
CONCEPTUAL FOUNDATIONS

Network Newsletter



Fall 2014

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NAGC 61st Annual Convention and Exhibition
November 13-16, 2014 > Baltimore, MD

National Association for Gifted Children



In this issue,
we honor

Joyce VanTassel-Baska.



Message From the Editor

Danae Deligeorge, MA

Gifted Education

Northeastern Illinois University

appreciate

/ə'pri:ʃieɪt/

verb

Greetings to all the readers of the Conceptual Foundation Fall 2014 Newsletter!
In this edition of our newsletter we are honoring Joyce VanTassel-Baska.

We appreciate the good qualities of her work.
We appreciate her significant contribution to the field of gifted education.

In my effort to put together thoughts to introduce Joyce VanTassel-Baska, I couldn't express myself better than repeating in my head the wise words of the ancient Greek philosophers:

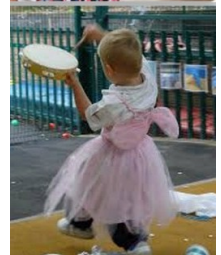
"Even a nod from a person who is valued, has more appreciation than a thousand arguments of another." (Plutarch)

"Those who offer adequate education to children should be valued more than those who gave birth to them, because their parents gave them only life, but their educators offered them the gift of well-living." (Aristotle)

Joyce VanTassel-Baska herself has adequately educated many gifted children. Through her wide publication of about 28 books and over 550 refereed journal articles, book chapters, and scholarly reports, she has given many educators the opportunity to learn how they themselves can adequately educate the gifted children.

Let's pause and think for a second,
how many people have been offered the gift of well-living by Dr. Joyce VanTassel-Baska?

We deeply appreciate your passionate hard work,
Dr. Joyce VanTassel-Baska.
Thank you.



Message from the Chair

Erin M. Miller

I am extremely excited about this year's convention offerings in the Conceptual Foundations Network strand. Our Programming Chair/Chair-Elect Jennifer Riedl Cross has put together an eclectic and fascinating slate of sessions. Although all of the sessions will be interesting, I am particularly excited about the Signature Session we have planned. One of Conceptual Foundations main missions is to explore the theoretical underpinnings of the different theories and beliefs about the nature of giftedness. To promote that mission, Dr. Riedl Cross and I collaborated in the organization Signature Session, *Conceptual Foundations of Gifted Education in 2014: Competing Models for Providing an Appropriate Gifted Education*. A panel of theorists including George Betts, Joseph Renzulli, Paula Olszewski-Kubilius, Scott Peters, and Catherine Brighton will discuss their differing conceptions of the meaning and purpose of gifted education. James Borland will serve as the moderator. Lively civil discourse is expected. Intellectual growth thrives on the consideration of multiple perspectives.

Scott Peters will also be presenting along with Matt McBee, Scott Barry Kaufman and Michael Matthews, Betsy McCoach. Their provocative title is *To Reform Gifted Education, Lose the Concept of Giftedness*. They will be discussing the Advanced Academics model of services for students who need more than is being provided by the regular curriculum. They call for a critical examination of the role of identification in services for gifted students. Scott Barry Kaufman will also be giving the E. Paul Torrance Creativity lecture. Dr. Kaufman is a cognitive psychologist and the author of *Ungifted: Intelligence Redefined*. Like many talented individuals he is highly motivated by a sense of justice and fidelity to the truth, particularly as it applies to current scientific understanding of human abilities. He is the Scientific Director of the Imagination Institute at the University of Pennsylvania, co-founder of *The Creativity Post*, and he writes the blog *Beautiful Minds* for Scientific American Mind.

I enjoy a healthy civil debate as do many individuals who work with gifted students. It would be difficult to not enjoy debate if one is working with gifted students! They thrive on it and tend to have strong opinions. Recently a middle school aged gifted student told me that he had heard a song that summed up his attitude towards gifted education:





I don't need you to worry for me cause I'm alright
 I don't want you to tell me it's time to come home
 I don't care what you say anymore, this is my life
 Go ahead with your own life and leave me alone

I never said you had to offer me a second chance
 I never said I was a victim of circumstance
 I still belong, don't get me wrong
 And you can speak your mind
 But not on my time

I don't care what you say anymore, this is my life
 Go ahead with your own life and leave me alone

~Billy Joel, "My Life"

Ouch. My first response was to be thankful that for me the emerging adolescence phase was in the distant past. Poor kid. But it does remind me that we are talking about individuals and their lives and that there is no perfect solution for serving gifted students in their myriad forms. As we discuss the different philosophies and approaches to gifted education at the upcoming NAGC convention in Baltimore I hope that we will take one step closer to reaching all gifted students and serving them well.



Creativity as an Elusive Factor in Giftedness

Joyce VanTassel-Baska, Ed.D.

College of William and Mary

Published in the April 2004 issue of *Update*, the electronic magazine of the School of Education at the College of William and Mary.

Creativity is an elusive factor in its relationship to giftedness. Many writers have alluded to the necessary but insufficient component of high intelligence to activate creativity and the reality that many high IQ people are not creative. So what is creativity and how do we foster it in children and young adults? Views of creativity have evolved through several decades of research and application of creative thinking strategies. Psychological views of creativity have centered on the Freudian which espouses that creativity emerges from suppressed desires, to the Maslovian which equates creativity with the state of self-actualization, to the Rogerian which views creativity as the capacity to relate to others in nonjudgmental ways. Other views of creativity, most notably Ariete's (1976), see it as a social construction operating in open and permissive societies. Specific research in creativity has tended to focus on trait theories that define the creative personality as the basis for creative action. Characteristics like independence, risk-taking behavior, freedom from social conventions all make up the traits of such a personality. Other research has examined the processes through which individuals function creatively. These processes include the Torrance components of fluency, flexibility, elaboration, and originality as well as various iterations of creative problem-solving models that purport to move students through various skills in order to develop a creative product.

More recent research has focused on creativity as best judged by products of individuals and groups that are both original and relevant to one's culture at a given point in time. Even when products may not be accepted at a given point in time, their originality may emerge and be appreciated by new generations of consumers.

Carlyle once said that history is the essence of innumerable biographies. As a culture, as a human society, we define ourselves by the contributions of those who create. Examples of this approach abound--we have named Einstein as the man of the millenium with Edison, Roosevelt, and Ghandi as runners-up. Such behavior is interesting in that it reveals our sustaining belief in the contribution of the individual, not the the institutions nor the families that allowed the individual to develop and perform in their arena of expertise. Moreover, we typically award acclaim after a period of time has passed, since we cannot really understand creative contributions in the moment and especially their import and implications.

The educational philosopher Smith (1990) has observed that thought proceeds in privacy and that it is only through human artifacts that we can come to know what thought does. This point is apt when thinking about how we have come to study creativity as an analysis of its products. We know that someone has been creative when their product is judged of high quality and original within a given domain. Simonton (1999) suggests that the products must be prolific if an individual's work is to be judged creative over time. Csikszentmihalyi (1996) further suggests that the creative product has to be valued by the culture and field that produces it, implying that creative individuals must also be good marketers of their work or

find other agents who will do it for them.

Traditionally, creativity has been viewed as an easy process, something that people with certain traits were able to do while others without those traits could not. As our views of creativity have become more informed, we have come to appreciate the role of hard work and revision in the process. Osche's work (1993) is instructive in this regard. After reviewing all of the literature on creativity, she decided the single criterion that mattered the most was the willingness of creative people to work hard and put in the extra time necessary to turn out a quality product in a given domain. Ericsson's (1996) work on chess players and athletes further supports this contention. His stance, based on a number of studies, is that practice, not innate talent, is what separates creative producers from merely competent technicians. And Simonton's (1999) contention that quantity alone predicts quality adds to the understanding of the process as anything but magical.

In the area of education, we are frequently stymied by the need to make judgments about student evidence of creativity and many times feel the need not to judge but rather to accept any product as an example of creative response. This dilemma raises the issue of thinking about creativity at several levels and rendering judgments accordingly, the issue of big C versus little c.

Research on good teaching suggests that feedback is crucial to student improvement, yet at least one researcher on creativity argues against evaluative judgment. Collins and Amabile (1999) have noted the problems with providing both positive and negative feedback to potential creators on their products as it may interfere with their internal capacity to move the product and other manifestations of their work forward to a new level. Perhaps educators might take the middle ground by providing feedback on the processes that underlie the work while still not judging the overall product. For example, to assess a student's research project, one might comment on the process for selecting the problem, the use of search tools to review the literature, and the instrumentation selected to study the problem. Such feedback should serve to assist the student in deepening an awareness of the research process itself, while still acknowledging the integrity of what the student has done.

So creativity is elusive precisely because like intelligence it has many different manifestations, conceptions, and interpretations. For example, some people see only individuals who shift paradigms within fields and disciplines as creative while others see everyone as creative. We appear to be successful only in judging it by products that frequently reach us retrospectively. Finally, predicting who will be creative in adulthood from childhood traits and even behaviors has proved difficult, even in our studies of prodigies which provide the best snapshot into the issue at early ages.

The trait view

While the trait view of creativity is less accepted as a way to judge who is creative than the product orientation just discussed, it still has salience in studying the lives of individuals retrospectively. Studies of eminence, for example, support the presence of the following characteristics in the personality of people who have made major contributions to their society. These individuals typically possess:

- An array of interests. These individuals have a broad information base established through

personal interest that then allows them to make connections across areas of knowledge to a greater extent than their peers.

