

The Catalyst

Newsletter for the Professional Development Network

National Association for Gifted Children

Volume 1, Fall 2011

Extreme Makeover Network Edition

The Professional Development Network has undertaken a makeover. We have a new vision, a new structure, and a new newsletter. Our goal is to increase membership involvement in the network. Be a catalyst for change. Join us!

Letter from the Chair

By Elizabeth Fogarty

It is with much honor and anticipation that I write this letter. I am honored to have been elected as Chair of the Professional Development (PD) Network in September of 2010 and to be able to serve the network this year as well.

My anticipation is probably common to every educator at this time of year as we engage in a new school year with its possibilities. However, I find my anticipation intensified this year as I think about all we can accomplish in the PD Network as we approach this year's convention. As one of the largest networks in NAGC, I am hoping that we can mobilize our forces to get some new projects underway. One way to achieve this goal is to involve many people who are willing and able to help. I believe there are many talented members who will share their talents with us.

One such opportunity will be to write for the newly renamed newsletter, The Catalyst. This twice yearly publication will feature organization news, articles, and opportunities for members to get involved. A new committee structure will enable members to be directly involved with the network. We will utilize four standing committees for Policy, Program, Membership, and Communications. Each committee's purpose is explained in the newsletter. Other committees may also be needed for special projects, such as network publications or convention events.

I encourage each of you to find ways to share your talents to strengthen our network and develop amazing products. We support your efforts as leaders for positive change in gifted education.

Please contact me with your ideas, or to get involved at fogartye@ecu.edu or office phone: 252-328-4945.

National Standards: Catalysts for Excellence

By Laurie Croft

Introducing the Column

This column will feature articles about the standards, what the standards mean in terms of providing services to our students, and how we can use the standards as catalysts for professional development and encouraging leadership in gifted education and talent development.

Reintroducing our Standards

In spring, 2010 *Professionally Speaking* (now *The Catalyst*) provided an overview of the new professional knowledge and skills standards developed by the National Association for Gifted Children (NAGC) and The Association for the Gifted (TAG), a division of the Council for Exceptional Children (CEC). In fall, 2010, the newsletter introduced the new Pre-K – Grade 12 gifted programming standards, as well as the principles that guided the Program Standards Revision Workgroup.

Affirming the Need for Understanding Educators

“The [professional] standards affirm that educators who understand the nature and needs of gifted, talented, and creative students are essential in our schools if we are going to meet the needs of these unique learners” (*Professionally Speaking*, 2010, p. 2); the guiding principles for the Revision Workgroup emphasized that programming standards must focus on effective student outcomes that emerged from professional knowledge and practice. Together, the standards facilitate the growth of professional expertise and the best possible cognitive and socioaffective outcomes for gifted learners.

Shaping a Paradigm for the Field

The first known use of the word “standard” was in the 12th Century; from the Anglo-French, a standard was a banner serving as a rallying symbol. Today, the two sets of standards in gifted education are barometers of excellence, yardsticks by which we can measure desired outcomes. One synonym for “standard” is “paradigm,” that is, a model or the “set of assumptions, concepts, values, and practices that constitutes a way of viewing reality for the community that shares them” (Free Dictionary, n.d.).

Reflecting Research-based Best Practice

Both sets of standards are research-based, and the two sets are aligned with contemporary research, understandings, and best practices in the field. Those who advocate for effective talent development for all students, including those who demonstrate ability and aptitude beyond that of their age-mates, can rally to the gifted education standards and use them to

- Assess, evaluate, and improve local plans and programming
- Plan curriculum
- Provide professional development
- Advocate
- Develop, improve, and evaluate state standards
- Approve gifted plans and programs and monitor for compliance with state regulations (NAGC, 2010)

Exploring, Understanding, and Using our Standards

Take the time to investigate both sets of standards. You can start your exploration at NAGC's Webpage dedicated to the standards (www.nagc.org/index.aspx?id=1863); the site includes helpful information and links to the standards themselves. NAGC has created a very useful publication entitled NAGC Pre-K-Grade 12 Gifted Programming Standards: A Blueprint for Quality Gifted Education Programs; the Blueprint, available at [http://www.nagc.org/uploadedFiles/Information_and_Resources/Gifted_Program_Standards/K-12%20booklet%20for%20convention%20\(final\).pdf](http://www.nagc.org/uploadedFiles/Information_and_Resources/Gifted_Program_Standards/K-12%20booklet%20for%20convention%20(final).pdf), includes guidelines for analyzing possible gaps in local practice and taking action to remediate gaps that mitigate against student success.

