importance is that reading be followed by discussion with a concerned adult who has also read the book and who is prepared to help students clarify their feelings. As children talk about their feelings, they internalize their own set of values which helps them confront problems as they arise.

Books chosen for bibliotherapy should meet strict literary standards. Theme, plot, character development, and writing style should be considered as part of the selection criteria. Even though many books may be recommended for bibliotherapy, access to the books can be limited. For this reason the Texas Bluebonnet Award reading list can be recommended as a source for new titles.

Twenty books are selected annually for inclusion on the Bluebonnet reading list by a state-wide panel of librarians. These books must have been published within the last three years and reviewed in recognized sources. They can be found in most elementary, middle school, and public libraries. Thus many Texas children have ready access to these books and may already be familiar with them. The high visibility of the Bluebonnet books is likely to increase their appeal to readers, and their high quality will more nearly insure that the standards of bibliotherapy are met. Table 1 lists the 1994-95 Texas Bluebonnet books, a brief summary, and suggested extensions.

Not every book on the 1994-95 bibliography is directly related to a topic for bibliotherapy. Suggestions for extension activities have been made to help students and bibliotherapists make connections between books and possible areas of concern.

Problems such as loneliness, death, divorce, feeling different or inferior, and the sense of being misunderstood by classmates and adults are situations shared by many gifted children. Therapeutic reading programs provide opportunities for gifted students to make connections between books and their own lives. By anticipating these situations, the teacher or counselor can use literature to help children deal with these affective concerns.

References


Table 1
Bluestem Reading List, 1994-95

Theme: Positive self-perception, hope, dishonesty
Brief Summary: A young African carpenter from Cameroon assumes the identity of a fortune teller and, in doing so, brings prosperity to the people of his village.
Extension Activity: Are the old fortune teller's predictions similar to ones found in the horoscope column in your local newspaper? Save the column for several days and compare its predictions to what happens to you.

Theme: Fear
Brief Summary: Science fiction has portrayed bats as scary, harmful creatures. By following the life cycle of the brown bat, the author dispels the myths and mysteries that surround these insect-eating flying mammals.
Extension Activity: Survey your classmates to determine what animals they are fearful of and why. Conduct research to prove or disprove the reasons for their fears.

Theme: Anger, honesty, sibling rivalry, friendships
Brief Summary: Junior Blossom blames his grandfather's dog, Mud, for the disappearance of his class hamster, entrusted to Junior's care for the weekend. He insists that the dog be tried for murder.
Extension Activity: With several classmates, select a real-life situation and conduct a mock trial.

Theme: Death of father, feelings of guilt, honesty, remarriage of parents.
Brief Summary: Twelve-year-old Ben tries to prevent two unscrupulous fishermen from winning the annual fishing contest which had been previously won by his father. The recent death of his father, and overprotective mother, and the adjustment to mother's new friends are issues Ben faces.
Extension Activity: Develop a list of ten ways your mother or father is overprotective. Then create and prioritize a list of the top ten reasons why a parent might act that way.

Theme: Separation from loved ones, self-reliance, relationship between a boy and his father's dog.
Brief Summary: A Vietnamese family's heritage is remembered with the passing of a lotus seed from generation to generation.
Extension Activity: Originate a list of ways you would have to be self-reliant if one or both of your parents could no longer take care of you. Judge which would be the hardest thing to do by yourself.

Theme: Preserving family traditions, ethnic pride, effects of war, immigration.
Brief Summary: A ten-year old Moxine befriends Toni, a lonely girl with personal problems, while seeking an appearance on the Phil Donahue show.
Extension Activity: Create special personalized greeting cards to honor the major story characters. The message and decorations should reflect your feelings about the characters and their unique qualities.

Theme: Fables of sibling, daydreaming, attention seeking, friendship.
Brief Summary: Clever ten-year old Maxine befriends Toni, a lonely girl with personal problems, while seeking an appearance on the Phil Donahue show.
Extension Activity: Create special personalized greeting cards to honor the major story characters. The message and decorations should reflect your feelings about the characters and their unique qualities.

Theme: Separation anxiety, intergenerational friendship.
Brief Summary: Janet takes her first unaccompanied train trip from Baltimore to her grandfather's farm in Georgia, but she worries about leaving her mother alone.
Extension Activity: Develop other situations that might cause some of the same emotions.

Author: Hadley, L.  Title: The Original Freddy Ackerman. New York: Margaret K. McElhenny Books.
Theme: Divorce, step siblings, separation anxiety, loneliness, friendship.
Brief Summary: While Freddy's mother is on an extended honeymoon, Freddy spends the summer with two eccentric aunts on an island in Maine and becomes mixed up in a get-rich-quick scheme involving stolen property and lettre writing. In the end, Freddy finds a sense of family and more positive self-image.
Extension Activity: Compare two sets of cinquain poetry to describe Freddy and his two aunts at the beginning and end of the story.

Theme: Musical talents, creativity, perseverance.
Brief Summary: Tactfully told about the lives of nineteen notable musical giants from Vivaldi to Woody Guthrie are highlighted. Personal habits and eccentricities are discussed along with a sense of appreciation for the musical's lives and times.
Extension Activity: Write bio poems describing some of the musicians' chronicles in this book. Include some of their personal eccentricities. Write your own bio-poem describing your special talents.
Themes: Abandonment, death of sibling, suppressed emotions.
Brief Summary: A young girl learns to cope with the recent death of a baby brother.
Extension Activity: Make a double-entry journal. Record the events of each chapter on one page and on the facing page respond to it.