- Open to novel, complex, and ambiguous stimuli. Creative individuals remain child-like in their perceptions of the world, genuinely curious, and willing to explore new and different avenues of investigation.
- Capable of defocused attention. This characteristic relates to the ability of creative individuals to scan the environment for data or stimuli that might fit with their work. This ability may be analogous to the synectics process in creative thinking where students are encouraged to describe relationships between two seemingly disparate objects like a doorknob and a plate.
- Flexible in respect to cognition and behavior. Creative individuals remain playful with ideas and their manifestations rather than rigidly locking in on a line of thought.
- Introverted. These individuals enjoy solitary pursuits, working alone many times because their energy comes from inside, not from other people.
- Independent, autonomous, unconventional, and iconoclastic. This quality speaks to their lack of being easily swayed by majority opinion or outside views and allows them to take unpopular stances on issues or unconventional views.

Creativity-relevant Skills

While the role of traits in creative individuals may be only partially explanatory for their successful products, skills can be taught to aid individuals in their quest to be more creative in a given area (VanTassel-Baska, 1998). Some of these are stages in the creative process, while others truly do constitute specific areas of worthwhile application on a regular basis.

The early work of Wallas (1926) was instructive about the stages of the creative process. He noted that preparation was a critical first stage. This corresponds to research on the talent development process in any field which suggests learning as much as possible about a field, including the tools, processes, and attitudes associated with it. The second stage is referred to as the incubation stage where the individual is engaged in solid work on a problem but needs unconscious help in moving to solution. This stage frequently involves getting away from a problem and having it continue to sit at the periphery of consciousness. The third stage of the process is illumination where the individual creator suddenly realizes the right solution or the elegant way to resolve a dilemma, sometimes referred to as the eureka syndrome. Finally, there is a need for the verification stage. Is the answer really plausible? Does it hold up to the cold light of reasoned judgment? This final stage must also be negotiated by the creative person, and appropriate adjustments and refinements made. These stages have been studied the most in the lives of creative scientists, and it is easy to see the analogue to the classic process that is employed in such work. However, the process in general appears to be highly applicable to other areas of endeavor as well.

Other ways of casting the skills involved in creativity revolve around those that comprise the creative problem-solving model. Articulated first by Osborne in 1963, it is a model that involves the constant interplay of creative open-ended thinking with convergent,

or narrowed to one-answer, thinking. Typically the model employs several stages and usually includes an initial problem-finding stage that seeks to brainstorm all the different things a problem might be, then to provide illustrations and examples of each option, and finally to come out with a strong problem definition statement. This stage is followed by a period of fact-finding in which the problem is explored through relevant search tactics to uncover more information about how it has been studied, what current findings are, and where the gaps appear to be in crafting a proposed new solution. The third stage of the process typically involves solution-finding. Again the creative strategy of brainstorming is helpful as there is a need to generate many ideas about potential solutions. Such an approach is quickly followed, however, by now trying to create a comprehensive synthesis of the best ideas posed. The last stage in this process involves the creation of an action plan or some other document that serves as a blueprint for making the problem resolution a part of the real world, of moving the ideas into the cultural mainstream.

The knowledge of these skills and the ability to evoke them with a degree of automaticity appears to be helpful to spawning creativity in several fields. Yet the caution remains that, as some studies suggest, these skills must be modified to fit specific problems within specific domains, and therefore must only be seen as a broad heuristic within which creative people might adapt their own idiosyncratic versions of the process.

Environmental influences

The creativity literature has explored the home environments of eminent people as well as prodigies in an attempt to understand the role that early environments and parenting play in the process. In general there appear to be strong advantages accruing from exposure to enriched home environments where intellectual pursuits are valued and early talent development may take place. Yet for high creatives, the home environments appear to be more emotionally detached (Albert, 1980).

A second environmental factor that appears to undergird creativity is the presence of some kind of adversity in the individual's background. In the lives of many eminent individuals, that adversity is represented by early parental loss, death of siblings in childhood, disabling physical conditions, and early deprivation. It appears that such circumstances, while causing permanent distress to many, for creative people become the fuel for creative work in that the trauma is worked out in a creative expressive way.

The role of education in the lives of creative people is an interesting area of environmental support. It appears that just the right amount of education is facilitative but that too much may prove to be detrimental. This seeming contradiction to knowing a lot about your field stems from a concern for too much conventional learning in an area where the ideas of others become so crystallized as to block innovative thinking in the domain. Simonton's (1999) work, for example, suggests a curvilinear relationship between education and creativity. There is also evidence that much of the learning of high creatives is obtained independently of traditional schooling. Autodidacticism may be the norm among this group where the impetus, nature, and extent of learning is self-governed.

Another environmental influence worthy of citing is that of marginality. It is not coincidental that many of America's best writers, poets, actors, and scientists come from the

margins of the society, places where the perspectives may be unconventional to begin with and where the vision may be more creatively shaped. Women and minorities are two marginal groups whose contributions in the last 25 years to many fields have been astounding. If we carefully assess the contributions of immigrants to this country, we see another marginalized group that has produced at very high levels. While being an outsider may be psychologically difficult, it can provide the material necessary to advance the thinking in a field and to keep traditions at bay.

Definition

Based on our understanding of the traits, processes, and environmental conditions that support creativity, what is a reasonable definition of the phenomenon? I would suggest that it is the capacity to develop original, high-quality products in a domain that are judged so by the relevant peer group in that field at a given point in time. Yet creativity, with a big C, requires the test of time to assess the overall contribution of any given product.

The Development of Creativity

Given our understanding of the phenomenon, what can parents and schools do to promote creative capacities in students? There are six goals which we may focus on to promote such behaviors. They include the following:

- 1) To develop intellectual risk-taking through expression and valuing of differences and through selecting activities of interest from a list of alternative ideas and perspectives;
- 2) To develop high level convergent and divergent skills through employing educational models like CPS and problem-based learning that require and promote such skills;
- 3) To develop deep knowledge in a domain by exposing students to major areas of thought and encouraging deep learning in those for which there is both interest and aptitude;
- 4) To develop strong communication skills in written and oral contexts by requiring student work in both modalities and providing feedback on the effectiveness of the work for communication to an audience;
- 5) To develop personal motivation and passion by broad exposure to the culture and following up and supporting expressions of strong interest linked to values and occupational predispositions in and out of school contexts;
- 6) To nurture creative habits of mind by broad-based reading, perspective-taking, and the introduction of novelty.

In the educational realm there are a number of models available to help develop these skills and dispositions. They would include the CPS model already cited along with newer approaches, such as the use of concept mapping, problem-based learning, reasoning and thinking models, research models, and guidelines for meaningful project work. The goals suggested should be systematically applied to each area of learning in the schools to maximize student engagement and learning as well as be applied to current world issues, problems, and ideas encountered in real life and best modulated through the home environment.

Conclusion

The idea of creativity is more exotic than its reality which requires a harmonious confluence of variables in order to support its development. Yet it represents an important ideal for both how to work effectively and how to live well. In work, it is useful, to paraphrase Henry Moore, the sculptor, to have something you bring every insight to every day and know that you can't quite get it right, even as you devote your life to the enterprise. In life, it is useful, as Steven Covey suggests, to find those activities that help us center ourselves, that help us learn, and that help us develop our humanity and its potential. Understanding creativity, it would appear, can assist with both of these tasks if we approach it with an attitude of commitment, curiosity, and caring.

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NAGC

Dr. Joyce VanTassel-Baska

Ann Robinson, Director

Jodie Mahony Center for Gifted Education

University of Arkansas at Little Rock

Past President, National Association for Gifted Children



I first met Joyce VanTassel-Baska when I was a doctoral student in Educational Psychology at Purdue University. I looked up to her then. Now, she is both professional inspiration and personal friend. Joyce wears well on both counts.

Joyce is a unique figure in our field because of her ground-breaking work in three major scholarly and educational arenas. She contributed to curriculum theory (the development of the Integrated Curriculum Model in the 1980s), to curriculum research (20 plus years of federally funded randomized control trial intervention studies), and through her extensive curriculum materials (the internationally adopted William and Mary units in language arts, social studies, science, mathematics and now the humanities and the arts). Any one of these substantive contributions would make a career of distinction; Joyce has distinguished herself in all three. Her legacy is comprehensive. In fact, her work is a stellar example of how the theory-research-practice gap can be addressed successfully.

Fortunately, the field has a rich array of publications which capture Joyce's thinking across a broad range of topics relevant to the education of high ability learners. She has set forth the non-negotiables in services for these learners. She has established a succinct list of key learnings that school administrators ought to know about gifted children and adolescents and the responsibilities schools have to them. Books roll from her teeming brain and pen as fruitful largesse

that we may harvest at will. And, devour them I did.

In addition, it was a privilege to serve with Joyce on the Executive Board of NAGC. Her vision as president of the organization translated into hugely productive initiatives that affected our field, included multiple perspectives, and energized a wide range of professionals. She is an inspired and inspiring leader.

In closing, permit me take a turn toward the personal in honor of Joyce's recognition as the 2014 celebrant of the National Association for Gifted Children Legacy Series. In addition to her insightful work, prodigious scholarship, legendary productivity, and incisive leadership, she is a fierce and fun-loving friend. There's a heavy dose of joy in Joyce. I first encountered her joie de vivre when we found ourselves on lengthy sabbaticals at Wolfson College, Cambridge University in the late 1990s. Enconced in this beautiful college town in East Anglia, we were surrounded by incredible architecture, world-class museums and collections, stunning music, exhilarating intellectual discourse with scholars from across the world--and theatre. Joyce intensely sampled it all, and I got to go along for the aesthetic ride of a lifetime. In fact, she organized and pulled off one of the most memorable Christmas dinners of our lives from the tiny kitchen at her Lensfield Road flat. With friend Rita King, Joyce cooked a full multiple course feast. Ariel provided the Christmas crackers and funny paper hats that are a part of the British tradition. Lee played the flute. The rest of us,



including my mother Maxine and my husband Tom spent a wonderful and entertaining day. We treasure the photographs that captured the infamous Christmas dinner event.