The next issue of The Catalyst newsletter will continue the exploration of these National Standards: Catalysts for Excellence. If you would like to contribute to this column, contact Laurie Croft at laurie-croft@uiowa.edu.

References

Free Dictionary. (n.d.) Paradigm. Retrieved from www.thefreedictionary.com/paradigm

Professionally Speaking: Newsletter of the Professional Development Network of the National Association for Gifted Children. (Fall, 2010). NAGC has revised the Pre-K - Grade 12 Program Standards, 3, 4.

Professionally Speaking: Newsletter of the Professional Development Network of the National Association for Gifted Children. (Spring, 2010). National standards: What do they mean for you, 2.

About The PD Network

By Elizabeth Fogarty

Mission of the Professional Development Network

Have you ever read the Mission Statement of the Professional Development Network? I just read it again and wanted to share it so that we could focus on our purpose as we craft some new goals. The statement is broad enough to recognize the different roles that we play in our day to day work, but not so broad that we do not have a central focus. What do you think? Does this Mission Statement seem to represent our purpose? I'd like to learn your thoughts. Email Liz (fogartye@ecu.edu). Comments will be shared in the next newsletter.

Mission Statement

The mission of the Professional Development Network is to improve the quality of personnel preparation programs and to further the development of leadership within the field of gifted education.

Purpose

The primary purpose of the Network is to improve the quality of services offered to the gifted/creative/talented students through effective programs for training professionals to work with this unique population.

Network Goals

The goals of the Professional Development Network include:

1. synthesizing and disseminating information that will expand the knowledge base in professional teacher training for education of the gifted/creative/talented
2. providing in-service education at the professional development level in order to encourage and stimulate professional growth
3. serving as a public advocate of quality programs for training professionals to work with gifted students or to administer programs designed to meet their special needs
4. providing and disseminating recommended standards for the development and implementation of pre-service, in-service, and graduate training opportunities in gifted education.

Areas of Focus

Current network interests include:

- Inservice and staff development
- Leadership and administration
- Higher education

Lessons From Our Legacy: Catalyzing through Communication and Collaboration

by Connie Phelps

Introducing the Column

This column will feature articles from or about our catalysts in gifted education and talent development who have made significant and major impacts on our field -- lessons that we will not want to forget as we continue to develop our field.

Professional Developers as Catalysts

When asked to develop this column for *The Catalyst*, I thought of a number of successful professional experiences that had evolved as a result of effective communication and collaboration. In many cases, our positions in gifted education may place us in a situation where we function as the specialist in a school or district addressing the needs of gifted learners. We become a positive *catalyst* to develop gifted programs and leadership among students, parents, regular education teachers and administrators. The word *catalyst* comes from the Greek and can mean “to pick up.” The role of a positive *catalyst* in chemistry is to create a change in the rate of a reaction without becoming consumed by the reaction. According to dictionary.com, it can also refer to “a person whose talk, enthusiasm, or energy causes others to be more friendly, enthusiastic, or energetic.”

Communication and Collaboration as the Spark

How do we ignite energy and enthusiasm as *positive catalysts* in professional development from one year to the next without ourselves becoming consumed in the process? To accomplish the purpose, goals and interests of the Professional Development network without burnout, we need to implement effective communication and collaboration skills. Gifted learners often wish to avoid group work in the classroom because they end up doing all the work. However, as teachers and leaders in professional development, we can provide the spark for positive reactions among stakeholders to achieve our purpose of improving the quality of services in gifted education. Stakeholders are more willing to work together in our purpose when we keep them well informed and engaged in meaningful work.

