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N A G C G R A D S T U D E N T
N E W S L E T T E R

NAGC Conference 2008

It's almost time for Tampa! See our guide to opportunities, events, and discounts for graduate student members.

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Advocacy

Graduate student member and parent Jillian Gates gives valuable advice for how to advocate for your child at school without becoming the talk of the teacher's lounge.

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Hope Wilson provides much-needed guidance for formatting those pesky in-text citations.

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A NEW COMMUNITY

Greetings, Graduate Student Members of NAGC!

A new school year brings a new newsletter aimed at you, the part-time or full-time graduate student. Inside you will find details about this year's NAGC Conference as well as feature articles and resources that will maximize your grad school productivity!

A primary goal of the 10-member NAGC Graduate Student Committee, convened in September 2007, is to bring together a diverse--and often disparate--segment of the organization's membership to create a supportive community for the future (and current!) contributors to fields within and related to gifted education. The 400+ graduate student members of NAGC represent a wide range of backgrounds, experiences, interests, and goals. Masters and doctoral students, research assistants, practicing teachers and administrators, parents, career-changers, and countless other descriptors characterize our cross-section of NAGC. Beginning with this newsletter, and continuing with opportunities online and in Tampa, we hope to begin to provide you with collaboration and connections that will encourage you through and beyond your degree.

- Jessica Hockett, NAGC Graduate Student Committee Chair

NAGC Graduate Student Committee 2007-2008

- Lorna Bryant
University of Arkansas
- Jennifer Cross
Ball State University
- Jennie Fisher
University of South Florida
- Jillian Gates
Purdue University
- Jessica Hockett
University of Virginia
- Gabrielle Lasky
University of Virginia
- Bronwyn MacFarlane
The College of William & Mary
- Matthew Makel
Duke University
- Hope Wilson
University of Connecticut
- Billie Woodel
Western Connecticut State University

NAGC CONFERENCE 2008 INFORMATION

NAGC 2008 ANNUAL CONVENTION Tampa, Florida • October 30-November 2, 2008

Registering for the Conference

Full-time graduate students are eligible for a conference registration discount by calling NAGC at (202) 785-4268. **Completing your registration via phone is the only way to receive the discount.**

Getting to the Conference

Take advantage of discounted airfare and rental vehicles for Tampa by using promotional codes featured on NAGC's Convention website at <http://www.nagc.org/index.aspx?id=2728/>

Need a roommate?

If you are looking for one or more people with whom you can share a hotel room in Tampa, go to <http://groups.yahoo.com/group/giftedgradstudents/>. On the site you'll find a discussion board for connecting with other graduate students in search of roommates. Registering for the group is free and takes less than five minutes--a small price to pay to potentially save big on your total conference cost.

Graduate Student Community Room

The Graduate Student Committee will be hosting a Graduate Student Community Room during the Conference in **Convention Center Room 39** to provide a place for grad student members to meet, hang out, and escape "standing-around-between-sessions-leaving-through-the-program" awkwardness. Details to follow in October before the conference!

GRADUATE STUDENT RESEARCH GALA, OCTOBER 31st, 8:00 - 9:15

Now in its third year, the **Graduate Research Gala** is a premium opportunity to receive valuable feedback from scholars and leaders in the gifted education field. Supported by the Research & Evaluation Network, the Gala provides a supportive forum for young researchers to share their work. (Details on page 3.) To notify the division of your intent to participate, complete the application on page 4 of this newsletter **IMMEDIATELY**. Papers are due **September 22, 2008**.



National Association for Gifted Children Research and Evaluation Network Third Annual Research Gala

The Research and Evaluation Network of the National Association for Gifted Children is pleased to announce the Third Annual Research Gala to be held Friday, October 31, 2008, during the annual conference in Tampa, FL (October 30-November 2, 2008). We are seeking graduate students who are interested in sharing their completed or in-progress research with an audience of interested educators and researchers, including a panel of jurors who will provide feedback on the research.

Participants are asked to submit a letter of intent by **September 12, 2008** to the Research and Evaluation Research Gala planning committee including a brief (250 words or fewer) description of the project to be shared. Participants will prepare a 15-page (maximum) summary of the research project (inclusive of all figures, tables, and appendices) by **September 22, 2008** which will be submitted to the panel of jurors prior to the Research Gala to ensure adequate time for thoughtful feedback to participants. Papers will be judged in the following four categories: a.) Completed, doctoral-level research, b.) Doctoral level work-in-progress, c.) Non-doctoral completed research, and d.) Non-doctoral work-in-progress. Works-in-progress may include research proposals, literature reviews, conceptual-theoretical pieces, and research projects not yet completed. Completed research will include all components of the study including findings, implications, and conclusions. Non-doctoral level research describes the research projects of individuals not currently enrolled in doctoral programs such as masters and bachelors-level student research.

