Conceptual Foundations Network Newsletter

Conceptual Foundations

Volume 19, Issue 2

This newsletter is a special one for me as this year I not only created this tribute to Donald Treffinger but also have prepared for the interview in my role as the Legacy Series Chair.

I have always admired Dr. Treffinger's work and appreciated the power and logic of his models of creative problem solving and his service models for meeting the needs of gifted children. What I discovered through my exploration of his professional life was the sheer extent of the affection and admiration felt for him by the members of our field. This high level of respect and regard is well expressed by every contributor to this edition of the newsletter.

We hope that everyone will be able to attend the Legacy Series taping as well as attend many of the sessions offered by the Conceptual Foundations Network at the annual NAGC conference in New Orleans. A listing of the sessions is included in this newsletter.

Also, I encourage everyone to attend the Conceptual Foundations Work/Business Meeting on Saturday the 5th from 7:30 to 8:30 AM in the Durham Meeting Room, Hilton New Orleans Riverside.

~Erin Morris Miller, Editor

Donald Treffinger: Inspiring Creativity from Grade School to Grad School

I often feel that our Legacy recipients honor us by their contributions as much as we honor them, and Dr. Don Treffinger is no exception.

Too often in our schools, creativity and problem-solving are considered separately; creativity is reserved for the arts (and not always there!) and problem-solving is a serious and often linear activity. Dr. Treffinger's work reminds us that true problem-solving is inherently creative, and that it takes creativity to recognize problems that others have not previously seen--- as Robert Kennedy once said, "Some men see things the way they are and ask 'Why?' I dream of things that never were and ask 'Why not?'"

Creative problem solving also gives us powerful tools to get students thinking beyond the classroom and beyond our expectations, serving as a foundational model for a gifted program that works with gifted students on issues ranging from the purely academic to the social and emotional. When I introduced creative problem solving to a group of third graders this year, I didn't expect a lively discussion of anarchy and tyranny (albeit not by those names) that went on for several classes! Likewise, introducing creative problem solving strategies with another class led them to share personal experiences with me and each other in a way that more linear approaches might not have done, giving me insight into the challenges they faced in their own lives (and a few suggested topics for the school counselor as well!). Dr. Treffinger's six-step CPS process also has the virtue of transitioning well from grade school to *grad* school; the enthusiasm and sheer relief with which my past graduate students greeted this systematic way of tackling their final research projects indicates the truly foundational nature of this conception of creativity, one that applies to all stages of the lifespan.

More than anything else we do in a classroom, teaching students how to tackle problems creatively is a skill they can use in every area of their lives, and we can be grateful to Dr. Treffinger and other creativity pioneers for their own creative problem solving.

~ Dr. Elizabeth A. Romey, Chair
Conceptual Foundations Network

Index

Romey	1	Cooper	7
Schultz	2	Kellers-Mathers	11
Treffinger	3	Slade	11
Schoonover	5	Conference Schedule	12

Continue Pushing the Envelope

By Robert Schultz
Past Chair
Conceptual Foundations Network

I'd like to extend a congratulatory note to each of you continuing to labor from your various venues for the needs of the gifted and talented across the country. With times as they are, the job is much more labor and emotion intensive; and, we don't do a very good job of acknowledging the accomplishments we make. So, here you go: Nice Job; Well Done; You're the Best!

As your Network Chair, I have had the opportunity to speak on your behalf regarding decisions made for Conceptual Foundations, but also regarding the state of affairs in gifted education across the nation. It has been a pleasure serving in this capacity. It is a capacity I have had the unique opportunity of serving from on more than one occasion.

A focal goal I had was to increase our membership—specifically at the graduate student level. One of the only ways we can ensure a high quality group of developing professionals is to invite people to come together and join the discussions that ground our field.

As I see it, our network holds the responsibility of passing down the legacy of the field's history, research base, and scholarly accomplishments. We serve as advocates for gifted individuals; and we must continue to serve as advocates for our own cause in order to grow our network—and ultimately our field. Having watched our ranks swell due primarily to the new structured membership model, I have also been able to note that the number of graduate students has grown substantially. Goal accomplished—from my perspective.