21st Century Connectivity as the Means

The four network goals each require communication and collaboration practices that create and extend resources. In order to expand the knowledge base in professional development for the gifted, we can use the connectivity of the 21st century, which places the world at our fingertips and holds the potential to transmit our message in seconds. Pooling our collective abilities is an effective use of time that motivates and refreshes us in the task of encouraging and stimulating professional growth. We communicate the diverse needs of special populations in gifted education in order to publicly advocate for them and collaborate to administer programs designed to meet their special needs. In order to provide and disseminate recognized standards for professional development, we rely on problem-solving strategies to generate new ideas to implement training programs.

Our Best Resources--Ourselves!

If we've learned anything from the past, we know we cannot base professional development efforts in gifted education entirely on previous funding levels. Moreover current funding requests are often unknown and existing resources are at a premium. Perhaps the best resources at this time are those most available to us at —ourselves! Whether our network members' interests are to provide professional development through in-service and staff development, leadership and administration and/or higher education, each of us has the opportunity to participate in change as positive catalysts. When doing so, we ourselves can grow professionally, increase learning and gain expertise as we communicate and collaborate with each other.

Upcoming Editions

The Spring 2012 *Catalyst* will feature Dr. James Gallagher addressing the concept that gifted students need to be well-rounded as a *Lessons From Our Legacy* guest columnist. If you would like to write a column, contact Connie Phelps at cphelps@emporia.edu.

Professional Development Network Sessions at NAGC

New Orleans, LA, November 2011

Super Sunday Sessions: PD on a Sunday Morning!

Using the 2010 NAGC Pre-K-Grade 12 Gifted Programming Standards in Professional Development

DATE: Sunday, November 6, 2011

TIME: 8:00 AM

ROOM: Marlborough A

PRESENTERS: Susan Johnsen, Todd Kettler, Wayne Lord

This session will describe how to use the 2010 NAGC Pre-K-Grade 12 Gifted Programming Standards in ongoing professional development activities. Examples will be provided that include tiered levels of district-sponsored workshops, independent studies, mentored activities, and university courses. Presenters will also show ways of assessing the effectiveness of professional development by aligning the activities to student outcomes. These student outcomes include the students developing not only talents and gifts but also socially and emotionally. Specific examples of assessments will be provided. Time will be allotted for discussing opportunities and challenges in implementing the programming standards.

Teacher Instructional Quality in a University-Based Enrichment Program: Lessons Learned from the Observers' Perspective

DATE: Sunday, November 6, 2011

TIME: 9:15 AM

ROOM: Marlborough A

PRESENTERS: Enyi Jen, Jiaxi Wu, Yang Yang,

In this session, presenters share lessons from teacher observations conducted in a university-based enrichment program. Using a sample of 85 teachers, over two years, instructional methods used by teachers of humanities and STEM courses are described and their strengths and weaknesses analyzed. Comparisons of experienced and first-time gifted teachers, and between teachers of primary-aged and upper-elementary students are made. These findings inform participants about possible areas to emphasize in teacher-training sessions when developing enrichment programs and courses. The presenters also discuss differentiating teacher training to improve the professional development for teachers with different backgrounds and experiences.

