A new century beckons; a new millennium approaches — who will fashion the dreams that will become the vision for this new age? Who will possess the ability to empower others with this vision; and who will have the strength to help others turn this new vision into a reality? Would it not make sense to turn to our most able in our quest for guidance in this new beginning? The gifted child of today is the hope of tomorrow. From these ranks should come the leaders of the 21st century.

**Research Findings**

Stodgill (1974) in his *Handbook of Leadership* conducted extensive analysis of the available research in the area of leadership and came up with a list of characteristics that most leaders from all ages seemed to possess. These characteristics were based on the assumption that leaders were "born" and not "made." As such, these characteristics were considered to be inborn, fixed, and had applications across all situations (Karnes & Bean, 1996). While many of these traits are still highly prized in a leader, more current research (Bennis & Nance, 1985; Hollander & Offerman, 1999; Yammarino & Bass, 1990) has focused on "transactional and transformative leadership theories." In this model the transactional leader is thought to motivate the followers through contingency rewards and negative feedback. On the other hand the transformative leader models and inspires the actions of his followers beyond their expectations as together they develop a sense of mission and seek to reward new ways of thinking.

(see KARNES and CHAUVIN, page 12)
ON LEADERSHIP

Karen Fitzgerald

What an exciting time for us to be alive! With the beginning of the new millennium comes a chance at new beginnings for all of us in our personal and professional lives. When we look back over the last decade we see what great gains we have made in the state of Texas in gifted education. And TAGT, our state gifted organization, has strongly advocated for appropriate education of all gifted and talented youngsters across the state. In just ten years the Texas Association for the Gifted and Talented has grown from 4,000 members to a membership approaching 9,000 educators, parents, students, and community members. Our annual professional development conference has grown from 2,300 attendees ten years ago to an average of 6,000 people over the past five years. Our TAGT budget has grown from less than $300,000 to over $1 million and financial accountability has been the key component of our association’s risk management policy during the past decade.

Because of TAGT’s strong advocacy, we have a funded state mandate with laws, rules, and a state plan which guide and talented programs. TAGT is a stronger organization today than it has ever been! However, there is still much exciting work to be done by all of us.

As I begin my year as your president for the year 2000, I accept the responsibility for leading TAGT into the next millennium. With a new president and our new Executive Director, Dr. Amanda Batson, you will see some changes at TAGT. Several ideas will be the focus of our discussions on the Executive Board in the coming months.

• First, our web site will get a new look and will include additional helpful information for our members.
• Second, we will continue to increase communication with you this year through numerous publications, meetings, and electronic means.
• Third, we will continue to advocate for accountability standards for gifted and talented programs at the state level.
• And fourth, TAGT will continue to work with SBEC (State Board of Educator Certification) to promote teacher certification in the area of gifted and talented education.

(see FITZGERALD, page 15)
The Journey of Leadership

Amanda D. Batson, Ph.D.

Just as my predecessor struggled with her first communication, so have I. The struggle is not so much what to say but how to initiate the conversation, how to entice you to continue the journey, how to find my official voice for TAGT... again. More than ten years ago, I began my service for TAGT as a volunteer on the Executive Board. I was the Regional Representative from Region III. Eventually I was elected an officer and served as President in 1992. Recognizing the need to map out the journey for the association, the 1992 Executive Board, Executive Director, and I developed the TAGT strategic plan which included the change from Regional Representative to Regional Director plus other revisions which now are part of the TAGT Bylaws.

To become Executive Director is a rare opportunity. I am grateful to the Executive Board for extending this opportunity to me. The rich legacy of my predecessors, Laura Allard and Connie McLendon, provides a deep foundation for the association and a future bright with promise. Accomplishments by the executive boards and Connie McLendon over the last decade have set the stage for new levels of excellence. Running this race for gifted children takes teamwork, persistence, and commitment. To win the race, leadership is required on at least three levels.

**Developmental Leadership**
The leaders of tomorrow are enrolled in the schools of today. Students who are gifted in leadership are in developmental modes as are leaders of all ages. However, the young gifted leader is especially vulnerable and capable. As a student who is gifted in leadership, the capability is present. The vulnerability exists because of the likelihood that the gifted student leader will not have access to appropriate education. Such education would develop his leadership skills and thus expand his capacity for service.

Unusual capacity of leadership is recognized in the state definition of gifted and talented students as (Texas Education Code, §29.121). This unusual capacity of leadership, as all areas of potential, must be developed in order to flourish.

Gifted leaders need opportunities to build relationships and find settings which offer meaningful service opportunities, and have emotionally as well as physically safe environments in which to lead. Such an environment is inviting and includes adult role models and mentors. The young gifted leader can take risks, succeed or fail, then try again in search for her or his leadership style. Mentor young gifted leaders in your community or school and support the development of programs for gifted student leaders. Working side by side, leaders can span age, space, and time in service to others. Leadership fostered over time becomes a valuable resource to a community, state, and nation.

**Individual Leadership**
In your role, whatever that role or roles may be, you are a leader. Whether teacher, principal, coordinator, parent, university professor, community member, or student, you are a leader. Thus as you and those in your world come together, a community of leaders and learners can be established. As an individual leader, your work is dynamic and changes, as needs change. Your leadership on behalf of gifted and talented students is an important service arena.

In 1995, L. Bolman and T. Deal wrote in *Leading with Soul* (102), “Leading is giving... The essence of leadership is not giving things or even providing visions. It is offering oneself and one’s spirit.” As you offer your time, energy, ideas, and spirit to support quality services for gifted students, you increase the chances that this special population will develop to its potential. I encourage you to search for meaningful, positive ways of giving yourself and your spirit to gifted education in your community and state. Work with your school principal and teachers to build an exemplary leadership program for gifted students. Recognize and celebrate young gifted leaders, their principals, teachers, and parents. Offer leadership opportunities to these students not only in the school setting but also in the community. As individual leaders serve in their respective towns, cities, school districts, universities, and families, strong ties are formed. These ties can create associations, which impact programs and initiatives for the gifted across the state and nation.

**Association Leadership**
Volunteers are a bedrock in American life. Such leadership (see BATSON, page 18)
Teaching Children to Lead

Mary Seay

"Great necessities call forth great leaders."

That sounds as if it could be something that Abigail Adams might have written about the need for leadership to deal with the problems facing gifted education today. But, she actually wrote it to Thomas Jefferson (Bennis, 1990). About the middle of this century, we were hunting for young leaders in science and math to defuse the Soviet's embarrassing bellwether lead into space. Today, with an apparent dearth of bright young political leaders, it seems imperative that the education establishment work at developing the positive side of the young people with budding leadership characteristics. Leadership programs may be as important to the future of our country as the humanities and math programs which we work so hard at fostering.

Two of the things which schools do not teach are an understanding of how to make money work for you and an understanding of the power of leadership. I still don't know how to make money work for me; therefore, pray explore here with me an effort at associating students with the art of leading.

For quite a few years, we have identified a group of students who have exhibited leadership characteristics to a marked degree and placed them on a Young Scholars Board of Directors. These students have been selected by a committee of the individual secondary school's counselors, principal, assistant principal, and members of the present Board of Directors, often on the recommendation of one of the Young Scholars Board members. The District has four junior highs and four high schools. Two of the high schools are of an alternative nature, so we draw students primarily from six schools. Our Board typically numbers ten to fifteen members, of which two students serve as Co-Chairs, two as Vice-Chairs, and two as Business Managers.

The chief job of the Board is to develop, organize, and execute a conference which is designed to round up young leaders from all grade levels and to provide them with a forum to talk to each other about subjects which are of interest to them. This conference is called, not surprisingly, the Young Scholars Conference and is held the last Saturday in February of each year. The Board of Directors chooses to hold the conference at the local university campus which has a very nice facility for the general sessions, the breakout sessions and, provides the lunch which the Board members devise.

The logistics of the planning for the conference begin with the most time consuming job of the conference: the decision of who will be their keynote speaker. They scour newspapers, magazines, listen to TV news and kid news shows, alert relatives in other states, and try to find a student somewhere in the United States who has done something that they think will inspire our group of West Texas youngsters. Speakers they have found include the girl from New Jersey who had sold the most Girl Scout cookies in the world, and who had also written a book about selling yourself; a thirteen year-old girl who was a radio and TV disc jockey and news anchor from Minnesota; a twelve year-old young man who was a pilot, and at nine had circumnavigated the globe, first obtaining permission to land in Soviet airspace from the Soviet Prime Minister, thus becoming the ONLY private pilot to ever land in Soviet airspace, a record which will stand, I presume, forever since there is no longer a Soviet Union or any Soviet airspace. He was from California. The Board has also invited a Russian exchange student; the author, at thirteen, of a children’s book published by the Written and Illustrated By Publishers; the winner of the USA Pentathlon who was a cadet at the Air Force Academy in Colorado; and a fifth grader from Abilene, Texas, who had written a book about video games and had a syndicated newspaper column in seventeen newspapers about new video games at that time.

Two of the best received speakers the Board ever invited were a young man from Chicago and a young woman from Tennessee. The eleven year old boy had been one of the speakers at the Million-Man March in Washington a few years ago. Some of the Board members saw him on TV...
and were finally able to negotiate for him to come to the conference. The young woman was the Cambodian girl in *The Girl Who Spelled Freedom*. While she herself was a college student and had been played by an actress, her story chills. That movie incidentally, can be rented and is worth the time for your own students to view. Her name is Lin Yan.

We will embark very shortly on the search for this year's speaker. Once this effort has come to fruition, the next step is for the Board members to visit each campus to advertise the next conference. Unfortunately, the Board members have to be out of school for about two days during this cheerleading phase of their work. They develop speeches and go in pairs to the campuses to talk to groups of students about becoming speakers for our break-out sessions: not an easy job because we need ninety to one hundred break-out speakers. This stage is what I think Tom Peters calls "selling it to the sales force." If the Board Members can excite young children who will become presenters, the conference will be a real barn burner. This is the point where elementary leadership arises and where we look for future Board of Directors members.

The conference requires three categories of leaders. First, we look for presenters who will talk for ten to fifteen minutes about any subject in which they are interested. We later group these speakers into sessions which are about an hour and fifteen minutes in length, and we group them by grade level (first and second, second and third or third and fourth, for example). This means that students who are just attending the conference as participants may choose to go to listen to students in their own grade level or they can choose that of their little sister, who is presenting in the room next door.

Second, we seek displayers. These are students who have visual arts to display, science fair exhibits, collections, artifacts, or anything which will lie on the walls. Some of the exhibits have been impressive. We once had a display composed of 76 pictures of Elvis Presley and another of 301 dolls. There have also been coins, baseball and football cards, rocks, and other indescribable collections. Somehow, the weirder they are, the more interested the students are in them. There was once a hot-glued giraffe made of aluminum root beer cans (brown and yellow) created by a nine-year old. It was not quite life sized, but it made an impact on the students.

Third, we hunt down entertainers. Entertainers are all sizes and shapes; they present plays, do karate and gymnastic demonstrations, dance, sing, play the piano, and various other instruments, and once we even had a yodeler. We have choirs, ensembles, poetry reciters. Along with our local Mariachi Band from one of the junior highs, we always get to enjoy the Ballet Azetca Dancers who range from very tiny to very tall, and they perform traditional Mexican dances.

In November we solicit poetry and art from all secondary English and art teachers. The Board members meet in January to decide what art and poetry will go into the program. It is a significant honor to have one's art on the cover of the Young Scholars conference program. Student art and poetry is liberally sprinkled throughout the program.

By December the Board has to agree on a menu and napkin and table cloth colors. This sounds easy; they agonize over the decisions. They have to use buffet service, but they insist on a very nice luncheon menu and all the trappings of an event which is both serious and fun. The Board wears sport coats, ties, and going-to-church dresses, and as they speak to the students at the campuses, they emphasize the importance of being dressed up for the conference. Some of the Board members go with me to negotiate with the university food service representative. Price is important to them, but so is decorum.

In January the Board scouts the community for door prizes. This is great publicity for the conference, and a terrific opportunity to use their persuasive instincts. They always have forty or fifty door prizes to give away.