I'm pleased to be once again "retiring" from Network leadership knowing that our ranks are growing and the Network is in sound shape—this seems to be something I do once each decade! However, we must continue to grow in leadership capacity. I do hope the incoming leadership team energizes some of the new CF members into contributing to the further growth and expansion of our network in all areas of endeavor.

It is fitting that my "retirement" corresponds with our Legacy Series honoring of Don Treffinger. You see, Don was one of the first people I met as a graduate student attending NAGC for the first time. He attended a presentation I did in the now defunct Futures Studies Division; and encouraged me to continue reaching forward and building my sense of hopefulness.

Little did he know that this inspired me to continue pushing the envelope in all aspects of my professional career—from pointing out the inconsistencies and danger of promoting Talent Development over Giftedness (including the Social Emotional Needs of the gifted) to laying out an argument for a clear and present philosophy of Gifted Education to focusing on the curricular needs of Highly/Profoundly Gifted learners. All of these areas continue to hold my attention and guide my teaching both at the university level and in classrooms with kids. My only regret is that I have not done enough writing and publishing of the ideas and experiences I have had. But, from my perspective: *Doing is being involved*; and this is more important than having my name in print. Besides, I can do all that writing when I get (re)tired!

Thank you, Don, for the encouragement to keep being creative and imaginative. Creative is as creative does. Carpe Diem!

Join Your Fellow Conceptual Foundation Network Members for the Business Meeting
Saturday November 5th from 7:30 to 8:30 AM
Durham Meeting Room Hilton New Orleans Riverside

INSPIRE

VISION

The Exciting New Challenge of Talents

By Donald Treffinger

From the *Creativity Conversations* blog. Reprinted by permission from the Center for Creative Learning www.creativelearning.com

Accepting the challenge of recognizing and developing talents can open new horizons for students- as well as for parents and educators.

Let's begin this blog with a proposition that I hope will be neither surprising nor troublesome: school should be a place in which students discover what they can learn and do well, a place where they experience challenge and growth, an exciting place in which all students can thrive and grow. I believe that most parents send their precious offspring off to school each year, hopeful that they will build new skills, channel their curiosity and energy in worthwhile directions, and build a foundation for lifelong success. They hope the school will find the best in their children, and use that as a starting point for becoming successful adults. I also believe that's what teachers want to do. They aren't just childcare supervisors, and I really don't believe that most of them view their role only as "filling students' heads with information." In fact, many teachers with whom I interact every year are frustrated because their role has been transformed far too much into that of a "test prep agent." They became teachers because they wanted to capture the imagination and the thirst for learning that they hoped their students would bring into their classroom. Many of them have become disillusioned and discouraged because they feel trapped in a setting in which many parents don't really care, many students seem unmotivated, support is dwindling with each new budget crisis, and the criterion of success is defined almost exclusively by scores on standardized tests- and it's a setting in which teachers often receive blame for shortcomings but seldom praise for successes. Perhaps you find this appraisal cynical or at least overly pessimistic, but it might surprise you how often we hear this from educators in many places our travels take us. Here's an immodest proposal for turning this around: we need a new vision for the basic purposes of schools and teaching. We need a new commitment to recognizing and nurturing students' strengths, talents, and interests, and we need to embark on a "crusade" – to seek ways to bring out the best in every student.

As professionals working on "education of the gifted and talented" for many years, our team has worked closely in many programs for high-ability students throughout the USA, Canada, and outside North America. We have visited many programs in which highly effective and motivated educators have carried out fine instructional programs at every age or grade level, in rural, suburban, and urban settings. And we have seen those programs rising and falling with each

Challenge
Continued from page 2

threat to budgets, and often we have seen those fine programs isolated and detached from the ongoing life and activities of schools in which they existed (often adding to their marginalization, or making them seem disposable in difficult times). The best efforts we have seen are those in which programming is "woven into the fabric" of the school – incorporated into the culture and daily commitments of everyone in the building, and in the community.

We have also heard the concerns of many children and youth, from the early years to adolescence, whose strengths and passions have been unrecognized, or even worse, disregarded or dismissed, until the "de-motivating" impact strangled even basic achievement, nevertheless the love of learning and the pursuit of excellence.