Joyce plays as hard as she works, and I was the beneficiary of that catholic curiosity and determined search for stimulating experiences. Let me provide just one example that captures the kind of personal relationship I've had with Joyce over the years. We are committed theatre fans. If it is live and on stage, we've been known to try anything from big London West End shows to quirky pub theatre productions to staged readings of plays in the unlikeliest of venues with young and unknown talents holding forth. A 3 p.m. matinee in the afternoon and a night performance with an 8 p.m. curtain time? No problem. In the space of 4 or 5 days in London or New York, Joyce can easily attend, enjoy and analyze two plays a day. Her appreciation of live performance is contagious, and from my earliest memories of Joyce and husband Lee in Cambridge, a very young daughter Ariel was a disciplined and enthusiastic theatre goer. In fact, books, music and theatre have been shared passions for the past thirty years. As recently as this July, I was thrilled to spend an evening with Joyce, her family, and friends attending a performance of Hamlet at the Folger Shakespeare Library in Washington D.C. A traveling production directed by wunderkind Dominic Dromgoole for the Globe Theatre, it was edgy and risky. Joyce and I had great seats. She watched intensely and at interval made a comment about one actor's mannerisms and the use of broad humor which she felt distracted from the performance; I was of the opposite opinion. After the performance concluded, Joyce held fast to her analysis. The next day, we revisited the play in a shared ritual of "So now twenty-four hours on, how does that piece replay in your head?" We continued to hold fast to our differing opinions on the actor's stage gestures and the director's use of comedic touches, but this telling incident captures one of the most glorious aspects of a professional or personal relationship with Joyce. One does not have to see eye-to-eye with her; one simply needs to SEE. What a remarkably generous legacy in her life, her work, and her friendships! The learning never stops and the conversation never flags.



A Reflection of Joyce VanTassel-Baska: A Highly Productive Scholar

Susan K. Johnsen, Ph.D.

Baylor University

Joyce is a highly productive scholar. I never realized how hard she worked (and how motivating she was of others) until we became co-chairs of the NAGC Professional Standards Committee. We worked together on two sets of standards—teacher preparation standards and programming standards—and on adapting the Common Core standards for gifted and advanced students. This brief collaboration led to six books, multiple journal publications, and a myriad of presentations at local, state, and national conferences.

One of my favorite stories during this time was a meeting with Nancy Green and Paula Olszewski-Kubilius in Paula’s Presidential suite at the beginning of the NAGC annual conference in 2010. The topic under discussion was NAGC’s response to the Common Core state standards that had just been released that year. How was the gifted education community going to respond? Some states were already saying that gifted education was no longer needed because of such strong, rigorous standards. NAGC needed a position paper—and the sooner the better! Joyce enthusiastically responded, “Susan and I will have a position paper by the end of the convention!” While I certainly had reservations for myself, I knew beyond any doubt that Joyce would be able to pull it off. And she did! We involved the talented people on the Professional Standards Committee and in three days had crafted a position paper that was Board-approved quickly and disseminated to the field.

The following January, Joyce convened a group of able writers who produced drafts of two books to show how the Common Core could be adapted for gifted and advanced students in *one weekend* of work. I never knew until I met Joyce how much can be accomplished in such a short time. I have tremendous respect for her abilities, her tenacity, and her willingness to mentor others in the process.

September, 1973 SCHOOL REPORT Page Three

New Principals Begin Work At 1 High School, 4 Elementary Schools

 Miss Serke	 Mr. Burns	 Mrs. Hawkins	 Mr. Dennis	 Mr. Klimko
 Mr. Jackson	 Mrs. Van Tassel	 Mr. Samsbury	<h4>Assistant Principals, Coordinators Among Administrators Appointed</h4> <p>Four new elementary principals began work this month, and one elementary principal, Harry Dennis, became principal of Libbey High School.</p> <p>New appointees in the elementary schools are Sue Serke, assigned to Harvard School; Gussie Hawkins, to Pickett; Martin Klimko, Birmingham, and William J. Burns, Newbury.</p> <p>Dorothy Moreland and Patricia DeProspero, who had been acting principals at Warren and Glendale schools respectively, were named principals of those schools.</p> <p>Named To New Posts</p> <p>Principals transferred included James Foltz, from Libbey to Bowsher High School; Ben Young from Birmingham to Old Orchard and Bancroft Hills; Bruce Kuntz from Old Orchard to Keyser; Patricia Kennedy from Wallbridge to Ottawa River; Florence Coover, from Ottawa River to Reynolds; Robert E. Smith, from Pickett to</p> <p>wood Learning Center; Millard Jackson, and John Norwood, coordinator and assistant coordinator respectively of the In-Lieu Center; and Kent Welborn, former Harvard principal, supervisor of the West Toledo Pupil Personnel Center.</p> <p>George Miley went to Start High School as assistant principal—activities; Barbara Washington was named assistant principal at Hamilton, and Howard Moskowitz was transferred from Fulton School to Oakdale as assistant principal.</p> <p>Jimmy Dew was named assistant principal of Libbey High School, and James Mercer, assistant principal at Scott, Tyrone Robertson, formerly an assistant principal at Scott, was transferred to Libbey as assistant principal. James Adams was named assistant principal at Pickett School.</p> <p>Interns Assigned</p> <p>Joyce Van Tassel, administrative intern, was named coordinator of movement for gifted and talented</p>	

Children And Teachers Will Become 'Bi-Lingual' In Math As Schools Introduce Study Of Metric System In Grades

Children in Toledo public elementary schools and their teachers will have the opportunity this year to become "bi-lingual" in measurement, Old Orchard, and Agnes McNaull, Strickney.

To dramatize the coming shift of the United States to a metric system, centimeters, meters and kilometers for inches, feet, yards, and miles; milliliters and liters for teaspoons, cups, pints, quarts and



Developing a legacy: Reflections about learning and leading change with Joyce

Bronwyn MacFarlane, Ph.D.

University of Arkansas at Little Rock

The Conceptual Foundations Network will honor the life and work of Dr. Joyce VanTassel-Baska with the Legacy Series at the 2014 NAGC Convention in Baltimore, MD. In tribute to her mentor, Dr. Bronwyn MacFarlane, former doctoral student of Dr. Joyce VanTassel-Baska and co-editor of the festschrift volume published in honor of her career scholarship provided personal reflections as a student and mentee of Dr. VanTassel-Baska to the Conceptual Foundations Network newsletter.

Currently, Dr. MacFarlane is Associate Dean for the College of Education and Health Professions and Associate Professor of Gifted Education in the Department of Educational Leadership at the University of Arkansas at Little Rock. She shares her commentary for the Legacy Series and her mentoring experiences with Dr. VanTassel-Baska at the College of William and Mary with excerpts from *Leading Change in Gifted Education: The Festschrift of Dr. Joyce VanTassel-Baska* (2009).

Meeting Dr. Joyce VanTassel-Baska occurred at a critical point in my talent development. As a school practitioner responsible for rural district programs in gifted education and foreign language, I desperately sought an advanced level of training and a mentor who would provide the right challenge at the right time in my career development. As fate would have it, I met Dr. Joyce VanTassel-Baska as the result of receiving the Eleanor Roosevelt Teacher Fellowship by the American Association of University Women. I chose to use my grant to attend my first National Association for Gifted Children Conference in Indianapolis where I met a group of gifted graduate student representatives at the exhibit booth for the William and Mary Center for Gifted Education. At the conclusion of experiencing my first national conference, I was so energized that I could have practically propelled myself home to Missouri on my own enthusiasm alone. For the next year I considered whether I could change my life to move across the country to Virginia and decided to return a second time to NAGC to see if I would still have the same interest toward joining the William and Mary doctoral program. In Salt Lake City, November 2004, I approached Dr. VanTassel-Baska following her session and talked to her about the program and my own ideas for educational programming for talented learners. Her empowering response to me was a crystallizing moment at that time in my life. In such an affirmative and direct way, Joyce conveyed to me the value of my ideas, and that achieving these goals which I had articulated could be within my reach, and to start going for it. I knew she was the mentor whom I was seeking and that I had found the doctoral home where I belonged. I wanted to be around her more to learn from her as a professor and from her scholarship activities. Upon receiving notification of my appointment as her graduate research assistant at the W&M Center for Gifted Education, I pulled up stakes as a classroom teacher and set off on the great American doctoral adventure.

Joyce is an amazing force in action. As the Jody and Layton Smith Professor Emerita of Education at The College of William and Mary, she served as the founding director of the Center for Gifted Education and also previously initiated and directed the Center for Talent Development at Northwestern University. It was thrilling to be her graduate research assistant during her NAGC presidency and immediate past-president terms. As you may know, Joyce has received numerous awards for her work in gifted education and has published 28 books and more than 550 journal articles, book chapters, and scholarly reports. In concert with her high quality productivity, she models consistent strength, immeasurable knowledge and insight, a whirlwind of multiple projects, humility, consummate ethical professionalism, all while maintaining a steady eye in preparing and planning for the future as an ongoing, positive change agent. She is a master teacher and leader in every sense. Joyce was easy for me to connect with on many levels; we shared common backgrounds in teaching foreign language, gifted education and programming, coaching high school teams (she with the girls' basketball team, and I with the boys' golf team), connections to Ohio and Colorado, and shared interest and passion for international travel, photography, culinary delights, soirees, dance,



leadership, policy, and most importantly, family.