In February, I have to take them out of classes again the week before the conference. We write what each Board member will say or do, because, as they like to remind me, "NO adult speaks at this conference." And, indeed they do

(see SEAY, page 14)
Understanding and Encouraging Leadership Giftedness

Dorothy Sisk

Leadership calls for interpersonal, psychosocial and human relation abilities. Gardner's (1983) theory of interpersonal intelligences has helped to motivate educators to include leadership as a type of giftedness and provide programming to develop leadership. Ramos-Ford & Gardner (1991) define interpersonal intelligence as the ability to understand other individuals, their actions, and their motivation and to act productively on this knowledge.

Leadership was included in the definition of gifted submitted by the U.S. Commissioner of Education (Marland, 1972); however, in practice most programs for gifted students have been limited to general intellectual aptitude or specific aptitudes in which students have been identified with high scores on standardized intelligence, and/or achievement tests. Yet, in spite of this limited program offering for the gifted, many students gifted in leadership were identified because they were also high achievers and had high ability. When lists of normative characteristics of gifted are matched with lists of leadership characteristics there is considerable overlap and interaction. Lists of normative characteristics have been compiled by numerous researchers (e.g., Terman & Oden, 1951, Renzulli, et.al, 1976, Maker, 1982, Gallagher, 1985, Sisk, 1987, Silverman 1993). Silverman's (1993) list pairs intelligence characteristics of gifted students with personality characteristics.

### INTERRELATED CHARACTERISTICS OF GIFTED LEARNERS

<table>
<thead>
<tr>
<th>INTELLIGENCE CHARACTERISTICS</th>
<th>PERSONALITY CHARACTERISTICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Exceptional reasoning ability</td>
<td>• Passion for learning</td>
</tr>
<tr>
<td>• Intellectual curiosity</td>
<td>• Powers of concentration</td>
</tr>
<tr>
<td>• Rapid learning rate</td>
<td>• Analytic thinking</td>
</tr>
<tr>
<td>• Facility with abstraction</td>
<td>• Divergent thinking/creativity</td>
</tr>
<tr>
<td>• Complex thought processes</td>
<td>• Keen sense of justice</td>
</tr>
<tr>
<td>• Vivid imagination</td>
<td>• Capacity for reflection</td>
</tr>
<tr>
<td>• Early moral concerns</td>
<td>• Intensity</td>
</tr>
<tr>
<td>• Insightfulness</td>
<td>• Perseverance</td>
</tr>
<tr>
<td>• Need to understand</td>
<td>• Acute self awareness</td>
</tr>
<tr>
<td>• Need for mental stimulation</td>
<td>• Nonconformity</td>
</tr>
<tr>
<td>• Perfectionism</td>
<td>• Questioning of rules/authority</td>
</tr>
<tr>
<td>• Need for precision/logic</td>
<td>• Tendency toward introversion</td>
</tr>
<tr>
<td>• Excellent sense of humor</td>
<td>(Silverman, 1993)</td>
</tr>
<tr>
<td>• Sensitivity/empathy</td>
<td></td>
</tr>
</tbody>
</table>

Silverman's (1993) list pairs intelligence characteristics of gifted students with personality characteristics. The intellectual characteristic of power of concentration and the personality characteristic of intensity can be paired with the leadership characteristic, a sense of urgency (Manske, 1987). Leaders tend to develop warm person-to-person relationships and this characteristic correlates with the personality characteristics of sensitivity/empathy, need for understanding, and insightfulness. Leaders are decisive which relates to the intellectual characteristics of analytic thinking, complex thought processes, and exceptional

Relationships of Intellectual, Personality and Leadership Characteristics

As these two lists illustrate, there is tremendous relationship between intellectual and personality characteristics. Intellectual characteristics, keen sense of justice, and early moral concern, are components of leadership characteristics, (Catton, 1953, Eisenhower 1967, Bennis & Nanus, 1985).
Leadership reasoning ability. Decision-making requires leaders to be rapid learning (intellectual characteristic) with a facility for abstraction (intellectual characteristic) to handle enormous amounts of information. Leaders have courage and this characteristic relates directly to the two personality characteristics, nonconformity and questioning of rule authority. Leaders insist on excellence which relates to the personality characteristic of perfectionism. Leaders are intellectually curious and have a passion for learning, since leaders are a vital part of the change process. One characteristic that Silverman (1993) lists as a personality characteristic that seldom pairs with leadership is a tendency toward introversion. Leaders cannot hide in the crowd, because they are responsible and accountable for the results of their followers (Bennis & Nanus, 1985). However, even though many leaders are extroverts, it is important not to overlook introverted gifted students as potential leaders. With the overlap among intellectual, personality, and leadership characteristics, it is clear why so many academically gifted students have potential to be gifted in leadership.

DEFINITION OF LEADERSHIP
Leadership means different things to different people. After a comprehensive review of the literature, Sisk and Shallcross (1986) concluded that there were almost as many definitions of leadership as individuals trying to define the concept. Representative definitions according to Baldwin (1970) include:

- President Harry Truman said that a leader is a man who has the ability to get other people to do what they don’t want to do and like it!

- Field Marshall Montgomery stated that leadership is the capacity and the will to rally men and women to a common purpose and character that implies confidence.

- Vince Lombardi defined leadership as getting inside the players and motivating them.

- Al Neuharth (founder of USA Today) said leaders create a vision of the future and in other people to make the vision a reality.

Researchers (Stogdill, 1974, Baldwin 1970; Foster, 1981, Manske, 1987) agree that outstanding leaders appeal to the hearts of their followers, not just their minds. Martin Luther King, Jr., who led the great crusade for civil rights from 1955 to 1968, epitomized a leader with great vision and the tenacity to move ahead at all costs. Despite being jailed several times, stabbed, and stoned, King persisted in his efforts to fulfill his dream of a world of racial equality and improved living conditions for the poor. Over and over again, King repeated, “I have a dream...” People became electrified, screamed, cheered and cried, pushing him to ascending heights of revelations and discovering. (Baldwin, 1970)

DEBATE ON LEADERSHIP DEVELOPMENT
The debate as to whether leaders are born or made is still not settled (Stogdill, 1974, Baldwin, 1973, Foster, 1981). However, Manske (1987) is emphatic that leaders are made, not born.

“The born leader school believes that a leader’s style is determined by his or her genetic inheritance. The opposing viewpoint, to which I subscribe, is that leadership style is acquired in the same manner as are sophistication and graciousness – by study, emulation, and experience!”

Research on characteristics of leadership indicate that leaders demonstrate the personal power skills of creative insight, sensitivity, vision, versatility, focus, patience, and conflict resolution skills (Sisk, 1999). Table I uses a Likert scale (1 low and 10 high) to indicate how these characteristics of leadership can be used as an observational scale to help identify or screen students gifted in leadership.

<table>
<thead>
<tr>
<th>Table 1. Seven Personal Power Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Insight</td>
</tr>
<tr>
<td>Sensitivity</td>
</tr>
<tr>
<td>Vision</td>
</tr>
<tr>
<td>Versatility</td>
</tr>
<tr>
<td>Focus</td>
</tr>
<tr>
<td>Patience</td>
</tr>
<tr>
<td>Conflict</td>
</tr>
</tbody>
</table>

(see SISK, page 19)
First Steps: Creating a Quality Leadership Program

Laura Phillips Mackay

Leadership programs have many similarities to the latest fad diet. The program may work for a while, but the end results usually do not last. To avoid this pitfall, determine how we identify leaders before any program is created. Leaders and the elusive characteristics of leadership can be traced back to the beginning of our history. Famous names like Alexander the Great, Hitler, Martin Luther King, and Joan of Arc, all inspire a different definition of leadership. Present day governments try to train their leaders beginning in the classroom. This article will examine different methods used to identify leadership ability and the implications for programming in a school setting.

In 1926 Lewis Terman questioned whether gifted students had leadership capabilities. Through a survey comparing the attitudes of gifted and non-gifted students, he found that the group of gifted students slightly outperformed the control group in having a preference for being a leader of a club or team (Terman, 1926). While this does not mean that all gifted students make great leaders, it does mean that schools should look at how they nurture potential leadership ability. In 1972 the U.S. Office of Education under the leadership of Sidney Marland, Jr. began to address this area. Leadership ability was included as one of the areas in which children can be identified as high performing and therefore requiring “differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.”

The inclusion of leadership in the definition of what it is considered gifted and talented changed the way services were to be provided. No longer was it enough to differentiate for general intellectual ability, but now it was also important to consider creativity, leadership, and the visual and performing arts, when developing curriculum offerings for high ability children. Texas acknowledged the importance of providing special programming for children of high leadership ability in the 1996 Texas State Plan for Gifted Students. In section 2.1.1 E of this document, a district which wants to reach an “Exemplary” ranking must offer services that are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) core academic areas, arts, leadership, and creativity. Again, in section 3.1E, “Curriculum for the gifted/talented provides options in intellectual, creative, or artistic areas; leadership; and specific academic fields.” Obviously, providing for the high ability leaders of tomorrow is important both on a federal and state level, but defining what characterizes leadership potential in young gifted children is a difficult task.

Providing for the high ability leaders of tomorrow is important both on a federal and state level, but defining what characterizes leadership potential in young gifted children is a difficult task.

The 1972 federal definition legitimized non-academic areas as worthy of federal funding, but as Huckaby (1981) noted, it may have caused a “classic case of horse and cart reversal” (p. 20). He pointed out the fact that since federal funding was now available for leadership programs, many states rushed to create these new categories and did not research what was worth doing or the impact of their programs on students. Huckaby stated the result is that “We have a multitude of educators and grant writers supporting leadership giftedness even though they have little or no empirical support for the programs they propose” (p. 20). Based on this idea, any program created for an elementary school needs to first focus on pedagogy and research, and not be thrown together haphazardly. There are several questions that need to be answered including:

- What is leadership?
- What are the characteristics of leadership?
- How can you identify leaders in an elementary school?
- What programs are already available to provide curriculum for young leaders?

As Foster (1981) pointed out, “There is a great uncertainty
as to what really constitutes leadership and even more perplexity as how we ought to train for its expression in school age children or for that matter in adults" (p.18). Unfortunately not much has changed since 1981. The notion of leadership varies from domain to domain depending on whether the subject is politics, education, government, business administration, or philanthropy. By including a leadership strand in programming for high ability students, leadership "stands legitimized, ready for the infusion of financial and instructional support for the development of programs for persons evidencing a potential for such talent" (Foster, 1981, p.18). However, defining leadership is much harder than the simply including it in a federal definition of gifted. To avoid the horse and cart reversal, Clear Creek ISD wanted to create a profile sheet to determine leadership ability in gifted students, then design a program to meet their needs and specific characteristics.

When looking at creating a leadership program for gifted students, it is important to make sure that your standards for admittance match your program criteria. With this in mind, Clear Creek ISD decided to develop a profile sheet of the quantitative and qualitative criteria we would look at to determine admittance to a leadership program. Self-nomination, peer nomination and teacher nomination would be used together to help screen potential applicants. This was decision was based on research by Friedman (1984) which found that if you could only use one nomination method when selecting student leaders, then the best predictor was self-nomination. However, student leaders selected by a combination of self, peers and teachers scored the highest in leadership ability.

Several quantitative tests were considered for the self-nomination portion of the profile. Unfortunately, the majority of these tests were designed for adults and not practical for use with children. Our two child favorite child-centered tests were the Tests of Leadership in Children and Youth Leadership Ability Evaluation (LAE) and the Leadership Skills Inventory (LSI). Oakland et al (1996) provides a very thorough analysis of all tests mentioned and was the basis for our beginning research. In the end, we decided to use Karnes’ Leadership Skills Inventory, where students mark responses that are indicative of their own behavior. Familiarity with her research and ease of use were the two main reasons for our decision. This would serve as one of the quantitative pieces in our profile sheet. The other piece would be a teacher ranking of the student’s leadership qualities.

When determining which instrument would be best to use as a Teacher Rating we again looked at several different scales including: Renzulli’s Scales for Rating the Behavioral Characteristics of Superior Students, the Gifted Evaluation Scale (GES), and the Gifted and Talented Screening Form (GTSF). Renzulli’s Scales for leadership ability was one of our first choices, in part because many teachers in our district were already familiar with the sub-scales. It was also felt that the leadership characteristics we were looking for in our program were represented in Renzulli’s leadership subtest. The GES was also popular and is based on Public Law 95-561 and had norms and test-retest reliability. In the end we decided to pilot both rating scales and try to research which one best identified the leadership characteristics sought for our program.