Professional Development Sessions

NAGC 2011

Friday, November 4

Time	Title	Location
7:30 AM	Creating Community and Engagement in Professional Development	GSS 19
7:30 AM	Using Peer Coaching as a Form of Professional Development: The Catalyst for Change	GSS 10
7:30 AM	20.4 Changing Mindsets: Teaching How to Cultivate Intelligence Through an Online Book Study	Poster
7:30 AM	23.1 Principals as Stakeholders	Poster
10:30 AM	What's the Plan? Designing a Teacher Support System for Developing Model Lessons for Gifted Learners	GSS 4
10:30 AM	25.2 Navigating the 7 Cs: Preparing Gifted Students for Success in a Global Environment	Poster
10:30 AM	22.4 Parents and Professionals Working Together in a Professional Development Model: Theory, Practice and Innovation	Poster
11:45 AM	Advancing Potential for Teaching Reading to Gifted Learners	Marlborough B
12:45 AM	Engaging the Insatiable Mind with Inquiry: Matching the Gifted Learner with Depth, Complexity and Choice	Cambridge
1:45 PM	Creating Learning States of Mind	GSS 9
1:45 PM	Demystifying Understanding by Design and Differentiated Instruction: Providing Thoughtful and Comprehensive Professional Development	GSS 13
1:45 PM	Changes in Teachers' Attitudes Toward Teaching Twice Exceptional Learners Through Prince of Wales Focused Professional Development	
1:45 PM	Javits Project Version THREE: The Utah High Ability Student Initiative Project!	Marlborough B
1:45 PM	Going to Graduate School in Gifted Education: Choosing a Program, Surviving, and Succeeding	GSS 21
1:45 PM	21.1 Boosting the Cognitive Complexity of Instructional Tasks and Assessments	Poster
1:45 PM	22.3 From Audit to Awesome: A Framework for Developing Quality Programs in NC	Poster
4:00 PM	Exploring Case Studies in Professional Development	Elmwood
4:00 PM	Gifted Education and K-12 Commitment to Delivering Rigorous Educational Programming	Melrose
4:00 PM	21.2 Teaching Across the Curriculum with Primary and Secondary Sources	Poster
4:00 PM	22.2 Response to Instruction (RtI): Helping Classroom Teachers Meet the Needs of Gifted Children	Poster

Saturday, November 5

Time	Title	Location
7:30 AM	Split Sesion: Effective 21 st Century Practices for Underserved Gifted Students	GSS 6
7:30 AM	From Candidate to Accomplished: A Gifted Educator’s Guide through the National Board Process	Elmwood
7:30 AM	21.3 The Gifted Education Professional and The 500 Hats	Poster
8:00 AM	Split Session: An Administrator’s Toolbox: Blueprint for Facilitating Faithful Implementation of Curriculum	GSS 6
10:30 AM	Using Wikis for Teaching and Learning Beyond Boundaries	Elmwood
10:30 AM	Pebbles, Rocks, and Boulders: Supporting Change from Direct Instruction to Facilitated Learning	Newberry
10:30 AM	Mentoring Pre-Service Teachers: Approaches, Merits, and Pitfalls of field experience and Student-Teaching in Gifted Classrooms	Rosedown
10:30 AM	21.4 Professional Development for Improving Creative Teaching Skills	Poster
10:30 AM	23.4 PLC Book Studies: TLC for Educators of the Gifted	Poster
11:45 AM	Art-Inspired Poetry/Songs as Poetry – Analysis, Writing, Creating	GSS 15
11:45 AM	A Crash Course in Practical Counseling Strategies for Teachers of the Gifted	Napoleon
11:45 AM	Learning to Lead	GSS 24
12:45 PM	One Degree from Kevin Bacon: Six Simple Rules My Students Taught Me	GSS 7
12:45 PM	Partners in PBL: Harmony is All Things 21 st Century	GSS 19
12:45 PM	How Do You Motivate Gifted Learners? Changing Underachievement and Maladaptive Perfectionism into Optimal Motivation	Magnollia
12:45 PM	Technological Tools to Teach and Practice Differentiating the Curriculum	Napoleon
1:45 PM	Split Session: What About Me Can’t You Teach?	GSS 3
1:45 PM	Creating Master 21 st Century Teachers	GSS 15
1:45 PM	Transforming Top-Down into Grass Roots: Creating Buy-in in Required Professional Development	Magnollia
1:45 PM	23.3 Addressing the Under-Identification of Gifted Minority Students with School-Based Professional Development for Educators	Poster