For three special years, I experienced the ultimate professional development learning experience and the privilege of unique and amazing opportunities made possible through Joyce, the Center, and William and Mary. Eager to experience all I could, I enthusiastically pursued every learning option that presented itself. In addition to the challenging coursework and a bouquet of meaningful project work at the Center provided by Joyce, I also ran full tilt into completely experiencing opportunities that came as a result such as: writing publications, attending AERA, NAGC, and VAG, serving as Academic Dean of a residential program for secondary gifted students at Princeton University, being invited to deliver workshops and speak to a variety of audiences, and a cornucopia of exciting professional career opportunities presented to me for consideration in my third and final year of the program. Throughout it all, Joyce continually offered steady guidance and critical inputs and feedback. She offered opportunities to grow and continually modeled inquiry questioning to encourage deeper thinking and analysis.

I continue to consider my time with Joyce in the William and Mary doctoral program focused on gifted administration to have been a once in a lifetime learning experience as an educator. It was a critically special chapter and point in time that would be impossible to recapture. Challenging coursework, led by distinguished professors, provided differentiated learning for doctoral students. As the Research Assistant to the Executive Director of the Center for Gifted Education, I had exceptional opportunities to be involved with sophisticated projects that stretched my scope of understanding and insight, impacting my future possibilities upon graduation and beyond. As a doctoral student with Joyce, I envisioned an exciting journey ahead in which I would be able to apply my professional skills and areas of specialization as an educational researcher and instructional leader to benefit gifted children throughout my career. Following commencement from William and Mary, that doctoral student vision grew immediately in my tenure-track role and again as a tenured associate professor of gifted education in the department of educational leadership at the University of Arkansas. Now as a college-level associate dean, that former doctoral student vision pervades my activities and conversations. As one of Joyce's many former talented graduate students, it is our collective challenge to continually use the scholarship and instruction provided by Joyce to move the field forward and apply her teachings to benefit gifted learners. The possibilities ahead for expanding the field of gifted education are boundless and limited only by our own capacity to see the possibilities -- as Joyce told me the day of our first meeting, "Good ideas, go for it!" Joyce has a talent for identifying and focusing on what she can do and as a result, leads positive change in education. Her students learned how to consider the possibilities and the growth opportunities and solutions that could be created.

As a great teacher, her students enjoyed 100% of her commitment. Joyce perpetually demonstrates her talent, strength, perseverance, and grit. She lives her research about giftedness and deliberately practices her deep life-long passions with a set number of questions that she has pursued with stamina throughout her career. As with her research about gifted individuals and study of Galton's work, she perpetually demonstrates her zeal and the capacity for long term, hard work sustained over years. She models persistence and resilience. These enduring teachings with understandings and professional habits are critical for continuing to lead change in education and what a joy it is, to have a teacher and mentor who serves and loves what she does.

Receiving the 2009 NAGC Outstanding Doctoral Student Award at the NAGC Awards Ceremony; Dr. Joyce VanTassel-Baska and Dr. Bronwyn MacFarlane.





Foresight, Insight, and Hindsight: Bringing into Focus the Legacy of Joyce VanTassel-Baska

Linda D. Avery, Ph.D.

From the release of the Marland Report in 1972 to just after the publication of *A Nation Deceived* by the Belin-Blank Center in 2004, I observed many of the changes that impacted the field of gifted education. Etched into my professional consciousness were the initiation of federal funding for advocacy, research, and demonstration programs, the promulgation of regulations and funding provisions in almost all fifty states by the mid-eighties, the rise, plateauing, and ultimate ebbing of gifted education as a national priority, and the struggles and challenges of the field in the last quarter of the 20th century to seek excellence and equity in its internal policies and programs and parity in its standing in the broader educational community.

I bookmark this time-span by two junctures in which I worked for Joyce VanTassel-Baska. The first was from 1977 to 1979 when she hired me as the Specialist in Gifted Education for the Illinois State Board of Education. The second was when I entered the doctoral program in 1996 at The College of William and Mary where I was both a graduate assistant and ultimately the Manager of the Center for Gifted Education. My respect and admiration for Joyce's leadership in the field stems largely from these two periods in which our career paths intersected. If a legacy is defined as a lasting impression on a field and the individuals within and even outside of that field, then the legacy still unfolding from Dr. VanTassel-Baska's professional career is anchored with contributions that are substantive, cutting-edge, internationally significant, and meritorious. Three examples to support this claim are noted here.

The first example is drawn from Joyce's role in disseminating the important work carried out by Dr. Julian Stanley. Dr. Stanley's use of additional off-level testing (SAT's with middle school gifted students) revealed that the population of individuals identified as gifted on standardized intelligence tests such as the Stanford-Binet was as diverse within itself as was the population between the poles of such normative testing instruments. Uncapping and validating this psychometric dimension was as profound an achievement as the original work of Lewis Terman in identifying, labeling, and studying the educational and career experiences of the top two percent of the population on standardized intelligence measures early in the century.

Joyce recognized and championed the importance of this discovery and created the first replication model for this work when she launched both the Illinois and the Midwest Talent Identification Projects. The original work itself, the replications that ultimately proliferated from it, and the longitudinal follow-up studies of participants identified and tracked over time, have revealed the breadth and magnitude of individual differences within the gifted population. This understanding has had far-reaching consequences in constructing linkages between academia and public and private school systems to better meet the academic and social needs of gifted learners. Dr. Stanley was the genius who conceived of and executed the research, but Dr. Van Tassel-Baska showed how the work could be transported into other settings and ultimately accepted into best practice.

A second contribution was in re-conceptualizing and strengthening the design of curriculum for gifted students. When Joyce entered the field, there was little emphasis on the curriculum component of gifted programs. The focus was on identification, teacher training and selection, and program development. Curriculum strands were coded as accelerative (involving skipping grade levels or being placed in courses that were in higher grade levels) or enrichment (providing learning opportunities that were ancillary to and did not usurp lessons taught by regular classroom teachers). Joyce recognized that these strands were not parallel, but hierarchical. Curriculum must be accelerative first and enriched consequentially. In addition, under the old model, many teachers in pull-out programs were delivering learning experiences that were

untethered to core curricular objectives. Activities, not content matter, were the foundation of the gifted curriculum, and the measure of success for many programs was the level of satisfaction that students reported in their enjoyment of these learning experiences. The articulation of scope and sequence was minimal, if not absent in the program lexicon; the bar in regards to level of challenge was set very low. Whole programs were based on teaching Torrance's model of creativity or using Bloom's taxonomy as the foundation for the curriculum structure.

By introducing the Integrated Curriculum Model (ICM), Dr. VanTassel-Baska put content center stage. Not only did she create a multi-faceted model that legitimated a comprehensive curriculum approach for gifted education, combining specific learning characteristics and needs of gifted students with the core disciplines studied in K-12 schools, she also generated curriculum units that illustrated the model's application in the classroom. She then went further and studied the implementation of these units and their impact on student learning and achievement. Joyce's predecessors such as Virgil Ward, John Feldhusen, and James Gallagher had espoused such ideas and approaches, but Joyce pulled the pieces together, translated them into practice, and facilitated their adoption on an international scale. It is this strand of her work that has situated her as an icon of curriculum development for gifted programs in the nation and the world.

A third example of Joyce's contributions to the field has been her work in advancing the interests of under-represented populations such as the economically disadvantaged gifted child. **Recognizing that culture, bias, and poverty can camouflage a student's true abilities, Joyce has advocated for and developed alternative testing procedures to try to capture greater numbers of minority students.** Her work on Project STAR, a statewide identification initiative in South Carolina targeted to such concerns, resulted in increased numbers of minority and low-SES groups gaining access to gifted programs. This work also documented insights about how program services needed to change to better

accommodate the needs of these students upon admission. This effort served as a reminder to the field that in working with school-age children and adolescents, giftedness is a matter of potential, not exclusively performance. Furthermore, teachers must adapt and refine their instructional practices to maximize the educational success of these students once they become part of population of served.

Walter Gropius, the modern-era German architect, stated that "If your contribution has been vital, there will always be somebody to pick up where you left off and that will be your claim to immortality." The true mark of one's legacy is that work one initiates in one's lifetime is carried on across future generations. Joyce has culled, taught, served as a role model for, and launched into the field, a talented crop of imaginative, achievement-oriented, self-motivated, and highly committed protégés. As these individuals have begun to establish their own national reputations, they have acknowledged the seminal role that Joyce has played in their professional development. Knowing that one's star never shines more brightly than when it is amplified by the luminosity of a hundred other stars, Joyce has cultivated and bequeathed a leadership style that shares the spotlight and passes the torch.

Looking back on my career, I was privileged to work for and with one of the most visionary voices in the field of gifted education during a fascinating period in its history. In some small and modest way, I, along with many others, contributed to the success of several of Joyce's accomplishments. This experience has been a source of great satisfaction in my own life. As the long, balmy days of summer are shortened by the lengthening dusk, I replay with deep nostalgia the memories of these pockets of comet-like creativity and whirlwind productivity and of the friendships I forged along the way.