Gala participants will be responsible for preparing and displaying a poster of their research project (to specifications) which will be displayed at the Research Gala event. It is expected that participants will register for the conference, will attend the Research Gala session and will be available during the session to discuss and answer questions related to the research project. Participants and the panel of jurors will have an opportunity to discuss the projects briefly in small groups at the event and will have the opportunity to share their work with other interested educators and researchers at a reception during the Gala.

All participants in the Research Gala will have the opportunity to network with researchers in the field of gifted education, including senior scholars whose work shaped the field, representatives from higher education and other individuals seeking future job candidates. Participants with the highest scores from the panel of jurors will receive recognition for their scholarly accomplishments at the NAGC Award Ceremony or R&E Business Meeting during the Annual Conference. One paper will be chosen as the overall “best in show” which will allow that graduate student to have his/her research paper published in the Research and Evaluation Division’s award-winning newsletter, *Quest*, and receive an award of a graduate student registration fee for the 2009 conference.

On behalf of the National Association of Gifted Children, Research and Evaluation Network, we urge you to consider this tremendous professional opportunity. If you have any questions, contact Catherine Brighton (brighton@virginia.edu) or Patti Wood (pfwood@samford.edu). We look forward to showcasing the collective great works of the next generation of scholars in the field of gifted education.

**NAGC/Research & Evaluation Network 2008
Research Gala
Graduate Student Application:**

Name:

College/University:

Advisor:

Program of study/major area:

Contact information

Mailing address:

Phone number:

Email:

So that we may begin to plan the Gala event and ensure that we enlist judges with expertise and experiences that match the participants, we need a brief abstract that describes the project—brief statement of the importance of the study, research question(s), methodology employed to investigate the question(s), project findings if possible, and any recommendations or implications as a result of these findings. It is acceptable to describe work in progress.

Please list 3 keywords that best describe your project:

Title of Paper/Project:

Brief project abstract (250 words or fewer) (please insert the description into this form)

Please submit this page ***no later than September 12, 2008 (5:00 PM)***
Late applications will not be accepted. E-mail as an attachment to:

Catherine Brighton (brighton@virginia.edu)

Patti Wood (pwood@samford.edu)

Final papers will be due ***no later than September 22, 2008 (5:00 PM)***.
Late entries will not be accepted.

ADVOCACY FOR THE GRAD STUDENT

Bridging the Gap for Gifted Students: Advocacy Strategies To Help Get What Your Child Needs by Jillian C. Gates

We hear about special education advocates and the rights of exceptional students in schools. However, rarely does this pertain to the rights of students who exhibit gifted behaviors. Who should be advocating for these students? You--the parent--the teacher, and the administrator should. Unless the adults around this population of students rally, there will be little change in school practices and the delivery of education. Often the question is, "But what can I do to change the system?" This column offers a few suggestions about what you can do to advocate for your child today.

Write a Thank-You Note!

Yes, first thank the teacher, school, counselor (whomever you are addressing the letter to) for the work they are doing with your child. Once you have acknowledge what is being done, however small, then you can launch into the further needs of your child. When you approach education staff in this manner you are more likely to achieve results than if you simply launch into a laundry list of complaints against the school.

Offer Solutions, Not Just Problems

When you approach school personnel with issues regarding your child's educational needs, be sure to go in with some potential solutions that will work within your child's context. Be a part of the solution, not just the whining parent in the eyes of the staff. At least initially, offer suggestions that are within the school's budgetary limitations and will not overburden the teacher. Once you have empowered staff to meet the needs of your child then you can start to suggest that further changes are necessary and begin a systemic change. You might even offer to be a part of the school corporation's broad-based planning committee if you have the time to commit to it. What better way to be a part

of the solution and helpful in the process of change.

Be Assertive! You are Your Child's Best Advocate.

When it comes to your child, you are the best advocate he or she has. You know your child better than anyone, but be sure to come armed with evidence to support your beliefs. Make sure you know the school policies regarding the education of students who exhibit gifted behaviors, as well as your state mandates. These can often be very useful in outlining the school's responsibility to your child. Just be gentle--don't throw the book at anyone.