Saturday, November 5

Time	Title	Location
2:15 PM	Split Session: Eight Essentials for Engaging Gifted Learners	GSS 3
3:00 PM	Split Session: Zoom – A Perspective of Gifted Education in the Classroom	GSS 18
3:00 PM	A 3 Tiered Comprehensive Approach to Providing Online Training and Certification to Gifted Teachers	GSS 24
3:00 PM	CONNECTIONS: Preparing for the Next 25 Years in Gifted Education	GSS 13
3:00 PM	Teachers Reflect: How Does Interaction with Exemplary Curriculum Change Teachers' Perceptions of Planning and Teaching	GSS 3
3:00 PM	Teacher Training: Effective Methods for Confronting Bullying and Keeping Gifted Students Safe	Oak Alley
3:00 PM	22.1 Asset Mapping for Gifted Education	Poster
3:00 PM	23.2 Passion – The Fuel of Achievement	Poster
3:30 PM	Split Session: Using Data to Design Differentiated Professional Development: A Fidelity Approach	GSS 18

Sunday, November 6

Time	Title	Location
8:00 AM	Using the 2010 NAGC Pre-K-Grade 12 Gifted Programming Standards in Professional Development	Marlborough A
9:15 AM	Teacher Instructional Quality in a University-Based Enrichment Program: Lessons Learned from the Observers' Perspective	Marlborough A

Extreme Network Makeover!

Extreme Network Makeover!

The Professional Development Network is getting a makeover. The network will be moving to a standing committee structure with the goal of getting more members involved with current projects and goals. As Network Chair, it is my goal that the members be given a greater voice in their network. Our extremely talented members have wonderful ideas about suggestions for improving schooling for gifted students, for newsletter articles, and how we can attract more members. You have a vast expertise that could help all of us become catalysts for change. The four committees illustrated in this article will allow a greater number of Professional Development members to become involved.

Policy Committee – The purpose of the policy committee is to review network policies and act accordingly. This committee will also be in charge of creating a vision for the network. This might include developing ideas for pre-convention sessions, anticipating publication needs of the network and making decisions on funding for special initiatives. The current Network Chair will serve as the Policy Committee Chair during his or her term. If you wish to contribute to this committee, please don't hesitate to contact me, Liz Fogarty, at fogartye@ecu.edu.

Program Committee – The program committee will manage the tasks associated with preparing for the annual NAGC conference. These tasks may include, but are not limited to: securing professional development members to serve as conference proposal reviewers, facilitating the proposal review process, selecting sessions for the "Super Sunday" conference slots, communicating selected conference sessions to the NAGC office, submitting conference notes and reminders for the network newsletter, and making conference arrangements. The Outgoing Network Chair will serve as the Program Committee Chair as he or she will have an integral working knowledge of the network after serving his or her term as Chair. The Program Committee Chair for 2011-2012 is Dr. Laurie Croft. If you wish to serve on the Program Committee or review proposals for the 2012 NAGC Conference, feel free to contact Laurie at laurie-croft@uiowa.edu.

Membership Committee – The membership committee's main task is garnering more members. Our current Membership Committee Chair, Dr. Connie Phelps, has done just that. The Professional Development network grew from 423 members in April to 562 members in July. That's an increase of about 25%. Tasks of the membership committee may include, but are not limited to: sending welcome letters to new PD members, sending reminders to expired members asking them to rejoin, and developing initiatives to boost membership levels and member benefits. The Chair-Elect of the Professional Development Network will serve as the Membership Committee Chair. If you wish to help Connie during her 2011-2012 term in this position, please feel free to contact her at cphelps@emporia.edu.

Communications Committee – The primary task of the communications committee is to produce the network newsletter, The Catalyst. The Catalyst will be a group effort from the membership with Dr. Lori Bland as the Newsletter Editor. This is an opportunity for network members to contribute an article on a professional development trend or sharing a story of a particularly meaningful professional learning experience. There may even be opportunities for you to write a regular column. If you are interested in contributing, please contact Lori at lbland@wm.edu.