So in our quest for a new, broad vision of "bringing out the best in every student," we are certainly not "anti-gifted" or "anti-gifted education" (although we occasionally hear that allegation). Rather, the new commitment we advance for recognizing and developing many strengths, talents, and interests is inclusive of the needs of those traditionally defined as "the gifted and talented." But it also challenges us to look beyond any traditional ideas of categories and narrow labels, and to accept the exciting opportunity to discover and develop talents among students who never would have been thought of as "gifted program" prospects. If we accept the challenge of teaching up to what student might aspire to be, we might all be surprised at what they will do and become, as well as the extent to which it will reenergize our commitment and passion for teaching!

Mess Finding gets a bit literal for Gifted Resource Teacher Louise Liddle, Rockingham County Schools, Virginia

Tributes to Donald J. Treffinger

E N E R G Y

Attribute Listing: Honoring Dr. Don Treffinger

By Patricia Schoonover, Ph.D.

If you are going to talk about Don Treffinger, you should walk the CPS talk and use a tool or two. So I decided to use Attribute Listing. Remember to defer judgment, strive for quantity, freewheel, and seek combinations. So here are a few attributes I could generate about Don. See if you can add some more!

To me, Don Treffinger is:

1. Energetic
2. Disciplined
3. Makes writing look easy
4. Talkative
5. External
6. Also extroverted
7. Gets the job done
8. Generates ideas out loud (some of us like to listen to him do this)
9. More of an afternoon/evening person
10. High energy
11. A Teacher
12. A Guide
13. A Facilitator
14. Likes shrimp
15. Likes pizza
16. Has a wonderful wife, Judi
17. Likes dogs
18. Knows interesting people
19. Makes my life very interesting
20. A Friend
21. Able to get his message out with humor
22. Able to make his message memorable
23. A good joke teller
24. Thoughtful
25. An excellent writer
26. Able to write with clarity
27. Always able to write succinctly
28. Someone who encourages his colleagues to write succinctly
29. In Sunny Sarasota
30. Has an incredible library
31. His brain IS an incredible library
32. Develops and conducts great workshops
33. Always a pleasure to work with
34. Able to work 25.75 hours a day.
35. Great at math
36. Great at statistics
37. Able to make the numbers talk to you
38. Someone who tolerates breakfast
39. A non-coffee drinker
40. Someone fools should beware of
41. Someone who arrogant fools should really beware!
42. Has a photograph of himself wearing a tie
43. Tie-less most of the time
44. Able to recharge other people's batteries
45. A world traveler
46. Approachable
47. Not a snow shoveler any more
48. Was in Bismarck, ND the week the Big Snow began (a few years ago)
49. Not always looking like he's working, but he is!
50. Fun to watch him work
51. Inspiring
52. Tiring (he's the CPS energizer bunny)
53. Able to keep colleagues' brains working hard
54. Always able to make his audience happy to be there
55. Always able to attract a crowd
56. Always working to improve (on anything)
57. A man who loves his family
58. Focused even if this list isn't

Attributes
Continued from page 4

I'll leave the focusing to others right now. But Hits and Hot Spots might be a good one to use.

(Go to http://www.creativelelarning.org to get the tools!)

I've figured out that the best equation to describe Don is Don + Energy = Got It! Don is a dynamic presenter/teacher. Whatever the message or lesson, you'll get it. His energy is contagious and I always look forward to face-to-face meetings with Don when we are working on a project because I come away with more energy to do what needs to be done.

Like squeezing oranges for juice, Don manages to squeeze more hours out of a 24 hour day. During the time that I was working on my dissertation, I would think of a question I needed to ask Don and, because it was often 2 or 3 in the morning, I would email my question. Boom! I would get an answer. So then we would email back and forth until I understood what I needed to understand. Don can usually squeeze more ideas and writing out of his colleagues, too. It's contagious, and he makes it seem so easy so we all keep working at it.

The first time I met Don was at a workshop he was conducting in Michigan. It was about 1981 and I was working on my Master's degree. The way I gauged a good workshop/lecture at that time was how long it took for me to fall asleep. I NEVER fell asleep in any of Don's presentations that week. We were kept involved and kept thinking. He had a great sense of humor but with a purpose. You didn't forget the idea being expounded. This workshop was double duty with the topic of Creativity *and* Gifted Students. I knew I wanted to keep working with Don.