Joyce VanTassel-Baska: Reflections

Dr. Ken Seeley, Denver Colorado

Those who know Joyce are aware of her tremendous contributions to the education of gifted as a researcher, author, trainer, and leader in the field. As a professional colleague and personal friend over the past 30 years, I wanted to share some comments and observations at her recognition as a legacy honoree. In the early 1980s a small group of leaders in gifted education convened as a group at Keystone, Colorado in the Rocky Mountains to have an open ended discussion about the state of the field of gifted education. This early meeting began a long term commitment to establish this group as the Keystone Consortium which would promote excellence in the field through publications, presentations and program development. The core group was made up of Joyce VanTassel Baska, Camilla Benbow, John Feldhusen, Ken Seeley, and Linda Silverman. Other leaders and researchers cycled though Keystone over its 30+ years but it was this group of five that maintained the regular meetings, presentations and writing together.

Joyce was always a key player and thought leader at the Keystone think tank meetings where controversial topics were debated with strong disagreements, new insights developed, and some consensus evolved. It was truly a “learning community”. Joyce made major contributions in re-conceptualizing the role of curriculum for gifted learners from the idea the “differentiated” curriculum meant material that did not look like the “standard curriculum”. Indeed, the standard curriculum when viewed wide and deep offered up many riches for the gifted. When combined with accelerated pace, the rich curriculum could be the core approach to gifted education that would make sense to regular educators as a logical extension and differentiation. As the principal translator of this conceptual foundation for curriculum for gifted, Joyce developed extensive materials and training

that greatly influenced the field. She was a magnificent messenger for the field of gifted because not only was the message sound, but she was a brilliant, articulate, presenter and writer. She made us all proud as a wonderful spokesperson not only to educators of the gifted, but to the doubting group of general educators who could see common ground through curriculum and differentiated instruction.

I also need to recognize Joyce as an inspiring teacher and mentor. Having seen Joyce in the college classroom, and also in schools training a group of frontline classroom teachers she was always masterful. She also became a mentor to many of her graduate students and colleagues that she influenced with her high standards and high energy work ethic. As a former Latin teacher, I am sure her high school students not only learned Latin, but learned to love Latin. Joyce brought the same passion to her teaching of educators of gifted from a strong foundation in curriculum and learning theory. She models excellence in her teaching, writing, and presentations.

Finally, in recognizing the extensive legacy that Joyce has provided to educators of gifted, I wonder what is next for her. I hope that Joyce finds fulfillment in her next stage of life. Perhaps some time for mentoring and reflecting and sharing new thoughts on continuing issues. I am pleased to know Joyce as a friend, colleague, and teacher and know that I am among many whose lives she has reached.



A Tribute to Dr. VanTassel-Baska

Life Lessons Learned While Traveling

Tamra Stambaugh, PhD

Vanderbilt University

I have come to identify abilities in others, confident that I can bring out the best they have to offer at a given stage of development as others did for me.

While Dr. VanTassel-Baska has contributed (and continues to contribute) greatly to the field of gifted education in numerous ways, I would like to focus this particular tribute on the invaluable life lessons she unwittingly (or rather, consciously) imparted while we traveled together, suitcases in hand, preparing ourselves for what's to come.

I am one of the fortunate individuals who has had the pleasure of spending personal time with Joyce. As my advisor, professor, and mentor, she guided me first during my graduate student years and later, in my role as a staff member. She invited me into her electric world—a world in which I could learn from her, think with her, and work directly with her on meaningful projects. Our work was varied. We spent hours and days pouring over district evaluations, research and data collection for two Javits grant projects, and throughout her NAGC presidency and professional development engagements, I stood by her side with legal pads and spreadsheets. All of these endeavors involved travel. I grew accustomed to road trips along the East Coast, hotel room key and curriculum in hand.

It is not until you travel with someone that you truly know the person she is, and this was never more evident than my experience traveling with Joyce. When I reminisce about our times together, these behind-the-scenes hours rival the stage time; with my seatbelt forever buckled next to Joyce, I would like to share five valuable life lessons I gleaned from her while on the road.

Lesson 1: Focus forward, not behind. Rear view mirrors are not as important as one might think. “I never cared much for the rear view mirror,” Joyce announced one morning, driving us to Washington DC. As if to prove her sentiment, she pushed ahead into the frenzied DC traffic, merging into multiple lanes, ignoring the pack of cars behind her pursuing an identical goal. This determined drive forward, refusing to dwell on the past, is the way Joyce operates in life. She focuses on what is ahead—the road stretching out beneath her, launching toward what is known and unknown. She is forward thinking as evidenced by her innovation in the field, and to turn back would do a disservice; Joyce knows what's back there. Rear view mirror thinking has its place, but perhaps we could all spend more time with a forward gaze on our long journeys ahead.

Lesson 2: Don't let a discouraging meeting and two flat tires ruin your day; grab a mega sized bottle of Tylenol, a bottle of wine and move on. Yes, this really happened. Flat tires happen in all of our lives and good mentors help us repair them. Whether with a patch or a spare, the best mentors provide the tools to ease us off the shoulder—scaffolds and guardrails to help us get back on our feet and to see more clearly the bigger picture (and just





maybe there's a plastic bag filled with Tylenol and wine waiting in the backseat).

Lesson #3: To get a task done or share a thought, there is no time like the present. Anyone who has worked on a project with Joyce can attest to her high-powered energy, work ethic and Midwestern candor. Travel enhanced these ambitious characteristics, and I recall multiple occasions when we would analyze data late into the night only to wake up before dawn and begin again. I (and countless others) have been held captive in hotel rooms to debrief patterns from an evaluation, compose book chapters or grant proposals, or map the structure of a presentation. I have typed manuscripts and meeting notes from the front seat of the car while Joyce barrels ahead. Even in airplane mode with my tray table up and my seat in its upright position, the work continued. Advice flowed as freely as the work. I have been given unsolicited, albeit essential and important, advice regarding my academic future while removing my shoes for airport security or sitting beside her, sipping water at an NAGC panel, just before I stand to speak! Get the job done; now – there is no time like the present.

Lesson #4: Preparation and people matter. One of the first times I travelled with Joyce, I was surprised to find her preparing meticulously for a presentation on content she developed and knew backwards and forwards. I guess I just thought she would stand up without preparation and share words of wisdom about curriculum; she didn't need to prepare anymore because she was that good! Yet, I was surprised by the care with which she added new notes, slides, or ideas to the all-familiar content she birthed. Even though she could easily throw something together and speak flawlessly for hours, she made sure her talks matched the precise needs of the individual district or audience. She also took the time to listen. On multiple occasions when she was exhausted after presenting all day or had just arrived from the airport after a very late flight, Joyce would still take the time to sit with someone who had questions about her presentation, a curriculum unit under development, or a district dilemma. Her actions spoke loudly; preparation and people were (and are) her priority.

Lesson #5: Learning is a lifelong process. Joyce is a learner. Never satisfied, she always has something new to incorporate into her own work. Her work is not stagnant. She learns from her students, asks questions and adjusts her approaches accordingly. As if her work wasn't all-consuming, during her traveling days she sometimes attended plays, visited museums or other mind-edifying places to feed her drive for knowledge. Those seemingly tangential experiences were often incorporated into a new unit idea, presentation, or skill. As a self-proclaimed Luddite she even volunteered to be my "project" for a class on technology and teaching, permitting me to mentor her on technology applications—an intimidating endeavor indeed. Her study of eminent women showed how she learned from the past and applied new learning to the future. She is a lifelong student of the world around her and I of her.

As I consider these lessons and many others, the common thread is that it doesn't matter whether you are sharing a taxi with Joyce, enjoying a casual meal, or sitting in the front row as she presents one of many topics. Her genuine passion and tireless efforts for the field of gifted education and her concern for those working in it have paved the road for numerous others to positively impact the lives of gifted children and those who work with them.

Thank you, Joyce. We've travelled far.

[A Recipe for Joyce](#)

*Shelagh Gallagher,
Ph.D.*

Begin with one cup *Legend in her Own Time.*

My first professional encounter with Joyce was in Illinois, in the late 1980s. I was a young professional at the Illinois Mathematics and Science Academy (IMSA) she was already THE Joyce, with goddess-like status in Illinois by virtue of her work as a program coordinator and director of the Talent Search at Northwestern University. At this point she was already director of the Center for Gifted Education at the College of William and Mary. Joyce came to IMSA to deliver professional development to the IMSA faculty. Because she was a legend I was prepared to be impressed with her intellectual acumen—and I was—but I also noticed that she was skilled in another way that earned instant respect from the entire faculty: She is the only person I ever met who used two overhead projectors simultaneously in a presentation. Her two-fisted transparency turning was *impressive*. Luckily for me I did something that caught her attention—although I'm still not sure what—and she called to ask me to apply to become the project manager for her Javits science grant.

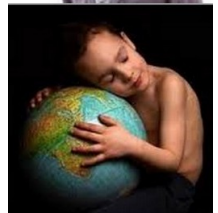
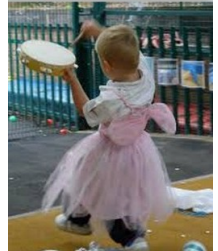
Mix in until well blended *A Gallon of Earnest Scholar.*

Everyone knows that Joyce writes (and writes and writes) but that's just the tip of her iceberg. Joyce embodies scholarship. Arriving in Williamsburg, I found I was working with a project staff comprised of gifted education specialists, and also couple of scientists, a mathematician, a librarian, and an elementary school teacher. This configuration reflected Joyce's belief in the importance of working with people steeped in their disciplines. Everything at the Center reflected this scholarly respect for deep discipline-based content, and also for finding places where disciplines intertwine. Sitting around a conference table at the center discussing criteria for reviewing science curricula, the scientist and curriculum specialist both had incorporate criteria the librarian and elementary teacher considered important. Joyce ensured that all perspectives had a voice, and supported the often challenging task of finding mutual ground.