Be Involved in Your Child's Education

I know this is hard. I am a working mom, too, which precludes me from popping into the classroom to see how things are going. I can't take a morning off to volunteer, but I can keep in touch with my child's teacher. Make the effort to stay a few minutes longer at Open House at the beginning of the year to thank the teacher for her time and wish her well for the year. Offer your e-mail address and cell phone number in case she would like to reach you. Don't expect the teacher to make the first contact though. Send a short e-mail at the end of the first week telling the teacher how excited your child is about the school year and thanking him/her for making your child comfortable in the classroom. This type of communication goes a long way toward ensuring that when you do have an issue, the teacher will be willing to listen. If your child has a daily folder for home-school communication, be sure to write notes in it so the teacher knows you are involved.

Follow The Chain of Command

If you do need help meeting the educational needs of your child be sure to follow the chain of command. Contact your child's teacher first to see if the

matter can be resolved without further involvement from administration. If changes are made, set a time to re-evaluate and then meet again. If the interventions are not working, try to continue to work with the teacher to change interventions. Often this is where the sticking point comes. Teachers are overwhelmed as it is with IEP's and 504 Plans to work with as well as teaching for "The Test." They may not be inclined to keep changing interventions for you. If this is the case then meet with the administration and the teacher in an effort to get further help for the teacher to do his/her job. Don't go running to the principal to complain about the teacher, but set it up as a way to help the teacher get the help needed to meet the needs of your child. This collaborative spirit goes a long way to getting your child's needs met.

Hold Your Cards Until You Need Them

If you are a teacher-parent or a professor-parent be careful about when you play those cards. If you come in swinging on day one of school and let everyone know you are an expert, then you may put staff on the defensive. Keep those cards until you need them. It may be that the administration tries to dismiss your claims about your child since they are the experts, it may be that your child is being denied gifted education services or testing, it may be that the teacher thinks you are over-reacting to how smart your child really is. This is the time to play some of your cards. Gently let the staff know your qualifications and your expertise in the area. Smooth the playing field out so that you may be taken more seriously by them. I know this is frustrating, but sometimes this is how the system works best.

While this list is not exhaustive, I hope that this has at least given you some food for thought and some options to try when advocating for the needs of your child.

Jillian Gates is a doctoral candidate in Gifted Education at Purdue University. She can be reached at jcgates@purdue.edu.

A Conversation With...Del Siegle, Editor of *Journal of Advanced Academics* & NAGC President

Graduate Committee Member Hope Wilson interviewed Dr. Del Siegle to get his take on how budding researchers can dress their manuscripts for success. (Hint: The APA Style Manual has more than a little something to do with it!)

HW: What advice do you have for new researchers in the field who are preparing to submit a manuscript?

DS: There are several things. First thing: absolutely have someone read it (a colleague, a friend) before you submit it. Don't just write it and submit it. Then, take that person's suggestions to heart, because you want to submit the best possible manuscript that you can. It influences the image that the editor has of you, knowing that the reviewers are going to have lots of suggestions for you, because that is the reviewer's job. The reviewer's job isn't to tell you what you have done right. It's to look for problems or deficits in the manuscript, so keep that in mind. Have someone else read it. Get some feedback--that is essential.

Make sure that the grammar is correct and that the formatting meets APA guidelines. There are many little things, like watching the space bar. Remember, it is one space after a period. Those things may not seem like they matter, but when glancing at the page it matters visually. If it looks disorganized and if the headings are wrong, it sets the reviewer in a bad mood right away. So make sure that you follow the APA guidelines. Check the manual. Don't assume that it is someone else's job to do that. It is *your* job.

Make sure you have followed the APA guidelines and checked your references. You should go through your manuscript and match every citation with the reference in the back. I know

that is a pain and takes time, but someone will do it eventually. When the manuscript is accepted and there are mistakes, they will have to hunt you down and find these references anyway. It is better to do it right off.

HW: What are the common mistakes that you see people make when conducting research and writing up their research?

DS: There are a lot of mistakes that we see, and they are research design mistakes. People tend to overgeneralize their results, and they want to apply them beyond the population from which the sample was drawn. There is a tendency for researchers to overextend their results, and so be cautious about your results. Lots of researchers apologize for small sample sizes. There is nothing wrong with small sample sizes. Just be sure you are upfront with the fact that these results only apply to the population from which the sample was drawn. As long as you are upfront with how you can generalize your results, we usually don't have a problem with small sample sizes.