During that workshop the time came for each of us to sit down with Don as he critiqued our papers, and I was nervous. We sat there "squeezing our oranges" as hard as we could and he had plenty of juice left. But when it was my turn to meet with Don, he began with what worked with my paper and gave me very solid guidelines and direction to work on. This was also my first experience seeing the power of the sentence stem. He would begin his questions with "How might you . . .; or, "In What Ways Might You . . ." Suddenly possibilities opened up for me. I was exhilarated and, more than that, gained more confidence in what I was doing and what I wanted to do. It was the first time I met anyone who gave me really good direction, with a compass.

There was no question where I would do my doctoral work when I heard that Don was part of the Walden University faculty. I knew my learning experience would be much deeper and more meaningful if I could work with Don. So, he became my Dissertation Chair. Most of the other professors generally gave me easy A's, or the equivalent of that. But it bothered me, because I knew there was more work to be done on my part. Was I going deep enough or broadly enough in each topic? Finally it got to the point where Don evaluated my work and I felt I finally had steam in my writing engine. His critiques always helped me discover paths to gain that depth and breadth I was seeking and, helped me write with much more clarity.

Don is a teacher who models life-long learning; he's an enjoyable, energetic presenter who makes sure you get the point within the humor; and he's a colleague and good friend. His opinion is always valued and I treasure his friendship.

Tributes to Donald J. Treffinger

SCHOLAR

Honoring Dr. Don Treffinger

By Carolyn Cooper Ph.D.

It's 1979. Confratute #2. I'm an assistant superintendent with a passion for learning and writing about educating gifted students, a field I've worked in for years but which I eagerly want to pursue in greater depth.

I've registered for a week-long "strand" scheduled to meet from 1:00 to 3:00 p.m. in the lower level of Bishop Hall at the University of Connecticut. Some 200+ other Confratute attendees are scrambling to locate their respective classrooms on that same floor as are groups of male teachers from area technical schools, whose conference is being held in the same building.

Early to arrive, I find a seat in the front row. I note that an overhead projector and screen are set up, ready to go. I'm immediately impressed; this instructor must be an organized presenter. Little do I know just *how* organized he will be, this Dr. Treffinger!

As soon as he bursts into the room, he wastes no time getting started. Clearly, this is an instructor who knows his craft and is eager to teach it to us. I've chosen the right strand, I'm quite sure.

Because of the strand's being limited to only five days, Don proceeded with his characteristic pressure-cooker speed and intensity. Undeniably clear about requirements for course credit, he expected superior papers and, it was evident, would accept nothing less. I recall welcoming this challenge and was thankful for the good sense I'd had to tuck my typewriter into my car's trunk before leaving for UCONN.

Classes that week with Don were all business; he was teaching adults, after all. He had a job to do in little time, given his wealth and knowledge of creativity generally and creative problem-solving (CPS) in particular. Known worldwide for his research, writing, teaching, and presenting on CPS, Don was extending CPS into gifted education rapidly.

His mastery as a teacher impressed me from the start. An educator whose first five years of school had been in one-room country schools in Rhode Island, I *loved* being a teacher and found Don Treffinger nothing short of outstanding in that role! Organized, prepared, and in full command of his topic, he often made brilliant connections between and among ideas that cemented key points in place. I found him erudite, with a masterful vocabulary (which I appreciated immensely, as the daughter of a minister) with a challenging classical education that had remained imprinted indelibly on his memory and expressed itself in words both exquisitely precise and profound, as well.

Apparent from day #1 of our strand was Don's extraordinary intellect, but he didn't demean his students if they were off the mark, an indicator of personal and professional strength, which I found most commendable. His purpose was noble: to guide his students to a new level of understanding how to educate gifted and talented students effectively.

Tribute
Continued from page 6

His oral delivery was thought-provoking, a fundamental requirement for effective teachers. Almost evangelical in style, in fact, his remarks were filled with both physical and psychic energy as he proceeded through his lectures. To call his classes "stimulating" is a gross understatement; they were poignant. I found Don's remarks stirring and wasn't surprised when some of his statements ran through my mind some time later.