Theme: Athletic talents, lack of musical talents, individuality within a family, self-esteem, feelings of inferiority, cultural differences, friendship.
Brief Summary: Recently immigrated from China, musically untalented nine-year-old Yang Yingtao would rather play baseball than the violin, but he does not want to disappoint his music-loving family.
Extension Activity: Design a quilt square that describes Yang Yingtao and his special talents and another square that describes you and your talents.

Themes: Jealousy, acceptance by peers, kindness, peer pressure, gangs, problem solving.
Brief Summary: Two pampered cats run away from home, risk their lives trying to be accepted into a gang of neighborhood cats, and re-evaluate their feelings toward home and security.
Extension Activity: Moderate a panel of students discussing the positive and negative aspects of belonging to a club or gang. Role play ways to refuse peer pressure.

Theme: Fantasy, fear of imaginary beasts.
Brief Summary: A whimsical look at the world of dragons as seen through the eyes of a well-known children's poet.
Extension Activity: Select two poems and design bumper stickers to communicate dragon character traits that make them seem almost human.

Theme: Humor, satire, different points of view.
Brief Summary: Ten fairy tales are rewritten as exposés for those readers with a twisted sense of humor. It is necessary to be familiar with the original stories to understand the humor.
Extension Activity: Investigate the old saying, "There's always two sides to a story." Analyze a problem that you have and look at it from another perspective. Design a thought tree or web to show both sides of the issue.

Theme: Respect for elders and their work.
Brief Summary: An old cowboy tells a youngster about his life as a cowboy, both then and now.
Extension Activity: Construct Venn Diagrams to compare the differences and similarities between the old cowboy and the youngster; between the cowboy then and now, and between the job one of your parents has now and how it was a long time ago.

Themes: Ophidiophobia (fear of snakes), superstition.
Brief Summary: Facts about the physical characteristics, habitats, and dangers of various kinds of snakes are told in this informative book which includes the importance of snakes to the balance of nature.
Extension Activity: Develop a list of interview questions for a herpetologist. Ask your teacher to help you locate a herpetologist, make an appointment to meet with him or her, and videotape your interview.

Theme: Ethnic traditions, ethnic pride, problem solving, responsibility.
Brief Summary: Miata, a Hispanic girl, leaves her costume on the school bus on Friday afternoon. She worries about displeasing her mother and father when she dances the folkloric on Sunday.
Extension Activity: Select a tradition that is important in your family. Pretend that you were told that you could never honor that tradition again. Write a persuasive letter and give many reasons why the decision should be reversed.

Theme: Post Civil War racial prejudice, perseverance, ethnic pride.
Brief Summary: Elijah McCoy, a Canadian-born Black American who designed the first automatic lubricating cup with oiled the locomotive while the train was in motion, overcame many hardships to become a prolific inventor.
Extension Activity: Write a recipe or prescription that describes the traits that successful inventors usually have. On the back write traits Elijah McCoy exhibited.

Theme: Selfish/unselfishness, kindness, fear of the unknown, concern for others' welfare.
Brief Summary: A beautiful young lady, through her kindness and love, breaks the magic spell that imprints a handsome young man as a lonesome beast.
Extension Activity: Research the meaning of the phrase, "Random acts of kindness." Pick a person or persons who need help and respond to their need in an appropriate way.

Title: Baby. New York: Delacorte.
Title: Grand Escape. New York: Atheneum.
Title: The Dragons are Singing Tonight. New York: Greenwillow books.
Title: Stinky Cheese Man and Other Fairly Stupid Tales. New York: Viking.
Title: Cowboy country. New York: Clarion books.
Title: Skirt. New York: Delacorte.
Title: The Red McCoy. New York: Scholastic.

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Are you looking for the latest research in gifted and talented? Have you heard about current theories which sound interesting and would like to know more? Then stop by your school district's professional library or visit your nearest university library to find this handsome volume which contains important essays on many topics. The editors call it "a comprehensive handbook which is designed to provide a synthesis and critical review of the significant theory and research dealing with all aspects of giftedness." You will be delighted to find out how much progress has been made in the fields of giftedness in the last few decades.

Howard Gardner wrote the forward to this informative handbook. He tells us, "In the last two decades the area of research on giftedness and related topics has come alive again. There is an ever-expanding set of journals, books, conferences, special interest groups, and encyclopedic handbooks. Issues of giftedness have become of interest not only to researchers with a long-time declared interest in the area but also to other accomplished scientists who find that their investigative curiosity draws them to individuals or groups of exceptional promise and/or exceptional achievement."

Gardner adds, "Of special note are new theories of giftedness, put forth by scholars like François Gagné, David Feldman, Franz Mönks, and Robert Sternberg. Nearly every major worker in the field is represented in this compendium... the selection is even-handed as well as comprehensive." Gardner also discusses recent evidence which has accrued in support of both heredity and environment. We are now finding that people need both intelligence and the indispensable role of family support, cultural values, and practice to realize their gifts.

You will read about the efforts of Joseph Renzulli, Sidney Marland, Robert Sternberg, and Howard Gardner to go beyond a singular view of giftedness. And Gardner cautions us, "Much work remains to be done before we can understand the relationship among intelligence, giftedness, creativity, precocity, prodigiosity, and ultimate achievement, however defined and however exhibited."

There are seven parts to this handbook, and even if you don't read it cover to cover, you'll want to sample articles in every part. Part One, written by Abraham J. Tannenbaum and A. Harry Passow, deals with historical perspectives related to giftedness and talent. Part Two discusses the conceptions and development of giftedness and talent in eight different articles. The seven articles included in Part Three talk about identification of giftedness and talent.