Qualitative criteria include a student portfolio, a peer ranking score from a class activity and classroom grades. The student portfolio consists of various activities to measure how a student acts in a leadership capacity. Most of the ideas were taken from Karnes’ and Bean’s book Leadership for Students, A Practical Guide for Ages 8-18 (Karnes and Beans, 1995). One portfolio page asked the question, “How do you know you are a leader?” and left open the way a child could respond. Another page consisted of asking, “Ways I have been a leader at school or in my community.” Also part of the portfolio is a more situational question to see if students respond to a leadership role. Students will be given three situations and asked how they would respond. An example of one situation is, “The food in the cafeteria seems to be getting worse. Many students are complaining that they don’t want to eat the food. Using your leadership skills, what could you do to change the situation?” The key is to look and see if the student relies only on himself or if they involve others in changing the situation.

The peer ranking is newly designed and involves the student peer group in ranking different students as leaders. A group of five students will be asked to rate each other on a variety of characteristics. Questions include: Does the student cooperate with others? Do other people listen to what the student has to say? Is the student involved in many different activities? Students will rate each other on a five-point scale ranging from Never to Always. Testing on this activity still needs to be completed, but it is hoped a high score on the peer ranking activity will correlate with a high teacher and self-ranking. Students who are placed in the pilot leadership program will need three out of the five criteria.

We will be researching our results with this profile sheet during the next year. We have many questions to answer. Does the Leadership Skills Inventory correlate with the peer and teacher ranking? Do our measures hold true no matter what the age of the child? Are different types of leadership

(see MACKAY, page 18)
Gifted Hispanic Girls: Education, Support, and Encouragement

Cynthia Specia Shade

How do schools meet the needs of gifted Hispanic adolescent girls who come from a low socioeconomic status background? In addition to gifted education, Hispanic females who live in poverty need unique and specific interventions. Schools, as early as possible, should redefine curriculum as well as provide an array of opportunities that foster success in and outside of the school setting. First, gifted girls need to understand themselves before they can achieve. Being an adolescent woman is hard enough and when young women are gifted and Hispanic, they must also deal with their culture, mores, and traditional customs. Therefore, a strong support system is needed to enable them to effect achievements and to cope with societal pressures. Intervention in the form of counseling should be in place as early as possible for gifted Hispanic girls. After all, they are our future leaders and decision-makers.

Unfortunately for society, “Girls show a decline in adjustment over the adolescent period; by the age of 17, their emotional tone and sense of well-being are much lower, and they suffer from more symptoms of depression than boys. Girls are more susceptible to many affective disturbances, including sleep problems, stress, and negative self-appraisal” (Matthews, p. 57). Thus, school counselors should hold regular quality sessions that meet the needs of gifted girls. The sessions need to help girls to understand themselves and to learn techniques and strategies that will help them become successful. In addition, gifted girls should be taught by teachers who are gifted themselves, especially female teachers who are able to model positive attributes that can influence appropriate behaviors for these girls.

Tenacity
Gifted females need to learn to be tenacious. “There is a general consensus that young persons are influenced by their desire to be accepted by a social group” (Hanson & Hall, 1997). This is particularly strong in adolescence. Thus gifted girls often conceal their giftedness as indicated by a number of gender equity research reports. American Association of University Women (AAUW) has conducted a number of such research studies. To counter the pressures, AAUW (1995, p.1) has five key principles; they are:

- Celebrate girls’ strong identity
- Respect girls as central players
- Connect girls as central players
- Ensure girls’ participation and success
- Empower girls to realize their dreams

Gifted Hispanic girls should be taught how to cope with societal pressures such as commitments surrounding extended family, dating, religious activities, and school work. “Because of male dominance in Hispanic families, girls often are not encouraged to excel in academic areas or pursue careers outside the home” (Maker & Schiver, p.73). Students must have inner strength and a vision of success in order to succeed. When one G/T female Hispanic senior was asked how she was able to cope with the continual pressures of her family and friends, she replied that she went to the library every night so that they could not disturb her. She had her sights on success and she desperately needed an alternative place to study. This example illustrates how young women must cope with the rigorous courses of study she faces; however, family is also very important. The library becomes her coping mechanism. She has a place to study and the home is for her family and friends.

Another young woman was able to have real world experiences during the school day. One day a week she was in a mentorship program at Southwest Research in San Antonio. Her interest was in engineering and she was mentored by a group of engineers who develop products for NASA. She was the valedictorian of her high school class and received a full scholarship to a prestigious state university. Her family initially did not let her go away from home, but later she went to school at a university outside of San Antonio. Today she is working as an engineer in New York City and has, among other projects, designed a marble spiral staircase for a major clothing store chain.

Resilience
A study was conducted by S. M. Reis and her colleagues (1998) entitled “Determinants of Achievement in Culturally Diverse Gifted Females” (p.176). The group wanted
to determine what would make the culturally diverse females successful in an urban setting. From this study, she categorized several factors.

The first factor is resilience. "The gifted females...were extremely resilient, acknowledging their abilities and working to achieve a level that was commensurate with their abilities. They existed in a community of achievers within a large urban high school that contributed to their efforts to succeed" (Reis, p. 177). "All participants lived in a city plagued by violence, drugs, poverty, and crime.... The young people profiled in this study survived in the city and excelled in their school" (Reis, S.M., pp.177-178). These females seemed remarkable; they accepted their plight and continued to pursue available opportunities.

**Self Belief**

Reis also found that "The young women attributed their strong belief in self to several factors or influences, including supportive adults, extracurricular activities, appropriate educational opportunities, family support, peer support, and personal characteristics including sensitivity, cultural appreciation, realistic aspirations, motivation, and resilience" (p. 178).

**Inner Will**

The investigators also found that the young women had a strong inner will. "They used a variety of methods to succeed. A determination to succeed was consistently echoed by most of the participants...especially the female achievers" (p.179). The young women who achieved had internal motivation and were driven to succeed.

**Systems of Support**

Gifted females especially need support systems and many times this came from teachers and the guidance of other supportive adults (pp. 179-180). The students developed a network where they could be academically successful. Extracurricular activities were important components and the students learned to excel as well as manage their time. Special programs such as Upward Bound helped girls build a support system across the city. "For example, the guidance counselors began to realize which students had the ability and the desire to succeed academically and provided the opportunities for students who were the most likely to succeed to be together in classes and summer experiences" (Reis, 180).

**Gifted Girls Seminar & Interventions**

In an effort to provide support for Hispanic gifted girls in Edgewood ISD (San Antonio), a multi-tiered plan including seminars was developed and implemented during the 1997-1998 school year. These seminars fostered self esteem, organization skills, and goal setting. In addition, participants were encouraged to select rigorous academic courses. Speakers and facilitators were professional women and members of the American Association of University Women. The seminar groups were small to facilitate discussion.

In the first seminar, the role model for our gifted Hispanic young women was Dr. Dolores Muñoz, superintendent of Edgewood ISD. After Dr. Muñoz' keynote address, the girls watched a short video, "Girls Can" and participated in small group discussions. Following these discussions was an activity designed for the gifted females to develop their own "Self Portrait." This seminar began with the idea of self. Discussion leaders asked questions, such as "Who are you now?" and "Who do you want to be?" Another activity celebrated success as the students were asked to tell the group about their proudest moment and what enabled them to succeed.

The seminar participants were then asked to "Draw traditions that make you who you are." To be successful, one needs to understand ones' self and how culture shapes who one is. The cumulating activity was a goal setting session.

Prior to the Gifted Girls' Seminar, a staff development session on gifted girls was presented to teachers. Seminars were also held for counselors who provide guidance to gifted females. In addition, G/T parent meetings were conducted district-wide; parents were given the pertinent information about their daughters' needs during adolescence. The key to success was the combination of these interlocking components.

**Mentors**

In 1998, Edgewood implemented the Independent Study Mentorship program. Gifted females needed to see and hear how they could learn in the workplace through mentorships. During the seminar, Taft High School seniors traveled to Edgewood and told their mentorship stories. Another activity revolved around making choices: good choices, bad choices, and the consequences. Choices were about life, career, health, relationships, finances, and the delay of gratification. The discussions which followed dealt with love, marriage, and how to design their own lives. "Indeed, being gifted does not free a young woman from the cultural forces encouraging gender-typical career choices" (Kelly & Cobb, p. 205).

Today, junior and senior gifted girls have the opportunity to participate in an Independent Study Mentorship. These courses are tied to the Distinguished Achievement (see SHADE, page 16)
Leadership

(from KARNES and CHAUVIN, page 1)

The Leadership Skills Inventory and the Leadership Development Program (Karnes & Chauvin, 2000) have been designed for use with upper elementary, middle school, high school, and post-secondary students. Implementation can be directed to those within and outside of the school. The former group would include teachers working with students in the regular classroom, the resource room, residential/non-residential high schools, and extracurricular clubs and organizations. Utilization could also take place within a specific course on leadership. Schools, as well as, community groups and colleges and universities may wish to develop after school, weekend, or summer programs. The Leadership Studies Program based on these concepts has been conducted for sixteen years at The University of Southern Mississippi with documented results (Karnes & Merriweather, 1989; Karnes, Merriweather & D’Illo; and Karnes, 1999).

The LSI (Karnes & Chauvin, 2000) is a self-rating, self-scoring instrument. The student rates him/herself using a four point Likert scale in the nine areas and plots the total score for each on the Leadership Skills Inventory Profile sheet. The LSI has been designed to show areas needing development by each student. In addition to the profile sheet, the teacher/instructor may wish to do an item analysis for each student and for the entire group that will determine the nature and depth of the instructional program. An example would be that those students in an advanced English course may not need as much instructional time on written and oral communication skills as perhaps younger children would.

The Leadership Development Program (Karnes & Chauvin, 2000) is comprised of instructional strategies to strengthen the needed areas for leadership. There are one or more activities for each item on the LSI. Reproducible pages that offer further detail are also in the manual. Items that are listed may also encourage students to develop activities on their own. These activities have been pilot tested on groups of students in summer leadership programs.

After a thorough review of the professional literature in the field of adult leadership training, the concepts and skills were distilled for children and youth into the nine categories: fundamentals of leadership, written communication skills, speech communication skills, character-building skills, decision-making skills, group dynamic skills, problem-solving skills, personal skills, and planning skills. A brief description of each of these areas follows.

The fundamentals of leadership include concepts and skills such as defining terms, identifying various leadership styles, the requirements and the responsibilities of various leadership positions, and determining the positive and negative aspects of it. Knowing, outlining, and writing various types of speeches, distinguishing fact from opinion, and preparing an agenda are a few of the concepts and skills of written communication skills. Speech communication involves speaking in a clear and concise manner, summarizing and expressing the thoughts of others, using body language effectively, and being honest and sincere when speaking. Character-building skills include treating others fairly, being sensitive to the needs of individuals, doing what I say I will do, and respecting the rights of others. Decision-making skills encompass gathering facts, reaching logical conclusions, and supporting group decisions. Leading groups to allow people to feel safe in expressing their opinions, understanding the viewpoint of others, working effectively for compromise and helping others agree upon a plan of action are found in the group-dynamic skills. Identifying problems and formulating strategies for their solution are a part of problem-solving skills. Being able to revise strategies that do not work and even accepting unpopular decisions are also a part of these skills. Personal skills include things such as self-confidence, sensitivity to the feelings of others and personal grooming. Reliability, punctuality and integrity are also necessary personal characteristics of a good leader. The effective leader must also develop planning skills such as organization, goal setting, and the ability to put plans into action. Skills in this area also include the ability to take suggestions from others, to be flexible and to delegate authority to others.
PLAN FOR LEADERSHIP

After the student has mastered all areas in need of further development, he/she then writes a plan for leadership that should be based on something to be initiated or changed in the school, community, or religious institution. The group may wish to brainstorm ideas. However, to assure for high motivation for the completion of the plan, the area for leadership action must be self-selected. The teacher or group leader should not give specific topics for the plans to students. The components of the plan include a goal with corresponding objectives, activities, person(s) responsible, timeline, and evaluation. After each student completes the writing of his/her plan, time should be allocated for the presentation of it. During this activity, constructive feedback and additional ideas for the individual plans can be given by the members of the group. This activity gives additional experiences in the enhancement of speech communication and planning skills. An extension of the development and implementation of each plan for leadership would be to have school and community leaders representing all fields of human endeavor, ages, genders, and socioeconomic levels to listen to the students present their plans. This has been a highly successful component of the Leadership Studies Program conducted each summer on the campus of The University of Southern Mississippi during the leadership breakfast (Karnes & Bean, 1996). After each presentation, time is given to the general discussion of leadership among the students and community leaders.