That week in Don's strand revealed him as a teacher's teacher. Guided by a high moral compass, he is deeply spiritual, genuinely caring, and respects and expects perfection, beginning with his own life. Since then, he and I have worked together on several NAGC projects, which have embellished the traits I was familiar with and added others just as powerful.

Don, now "Treff" to me after all these years of our working together, is an emphatic speaker whether on stage, in a classroom, or in print. He says what he means and means what he says. He doesn't "grandstand" for effect, although, as with most high-quality teachers, he *is* a fine actor, a role he plays exceptionally well when necessary.

Open to possibilities for resolving a critical problem, Treff doesn't waste time guessing. His hypotheses are founded in reason, sound judgment that he respects highly. Honest, straightforward, and serious, with a keen wit, as well, he is determined, focused, resilient, and an exquisite problem-solver. Furthermore, he can deal with disappointing aspects of a particular assignment in ways to accentuate the positive. What a gift! How better to describe an effective leader?

Treff has the extraordinary ability to be official without being officious! He's amazingly caring, too, even though he masks his emotions at times. Did I mention that he's a fine actor? (We must be actors in our business; else we'd not succeed as teachers.) One night six years ago at the NAGC convention I was walking with friends along a poorly-lighted sidewalk when I tripped on a grate I hadn't noticed and sustained a serious fall outside the hotel where we'd been in a meeting. Before 7 o'clock the next morning, when our *Parenting for High Potential* annual meeting was to begin (Treff was keen on those "sunrise services"!), news of my fall had reached Treff somehow, and when I showed up, bandaged but determined to attend to my *PHP* duty, he ordered me to leave at once and see a doctor at the local hospital. Although I protested, he won the round, of course, and, what's more, he asked a colleague at our meeting, a longtime friend of mine, to accompany me. Treff's compassion is both genuine and heartwarming.

Living by his convictions is *de rigueur* for Treff, as reflected in his work. He believes in what he creates: *The Creative Problem Solver's Guide; the Talent Development Planning Handbook: Designing Inclusive Gifted Programs;* and, with other authors, *Talent Development: The Levels of Service Approach*, a 4-level guide to gifted education services: a thorough discussion of each level, specific services suggested, additional areas of development, as well as strategies for planning, implementation, and evaluation of programming.

Treff is widely respected for his frank opinions and publishes articles in key educational journals that reflect them. One I like particularly is the following:

"We don't know all the information that today's students will need or all the answers to the questions they will face. Increasingly, we don't even know the questions"[*Educational Leadership*, *65*, Summer 2008].

Treff tells it as it is.

GENUINE

Tribute
Continued from page 7

A recent achievement for Treff is the 2011 publication of a compendium of what he and fellow *Parenting for High Potential* editors believe represent "the absolute best of the more than 350 articles published" since the inception of the parent magazine in 1996. *Parenting Gifted Children: The Authoritative Guide from the National Association for Gifted Children*, marks a major milestone in NAGC history: It covers the gamut of parent concerns, e.g., high achievers, young gifted children, acceleration, advocating for talented students, and mentoring gifted youngsters. It includes, also, home schooling, underachievement, 2e students, and postsecondary opportunities. Treff, Editor-in-chief of *Parenting for High Potential* (2000-2007), was the engine behind this project, which has created for our field "an enduring tome of information and guidance" (Editors' Note, **xvii**).

As editor of *Gifted Child Quarterly* (1980-84), he contributed his own writing talent to the journal, as well, with his "School reform and gifted education: Opportunities and issues" (Vol. 35, 6-11). He reprised this topic (October, 2011), adding the following: "Gifted education can, and should, bring important issues to all educators, and make many 'school reform' and school improvement efforts more powerful. We need to be the strong voice that reminds all educators of the importance of challenging and nurturing the best potentials of all learners so that minimum competencies will not become maximum competencies" [Abstract, October 2011, *55*.]

One of Treff's accomplishments that has been particularly useful to a wide range of *Gifted Child Quarterly* readers is his guest editorial that appeared originally in the December 1982 issue. "Demythologizing Gifted Education: An Editorial Essay" presented 15 myths that had persisted through the years, regardless of research to the contrary. The "old saws" appeared to be at the root of these myths, e.g., "the gifted constitutes a single, homogeneous group," " the gifted constitutes 3% to 5% of the population," "we have to have the same scores for everyone," and "there is a single curriculum for the gifted." The other 11 myths were equally fallacious.