Part Four is the largest section with seventeen articles explaining programs and practices of nurturing the gifted and talented. The authors of the nine articles in Part Five present other components of nurturing giftedness and talent. You won't want to miss Part Six which gives examples of other countries' efforts, their policies, programs, and issues. Never before has the world-wide gifted education community shared so much knowledge internationally. You'll discover fascinating reading as you learn about current practices in Asia, Australia, Central America, South America, Africa, Europe, and Canada.

In Part Seven, the three editors share their vision for the present and future of gifted and talented education. This informative handbook closes with biographical notes on the contributors, an author index, and a twelve page comprehensive subject index. If you spend several hours sampling across the handbook, you will be exceedingly well informed about the work in gifted education today. Perhaps you can speculate about, or even contribute to the prospects for tomorrow.
News From the National Association for Gifted Children

The National Association for Gifted Children has informed its state affiliates of important postings in the Federal Register. The United States Secretary of Education announced the proposed priorities for upcoming grants under the Jacob K. Javits Gifted and Talented Education Program.

The proposed priorities give financial assistance preference to projects that address populations historically underserved by gifted and talented education programs. The guidelines target projects that primarily benefit designated Empowerment Zones (EZ) or Enterprise Communities (EC). These areas are critical elements of the Clinton administration's strategy to revitalize high-poverty communities.

The Secretary proposes the following preferences:

1. Absolute Priority-Model Programs. Projects that establish and operate model programs to serve gifted and talented students in schools in which at least 50 percent of the students enrolled are from low-income families.

2. Competitive Preference Priority-Empowerment Zone or Enterprise Community. Projects that implement model gifted programs in one or more schools in an Empowerment Zone or Enterprise Community or that primarily serve gifted students who reside in the EZ or EC.

In Texas, the Rio Grande Valley is designated as an Empowerment Zone. Dallas, El Paso, San Antonio, and Waco are designated Enterprise Communities. Houston is one of four cities nationally designated as an Enhanced Enterprise Community.

Interested individuals should submit comments on the Jacob K. Javits Gifted and Talented Students Education Program priorities on or before March 25. Address written comments to: The Office of Information and Regulatory Affairs, Attention: Dan Chenok, Desk Officer, Department of Education, Office of Management and Budget, 725 17th Street N.W., Room 10235, New Executive Office Building, Washington, DC 20503.

1996 Coordinators Conference: Leading Toward Excellence

The 1996 Texas Association for the Gifted and Talented Coordinators' Conference is scheduled for April 18-19, 1996 at the Sheraton Hotel in Austin, Texas.

The keynote speaker is Dr. Amy Freeman Lee from San Antonio. Dr. Lee's career spans five fields: art, education, civic affairs, criticism, and humane ethics. Dr. Lee will talk about education from the definitive point of view, the specific role of master teachers, the importance of the liberal arts as a core of curriculum, what constitutes basic choices in life, and a summary of the ideal education situation. Evelyn Hiatt and Jeanette Covington of Advanced Academic Services, Texas Education Agency, will present a legislative update on gifted education in the afternoon.

The conference features the following breakout sessions:

- Research to Defend Gifted Programs, Dr. Michael Sayler, University of North Texas
- Quality Professional Development Programs, Dr. Benny Hickerson, Hurst-Euless-Bedford ISD
- Differentiating the Curriculum for Elementary Students, Andi Case, Richardson ISD
- Options for Acceleration Panel Discussion, Dr. Peggy Kress, Round Rock ISD, Moderator
- Programming for the Visual and Performing Artist, Dr. Jeanie Goertz, University of Texas-Pan American
- Program Evaluation, Dr. Gail Ryser, Baylor University
- Differentiating the Curriculum for the Middle School, Diane Harris, ESC Region XI
- Crossfire Panel, Dr. Judith Martin, ESC Region XX, James Coffey, ESC Region XV, Jeanette Covington, TEA
Internet Provides Easy Access to Coordinating Board Publications

Helping students choose high-school courses that will prepare them for college is easier now that many Texas Higher Education Coordinating Board's publications are available on-line. Students, teachers, and parents can find information on the Internet through the Coordinating Board's Web site main menu:

http://www.thecb.state.tx.us.

Publications available on line include:

Reach for Success, a description of course areas and skills that must be mastered in high school to succeed in college. This document includes a high-school course planning guide and is available in print under the same document name.

Degree Programs in Texas, a listing of degree programs offered by Texas public universities and a list of technical and vocational programs offered by Texas public community colleges and technical colleges. The listings are cross-referenced by subject area. The information is also available in two documents called: Educational Opportunities at Texas Public Universities and Educational Opportunities at Texas Public Community and Technical Colleges.

Admission Requirements at Texas Public Four-year Universities is a listing of high-school course requirements and SAT and ACT score requirements for admission to the state's public universities. The information is also available in a document entitled, Admissions Brochure.

Workshops Offered by The Gifted Students Institute

The Gifted Students Institute at Southern Methodist University offers two workshops this spring. The first, on April 23 and 24, is Designing and Implementing Curriculum for the Gifted. It will feature John Samara, director of the Curriculum Project. The two-day workshop is for teachers in grades six through twelve.

On May 8, Joel McIntosh will offer a workshop entitled, A Teacher's Guide to Getting Published. Mr. McIntosh is the publisher at Prufrock Press. Participants will explore different new materials and strategies for becoming successful authors.

For more information on either of these offerings contact: Gifted Students Institute, Southern Methodist University, 3108 Fondren, P.O. Box 750383, Dallas, TX 75275-0383. You may also call: (214) 768-5437 or FAX: (214) 768-3147.

Teacher Appraisal System Introduced

The Texas Education Agency (TEA) is planning and piloting a new teacher appraisal system to go into effect in school year '97-'98. Currently, 13 campuses around the state are collaborating with TEA to develop certain aspects of the system. Next school year, '97-'98, approximately 45 school campuses will pilot a version of the new system. Responses from these sites will be used to create the final version of the appraisal system.