After the completion and evaluation of the plans, the teacher or instructor may guide the students in displaying how they conducted their leadership projects in the school, community, or religious affiliation. School and community exhibits should be another goal as there are many appropriate places, such as banks, malls, and libraries to present the leadership plans. The students can make the contacts, set up their displays, and write thank-you notes—all a part of being a leader.

SUMMARY

The whole question of what leadership is and whether or not individuals can be trained for leadership is one that many people have explored. John Mariotti (1999) defined the role of a leader as follows:

• To create a clear understanding of the current reality and a healthy dissatisfaction with the current situation.
• To help develop a shared vision of a more desirable future situation.
• To create an environment in which people are motivated to embark on the journey to the future (p. 75).

The LSI and the Leadership Development Program are an effort to help young people to realize the skills that they already possess and to work to acquire those that they are lacking. Equipped with these skills they should be in a perfect position to effect the type of change that Mariotti describes. He goes on to say that there is a lot of “unrealized leadership” in everyone. The amount will vary from one individual to another. The realization of one’s potential for leadership will also depend upon the circumstances in which one finds him/herself and the risk involved in assuming the task of leader. The Leadership Development Program presents a realistic portrait of what is entailed in being a leader. It cannot forecast all of the problems with which a leader may be confronted, but it can help to identify the skills that are universal to all leaders. The use of this instrument and the follow-up instructional activities can help to increase the self-confidence that a young gifted person might bring to a leadership position or even give him or her the confidence needed to seek the leadership position to begin with.

Given the problems with which the world has to contend with as we approach the new century and the new millennium, people should be quite concerned with the whole question of leadership. We need this generation of gifted youth to help individuals decide where they are going and how they will get there. It is they who must possess the gifts that will keep the group on course during the journey in spite of obstacles and difficulties that are sure to arise. The younger that gifted individuals are exposed to this type of training, the greater their potential will be to contribute to the present and to be prepared to assume their roles as well trained, gifted adult leaders.

REFERENCES

They are their own performance directors, telling each other for participants, entertainers, presenters, and each one.

Easels (built by the carpenter shop especially for Young or so students and parents in the Young Scholars audience. Going to make any major mistakes before the four hundred ten or twelve page affair, and affixing the luncheon ticket to noon in our administration building for hamburgers and meeting room, using the Trustees' mikes for practice. They need plenty of assurance that they are not pronounce each name they will introduce. At this time they...
Leadership

REFERENCES


Dr. Mary Seay, TAGT Past President and former editor of Tempo, coordinates services for gifted and talented students in San Angelo ISD.

(from FITZGERALD, page 2)

But a leader is a leader only insofar as she has followers. When Dr. Ernesto Bernal spoke at the TEA Bilingual/Gifted and Talented conference last November, he said, “In the next millennium we need people who will lead us to places we haven’t gone before.” All of us are leaders in our own way, whether teaching a class, raising a child, or guiding a G/T program in our school or district. We can all be leaders by wanting certain actions and expecting certain results. The degree in which we get what we want is the measure of our leadership.

What are the actions and results that you would like to see TAGT accomplish this year? Won’t you share your dreams with us? Together we can work to make the Texas Association for the Gifted and Talented the premier state organization that will lead us to those places we dream about for gifted students.

The year 2000 will be a year when we turn our dreams into successes. Leadership is a partnership and no one is an expert. As your leader, I will work to bring out the potential in others. I hope to help others discover what they already know. I learned when I was young that leaders become successful by helping others become successful, too. Working together we can accomplish many things.

In his speech for the First General Session at the 1999 TAGT conference, Dr. Joseph Renzulli said, “Rather than predict the future, we need to create it. We all need to be a part of creating a better future for Texas’ gifted and talented youth.” We all have the power to design the quality of our lives. We all have the potential to make a difference. In my opinion, we need patience with people and impatience with limitations. We need to have courage and perseverance, for leadership is a form of persuasion. It is an effect of our interactions and the exercise of our influence.

My challenge to you is that you strive to develop an even stronger leadership role on behalf of the gifted children closest to your heart this year.

• Advocate for gifted children wherever you go. Send articles to your local newspaper which feature G/T children’s accomplishments.
• Share information from Tempo with administrators and teachers in your school.
• Arrange for G/T students to showcase their products within your community.
• Continue to raise your voice for gifted and talented children who so desperately need the acceleration and enrichment not normally provided in the regular classroom.
• Speak up and speak out. For without your voice, how do we make the public aware of the need for gifted and talented programs? How can we better promote G/T students than by hearing about them from someone with knowledge and experience?

As leaders we wear many hats. All leaders must at times be the “diplomat,” the “troubleshooter,” the “negotiator,” the “stabilizer,” and the “visionary.” Our need for leaders with vision is even more urgent today than yesterday. We must identify and develop our gifted and talented students in ways which will insure their filling the leadership gap for the future.

We live in exciting times full of dreams for the future. Let us continue to promote awareness of gifted education and gifted and talented students throughout the year 2000. It is a new beginning for all of us. And one small voice makes a difference. Just start walking. Just start talking. Start the journey. We can go together!

Visit the TAGT web site at:
http://www-tenet.cc.utexas.edu/tagt/
Program (DAP), which requires a plan of advanced coursework. In order to receive the DAP, one must complete four advanced measures, including the Independent Study Mentorship.

The Independent Study Mentorship course is a unique career investigation. Junior and senior students complete an in-depth one-half to a year long course of study in an area of special interest under the helpful guidance of a mentor in the field. A teacher facilitates this course and helps students narrow their field of study, learn time-management skills, communications skills, interpersonal skills, interviewing, speech delivery, and goal setting. In addition, students spend much of their time with their mentor in pursuit of their research studies. This makes a dramatic difference as the mentored student learn if she really wants to pursue her chosen career. By the end of the mentoring experience, she will know if she should plan a career based on her mentorship. She may want to continue with that career choice or she might try another type of mentorship.

Mentors help the students to understand real life experiences. The student who is mentored is placed with a professional in the community. Students have been mentored by a veterinarian, a computer expert, and a professional photographer among others and have found some answers. At the end of the course, students are responsible for a one-hour minimum formal presentation to an invited audience where they present the results of their research study. The study will be judged by a panel of professionals in the field that is the focus of the project or conducted under the direction of mentor(s) and reported to an appropriate audience.

**What is the best way to increase high school graduation rates for Hispanic students?**

- Mentoring programs: 33%
- Educating parents about the value of education: 29%
- More funding to schools: 18%
- Other: 20%

*Hispanic Business, Inc., October, 1998*

**Counselors**

Counselors have received a staff development session on the social and emotional needs of gifted students. Counselors in Edgewood have been very responsive to student needs. If a gifted girl goes underground, the counselor works with that young woman to help her understand and accept her giftedness. Counselors developed group sessions for gifted girls.

Counselors also make certain that the high ability students enroll in the San Antonio Pre-freshman Engineering Program (PREP). This program is an eight week, mathematics-based, academic enrichment program. It emphasizes the development of abstract reasoning and problem solving. PREP helps students prepare for careers in the fields of mathematics, science, technology, and engineering. Students are eligible to participate in middle and high school.

**Parental Intervention**

Edgewood realizes that parents are the biggest influence in his/her children's education. Approximately 93.3% of the families in the district qualify (by federally established criteria) as low income families. Because of socioeconomic
limitations, parents experience greater difficulty in providing enriching experiences for a gifted child than parents in more affluent or suburban areas. Thus, it became imperative that the school district provide challenging and enriching educational experiences for students.

The district has developed a strong parent component. The Parent Involvement Program provides educational programs to help facilitate education of the children. The program focuses on training and educating parents on how to help their child mentally, emotionally, physically, and socially. The G/T program works in tandem with the Parental Involvement Program.

**Conclusion**

Successful Hispanic females need an extensive support system in place. This will include teachers, counselors, family, older siblings, and their high school friends who also want to succeed. These inner city youth need continuous counseling to help them stay focused on their dreams. Teachers who work with these students need to praise their good work as appropriate and to help them make useful and creditable choices. They need to overcome the frustrations of societal pressures and in order to do so, the students need to hold tight to their visions of success. In addition to their goals, they must be resilient in order to succeed; this must come from internal motivation. In order for these females to succeed they need to know who they are - what is their self-portrait? Even with so many cultural forces, gifted females can succeed with programs such as the Independent Study Mentorship; they must believe that this is a changing world and they can succeed.

**References**


Dr. Cynthia Specia Shade is an Instructional Guide for the San Antonio ISD.
is immeasurable in its true value. According to Max du Pree in Leading Without Power (1997, 2), there are approximately 1.5 million nonprofit organizations in America. TAGT is one of those, an association of volunteers who serve for love, not money.

As the largest advocacy group for gifted in the world, TAGT holds great influence and simultaneously great responsibility. The TAGT mission to promote awareness of the unique social, emotional, and intellectual needs of gifted and talented students and to impact appropriate educational services for these students stands as tall and valid today as when it was first written. To achieve such a mission on behalf of the 3.5 million gifted students in Texas demands a strong, vibrant, and responsive organization.

Du Pree further writes, "leadership among volunteers is rather dependent in beautiful ways on shared values and commitment, on understood visions expressed in workable mission statements, and on moral purpose."

As we build association leadership, our individual and collective actions to achieve the TAGT mission are critical. Participation at the local and regional levels is a nonnegotiable if the statewide network of support and challenging opportunities for gifted students is to remain vibrant. Association leadership "looks like" joining and/or establishing a local or regional association of parents, educators, and other friends of gifted who meet, communicate, advocate, and lead locally on behalf of excellence for all gifted students. Such leaders become informed and knowledgeable about gifted education, legislation, rules, and requirements. As appropriate, these leaders share accurate, timely information with other leaders and decision makers.

Association leadership is maintaining your membership in TAGT and inviting others to join. Attendance at the annual TAGT Professional Development Conference and other TAGT sponsored events is evidence of leadership. Association leadership means volunteering to assist your Regional Director, and certainly, it is service on the Executive Board. Perhaps, most importantly, association leadership is building relationships, joining hands and hearts, to maintain and extend avenues of support for quality gifted education.

As I begin my journey of leadership as TAGT Executive Director, please travel with me. It is only as we work together that we can create new levels of excellence for gifted. John Gardner "raised what he called the question underlying all the other questions today, 'Whether we have it in us to create a future worthy of our past.' " (J. Jaworski, Synchronicity the Inner Path of Leadership, 1998, 172).

As I contemplate the list of exemplary accomplishments and lasting contributions that the association has made, I find the challenge of creating a TAGT future worthy of the TAGT past to be daunting but feasible. Such a challenge becomes an extraordinary opportunity only if we travel together and remain focused on the reason for our journey: gifted and talented students.

Leadership is an elusive quality that is hard to define. Clear Creek is taking the first steps toward identifying leaders, then designing a program to meet their needs. We hope these steps towards profile design will inspire others in designing a quality program for high ability leaders.

**References**


Laura Mackay is the Gifted and Talented Program Coordinator for Clear Creek Independent School District. Currently she is working on a Ph.D. in Educational Psychology with a specialization in Giftedness, Creativity and Intelligence at Texas A&M University.
In a study of the personal leadership style of 200 middle managers (Sisk, 1999) found that successful managers have high aspirations, a willingness to work, the ability and willingness to think beyond themselves, a conviction that they can achieve anything they want if they put their mind to it, and a belief that success is not so much a matter of luck and intelligence, as it is a matter of patience and persistence. When the managers were asked what recommendation they would make to help young people develop leadership, they offered four suggestions: 1) find and develop your strengths, 2) keep overcoming your weaknesses, 3) focus on the essentials of a task first, and 4) create a personal style or statement.