This four committee structure should provide us with an organizational means to accomplish some important network tasks over the next year. At times there may also be reasons to establish ad hoc committees for work on special projects and those will be established as the need is recognized. The main goal of this structure is to get more people involved in the work of the organization. Consider this your personal invitation to get involved ... it can be a tiny component or a major project. All contributions are welcome. Be a catalyst!

The PD Network Leadership

Network Chair: Dr. Elizabeth Fogarty

Elizabeth A. Fogarty is Chair of the NAGC Professional Development Network. She is an assistant professor at East Carolina University where her teaching and research focuses on preparing teachers of the gifted and differentiation. She teaches both undergraduate and graduate classes and serves on the Board of Directors for the North Carolina Association of the Gifted and Talented.

Chair Elect and Membership Committee Chair: Dr. Connie Phelps

Connie Phelps is Chair-Elect of the NAGC Professional Development Network and Chair of the Membership Committee. She served as President-Elect in the Kansas Association for Gifted, Talented and Creative and taught middle school gifted students in Wichita, Kansas. As Director of Gifted Education and Associate Professor at Emporia State University, she trains gifted program graduate students.

Program Chair: Dr. Laurie Croft

Laurie Croft, as past Chair of the Professional Development network, is currently Program Chair; for the past three years, she served on the NAGC Program Committee. As Administrator for Professional Development at the Belin-Blank Center for Gifted Education (University of Iowa), she supports educators, nationally and internationally, as they advocate for gifted learners.

Newsletter Editor: Dr. Lori C. Bland

Lori Bland is Chair of the Communications Committee of the NAGC Professional Development Network and Editor of its newsletter, The Catalyst. She is the Director of Professional Development and Practice in Gifted Education at the Center for Gifted Education at The College of William and Mary.

A Note From the Editor: The Catalyst: A Stimulus for Change by Lori C. Bland

Gifted lore highlights how Sputnik acted as a catalyst for our field, focusing on developing our most highly able students to preserve our national defense. Our current financial crisis has left us without federal funding to continue research; has forced school systems to eliminate external professional development and travel, has undermined about 50 years of learning about and building effective programs, curricula, and instructional strategies for highly able learners by reallocating funding away from gifted children.

Rather than bemoaning these events, we must perceive them as opportunities to network and form partnerships with the broader community. Our legacy consists of leaders who have rolled up their sleeves to create methods, materials, and opportunities where none existed, of research enlightening our next steps, and teachers working tirelessly to stimulate young minds. No matter which model we use, we need to cooperate so that our citizenry and decision-makers understand the importance of developing gifts and talents in all of our children, without leaving our brightest and most capable behind. We need to strengthen our support base by making connections across disciplines. We need to re-envision gifted programming to resolve the equity issue.

We need another Sputnik moment. The government is not going to provide it, as the National Education Defense Act did in 1958. We need to create our own moment. The professional development network is an ideal platform for identifying goals and tasks, forming partnerships, and making the changes happen. Join us. We look forward to you sharing with us the creative ways you are acting as catalysts to change this negative chain of events into positive experiences for our children. Send your stories (1000 words or less) to any one of us (Liz, Connie, Laurie, or Lori).

From the Field

The current edition of this newsletter is higher education “heavy” in terms of submissions and getting the newsletter started. However, we would like to receive articles about successful strategies related to professional development, models for leadership, making or sustaining change, successful advocacy, etc. from leaders and practitioners in K-12. Articles should be no longer than 750 words. Also, I would like to have help from a practitioner or leader in K-12 with writing the first article for this column, getting volunteers to write subsequent articles, and editing the articles. If you are so inclined, please let me know of your interest by November 15. Please send the your articles to Lori at lcbland@wm.edu.

News from the Membership

In future editions, we plan to include a section on information from the membership. The paragraph should be no more than 100 words. Please send the your news to Lori at lcbland@wm.edu.

Graphics Help Needed

We could really use some help “jazzing up” this newsletter with some graphics and design. If you are interested, contact Lori at lcbland@wm.edu or Liz, Connie, or Laurie.

You must be the change you want to see in the world. (Ghandi)