TEA will broadcast information through the T-Star system for individuals wishing to learn more about the new Teacher Appraisal System. Participants in this interactive program can ask questions or raise concerns about the system, the ways it will impact them as educators, the format of the appraisal.

The broadcast dates are: Mondays, April 22, April 29, and May 6 from 3:30 to 4:45 p.m. Programming comes via the satellite Galaxy 7 (G7/11), 91 Degrees West, Transponder 11 (Channel 11), Downlink Frequency 3920 MHz, C-Band Audio: 6.2/6.8 MHz. Contact your local schools for viewing locations or access to video taped copies of the broadcast. Additional information is available from local Educational Service Centers.

Welcome Renee Horton

The Texas Association for the Gifted and Talented welcomes Renee Horton as the new Editorial Assistant. Renee is responsible for layout and copy editing of TAGT publications, particularly Tempo and Insights. She has extensive experience as a writer, columnist, and layout editor. Her work has appeared in numerous journals, magazines, and newspapers including the Dallas Morning News. We welcome Renee to our editorial staff.
CALL FOR NOMINATIONS

TAGT EXECUTIVE BOARD

TAGT will hold elections this summer for President-Elect, Second Vice President, and Secretary/Treasurer. We will also elect 10 Regional Directors, one each from the even numbered regions 2 through 20. Any TAGT member who has served at least one year on the Executive Board or as an appointed member of a standing committee may be nominated as an Officer. Any current member may be nominated as a Regional Director. If you would like to be considered for nomination, complete the form below and submit it by May 15, 1996. If you like, you may attach a brief resume or vita (not to exceed two typewritten pages).

NAME: ____________________________

PREFERRED MAILING ADDRESS: ____________________________
Street/P. O. Box No. ______________
CITY: _______________ ZIP: __________

TELEPHONE: ( ) ________________________ FAX: ( ) _______________________

POSITION FOR WHICH YOU WOULD LIKE TO BE CONSIDERED: ____________________________

PREVIOUS AND/OR CURRENT TAGT SERVICE (if applicable):

Standing Committee: ____________________________ Name of Committee ____________________________ Dates of Service ____________________________

Regional Director: ____________________________ Region Number ____________________________ Dates of Service ____________________________

Officer Position: ____________________________ Title of Office ____________________________ Dates of Service ____________________________

CURRENT JOB TITLE (Include district/campus, university, business, parent, etc.): ____________________________

Formal education:

Degree(s) ____________________________ Special Certifications or Endorsements ____________________________ Credentialing Institutions ____________________________

TAGT members will receive biographical information about each candidate. Please list five activities, jobs, offices, etc. (professional or volunteer) that you believe will be most helpful to you in carrying out the obligations of the office for which you want to be considered:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Provide a statement of 50 words or less indicating what you hope to accomplish during your tenure in office. You might wish to include your vision of TAGT, as well as what image you think the Association should project. Your statement, or a portion of it, will appear on the TAGT Elections Ballot:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Please attach a black and white photograph of yourself, preferably wallet-sized.

Would you like to order a set of membership mailing labels? Costs must be borne by the candidate.

Yes, please send me an order form for mailing labels. ________________ No ________________

Return completed form with all attachments to: TAGT Elections Chair, 406 East 11th Street,
Suite 310, Austin, Texas 78701-2617, (512) 499-8248

To be considered by the TAGT Elections Committee for nomination, this form and all attachments must be received in the TAGT office no later than May 15, 1996.

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Talents for the 21st Century

Texas Association for the Gifted and Talented
19th Annual Professional Development Conference

Wednesday, November 20, 1996

7:30 a.m.-9:00 a.m. Preconference Institute Registration, Austin Convention Center
8:00 a.m.-9:00 p.m. Regular Conference Registration, Austin Convention Center
9:00 a.m.-4:00 p.m. Preconference Institute Sessions

Dr. Ernesto Bernal, Director of the Center for Bilingual Education & Research, University of Arizona: Early Identification and Programming for the Limited English Proficient Student

Dr. George Betts, Director of the Center for the Education and Study of the Gifted, Talented, and Creative, University of Northern Colorado: The Revised Autonomous Learner Model

Dr. Jim Curry, Professor at the University of Northern Maine/Mr. John Samara, Director of the Curriculum Project: Challenging Elementary Gifted Learners

Dr. Bertie Kingore, Professor at Hardin-Simmons University: Portfolios for the Primary Gifted Student

Dr. Dorothy Sisk, Conn Chair of Gifted Education, Lamar University: Making a Difference: Classroom Strategies to Motivate Gifted Students

Dr. Joyce Van Tassel-Baska, Professor at the College of William and Mary: Interdisciplinary Curriculum Development for Math, Science, and Technology

10:00 a.m.-6:00 p.m. Exhibitor Registration
11:00 a.m.-1:00 p.m. TAGT Executive Committee Meeting
3:00 p.m.-5:00 p.m. TAGT Executive Board Meeting
7:00 p.m.-9:00 p.m. TAGT Editorial Board Meeting

Other Invited Speakers Include:
Governor George W. Bush, Dr. Mike Moses, Texas Commissioner of Education, Dr. James T. Webb, Dr. Francois Gagne, Dr. Carol Ann Tomlinson

Presenters' Lounge and Parent Networking Suite will be open from 8:00 a.m. to 4:00 p.m. on Thursday and Friday, and 8:00 a.m. to noon on Saturday in the Austin Convention Center.