<table>
<thead>
<tr>
<th>Characteristics of Leadership Giftedness</th>
<th>Teaching Strategies</th>
<th>Teaching Models</th>
<th>Selected Key Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Confidence</td>
<td>Simulation</td>
<td>Taylor Multiple Talent</td>
<td></td>
</tr>
<tr>
<td>Wide Range of Interests</td>
<td>Roleplaying</td>
<td>Sparling Shared Resp.</td>
<td></td>
</tr>
<tr>
<td>Communication Skills</td>
<td>Visualization</td>
<td>Guilford Structure of</td>
<td></td>
</tr>
<tr>
<td>Curiosity/Questioning</td>
<td>Bibliotherapy</td>
<td>the Intelect</td>
<td></td>
</tr>
<tr>
<td>Tolerance of Uncertainty</td>
<td>Future Study</td>
<td>Bloom's Taxonomy</td>
<td></td>
</tr>
<tr>
<td>Responsibility</td>
<td>Journal Writing</td>
<td>Williams Creativity</td>
<td></td>
</tr>
<tr>
<td>Independence</td>
<td>Creative Problem solving</td>
<td>Betts Autonomous Learner</td>
<td></td>
</tr>
<tr>
<td>Persistence</td>
<td>Co-operative Learning</td>
<td>Renzulli Triad</td>
<td></td>
</tr>
<tr>
<td>Sociability</td>
<td>Metacognitive Skills</td>
<td>Gardner Mult. Int.</td>
<td></td>
</tr>
<tr>
<td>Serious Minded</td>
<td>Problem-based Learning</td>
<td>Clark Integrative Edu.</td>
<td></td>
</tr>
<tr>
<td>Sensitivity/Empathetic</td>
<td>Contests/Competitions</td>
<td>Treffinger Self-Directed</td>
<td></td>
</tr>
<tr>
<td>Critical</td>
<td>Mentorships</td>
<td>Impact of Technology on Communication</td>
<td></td>
</tr>
<tr>
<td>High Energy</td>
<td>Internships</td>
<td>Leadership and Community Structure</td>
<td></td>
</tr>
<tr>
<td>Flexibility in Thought/Action</td>
<td>Self Awareness Activities</td>
<td>Land as the Basis for Life</td>
<td></td>
</tr>
<tr>
<td>Empathy</td>
<td>Inquiry</td>
<td>Multicultural Roots of America</td>
<td></td>
</tr>
<tr>
<td>Self-Directed</td>
<td></td>
<td>Manpower as a Resource</td>
<td></td>
</tr>
<tr>
<td>Creative Problemsolvers</td>
<td></td>
<td>Innovation</td>
<td></td>
</tr>
<tr>
<td>Dominant</td>
<td></td>
<td>Humankind's Need for Celebration and Creative Expression</td>
<td></td>
</tr>
<tr>
<td>Decisionmakers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moral Concerns/Ethical</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Leadership Materials**

There are a variety of materials available for developing leadership including Leadership Skills Development Program (Karnes & Chauvin, 1985); Leadership: A Skills Training Program: Ages 8-18 (Roets, 1981); Leadership: Making Things Happen (Sisk & Shallcross, 1986); Leadership: A Special Type of Giftedness (Sisk & Rosselli, 1989); Skills for Leaders (Gray & Pfeiffer, 1987); Leadership Education: Developing Skills for Youth (Richardson & Feldhusen, 1988); and Parker (1989); Leadership Training for the Gifted in Instructional Strategies for Teaching the Gifted.

**Texas Governor’s Honors Program**

Leadership skills have been taught to gifted students primarily during adolescence (Feldhusen & Kennedy, 1988, Sisk and Rosselli, 1989) and many of the leadership development programs have been designed as part of a summer leadership program such as the Texas Governor's Honors Program (TGHP). Evaluation of these experiences indicate that they can produce gains in leadership ability. (Follis...
IMPLEMENTATION OF THE PROTOTYPE OF LEADERSHIP

One unique application of the prototype for leadership is to implement the concept for a school-wide effort. This is being carried out in Waco, Texas at Tennyson Middle School. All four steps will be introduced to the entire staff and teachers. The goal is to awaken leadership ability in the staff and students with the end goal of developing their leadership potential.

For ten consecutive years Lamar University has hosted the Texas Governor's Honors Program (TGHP). Recognizing that leadership can be nurtured and enhanced in all population groups, the program has provided accelerated enrichment opportunities for outstanding high achieving students from all population groups and geographic regions. Since 1986, incoming high school juniors enrolled in gifted programs have been invited to apply for admission to the TGHP. From 1986 until 1988 the program was held at the University of Texas at Austin. In 1989, the program was not held. The 1990-99 Texas Governor's Honors Programs have been held at Lamar University in Beaumont.

OVERVIEW OF THE PROGRAM

The Texas Governor's Honors Program is conducted under the auspices of the Texas Education Agency, funded by the Texas Legislature with matching grants from Lamar University, Texas Commerce Bank, Texas Association for Gifted and Talented, Houston Endowment, and individual donors Dr. Jack Gill, Mrs. Ida McPadden Pyle, Mr. Tom Harken, Mr. Bill Munro, Mr. C.W. Conn, Dr. Nate Rogers and Dr. David Beck. The program extended invitations to 200 participants and 12 alternates in a three-week, residential program from July 4 - July 23, 1999.

The purpose of TGHP is to recognize outstanding high potential and achievement in secondary gifted students and to provide a unique professional training opportunity for university faculty and secondary teachers in a model setting.

The program goals are:
• To provide an opportunity for academically gifted students to develop a better understanding of the democratic process and issues/problems facing citizens in a global society.
• To provide an opportunity for academically gifted students to interact with one another and to develop an understanding of their responsibilities to themselves and others.
• To provide training for secondary school teachers using a variety of engaging teaching strategies that are appropriate for developing leadership.
• To serve as a model for local school districts to establish secondary school programs for gifted students.

The 1999 Texas Governor's Honors Program continued a leadership component called the Leadership Corps that provided 20 outstanding students from previous years an opportunity to return to TGHP to serve as role models and to further their own leadership. Participants in the 1998 program also had an opportunity to return as Junior Counselors.

TGHP is managed by Dr. Dorothy Sisko, director of the program with an assistant director, Mrs. Jean Hayworth. Staff development is provided by Dr. Sisko and other TGHP staff members. Instruction is provided by professors at Lamar University and experienced secondary teachers. Graduate and undergraduate students serve as counselors, living in the dormitory with the students to provide academic, social, and emotional support.

Students make application to Lamar University and indicate their academic achievement through the use of PSAT, SAT and ACT scores, achievement and aptitude test data, class ranking, and grades. In addition, students provide teacher recommendations and complete open-ended essay questions on the topic of leadership. Eligible students are students enrolled in state approved honors, gifted, and advanced placement courses, or those who show outstanding ability in leadership. The student population of the 1999 group was representative of the ethnic breakdown in the state of Texas.

The curriculum of the Texas Governor's Honors Program has been designed to provide in-depth instruction in interdisciplinary content areas and to link content to skill development and problem-solving, with an emphasis on leadership development. The curriculum is planned around the concept of providing qualitatively different curriculum concept and experiences as developed by the National/State Training Institute for Gifted and Talented.

Academic content courses are offered that are not normally included in secondary schools. Students select three subjects that meet once a day for three weeks, and their first, second, and third choices are honored. Course titles include Logic, International Negotiation and Conflict Reso-
lution, Persuasion, Journalism, Drama, Marine Biology, Group Dynamics, Advanced Prose Writing, Great Moments in History, Landmark Decisions of the Supreme Court, Musical Production, Environmental Ecology, Pre-Med Studies: Evolution of Life, Film History, Modern American Music, Pre-Calculus, Pivotal Decisions that Changed the World: The Men and Women Who Made Them, Comparative Religion, and Spanish. In addition to the content areas, students participate in activities in the late afternoon including tennis, volleyball, dance, movement, instrumental ensemble, Tae-Bo, table tennis, musical production, drama, video production, swimming, weight lifting, softball, basketball, racquetball, and soccer. Special evening seminars with speakers help build the students' awareness of societal, political, environmental, and economic issues. Speakers in 1999 included astronaut Dr. Bernard A. Harris; Dr. Jack Gill, a venture capitalist; Mayor David Moore from Beaumont; and Mr. Tom Harkin, a Horatio Algerian scholar.

The 1999 program was a resounding success, and the students indicated that they would highly recommend the program to others. Students, staff, and instructors were in agreement that the 1999 Texas Governor's Honors Program had a significant impact on their lives. Opportunities for personal, social, and academic growth were evident to all participants. The effects of the program on future leadership roles were definitely emphasized as the students returned to their school districts to develop leadership projects such as the San Marcos Texas Coalition of Youth Leaders project conceptualized by two TGHP participants.

**Research on Gifted Adolescents**

For the last three years, Sisk (1997, 1998, 1999) has applied the Dabrowski theory of overexcitability to students in the Texas Governor's Honors Program. Dabrowski's theory is composed of two parts: 5 overexcitability levels and 5 levels of development. Dabrowski theorized that the strength of overexcitabilities, with special talents and abilities comprise a person's developmental potential. Dabrowski (1938) stated that overexcitability is developmental and can be observed in infancy. The five overexcitabilities (OE's) include psychomotor, sensual, imaginational, intellectual, and emotional. Dabrowski studied gifted children and youth in Warsaw and found every one of them showed considerable manifestations of the overexcitabilities (Dabrowski, 1972).

Twenty-five students volunteered to take the Dabrowski questionnaire, which required thoughtful responses and time to be set aside for completion of the task during the busy 3-week session of TGHP. All of the students scored level 3 on emotional, imaginational and intellectual overexcitability. Ten scored level 3 on psychomotor and twelve scored level 3 on sensual. In analyzing the responses, the ten students who scored at level 3 were actively involved in sports and they had selected aerobics, soccer, Tae Bo, basketball, swimming, tennis and football as activities during TGHP. The twelve students who scored level 3 on sensual selected advanced writing, history of music, drama, and instrumental ensemble as activities. Students in the research project were curious about Dabrowski's theory, which was explained to them after the administration of the instrument. They enjoyed discussing the questions and their responses and were in agreement that intensity is not a deficit. The five OE's are summarized and adapted by Piechowski (1979) along with selected responses of TGHP students at level 3 of all 5 levels of excitability:

**Imaginational (OE)(M)** is the capacity for free play of the imagination and creative vision. It is recognized through rich association of images and impressiveness (real or imagined), inventiveness, vivid and often animated visualization, use of image and metaphor in speaking and writing, attraction to the unusual, and the like. Dreams are vivid and can be retold in detail. Daydreaming, distractibility, predilection for fairy tales, magical thinking, imaginary companions, love of fantasy, poetic creations, dramatizing to escape boredom, or a taste for the absurd and surrealistic are also characteristic expressions of Imaginational. An example is:

"Sometimes when I am imagining something, I can be composing a short musical piece and my mind usually is filled with music that I have heard or performed, but it is in the moments of internal quiet that I hear new things." (Female, age 16)

**Emotional (OE)(E)** is the heightened intensity of positive and negative feelings. It is recognized in the way emotional relationships are experienced; in strong attachments to persons, living things, or places; in the great intensity of feelings and emotions and an awareness of their full range. Characteristic expressions are inhibition (timidity and shyness); enthusiasm; emotionality; compassion and understanding of others; strong affective recall of past experiences; concern with death, fears, anxieties, and depressions; and occasional feelings of unreality. Intense loneliness may be combined with intense desire to offer love, or a deep concern for others. Intrapersonal and interpersonal feeling achieves a high degree of differentiation. An example is:

"Last summer, I became involved with the Summer Special Olympics for children with disabilities. We worked hard for weeks and weeks and finally the 'big
day' came. I was able to see our hard work pay off. To see this excellence in these special little children's eyes flooded my soul with happiness. I don't think I've ever had a rush quite like that."  (Female, age 16)

Psychomotor (OE)(P) may be viewed as excess energy or heightened excitability. It may manifest as love of movement for its own sake, rapid speech, pursuit of intense physical activity, impulsiveness, pressure for action, drive, or the capacity for being otherwise active and energetic. Examples of Psychomotor OE are illustrated in the response below:

"I feel tons of energy after I do really well in a race. If I win or improve my track times I get lots of energy. With all of this new found energy I usually annoy people. It comes out in the form of hyperness and excitement."  (Male, age 16)

Sensual (OE)(S) is sensory aliveness and heightened capacity for sensual enjoyment. It finds expression in heightened experiencing of pleasure through touch, taste, smell, sight, and sound, as well as in seeking sensual outlets for emotional tensions. Sensual overexcitability is manifested as a desire for comfort, luxury, or aesthetic delights; it includes the pleasure derived from being admired, being in the limelight; it may also manifest itself as intense sexuality. Sensual outlets of emotional tension include overeating, buying sprees, and other forms of self-indulgence to soothe oneself. Sensual OE may also demonstrate itself as extreme sensitivity, and sometimes irritation to sensory input. One example included:

"All the time, I am always trying to create scenes from my surroundings. Sometimes I imagine people that I would like to talk to and, don't laugh, talk to them. Much as they did in the movie "Tap." I listen to the sounds around me and hear music in it."