As guest editor of *GCQ* again in 2009, Treff discovered, to his dismay, that not only the original 15 myths published in 1982 were *still present* throughout the country but that *three new ones had been added*, also. "Confusing 'difficulty' and high stakes testing with rigor," "gifted students don't have unique social and/or emotional needs," "it's 'fair' to teach all children the same way," and "Advanced Placement (AP) is an adequate secondary program" are as far from reality as the earlier myths were! This mounting ignorance is a clarion call for clarification if I've ever heard one!

In 1975, Treff, then professor and chair of the Educational Psychology and Research Dept. at the University of Kansas (1972-78), wrote an article in *Gifted Child Quarterly, 19*, that presaged his later contributions to the journal. His title was "Teaching for Self-Directed Learning: A Priority for the Gifted and Talented." Without question, his focus was in the direction that his career would take him. Some 30 years hence, he and colleague Scott G. Isaksen published a piece in *Gifted Child Quarterly, 49*, entitled, "Creative Problem-Solving: The History, Development, and Implications for Gifted Education and Talent Development."

Tribute
Continued from page 8

Treff has a track record of prolific publishing, as anyone active in gifted education knows. He developed and published Nurturing *and Developing Creativity: The Emergence of a Discipline* (1993), with the assistance of editors S. Isaksen, M. Murdock, and R. Firestein. In addition to his various roles with *GCQ* he led the research for the 2002 National Research Center on the Gifted and Talented (NRC/GT) study, "Assessing Creativity: A Guide for Educators."

Awards bestowed on Donald J. Treffinger include NAGC's Distinguished Service Award; the E. Paul Torrance Creativity Award; the *Risorgimento* Award from Destination ImagiNation, Inc. for his countless contributions to creativity; and the Creativity Research Award from the World Council on Gifted and Talented Children. He also holds an honorary Doctor of Law Degree from the University of Winnipeg.

Treff's work has been published by the Center for Creative Learning; Creative Learning Press; NAGC; and Prufrock Press and by booksellers Amazon, Barnes & Noble, and Corwin Press, as well. His work has been published and reviewed in *Creativity Research Journal, Educational Leadership, Journal of Creative Behavior, and Phi Delta Kappan.* Further, he published in *Creativity and Giftedness*, 2004, *10, "Essential Readings in Gifted Education,"* an NAGC publication (Sally M. Reis, Series Editor).

In addition to his valuable friendship Treff gave me in 2005 a welcome opportunity to write articles for parents of gifted children, explaining topics they might have encountered in schools or seen and/or heard in the media. To achieve this he created "The BUZZ," a column that has appeared regularly in *Parenting for High Potential* for several years. Implications for high-ability children are described; critical issues and questions are raised; and links are made to other helpful resources for parents.

Donald J. Treffinger is a scholar, a teacher's teacher, and a perennial student with a mission. He has indefatigable energy, an incomparable zest for learning, a pioneer's passion for innovation, and the acumen of a philosopher. A veritable gem in the crown of gifted education who sparkles in his own inimitable way, Don, by his work, keeps each of us honest as we go about the business of educating gifted and talented children throughout the world.

Thank you, my friend; you've taught us well. And CONGRATULATIONS upon this august occasion!

Conceptual Foundations is the newsletter of the Conceptual Foundations Network of the National Association for Gifted Children
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Tributes to Donald J. Treffinger

L E A D E R

The Casual Commander

By Sue Keller-Mathers

As a graduate student of Don Treffinger, I'll never forget the man with the booming voice and no nonsense manner that was so knowledgeable about creativity in education and so willing to assist young scholars to learn and grow. I can remember around the Creative Studies office that the word was they didn't let Don teach any undergraduate courses as he scared them too much! He had presence, demanded excellence and although he was very helpful to young scholars, he didn't tolerate "slackers" well. He opened many doors for me and I am grateful for his teaching, guiding and colleagueship as I navigated my way into the field of creativity.

I also remember one time as a young woman, fresh out of graduate school I went to present with Don and colleagues at Fordham University. Another colleague and I asked Don many questions in preparation for our work with educators. One of the things we asked of course was "How should we dress?" I'd known Don for a couple years by that time and knew very well that you'd be hard pressed to get him into a suit or even a tie.