Thursday, November 21, 1996

7:30 a.m.-9:00 a.m. Research and Development Division Breakfast and Program
8:00 a.m.-6:00 p.m. Registration Continues–Austin Convention Center
8:30 a.m.-9:45 a.m. Concurrent Breakout Sessions
8:30 a.m.-6:00 p.m. Exhibits Open–Austin Convention Center
10:15 a.m.-11:45 a.m. First General Session

Keynote Speaker: Ray Bradbury, noted author and lecturer will address the topic of censorship in an era of emerging technology

12:15 p.m.-1:45 p.m. Membership Luncheon and Awards Program
2:15 p.m.-5:15 p.m. Concurrent Breakout Sessions
3:30 p.m.-4:00 p.m. Featured Exhibit Break–Austin Convention Center
5:30 p.m.-7:15 p.m. Creativity Potpourri
The TAGT Annual Parent Conference will be held in conjunction with the 19th Annual Professional Development Conference. Parent-focused sessions and activities begin Friday and will continue throughout Saturday, concurrent with educator-focused sessions.

**Friday, November 22, 1996**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>7:30 a.m.-9:30 a.m.</td>
<td>G/T Coordinators’ Annual Breakfast and Program</td>
</tr>
<tr>
<td>8:00 a.m.-5:00 p.m.</td>
<td>Registration Continues--Austin Convention Center</td>
</tr>
<tr>
<td>8:30 a.m.-9:45 a.m.</td>
<td>Concurrent Breakout Sessions</td>
</tr>
<tr>
<td>8:30 a.m.-4:00 p.m.</td>
<td>Intensive Training Session for Parent Leadership</td>
</tr>
<tr>
<td>8:30 a.m.-5:00 p.m.</td>
<td>Exhibits Open</td>
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</table>
| 10:15 a.m.-11:45 a.m. | Second General Session    
  | 12:15 p.m.-1:45 p.m. | Administrators’ Luncheon and Program                |
| 1:00 p.m.-5:45 p.m. | Concurrent Breakout Sessions                        |
| 7:00 p.m.-9:30 p.m. | Annual Conference Featured Film and Program: Mr. Holland’s Opus |
| 7:00 p.m.-8:00 p.m. | Reception Honoring presidents of TAGT Parent/Community Affiliates |

**Saturday, November 23, 1996**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tr>
<td>8:00 a.m.-10:00 a.m.</td>
<td>Registration continues--Austin Convention Center</td>
</tr>
<tr>
<td>8:30 a.m.-11:45 a.m.</td>
<td>Concurrent Breakout Sessions</td>
</tr>
<tr>
<td>8:30 a.m.-12:00 p.m.</td>
<td>Intensive Parent Training Workshop</td>
</tr>
<tr>
<td>12:00 p.m.-1:00 p.m.</td>
<td>TAGT Annual Membership Meeting</td>
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<tr>
<td>12:00 p.m.-1:30 p.m.</td>
<td>Parent Luncheon and Keynote</td>
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<tr>
<td>2:00 p.m.-3:15 p.m.</td>
<td>Concurrent Breakout Sessions (Parent Oriented)</td>
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**Summer Workshops With Travel to the Rainforests**

The Educator’s Rainforest Workshop travels to the Amazon, Belize, and Costa Rica this summer. For more information contact: Frances A Gatz, 801 Devon Place, Alexandria VA 22314; 800/669-6806.

**NAGC Affiliates’ Associations’ Publications Information Exchange**

A listing of Affiliate-created publications (books, manuals, videotapes, etc.) is available from NAGC. For more information contact: Sherri Stone, NAGC, 1707 L Street, Suite 550, Washington, DC 20036

**Thank You to Beverly Lowry**

The Texas Association for the Gifted and Talented extends its gratitude to Beverly Lowry for her service to the association as Managing Editor for the past three years. Several editors and many authors benefited from her dedication and hard work.

**Institute on Academic Diversity in the Heterogeneous Classroom**

The Curry School of Education and the University of Virginia present a summer institute for educators. The goal of the institute is to prepare classroom teachers and administrators to establish classrooms which are responsive to the readiness levels, interests and learning profiles of students in heterogeneous settings. The institute meets July 21-28, 1996 at the University of Virginia in Charlottesville, Virginia.

The core of each day will be spent directly examining principles of differentiated instruction, instructional strategies which support effective differentiation, and issues related to setting up and managing a differentiated classroom. Strands presented include: differentiating instruction in academically diverse classrooms, understanding and meeting the affective needs of diverse learners, and using alternative assessment in academically diverse classrooms. The staff of the institute include: Drs. Carolyn Callahan, Carol Ann Tomlinson, Donna Ford, Tonya Moon, and other invited speakers. For more information contact: Dr. Carol Ann Tomlinson, (804) 924-7471.
ASSOCIATION REPORTS

Items Approved by Executive Board

The TAGT Executive Board approved the following items in February, 1996:

**Item 1: Approval of new presidential appointments to standing and ad hoc committees**

- Editorial Board: Pat Holmes, Annette Watson, Gail Ryser, and Molly Yeager
- Education and Training: Krys Goree and Donna Linn
- Elections: Wayne Craigen, Barbara McGonagill, and Elizabeth Montes
- Finance: Karen Roberson
- Parent/Community Involvement: Clay Boyd, Hillary Jessup, Pat Holmes, Larueie Campos, and Joe Munoz
- Conference: Peggy Kress, Joan Witham, Colleen Elam, Gwen Fort, Kathy Hargrove, Donna Linn, and Rick Strot
- Government Relations Advisory Council: Elizabeth Hanawa, San Benito, Region I; Dr. Rosalinda Bonilla, Corpus Christi, Region II; Karleen Noake, Victoria, Region III; Dr. Ann Weiss, Baytown, Region IV; Lynn Brown (invited), Beaumont, Region V; Barbara McGonagill, College Station, Region VI; Deborah Newman, Tylor, Region VII; Ann Trull, Paris, Region VIII; Dr. John Dowd, Wichita Falls, Region IX; Suzy Hagar, Dallas, Region X; Dr. Mary Lou McCabe, Stephenville, Region XI; Penny Reddell, Waco, Region XII; Dr. Amanda Batson, Austin, Region XIII; Cynthia Smith, Austin, Region XIII; Kim Cheek, Abilene, Region XIV; Beverly Junell, San Angelo, Region XV; Debbie Farnum, Amarillo, Region XVI; Hope English, Plainview, Region XVII; Molly Yeager, Fort Stockton, Region XVIII; Elizabeth Montes, El Paso, Region XIX; Mary Alice Ramirez, San Antonio, Region XX