Very luckily for me, I also found Joyce willing to engage in a scholarly risk. At that point in time Problem-Based Learning was largely unknown in K-12 education, and, to our knowledge, untested in the primary grades. Neither of us knew if PBL would work for elementary school students, but she gave me permission to find the intersection between PBL and her already strong conceptual curriculum model. The result was a highly effective gestalt that would have been impossible if Joyce had been entrenched in a single way of thinking about curriculum.

Sift and then combine with the above *Amazing Energy and Drive.*

The Center for Gifted Education was a busy place and the staff worked incredibly hard, still no one, but no one, worked harder than Joyce. She would arrive at the Center every morning having completed an hour or two of writing at home. She would then launch into a day of activity of administration, instruction, and invention. She accomplished a lot because she worked from the following formula: decide what you want to do, and consider whether it is possible. If it is, then



proceed. If it isn't, assume that it is and proceed anyway. Continue to prove to naysayers, disbelievers, and occasionally Center staff, that the task that seemed impossible was perfectly reasonable all along.

Splash in a dash of *Rive Gauche*.

Joyce's penchant for the intellectual has a decidedly European air. My favorite memories of life at the Center had a distinctly Parisian flair. Like many gifted individuals Joyce loves ideas and loves creating venues where ideas are discussed. I have vivid memories of lunches with Joyce in the office or eating *al fresco* at a Williamsburg restaurant, debating the delightfully impossible questions like, 'What's more important, curriculum or instruction?' Another memorable evening was something akin to a salon, featuring not only Joyce but language arts experts, Penny Koloff, Michael Clay Thompson, and IMSA's Barbara Taylor. The love of language at the table was palpable, you could practically inhale the words.



Gently fold in some *Heart*.

Joyce presents herself as a strong intellectual, but there more to her than that. Joyce was committed to her students and employees. Her students presented at conferences large and small, and they were introduced to influential people. Her staff was provided copious opportunity to create and collaborate if they were willing to step up. So, while at the Center I worked, I thought, I wrote, and I learned. But I was also welcomed, cared for, mentored, and nurtured. Joyce may demand, but she also gives.

Sprinkle on top pieces of the *Rock of Gibraltar*.

A pivotal factor in the Center's influence has been Joyce's unswayable conviction. She is absolutely dedicated to her conception of the gifted child, and of quality curriculum. Her faith in content as the centerpiece of quality learning has been unscathed by trends and fads in the educational mainstream. She is reliable and true to her beliefs.

Gently pour batter into prepared pan.

Bake until golden (because nothing Joyce does is ever half-baked). Serve warm, with a side of Latin.

Congratulations, Joyce, on this well-deserved recognition.



The Thunder

Catherine Little, Ph.D.

University of Connecticut

Faced with the daunting task of trying to write something about the work and influence of Joyce VanTassel-Baska, I naturally put it off for some time. I couldn't quite find the right image, the right sound, to bring to such an essay. Then, fortuitously, a fitting metaphor found its way to my ears in an unexpected way. On a recent episode of a popular TV show, two characters were discussing that sometimes you have to "bring the thunder" to prove yourself or make a point. In reference to a third character, though, this comment was made: "She doesn't need to bring the thunder. She IS the thunder." And there I found Joyce – in my career, she is the thunder. Like the echo of a thunderclap, like the low rumbling of a storm at a distance, Joyce's influence reverberates pervasively in my own work and in the work of many throughout this field.

I first met Joyce shortly before my 23rd birthday, when I was applying to the Master's degree program at The College of William and Mary in Virginia. I was given the opportunity to work at the Center for Gifted Education as a graduate assistant, and my experiences in that role and the world it opened up – this world, the field of gifted education – pointed me in a new direction for my future. I loved the passion for curriculum, for content, and for high-quality and rigorous learning experiences that Joyce conveyed and strengthened in all of us who worked with her. I felt stretched and challenged by my work, which made Joyce's positive feedback all the more satisfying. I began to think about new paths my career might take, and rather than returning to K-12 teaching full time after my Master's degree, I chose to stay at W&M to pursue my doctorate – with, naturally, Joyce's strong encouragement. All these years later, I am where I am – figuratively and literally – because of Joyce.

As a scholar, as a leader, and as a teacher, Joyce embodies what we try to promote as a field focused on developing talent. She holds herself and those around her to standards that are impossibly high, but she works harder than anybody to try to reach them. She recognizes the strengths that people bring to the table and tries to provide the contextual support, the coaching, and sometimes the kick in the pants that they may need to develop those strengths to a new level of excellence. She is stubborn and she is steadfast, she is impatient and she is supportive. When she gets her mind fixed on a goal, she really does not like to let go, and her determination and tenacity are legendary. She seems always driven by a sense of urgency – that the work we do *matters*, tremendously, in the lives of children, and that every day should represent movement forward or it is an opportunity lost.

When Joyce is most "on," when she is fully engaged in the pursuit of her goals, she and the space around her are electrified with her energy. We have all experienced moments with Joyce in which we have been startled, stupefied, and amazed by a question from her, by her way of answering a question, or by some eloquent synthesis of key ideas that could move a discussion or a project forward by leaps and bounds. These are the thunderclap moments – the times that you realize you are seeing greatness at work. And these mighty claps of thunder have often been just the beginning of the storms to follow, storms of activity that led to such important resources in our field as Joyce's curriculum and policy work, her influence on standards for teacher education, and her leadership in NAGC's publications in response to the Common Core.

Joyce's intensity is well known to all those who have worked with her, but what might be less well known is how it extends to all things in her life, not only the academic ones. Any of us who have had the chance to travel with Joyce know of her energy and her interest in pursuing new experiences everywhere she goes. She and I were once in the U.S. Virgin Islands to work with teachers there, and during a side excursion, it became clear that Joyce





*TAG Regional Conference, Toledo, Ohio in 1976
with Dorothy Sisk.*



VanTassel-Baska does not really do “island time.” We took a ferry over to St. John, and once off the boat Joyce was immediately on her way – I think we were going to check out a glassmaking factory – striding past all the tourists and locals who strolled along. I hung back, trying to be relaxed (and in my self-conscious way not to be noticed too much), but keeping her in sight and marveling that the pace she was setting was actually, for her, perhaps on the slow side.

On another consulting trip, this time to the Netherlands, we were visiting the town of Leiden, and we went into the church in which the Pilgrims apparently worshipped before they set sail on the Mayflower. No longer a church, the building is now used for various public events, and there was a sign up saying that it was closed that day – but the door was unlocked, so naturally Joyce went in anyway. As she roamed the building, I hid behind pillars, because I didn’t want to be the one to get in trouble when someone inevitably told us to go away. Of course that didn’t happen, and it was one of many lessons to me from Joyce that some rules are actually ok to break, and sometimes you have to take advantage of the moment.

I worked with Joyce for eight years as a graduate student and then as a member of her staff and a faculty colleague, and her influence has continued throughout the ten years since I left William and Mary. I have been influenced by her work in my own thinking about education. I have been influenced by her passion and unflagging insistence on quality and rigor – yet also her skill at working with practitioners to find achievable ways of pursuing excellence. I have been influenced by her modeling to be a better teacher and advisor.

But most of all, I have been influenced by her confidence in me and by her kindness. I have a million stories of Joyce I could share, but the most lasting sound is probably the quietest: Friday afternoons. For several years of my time at the Center, my office was right next to hers, and there was many a Friday afternoon that I would stop in with a quick question or something I needed to tell her, and two hours later I would leave, restored and touched by a long conversation about any number of topics – usually, something to do with my future and what Joyce saw ahead for me. And this was not a finger-shaking, you-must-do kind of conversation – it was always a relaxed, comfortable discussion that showed me that she cared about who I was and who I could be. I had trouble believing her vision of me as a university professor – yet here I am. I worried then and now that I was taking on more than I could handle, yet her faith in me has persisted and helped me to accomplish what I have done so far.

Some of those quiet conversations, in which she demonstrated that amid all the loud thunder and lightning she still heard and knew me, are the memories I treasure most because they were also a brush with greatness. They are also the thunder that is Joyce – here, that sustained, rumbling roll of thunder that even at a distance lasts long beyond the thunderclap. In my life, this thunder rumbles. For all of us, in our work, in our constant battle for the children we serve to be recognized and to be supported, we need to make noise. We need the thunder, and Joyce VanTassel-Baska is the thunder.

A Lasting Legacy: Joyce VanTassel-Baska

Julie Dingle Swanson, Ed. D.

College of Charleston

When Joyce retired a few years ago, as part of her *Festschrift*, I reflected on how her research and scholarship had influenced my work. This tribute will revisit and add to those areas of influence as a tribute to her deep and lasting influence on the field. This tribute describes Joyce's impact on teacher development, under-represented gifted students, gifted education policy, and moving the field forward.

Teacher Development

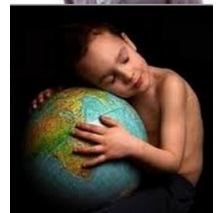
Joyce began her partnership with gifted education leaders in South Carolina in the 1990s, not long after she had started work on her first Javits grant to develop language arts and science units for high ability students. Being on the "ground floor" of piloting those curricula was so beneficial to the gifted educators in SC. Up until that time, enrichment prevailed in the widely used pull out programs in our state. It would be an understatement to say that many practices used in those pull out programs at the time were not educationally sound, not based on development of academic ability and talent. The partnership and collaboration with Joyce and her work in curriculum development through the Center for Gifted Education at William and Mary (CFGE) enabled a growing awareness and developing knowledge of how to provide more rigor and challenge through the advanced content, include both acceleration and enrichment, and engage those gifted students in the complexity and depth of learning that matched their very nature. Joyce's development of the Integrated Curriculum Model (ICM) was such an AHA! In the simplicity of the model, she synthesized the best thinking and knowledge about what and how to teach gifted learners.