In terms of APA, reviews of literature are supposed to be past or present-perfect tense. Many people try to write them in present tense. There are some guidelines, so it would be "Jones found" or "Jones has found, not "Jones finds" because Jones already published.

Another issue that is simple is noun-pronoun agreement. People always say "a student" and then later in the sentence will say "they." But "student"

"Make sure that you follow the APA guidelines. Check the manual. Don't assume that it is someone else's job to do that. It is *your* job."

--Del Siegle



is singular, and you aren't supposed to say "he/she," so you should make it "students" and then "they." There are agreement problems constantly, even the best writers do that. "That" and "which" and "since"--those are all terms that have specific uses, and sometimes people use them incorrectly.

One more issue is author citations. When you have three or more authors, up to six, all of the authors are listed the first time out, but after that you do an "et al." People are always listing the three authors the second, third, or fourth time they are mentioned. That's not supposed to happen. I have to change that often, and that is a big problem for our associate editor.

HW: What is the focus of your journal, what types of manuscripts are you looking for?

DS: The *Journal of Advanced Academics* started out as the *Journal of Secondary Gifted Education*. We still have our gifted group, and people sometimes think that we have left that. We haven't left our gifted roots; the difference is that we are less concerned that the subjects of the (continued on next page)

A Conversation Continued...

(continued) study are gifted, and we are more concerned with the use of the pedagogy of the gifted education. That is why we are called the *Journal of Advanced Academics*. We want to publish manuscripts about advanced curriculum, advanced teaching processes, higher order thinking skills, anything that is associated with acceleration, International Baccalaureate, Advanced Placement, anything involving curriculum, high-level curriculum, high-level instruction, beyond grade-level instruction, beyond teaching to the middle of the class. We aren't concerned whether the subjects of the study are gifted, but we want the curriculum to be gifted, the processes to be based in gifted pedagogy. We also do evaluation studies. We don't really publish think pieces; we prefer to have data-driven studies.

HW: What makes the Journal of Advanced Academics different than other journals?

DS: I think the other journals are more concerned with gifted populations, and we are more concerned with advanced pedagogy

and curriculum. It is great if the population is gifted, but we don't require it.

For more information on JAA, see the journal's website at <http://www.jaa.uconn.edu/>

“How'd this study get in here??”

Journal of Advanced Academics is a “peer-reviewed” or “refereed” journal. This means that submissions are sent to reviewers (usually 2-3) who have expertise in gifted education and the topic and/or methodologies used in the submitted article or study. Scholarly journals like *JAA* use a “double blind” process: the reviewer does not know who authored the article and the submitter does not know who reviewed it. This helps ensure submissions evaluated based on the merit of their content alone.

“One of the most empowering moments during my time as a graduate student was realizing I had something to give back my profession. Writing an article, a review, or a column became a way for me to take what I had been learning and contribute to the field. No matter how big or small, we can all contribute...and we should!”

*Jennifer Beasley, Columnist,
Teaching for High Potential &
NAGC Graduate Student Member*



GETTING PUBLISHED!

Whether you're a full-time or part-time graduate student, the opportunity to study areas of interest and importance to you in education can be a prime time to share your research, practice, or expertise in through writing and publishing. There are many ways to get published in gifted education, across a variety of outlets, from scholarly to parent- and practitioner-friendly. See the next page for a simple chart of the possibilities.