(Male, age 16)

Intellectual (OE)(T) is intensified activity of the mind. Its strongest expression is manifested in asking probing questions, avidity for knowledge and analysis, preoccupation with logic and theoretical problems, striving for understanding and truth. Other behaviors are a sharp thinking, development of new concepts, striving for synthesis of knowledge, and a desire to search for knowledge and truth. An example is:

"I would first find a pattern and follow it. What goes on in my head would be how would one solve the problem. Second, I would tell myself that I'm not confused. Think - why do we have to understand this idea? Last, find the pattern."  (Female, age 16)

Silverman (1983) states that the strength of the OE's combined with talents and special abilities can be used as a prediction of the developmental potential of individual students. This concept of developmental potential adds an important dimension to the concept of giftedness, particularly the idea that capacity can be improved.

Healthy emotional development of academically gifted students is as important as academic achievement and the counselors of TGHP included the Dabrowski questions in the daily journal writing of the students in order to provide opportunities for them to reflect on their excitabilities. Counselors reported considerable growth in self-understanding. In addition, the teachers of the academic subjects noted a remarkable difference during the three week period, as the students demonstrated greater willingness and openness to discuss topics of moral concern, reflected higher expectations for themselves and others, and displayed interest and willingness to serve on community projects.

The first Governor's Program was initiated in Georgia in 1970, followed by 25 individual states developing and offering summer Governor's Programs for gifted students. Some Governor's Programs are financed through their State Department of Education, while others receive funding as line item budgets, such as in Mississippi where the funding goes directly to the Mississippi Women's University, and in North Carolina the funds are directly funded to the North Carolina Governor's program as a line item budget.

In the past legislative session, the Governor's Honors Program was deleted from the Texas Education Agency budget. The deletion of this program represents a loss to the over 2,000 students who have benefited from the program from 1990-1999 and the countless number of students who could continue to benefit throughout the years. In addition, over 200 teachers participated in the program from 1990-1999, taking course work in gifted education. The teachers' students have benefited from the teaching strategies that they incorporated in the classroom, and most importantly, these teachers became "active recruiters" of TGHP candidates.

Students, teachers, parents, and dedicated individuals who have supported the program from 1990-1999 are committed to reinstate TGHP. Individual assistance and support from teachers, counselors, parents and students can be helpful. Those who wish to may write directly to the Governor and to the Commissioner of Education at TEA, to share how they, their students or sons and daughters have benefited from TGHP and ask how the program can be reinstated.
Through summer leadership residential programs such as TGHG, gifted students can become more conscientious problem-solvers and leaders who will demonstrate caring, compassionate behavior. As future leaders, they will be committed to being shapers of Texas’ future.

REFERENCES

Dr. Sisk specializes in the field of gifted education focusing on creative behavior and leadership development. She holds an endowed chair at Lamar University in Beaumont, where she directs the Gifted Education Center and the Center of Creativity Innovation and Leadership. She also coordinates teacher training in gifted education. She is co-author with Doris Shallcross Torrance: An Inner Way of Knowing, Leadership: Making Things Happen and The Growing Person: How to Develop Healthy Emotional Development in Children: co-author with E. Paul. Teaching Gifted Children in the Regular Classroom: co-author of Leadership: A Special Type of Giftedness with Hilda Russelli and co-author of A Primer for Future Studies with Charles Whaley. She was the author of Creative Teaching of the Gifted. She has also authored and co-authored numerous chapters, articles, and papers.
What the Research Says about Leadership

Susan K. Johnsen

Leadership as an area of gifted and talented has been included in the federal definition beginning with the Marland report in 1972 and in the more recent 1993 National Excellence report. The State of Texas also includes an “unusual capacity for leadership” within its definition (see Chapter 29.121 of the Texas Education Code, 1995). Unfortunately, few Texas school districts have K-12 programs for developing leadership abilities among gifted and talented youngsters. With the implementation of the new Texas State Plan for the Education of Gifted/Talented Students, the majority of schools have occupied themselves with meeting “acceptable” standards by establishing programs in the four core areas. However, to achieve “exemplary” status, a district will need to implement a “leadership” program. This summary of research may provide some insights for teachers and those educators responsible for developing such a program. For this review, articles published in Gifted Child Quarterly, Journal for the Education of the Gifted, and Roeper Review during the past eleven years were examined. To be included, the article needed to focus on leadership development of gifted and talented youth.

The research on leadership giftedness is quite limited. The majority of authors identified qualities or summarized opinions of students who participate in summer leadership programs. The curriculum of these summer leadership programs stress theories or models of leadership, personal development, group dynamics, communication skills, planning, decision-making, and/or creative problem-solving (Feldhusen & Kennedy, 1998; Karnes, Meriweather, 1987; Sisk, 1988; Smith, Smith, & Barnette, 1991). Using pre and post tests, these researchers do report that students develop a variety of leadership skills during these summer experiences (Karnes, Meriweather & D’Illo, 1987; Smith, Smith, & Barnette, 1991). Some students even reported that the leadership skills developed during the summer program transferred to the school and home settings (Smith, Smith, & Barnette, 1991). Significantly, the gifted and talented youth who attended these summer programs stated that they wanted to make a difference in their schools and communities, and they wanted to have a choice about how and when to serve (Wade and Putnam, 1995).

Some of the researchers observed the relationships among a variety of variables. For example, leadership opportunities were related to gender (Karnes & D’Illo, 1989), to dramatic skills (Feldhusen & Pleiss, 1994), to verbal skills (Hensel, 1991; Myers, Slavin, and Southern, 1990) to aggressive behaviors (Myers, Slavin, and Southern, 1990), and, most importantly, to the task demands (Myers, Slavin, & Southern; Ross & Smyth, 1995; Smyth & Ross, 1999). In fact, youth in mixed-ability grouping appeared to have more opportunities for developing transformational leadership skills than in more homogeneous groups (Ross & Smyth, 1995; Smyth & Ross, 1999).

For teachers, they recommended developing leadership by teaching prosocial behaviors such as assuming different viewpoints and talking about feelings (Hensel, 1991), delegating responsibility to student groups, adjusting opportunities for leadership to the maturation levels of gifted learners, and providing pull-out programs for leadership development (Ross & Smyth, 1995). For parents, Karnes and D’Illo (1989) recommended nurturing independence and expressiveness at home. For schools, Feldhusen and Kennedy (1988) recommended a comprehensive program that included a study of foreign languages; mentoring experiences with leaders; early mastery of knowledge in the major disciplines; experience in goal setting, formulating objectives, and planning; the examination of values, ethical principles and philosophical systems; and early identification of special talents. Lindsay (1988) also recommended the infusion of moral education into leadership programs to develop leaders with a perspective of moral rectitude.

Unfortunately, Oakland, Falkenberg, and Oakland (1996) found that identification and assessment instruments are not only technically inadequate but lack a clear conceptual base. This concern was addressed in an excellent article by Roach et al. (1999). These authors studied 120 youth-based organizations and found that “leaders” do not exist distinctly separate from the situation. Being a leader among youth is much more active, procedural and relational. Leadership is related to the “wisdom of spontaneity,” extracurricular experience, and having an area of expertise. As one youth mentioned in their study, “It ain’t no gift; it’s hard work” (Roach et al., p. 21).
More studies are obviously needed in the area of leadership giftedness. These studies need to concentrate on observing the development of leadership in an array of naturally occurring situations so that appropriate models, assessments, and curriculum might be designed. "Educators must attend less to individuals and their traits and far more to learning situations that encourage leadership...Its [the program] focus for youth must be the issue of how leadership happens, not who leads" (Roach et al., p. 23).

Feldhusen, J. F., & Kennedy, D. M. (1988). Preparing gifted youth for leadership roles in a rapidly changing society. Roeper Review, 10, 226-230. This article described five components of a leadership education: (a) experience in predicting, planning and extrapolating; (b) explicit leadership training; (c) thinking skills; (d) experience in problem finding and problem solving; and (e) study of major concepts, themes, issues, and ideas. Along with leadership education, the authors emphasize the need for a comprehensive program that includes a study of foreign languages; mentoring experiences with leaders; early mastery of knowledge in the major disciplines; experience in goal setting, formulating objectives, and planning; the examination of values, ethical principles and philosophical systems; and early identification of special talents.

Feldhusen, J. F., & Pleiss, M. K. (1994). Leadership: A synthesis of social skills, creativity, and histrionic ability? Roeper Review, 16, 293-294. The purpose of this research was to identify correlations among leadership talent, creative ability, and dramatic skill in youth who have been identified as having high leadership ability. Fifty-four classroom teachers who were enrolled in graduate educational psychology classes each identified one student (N=54) who they felt had strong leadership ability. The teachers then completed three rating scales for each student selected as a leader. These rating leadership scales were developed by Karnes and Chauvin (1986), DeHaan and Kough (1956) and Renzulli et al. (1976). In addition, the teachers also completed the creativity and dramatic characteristic sections of the Renzulli scales. While the correlation between leadership and dramatic skill was significant (r = .31), the correlation between leadership and creativity was not. The authors conclude that dramatic skills play a role in leadership. Leaders "inspire not only with planning and personal interaction skills and with the quality of their ideas, but also with the drama of their visions which they communicate" (p. 294).

Hensel, N. H. (1991). Social leadership skills in young children. Roeper Review, 14, 4-6. To determine how schools might provide opportunities for children to develop social sensitivity, the authors studied four and five year old gifted preschool and kindergarten children. After introducing a series of role-playing and problem solving activities that attempted to sensitize the children to others' perspectives, the children's behavior was observed on the playground and in classroom activities. The authors also administered the Peabody Picture Vocabulary Test (PPVT) and a sociogram (Perez et al., 1982). Children who scored high on the PPVT also scored high on the sociogram providing validation for the influence of verbal skills on peers. These children also exhibited more leadership characteristics in their dramatic play. They recommend some strategies that teachers may use in developing leadership and prosocial characteristics in children: focusing on different viewpoints; modeling caring behaviors; discussing alternative ways of handling problems; helping children learn to make decisions; helping children develop interactive skills; and helping children learn to talk about their feelings and ideas.

Karnes, F. A., & D'Ilio, V. R. (1989). Leadership positions and sex role stereotyping among gifted children. Gifted Child Quarterly, 33, 76-78. The purpose of this study was to determine the attitudes of gifted students toward sex role stereotyping of leadership roles. The sample included 97 students between the ages of 8 to 12 who were attending a program for intellectually gifted students. An instrument was administered to the students that asked the students to select a man or woman for each leadership role. Significant differences were found for 20 of the 34 leadership roles with boys demonstrating more traditional views of leadership roles.

Karnes, F. A., & D'Ilio, V. R. (1989). Student leaders' and their parents' perceptions of the home environment. Gifted Child Quarterly, 33, 165-168. This study investigated the perceptions of the home environment among students nominated by their schools and enrolled in a leadership training program and those of their parents. The sample included 76 students in grades 6 to 11 who were attending the Leadership Studies Program at the University of Southern Mississippi and their parents (55 mothers and 46 fathers). The Family Environment Scale was administered to all of the parents and their children. Significant differences were found between children and their mother and/or father on "expressiveness" and on "intellectual-cultural orientation" and with mothers on "independence." The au-
Karnes, F. A., Meriweather, S., & D'Ilio, V. (1987). The effectiveness of the leadership studies program. *Roepert Review*, 9, 238-241. During 1985-1986, over 100 sixth through eleventh grade students participated in the summer Leadership Studies Program at the University of Southern Mississippi. The major purpose of the program was to teach students the skills necessary for growth in leadership development. Students participated in these activities: fundamentals of leadership, decision-making skills, group-dynamic skills, personal skills, and planning skills. To determine growth, the instructors in the program administered A Leadership Skills Inventory (Karnes & Chauvin, 1984) at the beginning and end of the summer program. They found that the students performed significantly better on all of the subscales: fundamentals of leadership, written communication skills, speech communication skills, values clarification, decision making skills, group dynamics skills, problem solving skills, personal development skills and planning skills.