*Proposed changes are indicated in brackets; strike-throughs indicate information to be deleted.*

**Item 2: Approval of a $10.00 increase for the 1996 annual conference fees**

**Item 3: Approval of revision to TAGT nominations and elections time line and procedures**

**Item 4: Approval of composition and tenure of members appointed to the standing committee on parent/community involvement (This item will affect the bylaws)**

- Parent/Community Involvement Committee: Proposed two-year, staggered terms with geographically balanced representation; limited to the Third Vice-President as chair and six appointed members, one of whom will be the TAGT State Parent of the Year; among other duties, this committee will select the winner of the TAGT State Parent of the Year.

**Item 5: Approval of composition and tenure of members appointed to the TAGT editorial Board (This item will affect the bylaws)**

- Editorial Board: Proposed two-year, staggered terms, limited to two consecutive two-year terms; meets once a year in conjunction with the annual conference; retains status of ad hoc committee; committee limited to the publications Editor as chair and seven appointed members.

**Item 6: Approval of a one-time TAGT scholarship to be given in memory of Matthew Doggett to a student at Bedford Heights Elementary School**
1996 Conference Planning Committee Meeting Report

The first meeting of the 1996 TAGT Annual Conference Planning Committee was held Friday, March 1, 1996 at the TAGT Headquarters Office in Austin from 10:00 a.m. to 3:00 p.m. The following members of the committee were present: Dr. Benny Hickerson, Dr. Margaret Kress, Colleen Elam, Donna Linn, Gwendolyn Fort, Dr. Joan Witham, Connie McLendon, and Alicia Denney. The members absent included: Dr. Katherine Hargrove and Rick Strot.

The conference committee reviewed the revenue and expense report and results of the evaluation from the 1995 Annual Conference in Houston in preparation for planning the 1996 Austin conference. In response to evaluations from the 1995 conference, the committee recommended streamlining the user section of the 1996 registration catalog and the conference program by focusing primarily on core areas of training. The committee also discussed how best to incorporate the 1996 TAGT Annual Parent Conference with the schedule of the 1996 Annual Professional Development Conference.

TAGT office staff reported that negotiations with speakers for preconference institutes and general sessions are underway and that many improvements have been made to the session scheduling process for the 1996 conference. The committee established a system for approving presentation proposals for the 1996 conference. Special consideration will be given to how the presentation proposals correlate with the established core areas of training for teachers of the gifted. The conference committee also discussed possible sources of volunteers for the local arrangements committee.

Dr. Hickerson announced that Saturday, April 20, 1996 would be the next meeting date for the Annual Conference Committee which will be held in conjunction with the April TAGT Executive Board meeting. Conference committee members will work with TAGT board members to review and evaluate all proposals submitted by the April 14, 1996 deadline.

Standing Committee on Elections

The first meeting of the 1996 TAGT Standing committee on Elections was held by telephone conference call on February 23, 1996. It was called to order by Ann Wink, Elections Committee Chair, at 8:15 a.m. The members present were Rebecca Rendon, Brownsville ISD; Wayne Craigen, Fort Bend ISD; Barbara McGonagill, Region VI ESC; Ann Wink, Killeen ISD, TAGT Immediate Past-President, and Chair of the Standing Committee on Elections. Elizabeth Montes of El Paso ISD was not present.

Ann Wink explained that the responsibility of this committee was to plan the annual election and to develop a single slate of nominees for presentation to the association membership for approval. She reviewed the TAGT bylaws and nominations/elections procedures and time-line with the Elections Committee members, familiarizing them with the process and deadlines that must be met in the coming months. She reported that the upcoming Call for Nominations (which will appear in the spring issue of Tempo) had been recently reworked to clarify procedure for self-declared candidates.

Mrs. Wink announced that the following positions were eligible for re-election: President-Elect, Second Vice-President, and Secretary/Treasurer; Regional directors: Even Regions 2, 4, 6, 8, 10, 12, 14, 16, 18, 20 (it was pointed out that directors in 10, 14, 16, and 20 had served two terms and could not run for re-election.)

Mrs. Wink charged the Elections Committee with encouraging strong TAGT members to run for board positions in the even numbered regions. She pointed out that in the past, non-TAGT members have been nominated for positions on the board. She strongly recommended that individuals not be approached to run for a position on the TAGT board unless they are current members of TAGT.

Mrs. Wink announced Tuesday, May 28, 1996, as the next meeting of the Standing Committee on Election. The slate of nominees for the 1997 Executive Board will be determined at that time.
CALENDER OF EVENTS

APRIL 1996
1 Symposium with The Association for the Gifted and The University Professional Development Programs (immediately before the CBC Convention). Disney World Resort Complex, Orlando, Florida. Contact: Dr. Emily D. Stewart, 410/836-7300 ext. 391 or Fax: 410/836-4513.