I think his response to my question was something like "You don't have to get dressed up for this." In retrospect I'm really glad I opted for the suit since my colleague and I ended up being given a small group of powerhouse trainers who would have "eaten us alive" if we hadn't been on our game from all angles!

Leading the Expedition

By Mary Slade

In what ways might I honor Dr. Don Treffinger? There are so many reasons that Don deserves this honor.

I was first inspired to work with Dr. Treffinger as a novice fourth-grade teacher. Therefore, he was my first teacher in gifted education. I will never forget the life-changing experience of having the opportunity to study with him if only for a summer.

However, my favorite memory is the article and subsequent presentation at NAGC on the "catechism" of gifted education. His words on demythologizing gifted education not only made a lasting impression but set a model for how to talk about gifted education in a way that is meaningful, memorable, and quite magnificent.

Don Treffinger has always been a visionary to gifted education. Long before anyone has thought about the next journey, he is leading the expedition! His inspiration, leadership, and creative pathways will be his legacy.

NAGC 2011 Conceptual Foundations General Session Offerings

Friday November 4th

The Roles and Functions of Friendships Among the Gifted and Talented		
Michael Sayler	7:30 a.m. - 8:30 a.m.	Grand Salon Section: 16
Reading Virgil Ward: Re-examing Principles of Differentiation		
Marie Peine	7:30 a.m. - 8:30 a.m.	Fountain
Epistemological and Disciplinary Considerations in Acceleration: History as an Example		
Laurie Croft	7:30 a.m. – 8:30 a.m.	Marlborough B
"Everything Old is New Again": The Historical Dimensions of Differentiation		
Kathi Kearney	7:30 a.m. – 8:30 a.m.	Grand Salon Section: 24
The Asynchronous Cheetah: Integrating Metaphor and Definition for Practical Use in the 21st Century		
Stephanie Tolan	10:30 a.m. – 11:30 a.m.	Belle Chase
Using Policy Definitions to Improve Gifted Education		
Jane Clarenbach and Rebecca Eckert	10:30 a.m. – 11:30 a.m.	Grand Salon Section: 13
Answering the 'Why' and 'How' of Integrating Gifted Programming and Response to Intervention (RTI)		
Heather Baskin	10:30 a.m. – 11:30 a.m.	Ascot
Advancing Potential Through Inventive Thinking: Focusing on 21st Century Skills		
Felicia Dixon	10:30 a.m. – 11:30 a.m.	Rosedown
Gifted friendships: Perceived versus actual numbers of friends		
Bruce M. Shore, Cheryl Walker, Petra Gyles, and Tanya Chichekian	10:30 a.m. – 11:30 a.m.	Grand Salon Section: 15
This isn't Your Grandmothers Classroom: Expanding the Theory of Developmental Differentiation for 21st Century Citizens		
Barbara Hutton and Kathi Kearney	10:30 a.m. – 11:30 a.m.	Grand Salon Section: 24
Defining the Gifted Self: Improvisational Performance as a Way of Life		
Robert Schultz	11:45 a.m. - 12:30 p.m	Grand Salon Section: 7
A Conceptual Model for Optimal Development of Gifted Students		
Barbara Kerr	12:45 p.m. - 1:30 p.m.	Belle Chase
Response to Intervention and Advancing Potential: Promising Practice		
Robin Carey	12:45 p.m. - 1:30 p.m.	Oak Alley
Intelligences Outside the Normal Curve: Creating Social Capital Leadership Potential In Young People		
Joseph Renzulli	1:45 p.m. - 2:45 p.m.	Jefferson
NAGC's Programming Standards: A Guiding Light to Educational Excellence for Gifted Students in Georgia		
Celita Allen and Gyimah Whitaker	1:45 p.m. - 2:45 p.m.	Grand Salon Section: 15
Changing mindsets: Gifted students and project-based inquiry		
Petra Gyles, Tanya Chichekian, and Cheryl Walker	4:00 p.m. - 5:00 p.m.	Grand Salon Section: 15