PUBLISHING IN GIFTED ED. AT-A-GLANCE

Publication	Type	Readership	Editor(s)	Website
<i>Gifted Child Quarterly</i>	Quarterly Journal, Peer-Reviewed	NAGC members, researchers, and education professionals	Carolyn M. Callahan	http://gcq.sagepub.com/ or http://www.nagc.org/ index.aspx?ii=979
<i>Journal for Advanced Academics</i>	Quarterly Journal, Peer-Reviewed	Administrators, curriculum coordinators, researchers, policymakers, and graduate students	Del Siegle and D. Besty McCoach	http://www.jaa.uconn.edu/
<i>Journal for the Education of the Gifted</i>	Quarterly Journal, Peer-Reviewed	Education professionals, researchers, scholars, and graduate students	Tracy L. Cross	http://journals.prufrock. com/IJP/b/journal-for-the- education-of-the-gifted
<i>Roeper Review</i>	Quarterly Journal, Peer-Reviewed	General and gifted education professionals, researchers	Don Ambrose	http://www.roeper.org/ RoeperInstitute/ roeperReview/index.aspx
<i>Gifted Child Today</i>	Quarterly Journal	Teachers, general and gifted education professionals	Susan K. Johnsen	http/ journals.prufrock.com/ IJP/b/gifted-child-today
<i>Parenting for High Potential</i>	Quarterly Magazine	Parent members of NAGC, teachers	Jennifer Jolly	http://www.nagc.org/ index.aspx?id=372
<i>Teaching for High Potential</i>	Quarterly Newsletter (print and electronic)	Teacher members of NAGC, gifted coordinators, education professionals	Jeff Daniellian	http://www.nagc.org/ index.aspx?id=1498
NAGC Network Newsletters	Print and electronic newsletters	Members of NAGC Networks	Varies (see Network webpages)	http://www.nagc.org/ index.aspx?id=1039
Gifted Education Press Quarterly	Quarterly Online Journal	Teachers, general and gifted education professionals, parents	Maurice Fisher	http:// www.giftedpress.com/
<i>Gifted Education Communicator</i>	Quarterly Magazine	Members of California Association for the Gifted, teachers, education professionals, parents	Margaret Gosfield	http://www.cagifted.org/ displaycommon.cfm? an=1&subarticlenbr=14
State Gifted Association Publications	Newsletters, Magazines	State association members	Varies	List of state association websites http://www.nagc.org/ index.aspx?id=609&gbs
<i>Gifted Children</i> (Electronic Journal of the American Educational Research Association Gifted SIG)	Bi-Annual Electronic Journal	AERA Gifted SIG Members	Dona Matthews	http://www.aeragifted.org/

NAVIGATING THE APA STYLE GUIDE

APA: Who cares?



When submitting manuscripts for publication, or papers for your graduate classes, using APA formatting is essential. It shows the reader that you are an “insider” to the field and shows an editor or professor that you know what you are doing!

But the APA Handbook is for more than your reference list. The style guide includes rules about using numbers, passive voice, and tables/figures. As a graduate student, that black & red manual should become, if not your best friend, at least a very close one.

As the assistant editor of the *Journal of Advanced Academics*, I have the unique opportunity to read manuscript submissions and proofread articles before publication. My tips for this issue are focused on in-text citations.

Hope Wilson is a doctoral student in Gifted Education at the University of Connecticut. Email her at hope.e.wilson@gmail.com

A Cite for Sore Eyes By Hope E. Wilson

In-text citations are the references that you include in the body of your paper, using parentheses to separate them from your sentence. Here are the rules:

1. **In-text citations should match your reference list.** In other words, every in-text citation should correspond to an item in the reference list, and there should not be any “extras” in the reference list that are not cited in the paper. Also, check your spelling of the author’s names and be consistent.
2. **In-text citations for *one author*.** List the author’s last name, followed by a comma and year of publication: (Smith, 1984). Use this form each time you reference this author and publication, unless you use the same citation more than once in the same paragraph. In that case, eliminate the year after the first time within the paragraph.
3. **In-text citations for *two authors*.** Use each author’s last name, separated by an ampersand (&), followed by a comma and the year of publication: (Smith & Johnson, 1992). Use this form each time you cite these authors throughout the manuscript, unless you use the same citation within the paragraph. In that case, see rule number two.
4. **In-text citations for *three, four, or five authors*.** Use each author’s last name, separated by commas, with an ampersand (&) between the last two names, followed by a comma and the year of publication: (Smith, Johnson, Reed, & Jones, 1985). Use this form the *first* time you cite these authors in your paper. For each subsequent citation in your manuscript, use the first author’s last name followed by “et al.” with no comma between them, and then a comma, and then the year: (Smith et al., 1985). The same rule about multiple citations for the same paragraph applies; see rule two.
5. **In-text citations for *six or more authors*.** Use “et al.” after the first author’s last name for every citation. For example, an in-text citation for an article by Smith, Johnson, Reed, Jones, Wilson, and Murray looks like this: (Smith et al., 1985). The rule about multiple citations within the same paragraph still applies to this one too; see rule two!

Clear as mud, right? The rules about in-text citations may take a few extra minutes to check before submitting your manuscript or paper, but it will show that you really know your stuff!