1-5 Council for Exceptional Children Annual Convention, Orlando, Florida. Contact: Gerald J. Hime, 810/222-8294 or Liza Trey, 703/228-9442.

12 Texas Association for the Gifted and Talented Education and Training Committee meeting, Baylor University, Waco, Texas. Contact: Susan Johnson, 817/755-3311.

18-19 Texas Association for the Gifted and Talented G/T Coordinators’ Division Spring Conference, Sheraton Austin Hotel, Austin, Texas. Contact: Connie McLendon, 512/499-8948.

19-20 Texas Association for the Gifted and Talented Executive Board Meeting, Austin, TX. Contact: Connie McLendon, 512/499-8948.

20 Texas Association for the Gifted and Talented Conference Planning Committee meeting. TAGT Executive Board Meeting, Austin, Texas. Contact: Benny Hickerson, 817/233-4461.

MAY 1996
4-5 The Balancing Act: Head, Heart, and Creativity, Hollingsworth Center for Highly Gifted Children, M.I.T., Cambridge, Mass. Contact: Hollingsworth Center for Highly Gifted Children, P.O. Box 444, Portland, ME 04112-0444.

28 Texas Association for the Gifted and Talented Elections Committee meeting, TAGT Headquarters, Austin, TX. Contact: Ann Wink, 817/550-1760.

JUNE 1996
8 Texas Association for the Gifted and Talented Parent and Community Involvement Committee meeting. Contact: Colleen Ellam, 713/989-5291.

LAW AND THE HUMANITIES

ACADEMIC AND LEADERSHIP TRAINING INSTITUTE

Thirty educators from across Texas will be selected to attend the institute. Once there, they will discuss constitutional ideas drawn from the humanities: history, government, law, political science, and literature. The institute also provides training to become “teacher trainers” and offer staff development in local schools. The participant will be drawn mainly from grades 8 and 11 American history courses and grade 12 U.S. government courses with a limited number of 6th grade social studies teachers selected.

The institute meets July 15-26, 1996 in Austin for 80 hours of training. Field trips, police ride-alongs, and guest speakers will enrich the program. Housing and two meals a day are provided (at no charge) at Jester Dormitory in Austin.

Applicants must be currently employed as a classroom teacher or social studies specialist and indicate a commitment to remain in this position for the next two years. Applicants must have two or more years of teaching experience. Applications must be postmarked by May 3, 1996.

For more information contact:
Law and the Humanities
Law Related Education
State Bar of Texas
P.O. Box 12487
Austin, Texas 78711-2487
800/204-2222, ext 2120 or 512/463-1463

JUNE 1996
31-1 1996 Street Law Conference, Texas law center, Austin, Texas. Contact: Linda Delson, 800/204-2222 or 512/463-1463.

JULY 1996
31-1 Conference for the Advancement of Mathematics Teaching, Dallas, Texas. Contact: Jim Weighellegeaen, 512/335-2268.


OCTOBER 1996
19-22 Fifth Conference of the European Council for High Ability. Austria Center Vienna, Vienna, Austria. Contact: +49-328-302-5666, Fax: +49-328-302-570 or write: Secretary of ECHA, Bildung und Begabung e.V., Wissenschaftszentrum, P.O. Box 20 44 14 48, D-38114 Benn, GERMANY.

23-25 Learning and Technology Conference, Dallas Convention Center, Dallas, Texas. Contact: 703/838-6784.

NOVEMBER 1996
30-3 National Association for Gifted Children Annual Conference, Hyatt/Weston Hotel, Indianapolis, Indiana. Contact: 202/786-4208.

20-22 Texas Association for the Gifted and Talented Annual Conference, Austin Convention Center, Austin, Texas. Contact: Connie McLendon, 512/499-8948.

20 Texas Association for the Gifted and Talented Executive Board Meeting, In conjunction with the TAGT Annual Conference, Austin, Texas. Contact: Connie McLendon, 512/499-8948.

20 Texas Association for the Gifted and Talented Editorial Board Meeting, In conjunction with the TAGT Annual Conference, Austin, Texas. Contact: Michael Sayer, 817/550-4699.

LEON JAROSZSKI AWARDS

FOR TEACHING EXCELLENCE IN LAW-FOCUSED EDUCATION

This award recognizes educators who have made an outstanding contribution to law focused education. Any public or private school classroom teacher, or team of teachers, who have taught at least five years, may apply. Among other factors, award applications are judged based on one or more of the following criteria:

• excellence in the instruction of law-focused education;
• initiative in the development of law-focused educational materials and programs in local schools;
• leadership in the teaching profession in promoting law focused education; and
• effective use of community resource persons in support of law-focused education.

Awards of $500 will be made to individuals and teams to purchase law-focused materials or to attend an educational conference. Applications must be postmarked by April 12, 1996.

For more information contact:
The Leon Jaworski Teaching Awards
Law Related Education
State Bar of Texas
P.O. Box 12487
Austin, Texas 78711-2487
800/204-2222, ext 2120 or 512/463-1463
TAGT Scholarship Opportunity for Texas Graduating High School Seniors

Application for Adelle McClendon Young Leaders Scholarship

Deadline: May 15, 1996

I. Please write a two-page typewritten essay describing the following:
   - How you have exhibited leadership and team cooperation.
   - Areas where you have experience in decisionmaking.
   - Your motivation and your goals.
   - Your experience in giving service to the community.
   - Some unique experience and/or an obstacle overcome.

II. Please include a letter of recommendation from an adult in your community.

III. Please attach a copy of your high school transcript.

IV. Please attach a recommendation from a TAGT member.

V. Please return all forms by May 15, 1996 to the following address:

   TAGT Adelle McClendon Young Leaders Scholarship
   406 East 11th Street, Suite 310, Austin, TX 78701-2617

The winner of this scholarship will be notified on or before June 15, 1996.