Lindsay, B. (1988). A lamp for Diogenes: Leadership giftedness and moral education. *Roepert Review*, 11, 8-11. The author describes the importance of infusing moral education within leadership education. He reviews Kohlberg's conceptual framework, Bloom's Taxonomy, and Getzels and Jackson's characteristics of a moral person. He concludes that leadership giftedness does not fit a pre-established stereotype; leadership education should address the consequences of the training, the legitimacy of the role, and the effects of leadership on group performance and member satisfaction; pre-established moral education is moral indoctrination; moral education focuses on developing a mature valuing process; leaders must learn to lead from the perspective of moral rectitude; inquiry and discovery learning allow for the development of leadership giftedness.

Myers, M. R., Slavin, M. J., & Southern, W. T. (1990). Emergence and maintenance of leadership among gifted students in group problem solving. *Roepert Review*, 12, 256-261. This empirical study examined the relationship between leadership and task demands with unstructured and novel problems. It also examined the effectiveness of various leadership styles in group problem solving. The subjects were 122 secondary school students in grades 10 and 11 who participated in a weeklong summer program. These students were placed in groups of eight, which were directed by a trained teacher of the gifted. Their task was to identify and seek a resolution to a problem and present their solution to an audience using a multimedia format. Data were collected using surveys, independent assessment of group projects, and qualitative observations. Results indicated that students who were fluent or "verbally aggressive" emerged as leaders (p. 258). In groups where no strong leadership emerged early, "passive leaders" assumed leadership by taking personal responsibility for the completion and organization of the group task. Leaders tended to either attempt to lead the group through the force of their personality (i.e., Active Leaders) or through modeling group input to fit their ideas (i.e., Participative Leaders). Groups with Interpersonal Leaders tended to produce higher quality products than Authoritarian types of leadership. The authors conclude that the nature of the task tends to influence leadership style and success. They suggest that teachers might teach various leadership skills by varying the structure and goals of the task itself.

Oakland, T., Falkenberg, B. A., Oakland, C. (1996). Assessment of leadership in children, youth and adults. *Gifted Child Quarterly*, 40, 138-146. This article reviewed existing standardized measures of leadership and suggested future directions for the assessment of leadership. The authors presented four concepts or theories that are presented in the literature: leadership as traits, but the others lacked clarity as to their conceptual base. The authors believe that a review of instruments would be useful. They reviewed the psychometric properties of seven leadership measures. They concluded that significant deficiencies existed in the assessment of leadership among children and youth. Only the Leadership Skills Index (Karnes & Chauvin, 1985) was designed to measure leadership in children and youth. In addition, the measures were normed inadequately and lack information about reliability and validity. One measure conceptualized leadership as an interaction between personal and environmental qualities. Seven appeared to measure leadership as traits, but the others lacked clarity as to their conceptual base. The authors recommend that those interested in identifying gifted children for programs take the best existing measures and supplement them by developing additional assessment procedures.

24. While many leadership models have been developed for adults, few exist for young people. This article provides a brief review of models and programs for adults and contrasts them with those articulated by youth who work as leaders. This study involved 30,000 youth between the ages of 8 and 28 who were involved in 120 youth-based organizations in 34 regional areas. The organizations’ activities centered on athletics, community service, or the arts. The researchers collected data by means of field notes, audio recordings, interviews, daily logs, and statistical analyses of a sample who participated in the National Educational Longitudinal Survey.

At the macro analysis level of analysis, the groups were cross-age with older youth increasing the levels and types of responsibility and leading younger members of the group. At the microanalysis level, the groups reinforced a sense of belonging through group insignia on clothing, word, slogans, stories, decorations on the building, etc. The macro and micro elements were held together by roles of members within the organization, a few rules that were generated by the youth, and risks related to performances and possible failure before public audiences. Features of effective youth organizations included high performance expectations, learning to pose as well as solve problems, cycles of performance, the use of diverse talents and expertise of individuals, a minimum number of rules, high demand leaning toward performance before authentic assessors, individual responsibilities for development, proficiency with multiple symbol systems and fluency in communication skills, consistent call for self assessment, strong links to ways the real-world selects, and high responsibility for making and upholding rules (p. 15).

The authors suggest that leaders do not exist as distinctly separate from audiences, stories, and contexts. “Being a leader” is more active, procedural, and situational-relational. The youth in this study identified the ability to assess situations quickly and step forward or backward (i.e., wisdom of spontaneity), to be aware of the group needs and talents, and to be aware of one’s self as important leadership qualities. The authors conclude with a summary of the relevant literature on leadership. First, academic achievement is not as highly correlated with future leadership as extracurricular experience. Second, it is unclear how specific development of skills such as communication or self-awareness is related to leadership in other contexts. Third, having an area of expertise allows youth to participate as part of a leadership team. Finally, the authors encourage a rethinking of leadership among gifted and talented youth by citing a young person’s definition, “It ain’t no gift; it’s hard work” (p. 21).

Ross, J. A., & Smyth, E. (1995). Differentiating cooperative learning to meet the needs of gifted learners: A case for transformational leadership. Journal for the Education of the Gifted, 19, 63-82. The authors suggest that mixed-ability grouping can provide opportunities for the development of transformational leadership skills among some gifted learners. They define transformational leadership as “a leadership that facilitates the redefinition of a people’s mission and vision, a renewal of their commitment and the restructuring of their systems for goal accomplishment” (p. 67). Dimensions include identifies and articulates a vision of the organization, fosters acceptance of group goals, conveys high performance expectations, provides appropriate models, provides intellectual stimulation, provides individualized support, rewards contingently, and builds culture. The authors identify three challenges in heterogeneous groups: inclusiveness, enacting the ideal, and monitoring growth. In response to these challenges, the gifted learner may exhibit transformational leadership with the teacher’s assistance and with appropriate content. The teacher needs to delegate greater responsibility to student groups, adjust opportunities for leadership to the maturation levels of gifted learners, and provide pull-out programs for leadership development. The task must provide for multiple levels of response, not have routine completion procedures, require multiple abilities to complete it, and be sufficiently complex.

Sisk, D. (1988). A case for leadership development to meet the need for excellence in teachers and youth. Roeper Review, 11, 43-46. Dr. Sisk describes two leadership programs in this article: one, for teachers, and one, for students. The SCATT teacher training honors program attempted to attract and keep talented students in the teaching profession and facilitate their development into competent and committed teachers. The teacher trainees also were involved in a residential leadership training program for middle school and high school students. The curriculum in the two-week summer program was based on a problem approach. Students identified issues and problems in society and analyzed how these problems affected the individual. Using the creative problem solving process, students looked at the “mess,” generated alternatives, and moved to solution finding. Resources included community professionals who were actually involved in solving the problems that were presented to the students.

Smith, D. L., Smith, L., & Barnette, J. (1991). Exploring the development of leadership giftedness. Roeper Review, 14, 7-12. The purpose of this research was to ex-
explore and describe the impact of a leadership training program for adolescent students. Thirty students attended a summer residence program at the Superintendent's Leadership Conference. The cognitive components of the program emphasized the theory and conceptual models of leadership, which were followed by applications within experiential activities. For example, after two-way communication and active listening were taught, the groups were required to build the highest tower from two sheets of newsprint and a piece of masking tape.

Other practical and naturally occurring situations were also used such as problems arising from night curfews. Students kept journals that described their experiences and feelings daily. Physical activities that stressed cooperation rather than competition were also included. Evaluation data were collected at the beginning and end of the program and after three months. Using the Leadership Quotient Index (Weinberg, Smotroff & Pecka, 1976), students made significant increases on the openness and persuasion scales. On the Gordon Personal Profile Inventory (1987), the students made significant gains in "ascendancy" or the ability to be verbally active in a group, make independent decisions, and be self-assured in relationships with others. Students rated four components of leadership higher than others: Project Adventure, sessions on leadership theory, sessions on speaking, and sessions on listening. The involved staff also indicated that participation in the program led to increased inter-departmental cooperation and better personal relationships among staff.

After three months, the students rated three program influences: encouraging teamwork, listening to different viewpoints, and taking risks. The students indicated that they used the ability of listening to different viewpoints the most across multiple situations. Within the academic situation, they used establishing goals, performing well under pressure, speaking effectively, and facing problems rather than postponing. In school government, they used making good decisions, making difficult decisions, and speaking effectively. In extracurricular activities they used taking risks when necessary, demonstrating initiative, encouraging teamwork, and encouraging healthy competition. At home they used compromise and motivation. The authors concluded that the leadership program resulted in student changes that transferred to other settings.

Smyth, E., & Ross, J. A. (1999). Developing leadership skills of pre-adolescent gifted learners in small group settings. Gifted Child Quarterly, 43, 204-211. This exploratory investigation attempted to answer three questions: How can the leadership behavior of gifted learners be observed? What forms of transformational leadership are manifest when gifted learners work with gifted and nongifted peers? Is the frequency of transformational leadership behavior influenced by instruction? The sample consisted of 58 students from grades 4-6. These students were placed in small groups of 4 and 5 that varied in regard to heterogeneity (e.g., some groups were composed of one gifted learner with nongifted peers, others with gifted learners and high academic achievers, some from the same school and others from different schools). Students were assigned a task that was likely to elicit leadership behavior. All sessions were videotaped. Results indicated that transformational leadership strategies were used when working in cooperative groups across all conditions. These leadership dimensions were included: identifies and articulates a vision, fosters acceptance of group goals, conveys high performance expectations, provides appropriate models, provides intellectual stimulation, provides individualized support, contingent reward and culture building. Leadership improved with instructional intervention; students participated in defining the leadership criteria. Teachers and students were able to analyze behaviors using the videotapes.

Wade, R. C., & Putnam, K. (1995). Tomorrow's leaders? Gifted students' opinions of leadership and service activities. Roeper Review, 18, 150-151. The sample in this study included 145 high school sophomores and juniors who attended a summer program at the Connie Belin National Center for Gifted Education at the University of Iowa. These students completed a questionnaire about their feelings toward student council and community service. Overall 81 students mentioned a positive benefit of student council activities while 61 cited at least one problem and 14 students were neutral. Students had more positive (99) than negative comments (41) to make about community service. Two themes emerged from their comments: Students want to make a difference in their schools and communities, and students want to have a choice about how and when to serve in their communities.

Susan Johansen is Associate Dean of Scholarship and Professional Development at Baylor University. Editor of Gifted Child Today, she was the principal investigator of Project Mustard Seed. She is author of four tests that are used in identifying gifted students: Test of Nonverbal Intelligence (TONI-2), Screening Assessment for Gifted Students (SAGES), Screening Assessment for Gifted Students—Primary Version (SAGES-P), and Test of Mathematical Abilities for Gifted Students. She is a past President of the Texas Association for the Gifted and Talented.
Q&A

**QUESTION:** Our district is looking for an instrument that measures leadership. Do you have any suggestions?

**ANSWER:** You might want to order a specimen set of Khatena-Morse Multitalent Perception Inventory by Dr. Joe Khatena and Dr. David T. Morse from Scholastic Testing Service, Inc. This instrument can be used with students in the fifth grade through adulthood. It also identifies giftedness in art and music. It has the capability of being scored in your district which is sometimes an advantage. It is different from most leadership measures that I have examined; the students are responding based on feelings by checking rating scale items.

**QUESTION:** My fifth grade son has been identified as gifted in the area of leadership. Do you have any suggestions for how I might nurture this at home?