NAGC 2011 Conceptual Foundations General Session Offerings

Saturday November 5th

Gifted education goes Hollywood: A film-lover's guide to our field's future		
James Delisle	10:30 a.m. – 11:30 a.m.	Belle Chase
Factoring In Service Learning: Developing Dabrowskian Developmental Potential Through Community Service		
Elizabeth Romey and Barbara Romey	11:45 a.m. - 12:30 p.m.	Grand Salon Section: 21
Talkin' 'Bout My Generation: Examining Giftedness from a Generational Perspective		
Claire Hughes and Christy McGee	11:45 a.m. - 12:30 p.m.	Jefferson
Growing Even Smarter Brains: How Everyone Can Increase His/Her Intelligence		
Martha Kaufeldt	12:45 p.m. - 1:30 p.m.	Grand Salon Section: 24

Sunday Nov. 6th

Sunday Super Sessions

Can Gifted Education Avoid Contributing to Social Inequality?		
Moderator: Jennifer Cross Panel: Don Ambrose, Nancy Robinson, Lori Bland, and Kimberley Chandler	8:00 a.m. - 9:00 a.m.	Grand Salon Section: 6
Gifted Education Is Fractured, Porous, and Contested: What Should We Do About It?		
Laurence Coleman, Joyce VanTassel-Baska, Tracy Cross, Don Ambrose, and James Gallagher	9:15 a.m. - 10:15 a.m.	Grand Salon Section: 6

NAGC 2011 Conceptual Foundations Poster Session Offerings

Friday November 4th and Saturday November 5th

Reframing Gifted Advocacy		
Kathee Jones	7:30 a.m. - 8:00 a.m.	Elmwood
Uniqueness and Purpose in Gifted Education and Beyond		
Susan Waite	7:30 a.m. – 8:30 a.m.	HEC
Nurturing the Gifted and Talented: The Hanoi Tower Model of Excellence		
Nga Giap	8:00 a.m. – 8:30 a.m.	Elmwood
Frenemies: The Fit Between Gifted Education and Special Education		
Claire Hughes	10:30 a.m. – 11:00 a.m.	Marlborough A
Surviving the deluge: Trying to understand the characteristics individuals who are gifted and talented		
Royal Toy and Dana Seymour	10:30 a.m. – 11:00 a.m.	Fountain
How do preservice teachers conceptualize giftedness? A metaphor analysis		
Jill Olthouse	10:30 a.m. – 11:30 a.m.	HEC
Policy Perspectives on Gifted Identification		
Scott Hunsaker and Paul Shepherd	11:00 a.m. - 11:30 a.m.	Marlborough A
Recognizing and Developing Potential		
Stuart Omdal	11:00 a.m. - 11:30 a.m.	Fountain
A Historical Perspective of a 33-Year Program for Gifted and Talented Students		
F. Neil Mathews	1:45 p.m. - 2:45 p.m.	HEC
How Much Is A GT Student Worth?		
Derek Little	4:00 p.m. - 5:00 p.m.	HEC
The paradoxical effects of praise, criticism, and no-feedback for underachieving gifted children		
Jungsun Kim	Saturday 3:00 p.m. - 4:00 p.m.	HEC

Portraits in Gifted Education: The Legacy Series Presents:

"The Creative Voice of Don Treffinger"

Friday, November 4th
4:00 – 5:30 pm
Versailles Ballroom
Hilton New Orleans Riverside

"The truth is in the dialogue"
~Plato

Please direct inquiries to:
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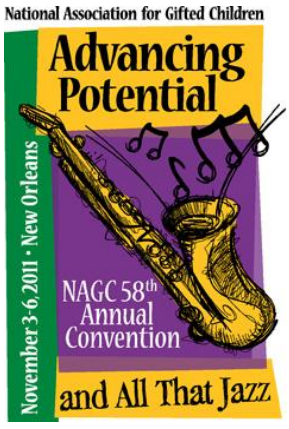
The Conceptual Foundations Network, with the support of the Creativity Network, and in concert with NAGC, continues its dedication to videotaping notable gifted advocates, researchers, and leaders in order to preserve their legacy for future generations. For our fifth annual videotaping, you are invited to share in the insights of Don Treffinger, world famous expert on creativity, problem solving and talent development.

We are honored to be interviewing this devoted advocate for gifted and talented children.

Attendance is open to all NAGC Convention Attendees.



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