In April 1995, the Texas Association for the Gifted and Talented (TAGT) established the Adelle McClendon Young Leaders Scholarship fund in memory of this exemplary educational leader and lifetime member of TAGT. The late Ms. McClendon was president of TAGT in 1991.

The memorial fund provides annually a $500.00 university scholarship for a gifted and talented graduating high school senior who has demonstrated outstanding leadership potential. The Texas Association for the Gifted and Talented invites applications from qualified graduating high school seniors for the 1996 Adelle McClendon Young Leaders Scholarship. The deadline for receiving applications is May 15, 1996.
PARENTING FOR HIGH POTENTIAL

The National Association for Gifted Children (NAGC) begins publication of its new quarterly magazine *Parenting for High Potential* (PHP) in September, 1996. In addition to specific editorial content, each issue of PHP will feature news from NAGC, successful ideas from parents raising their gifted children, regular columns on cutting-edge issues in parenting and education for the gifted child, and editorials from award-winning journalists.

The objective of each issue of PHP will be to bring parents and teachers advice, guidance, and resources for raising gifted children and maximizing the talent and potential of all children. The publication will strive for balance in content and coverage of all areas of talent and intellectual development.

The September, 1996 premier issue will include—

**Special Features:**
- Interview with Miami Head Coach Pat Riley and His Wife Chris Riley: *A Gifted Family’s Success Story*
- How Gifted Education fits into Secretary Richard Riley’s “Family Involvement in Education” Program

**Home and School:**
- Starting the Year Off on the Right Foot: Communicating with Your Child’s Teacher

**Parenting Q & A:**
- How to Recognize and Develop Hidden Talent in Your Child (APHP Checklist)

**Consumer Corner:**
- A Comparison of Major Online Services and What They Offer the Gifted Child

**Resource Round-Up:**
- A Review of the Latest Books on Parenting the Gifted Child

**Kids’ Kaleidoscope:**
- Kid’s Advisory Board Contest
  - Tips for Surfing the Web
  - Thinking Skills that Make Kids Smart!

In collaboration with the national association, the Texas Association for Gifted and Talented (TAGT), will provide subscription information about the new publication in a special mailing to all TAGT members May, 1996.
CALL FOR ARTICLES

Fall 1996
TALENTS FOR THE 21ST CENTURY

What talents are necessary for gifted individuals to be successful in the next century. This issue of Tempo seeks visionary ideas. What future-oriented plans are you making today? This is your chance to be a future problem solver. What are your answers to this "fuzzy problem"? Write about your visions or wishes. Describe programs or procedures currently in place that hold promise for serving gifted students in the future.

Please submit a manuscript for this conference issue of Tempo. The deadline for submission of articles is June 1, 1996. This allows us time to review the manuscripts submitted and to help the authors polish them.

Winter 1996
GIFTED LEARNERS IN THE REGULAR CLASSROOM

Many gifted students spend most of their school day or week in regular classrooms. Describe those classrooms where this works well. What modifications have you made? How is the schedule adapted? How have you convinced teachers to adopt these methods? Describe your content, process/product, or thematic modifications. Describe the changes you have made in management techniques (e.g., use of compacting, contracts, independent study).

Please submit a manuscript for this issue of Tempo. The deadline for submission of articles is September 1, 1996. This allows us time to review the manuscripts submitted and to help the authors polish them.

Guidelines for Article Submissions

Tempo needs your manuscripts. We can only print what we receive. Other schools and parents should hear about the good things you or your schools have done. We are not harsh critics, but work with all of our authors to develop and polish their manuscripts.

When submitting manuscripts:
1. Write about an upcoming issue theme (see list above).
2. Double space your manuscript and use 1 1/2 inch margins on all sides.
3. Use APA style if you know it; if not we will help you once we receive your manuscript.
4. Include a cover sheet with your name, address, daytime telephone and FAX number or e-mail address if available.

Send all submissions or requests for more information to:
Dr. Michael Sayler, TAGT Editorial Office, P. O. Box 13867, University of North Texas, Denton, TX 76203-3867.
Fax 817/565-3089 or sayler@unt.edu

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TEXAS ASSOCIATION FOR THE GIFTED AND TALENTED MEMBERSHIP APPLICATION

Member Name(s) __________________________ Telephone: (H) ______________ (W) __________________________
Mailing Address __________________________ City __________________________ State __________________________ ZIP __________________________
School District & Campus Name/Business Affiliation __________________________
Email Address (i.e., Texas, Internet) if applicable __________________________

PLEASE CHECK ONE: Q Teacher Q Administrator Q Parent Q School Board Member Q Other __________

Individual $25 ( ) Family $25 ( ) *Student $15 ( ) Must include verifiable campus, district, and grade.
Patron $100 ( ) **Institutional $100 ( ) Lifetime $400 ( ) Parent Affiliate $45 ( )

** Institutional members receive all the benefits of regular membership, plus may send four representatives to all TAGT conferences at the member rate, regardless of individual membership status.

In addition to your regular Membership, you are invited to join a TAGT Division for an additional fee.
Choose either or both: G/T Coordinators $10 ( ) Research & Development $10 ( )

Membership Services
* Tempo quarterly journal and newsletter * Insights Annual Directory of Scholarships & Awards * TAGT Capital Newsletter - monthly update during Legislative Session * Professional development workshops with inservice credit * General Management/Leadership Training * School Board Member Training * Parent services and information * Legislative representation & networking * Reduced registration fees for conferences and regional workshops

Return form and dues to: TAGT, Dept. R. B. #0471, P. O. Box 550, Austin, TX 78789-0471
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