**ANSWER:** The first thing that I might suggest is that you familiarize yourself with what kinds of services are being offered by the district for your son. Get in touch with his teachers immediately and ask what you can do to support their efforts in the classroom and nurture your son's ability in other areas. It is best to make a list of any questions that you might have over a period of time before going in to visit with the teachers. Just before the conference, organize your questions into categories and estimate how much time you think might be appropriate for each category. This should help make the most of everyone's time. Ask the person in your district that is in charge of gifted programming if there are any workshops being planned at the district level that address leadership and ask if you might attend. Check with your education service center in your region and ask if they have any literature on leadership that you might borrow or attend workshops in leadership that you might attend. University classes on gifted education that have a leadership component are a possibility. Check with TAGT and NAGC for conferences that might address leadership either directly or indirectly. Joining the parent affiliation with TAGT is the best way to network with parents across the state that have similar interests and questions. One last thing that I might suggest is *Leadership for Students: A Practical Guide for Ages 8-18* by Frances A Karnes, Ph.D. and Suzanne M. Bean, Ph.D., from Prufrock Press. This publication not only contains helpful information but the students actually interact with the text in the form of answering questions and making journal entries.

**QUESTION:** I noticed that my daughter has the ability to influence other children to do what she wants; not only those of her own age but also those much older. However, sometimes she influences them in ways that are not positive. Is this ability to influence others considered leadership?

**ANSWER:** Leadership is a complicated combination of traits, situations, and interactions. In observing your daughter's interactions with others, try to analyze what you are seeing in terms of the personal traits that she is using, what the situation she is in, and what kinds of interactions are taking place. This might assist you in isolating just one component that might help you in turning the ability more in a positive direction.

**QUESTION:** My child's teacher asked me to supply an artifact for his portfolio in the area of leadership. What kinds of things should I consider submitting?

**ANSWER:** Since you did not give the age of your son, I can suggest some general ideas. Consider community involvement. Does he hold an office in any organization outside of school? Even organizations for young children carry positions of responsibilities that you might consider. Church related situations provide opportunities for students to exhibit leadership qualities. Consider how your son interacts with his immediate or extended family. Look for signs of organizing and/or directing events, jobs, or people. Watch him when he is interacting with his peers. Does he organize or direct their activities? Does he set the tone for the interaction in any way? Snapshots or anecdotes reveal much about the times that your child has taken the lead.
BOOK REVIEWS


The premise of this book is fascinating; Mrs. Streznewski conducted a ten-year study of 100 gifted adults, ranging in age from 18 to 90, from all walks of life. As she states in the preface, “they were diversified by sex, family background, education, occupation, geographic location, ethnic origin, social class and race.” Some were highly skilled professionals, some were retired, and some were in prison. It’s hard to get more diverse than that!

Her purpose was to explore and to understand the “burdens” of giftedness, inspired by her 20+ years teaching gifted students at a high school in Pennsylvania. She wondered what happened to gifted students when they grew up, since she often was frustrated in trying to provide guidance to many of these students who she felt were not living up to their potential.

Having been a teacher of gifted students myself for 15 years, I had encountered the same concerns and questions, so I approached this book with great interest. To my disappointment, the book did not live up to my expectations. While it contained lots of interesting information and stories, it was ultimately a disappointment. Each chapter presents numerous interviews and anecdotes around topical ideas in her research, but, while this sounds promising in the table of contents, these fragmented anecdotes served to scatter the information rather than unify it.

As I read anecdote after anecdote, I lost track of who was who. Rather than presenting a full perspective of each person, the author presents information bit by bit in various chapters. While this serves her own organization, as a reader, I was put off by it. I found the people’s stories fragmented, and I did not gain a clear picture of most of the people interviewed. This made it difficult for me to get involved with the subjects of the research. As I read the book, I kept wondering where I had read about his person before and found myself continually flipping through the book to refer back to the person being interviewed.

Yet while I did not enjoy this book, I still recommend that it be read. I know of no other work that covers the lives of everyday gifted people. There is much to be learned from the lives of these gifted adults. I only wish the book was more reader-friendly and better written.

—review by Tracy Weinberg


Mary Jacobsen’s recent book also focuses on adult gifted individuals and while it too includes interviews and first hand accounts, the purpose of this book is help the reader come to terms with personal giftedness. Distrusting IQ scores, the author has developed the concept of Evolutionary Intelligence which combines aspects Gardner’s Multiple Intelligences, Gifted Traits (intensity, complexity, and drive), and Advanced Development (humanistic vision, mandated mission, and revolutionary action). The book contains the Evolutionary Intelligence Profile, a self-rating questionnaire of 240 items that promises the reader an analysis of strengths and weaknesses.

In addition, there is a list of common criticisms (and responses) of gifted individuals, including “Why don’t you slow down?” “Can’t you stick to one thing?” “You have to do everything the hard way.” “Where do you get those wild ideas?” and “Who do you think you are?”

A complex book, this is worth a close look by gifted adults and those who work with gifted children.

—review by Michael Cannon
Curriculum is one of the key elements in G/T education and it has been approached in a number of ways. What are the most successful models? What new possibilities are there? What are the big issues and concepts in curriculum today? Which models/approaches are in contention and why? Thoughtful articles dealing with all gifted curriculum issues are welcome.

The deadline for submission of articles is March 1, 2000.

The future of gifted education will depend on the excellence of programs and on the means used to hold districts accountable. Articles are requested on exemplary programs: how they are developed, examples of outstanding programs, and how programs are evaluated. Accountability topics may include teacher training, programmatic responses, state accountability standards, or other accountability issues.

The deadline for submission of articles is June 1, 2000.

**Guidelines for Article Submissions**

*Tempo* welcomes manuscripts from educators, parents, and other advocates of gifted education. *Tempo* is a juried publication and manuscripts are evaluated by members of the editorial board. Please keep the following in mind when submitting manuscripts:

1. Manuscripts should be between 1000 and 2500 words on an upcoming topic (see topics above).
2. Use APA style for references and documentation.
3. Submit three copies of your typed, double-spaced manuscript. Use a 1 1/2 inch margin on all sides.
4. Attach a 100—150 word abstract of the article.
5. Include a cover sheet with your name, address, telephone and FAX number and/or e-mail address.

Send all submissions or requests for more information to:
Michael Cannon, TAGT Editorial Office, 5521 Martin Lane, El Paso, TX 79903

---

**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 __________________________ ESC Region ______
Email address ______________________________

PLEASE CHECK ONE: □ Teacher □ Administrator □ Parent □ School Board Member □ Other ________________

<table>
<thead>
<tr>
<th>Category</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual</td>
<td>$35</td>
</tr>
<tr>
<td>Family</td>
<td>$35</td>
</tr>
<tr>
<td>Student</td>
<td>$15</td>
</tr>
<tr>
<td>Teacher</td>
<td>$400</td>
</tr>
<tr>
<td>Parent</td>
<td>$45</td>
</tr>
<tr>
<td>Institutional</td>
<td>$100</td>
</tr>
<tr>
<td>Lifetime</td>
<td>$400</td>
</tr>
<tr>
<td>Research &amp; Dev</td>
<td>$10</td>
</tr>
<tr>
<td>G/T Coordinators</td>
<td>$10</td>
</tr>
</tbody>
</table>

In addition to your regular Membership, you are invited to join a TAGT Division for an additional fee.

Membership Services
- *Tempo* quarterly journal
- TAGT Newsletter
- Insights — Annual Directory of Scholarships & Awards
- TAGT Capitol Newsletter
- 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 149187, Austin, TX 78789-0471.
EXECUTIVE COMMITTEE

President
KAREN FITZGERALD
(713) 552-5506
Spring Branch ISD
935 Campbell Road
Houston, TX 77024

President-Elect
KAY GOMER
(254) 861-0233
Gainsville ISD
2000 South Building Road
Gainsville, TX 76240

First Vice-President
DEBRA MERRICK
(915) 652-4840
Publications
2602 Southlake Drive
Cleon, TX 77544

Second Vice-President
TRAVIS HICKMAN
(409) 622-3217
Beaumont ISD
2200 West Victoria
Beaumont, TX 77705

Executive Director
AMANDA BARTON, Ph.D.
(512) 459-8548
TAGT
406 East 11th Street, Suite 310
Austin, Texas 78701-2617

REGIONAL DIRECTORS

I  DOLORES PRIESTLE
(512) 393-9800
San Marcos High School
1201 State Hwy. 123
San Marcos, TX 78666

II DARWIN HORN
(512) 290-2269
Aransas County ISD
109 Lee Circle
Rockport, TX 78382

III SUSAN REEL
(215) 251-6312
Curra ISD
405 Park Height Drive
Cullen, TX 77934

IV KEITH YOST
(214) 357-3100
Tomball ISD
221 W. Main
Tomball, TX 77375

V ANNA BETT JENKINS
(409) 875-5215
Shiner ISD
220 West Avenue P
Shiner, TX 77975

VI DONNA COLE
(409) 579-0524
Cooper ISD
702 E. Thompson
Cooper, TX 75432

VII DONNA FOX MORRISON
(903) 533-9017
Tyler ISD
P.O. Box 1100
Tyler, TX 75713

VIII PATRICIA GILBERT
(903) 737-7444
Paris ISD
2400 Pine Mill Road
Paris, TX 75461

IX BRIDGET TREV
(903) 220-3313-38-242
Wichita Falls ISD
2102 Southend
Wichita Falls, TX 76301

X LINDA WALKER
(913) 590-9772
Plano ISD
3700 W. 15th Place
Plano, TX 75075

XI JUDY SATTERWHITE
(972) 257-6035
Fort Worth ISD
100 N. University Dr. N
226
Fort Worth, TX 76107

XII RANDY FORD
(254) 710-0101
Baylor University
P.O. Box 97304
Waco, TX 76798

XIII DEBORAH BRENNER
(512) 393-9800
San Marcos High School
1201 State Hwy. 123
San Marcos, TX 78666

XIV KIMBERLY CHEEK
(915) 653-6972
Wylie ISD
Wylie Middle School
3-38 Bellevue South
Arlington, TX 76011

XV LOUISE JONES
(512) 585-3347
1315 Butler
San Angelo, TX 76901

XVI TERRI W. TURNER
(830) 515-4000
Duncan ISD
300 Robin Road
Dumont, TX 79329

XVII DEBBIE STINTON
(806) 394-0803
1700 Quincy Street
Plano, TX 75072

XVIII JUDY BROWN
(915) 734-7178
Fram Cooper ISD
4300 Lyndon B. Johnson
Owens, TX 77662

XIX FARA GOREN
(915) 874-5046
El Paso ISD
1900 W. 2nd Street
El Paso, TX 79922

XX CYNTHIA SHOEF
(310) 433-8035
Edgewood ISD
1930 Market
San Antonio, TX 78227

ASSISTANT REGIONAL DIRECTORS

IV MELINDA WOOLF
(214) 932-9256
Cleburne CISD
P.O. Box 1109
Keller, TX 76248

X JUDY CHERWIN
(972) 273-6039
Irving ISD
903 O'Connor
Irving, TX 75061

XI JUDITH KEELY
(817) 740-5631 ext.101
ESC Region XI
35XX Main Freeway
Fort Worth, TX 76116-6596

EDUCATIONAL BOARD

Publications Editor
MICHAEL CANNON
(915) 776-3988
El Paso, TX 79903

EDITORIAL BOARD MEMBERS

TERRY BRANDT
(713) 525-3553
University of St. Thomas
3800 Montrose Boulevard
Houston, TX 77006-4006

PAT DEBRINK HOLMES
(817) 933-2492
2824 Sixth Avenue
Fort Worth, TX 76110

REBECCA REDMON
(903) 548-9291
Brownsville ISD
1900 Pine Rd., Suite 205
Brownsville, TX 78521

GAIL BURLE
(512) 451-3246
PRO-HD Publishing
8700 Shal Creek Blvd.
Austin, TX 78757-6907

ANKIT SCOTTY
(512) 414-7600
Austin ISD
7104 Bertram
Austin, TX 78752-3499

TRACY WISELAND
(512) 353-6760
San Marcos ISD
301 Fruitwood
San Marcos, TX 78666

MOLLIE YAGGER
P.O. Box 1702
Fort Stockton, TX 79735

TAGT DIVISION CHAIRS

Research & Development
Jennie Goertz
(956) 387-3465
U. T. - Pan American
1601 Research
San Antonio, TX 78066

COORDINATORS DIVISION
Jen Slaughter
(512) 795-3901
Pflugerville ISD
601 Elm
Pflugerville, TX 78601

TAX-EXEMPT ORGANIZATION

U.S. POSTAGE PAID
Austin, Texas
78767

PERMIT NO. 941

Texas Association for the Gifted and Talented
406 East 11th Street, Suite 310
Austin, Texas 78701-2617