Joyce visited our state over and over, for 20+ years, teaching us, showing us, demonstrating curriculum with us, and helping us learn to

use the published curricula as well as understand the ICM so that we would have an educationally defensible tool to use in development of our own curriculum for high ability students. Joyce provided concrete models of thinking and inquiry, e.g., Paul's model of reasoning, Taba's concept development model, the literature web, the hamburger model, and problem-based learning, that allowed teachers to see how to elevate student thinking and to increase the task demand. Those models combined with the ICM enabled teachers to see the levels at which bright students are able to perform when the curriculum and instruction are matched to their differential needs. The ICM translates conceptual understanding into practice through the units developed by the CFGE. Teachers are able to see, in a tangible way, what the ICM looks like in the elementary language arts classroom, the middle school physical science classroom, the social studies and history classrooms, by learning and using the published units based on the ICM. Certainly, Joyce influenced hundreds of educators in SC over those many years. Those teachers were better trained and equipped to teach gifted students because of Joyce's work. A lasting legacy of Joyce's work is the ICM and its influence nationally and internationally on understanding of curriculum for gifted students.

Under-represented Gifted Students

Joyce came at her work on promising learners from poverty through her own experiences as a gifted young person with a single parent. When she shared the story of her background during a



keynote at a state conference in SC, she revealed her vulnerability and at the same time, showed her deep desire to make a significant and lasting contribution to the education of high ability students from poverty. Her work in developing the performance assessment, STAR, and improving how we identify underrepresented SC gifted students helped us to find students of promise using performance assessment along with traditional assessments of ability. The research she led to ascertain whether the identification changes in the state were having the expected impact provided data that STAR increased the identification of gifted low-income students, gifted African-American students, and gifted girls. Her leadership in bringing together experts and producing *Overlooked Gems* was an impetus in the field to face one of the most critical (and sensitive) issues in our field: the exclusion of many high ability students from talent development opportunities. Joyce's legacy in finding ways to better educate our promising, overlooked learners is evident in the continued focus of NAGC on talent development.

Gifted Education Policy

Joyce's work in delineating the key areas of gifted education policy strengthens our efforts to provide high quality programming for gifted students. Without strong rules and regulations to guide programs, the quality of gifted education varies based on local norms. A leader in developing the NAGC-CEC teacher education standards and the NAGC programming standards, Joyce gave us tools needed to craft strong policies regarding who the gifted are, how we educate them, what qualifications are needed to teach them, and how we can track the impact and results for continuous improvement of gifted education. Her foresight and involvement in transitioning the field as the *Common Core State Standards* emerged as the latest educational change on the horizon prepared us to continue the evolution of programming for our bright students. Joyce got us a seat at the table.



The Mentor and Model

Joyce is well known for her high expectations and standards that have led to an enormous body of high quality work. But Joyce has another dimension that extends beyond work--Joyce is also known (in some circles) for her ability to party! Those of us who have had that special opportunity to spend personal time with her are very aware of the fact that Joyce knows how to have fun and enjoy life. She has the ability to pack more entertainment, joy, laughter, and recreation into one weekend that ANYONE else I know. Couple that joy for life with Joyce's prolific record of state, national, and international presentations, her numerous high quality publications, including research articles, chapters, texts, edited books, and one cannot help but marvel at this woman's amazing life! It is no wonder she is named **JOYce**. She has been and continues to be a mentor and a model for many of us, influencing change in the field, encouraging scholars and researchers to push the edge of what we know and understand about gifted learners and how to teach them. Joyce is the epitome of the visionary leader—she has the grounding in life and what matters, the intelligence to see and understand the future, and the courage, stamina, and work ethic to push all of us towards that future. Her deep and wide ranging influence will be felt in the field for a long, long time. Thank you, Joyce, for what you have done for so many.



Finding My Topic, a Voyage of Discovery

Suzanna E. Henshon, Ph.D.

Florida Gulf Coast University

When I arrived at Joyce VanTassel-Baska's office, a pile of books was waiting for me. It was difficult to see Joyce because the pile was taller than she was. "Are you ready to get to work?" A voice asked me through the book pile.

I nodded, not sure what I was getting myself into. Would I survive this experience?

"Do you have an idea what you would like to write about for your dissertation?" Joyce stood up and looked me directly in the eye.

I shook my head. I had been so focused on getting through my classes, on surviving the onslaught of work that I hadn't thought about what it would actually *be* like to write a dissertation. It was a daunting project that only existed in the future, an insurmountable mountain I never expected to climb.

"Then it's time," Joyce said, snapping her fingers. "What do you think you want to study? How about talent development and creative writing?"

Suddenly I felt Joyce's flash of brilliance. Why hadn't I thought of this topic myself? Joyce was able to see insights in other people, depths of knowledge that were waiting to be discovered just beneath the surface of the imagination.

"How does it sound to you?" Joyce asked.

"It sounds good," I said, not sure what I was diving into.

In the months that followed, I was given long lists of books to look at and countless articles to read. Whenever I stepped into the library, I always found new resources. I felt like I was on a quest, a wonderful voyage of discovery. It was exciting and exhilarating at the same time.

The days were magical, and I took to heart Joyce's advice and constant wit. When I attended class, Joyce sparkled in front of the room, enchanting us with her wisdom about creativity. I took frantic notes, and watched her brilliance flash back and forth across the room, echoed in the class discussion. Finally I started to feel a spark of inspiration in myself. I realized that the dissertation is a year of discovery, a pursuit of knowledge that you can only experience once. But I didn't savor the moment enough, because I was so concerned that my paper wouldn't be good enough for Joyce's standards.

In the decade that has followed, I've come to realize that writing a dissertation is a precious gift. To have the chance to choose your own paper topic, and to work with a world expert for an entire year is priceless. It is a unique opportunity to diver into the field of knowledge and make your own contribution, to join the scholars who have created the great ideas. By encouraging me to pursue a field that I had been interested in since childhood, Joyce VanTassel-Baska helped me seek my own dreams. Today, as a college teacher, I hope to inspire my students in the same way Joyce inspired me.





A Tribute to Joyce VanTassel-Baska

*Suzanna E. Henshon, Ph.D.
Florida Gulf Coast University*

"Are you ready?" Dr. Joyce VanTassel-Baska asked.

"No," I admitted. I was *not* ready to defend my dissertation.

"Get ready," Joyce said. "Next week is D-day."

Days before my dissertation defense, I was stressed and nervous. Would I finish my paper on time?

When I arrived at her office later that afternoon, Joyce pulled out the latest installment of my dissertation and handed it back to me. It was filled with comments and suggestions. I was surprised at how thoroughly she had read this 30-page chapter. I had just given it to her the night before, and I wasn't sure she would have time to look at it in the middle of all her other work.

Many doctoral students see the dissertation as a tortuous process, filled with obstacles and painful moments. But as I received Joyce's input, I realized the dissertation was an opportunity for intellectual growth.

At that moment, I had a deeper appreciation for Joyce as a scholar and mentor. I'd always known she was a wonderful classroom teacher; she had the ability to bring material to life in nanoseconds, incorporating new ideas that popped into her head even as she was speaking. But now Joyce was the consummate mentor and scholar, seriously scrutinizing and analyzing my arguments. She had thought of sources I needed to look at, books I needed to read in just a few days. Could I finish in time?

"Get to work," Joyce said. I nodded, and promptly headed to Swem Library to find the sources she had recommended.

At first, I felt overwhelmed with the workload ahead of me. But then I felt a sense of awe; here was a world-class scholar who dropped everything to help me. Joyce had spent hours reading my chapter, analyzing my arguments and finding better sources for me to look at. I realized the goal of Joyce's life is the pursuit of excellence across a wide spectrum, and that she expects the same of her students, colleagues, and graduates.

I had a revelation about the dissertation; the final draft represents your first contribution to the larger field of knowledge, your first steps into the world of scholarship. The fact that Joyce had taken so much time to read my paper nurtured my spirit; if she believed in me, surely I could do my best to complete this paper.

A week later, I successfully defended my paper in the Wren Building, the oldest academic building in continuous use in the United States. I felt honored to have Joyce VanTassel-Baska as my committee chair. And I finally appreciated how much Joyce had contributed so much to my growth as a scholar and writer.

Joyce VanTassel-Baska: The respected mentor

Ai Lian Chee
Senior Specialist Gifted Education

Dr Joyce VanTassel-Baska was my thesis supervisor and program advisor when I was a Masters student at The College of William & Mary in 2003. I am blessed to have met her, and I owe her a personal debt. As a thesis supervisor, Joyce was serious-minded, well-informed, ambitious and inspiring. I look up to her as a role model; someone who exemplifies excellence in her teaching and scholarship. As a mentor, Joyce took time to understand her students' strengths and areas for growth. She allowed me to work on a thesis topic which I was deeply interested in and that provided me with more intellectual energy to develop my ideas. She was a very generous mentor when it came to guiding her students, but she also encouraged an independence of thought and action which continues to serve me well today. She allowed me to make mistakes, take responsibility for my own decisions and learn from them. In supervising my thesis, her questions and comments taught me how to make disciplined use of fresh ideas. She taught me to think for myself, and to have the conviction to advocate for gifted children. It is this confidence and conviction which guides me in my work with gifted children, their teachers and parents today; amidst increasing public pressure for gifted programs to be replaced.

Another factor which distinguishes Joyce is her personal touch – no matter how hectic her schedule, she was never too busy for her students. Long after graduation, Joyce is still a much valued and respected mentor of mine, and we still keep in contact. She has constantly encouraged me to push my own boundaries and to pursue my personal goals. She opened doors and showed me possibilities which I never thought was possible, such as writing a chapter in a book or going to London to pursue my PhD. Some teachers remain just teachers in the eyes of ex-students but to me, I am genuinely fond of Joyce as a person, and that, I think, is a measure of a teacher who has made a difference.



Joyce and Ai Lian at the Singapore Botanic Gardens (2005).



Non Satis Scire

Steve V. Coxon, Ph.D.

*Assistant professor and director of gifted programs,
Maryville University*

I have the honor of being Joyce VanTassel-Baska's last doctoral student. I have joked that I drove her out of the field, but anyone can now easily see that, if anything, she is more productive than before her "retirement." She sets a very high productivity standard indeed. Joyce has produced, even in retirement, a multitude of articles, books, and curriculum. But it is the quality and purpose of this productivity that matters. She writes not for academic merit, but to help teachers better serve children.

Joyce exemplifies the phrase *non satis scire*: To know is not enough. Her focus remains on those gifted children most often neglected, those from low income households. Too often in academe, writing nearly unreadable papers and the use of esoteric statistical methods are privileged and impact is judged by the number of times a paper is cited and not by the number of children whose educations are improved. Thankfully, Joyce's work has always been accessible to teachers and thus has had a powerful impact on improving classroom instruction for all children, especially gifted children from low income backgrounds. I was drawn into the Center for Gifted Education having myself served as a teacher in high poverty schools for a decade as I had used the Center's curricula and found the Center's professional development so useful in improving my classroom practice.

Joyce is a mentor like no other, and I do purposefully use the present tense. She has remained a valued adviser in the years since I left the College. From the moment I began to work with Joyce, she engaged me in all manner of activities from district needs assessments, working with authors on edited book projects, research, conducting professional development on Center curricula, and carrying out the last stages of a large Javits grant. She wisely advised me when career opportunities arose, including the best choices for family life.

Notably, Joyce has incredible energy. As a new doctoral student in my early 30s, I found myself completely incapable of keeping up with Joyce at my first NAGC conference with her—she arrived days earlier for board meetings, spoke numerous times, was up early and late, met about book projects between sessions, and drank more wine than me at the university receptions. I needed a week to recover. She never missed a beat.

My own work has been strongly influenced by this kinetic mentorship. I came into my doctoral work worried that my interest in studying student learning with LEGO robotics might be laughable. Not so. Joyce was immediately interested and connected me with those in the field with expertise in spatial ability. She also pushed me into early publishing opportunities when I felt a lack of time due to coursework. Joyce, with a look of aghast surprise at this notion proffered, "just get up at 5 a.m. and write in bed until you come in to work at 9." I was more inclined to stay up late writing and sleep past 9, but the point remained the same.

Most importantly, Joyce modeled these efforts not for mere personal or professional gain, but for those children with great potential as well as great need. Influenced by Joyce, I now run a grant-funded project serving 90 high ability elementary students from groups traditionally underrepresented in gifted education, the Maryville Young Scholars Program. With tenacity and an understanding of the importance of policy learned from Joyce, I have negotiated a new, alternative identification policy in my state to ensure that most of these children will be able to qualify for their district gifted programs by middle school. With my experiences at the Center, I have been able to raise significant grant funding to continue to grow the program. Similarly, based on my experiences in the Center's Summer Enrichment Program, I founded the Maryville Summer Science and Robotics Program which now serves more than 400 children annually with 50 courses in all areas of science, technology, engineering, art, and math with a focus on robotics. The program helps to provide full scholarships for around 50 children annually, helping to ensure equity and excellence go hand-in-hand—as I learned from Joyce.

Joyce VanTassel-Baska has been impactful because of her commitment to children from poverty, the accessibility of her work to practitioners, and her mentorship of graduate students which has spread her ideas and values widely. To know is not enough. Joyce knows and acts. Thus the field is a much richer place because of her.



A Legacy of Excellence: Early Years in Illinois

Drs. Rima Binder & Michele Kane

Past-Presidents of Illinois Association for the Gifted



Throughout the rise and fall of gifted education and programs for the gifted in the state of Illinois, one individual stands out as the standard for excellence, Joyce VanTassel-Baska. She was the first and only state director for gifted in the state building a vision of exemplary programs for educating gifted children. During her tenure, the state allocated funding, although minimal, for gifted programs and required that comprehensive planning occur along with submitting those plans to the state for review. Prior to the state office, Dr. VanTassel-Baska, served as a regional service center director of gifted services in the Chicago area. As a leader, author, mentor, and friend to many, she has inculcated a passion for the gifted and championed their need for challenging, rigorous, in-depth curriculum. She conceptualized and developed the talent model and this model became a guideline for many school district programs throughout the state. In addition, she outlined the following elements in the talent search model, which regarded each aspect of equal importance: purposeful testing, diagnostic-prescriptive instruction, careful assessment of learning, personalized learning, systemic administrative procedures, efficient use of time, high quality teachers, extensive research agenda, and student challenge (VanTassel-Baska, 1999). Her global vision combined with the talent development model continued as she initiated the Center for Talent Development at Northwestern University where she became the director. During her career in Illinois she mentored students, teachers, and curriculum directors not just statewide but nationally and internationally. Her strong belief that gifted children need and require programs and curriculum that engenders challenge and growth is one that has sustained.



As a mentor, Dr. VanTassel-Baska shared her knowledge and expertise assisting in the initiation and formation of many district programs for the gifted, some of which maintain her legacy to this day. She helped many graduate and doctoral students design their research projects, encouraged them to completion, and shared in their successes. A recipient of many awards, Dr. VanTassel-Baska received the Illinois award for her contribution to the field of gifted education within the state. As a friend, her sense of humor, patience, reassurance, and assistance were the foundations upon which many careers were launched in the field of gifted education. We recognize the many lasting contributions that Dr. VanTassel-Baska bestowed while in Illinois and we salute those efforts with deep appreciation.



Del Siegle, Ph.D.

Head, Department of Educational Psychology

Director, National Center for Research on Gifted Education

Professor, Gifted and Talented Education

Neag School of Education

University of Connecticut

Dr. Joyce VanTassel-Baska does it all, and she does it all well. She was a pioneer in developing high quality, intellectually stimulating curriculum for advanced learners. The William and Mary Curriculum units, and the research and teacher training associated with them, are internationally known. She is a leader in her field. As president of NAGC, she presided over one of the most productive periods in the association's history. She oversaw the production of ground-breaking book series and transformative conferences. The Center she developed at the College of William and Mary is second to none. She is a visionary. Her concern for underserved populations surfaced long before it became the critical issue that current researchers and practitioners are struggling to address.

I had the unique experience of following Joyce as president of NAGC. From one perspective, it was a daunting position to be in. She was one of the most productive presidents, and it was intimidating to follow this productive scholar and leader. However, it was also an enviable position. It provided me with the opportunity to observe, collaborate, and work with one of the field's most eminent individuals. Our work together at NAGC fostered life-long friendship. The Conceptual Foundations Network has selected well with Dr. Joyce VanTassel-Baska as its 2014 Legacy Series recipient. She is leaving an indelible mark on the field of gifted education, and we are very fortunate to have her working among us.

J'apprécie

Aprecio

Apprezzo

Je remercie

Estimo

Ich schätze

*Ohio Gifted Plan Team, Aspen, Colorado, 1976 with
consultants James Gallagher and Joe Renzulli*





NETWORK OFFICERS

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Chair



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Danae Deligeorge

Editor



**NAGC 61st Annual Convention and Exhibition
November 13-16, 2014 ➤ Baltimore, MD**

National Association for Gifted Children



CONCEPTUAL FOUNDATIONS NETWORK SCHEDULE - BALTIMORE, MD

Date	Time	Presentation Title	Room	Speakers
11/14/14	9.30 am – 10.30 am	“Fresh Captures Right Now”: Hip Hop Music and Ritual Practice Among Bright, Black University Students	Exhibit Hall / Poster	J. S. Callahan
11/14/14	10.45am – 11.45 am	Age and Grade as Factors in Academic Talent Identification	CC 348	Stuart M. Gluck
11/14/14	12.30 pm – 1.30 pm	Moving Beyond Pathology: Using Differential Diagnosis to Find Potentially Gifted Students	CC 348	Pat Schock Sue A. Harvey Joan Jacobs
11/14/14	12.30 pm – 1.30 pm	Operation Houndstooth Intervention Theory: New Developments in Educational Contexts	Key Ballroom 9	Merzili Villanueva Jennifer Foreman
11/14/14	3.45 pm – 4.45 pm	To Reform Gifted Education, Lose the Concept of Giftedness	CC 341-342	Scott J. Peters Matthew Mcbee Scott Barry Kaufman Michael S. Matthews D. Betsy McCoach
11/15/14	8 am – 9 am	5 Reasons to Put the G Back Into Giftedness	CC 336	Russell T. Warne
11/15/14	8 am – 9 am	Conceptualizing Curriculum for the Gifted: Honoring the Past and Looking to the Future	CC 341-342	Jennifer Jolly Ann Robinson Sandra Kaplan Tamra Stambaugh
11/15/14	8 am – 9 am	Developing Talent Beyond K–12: A Talented Surgeon’s Journey From Middle School to Medical School	Key Ballroom 11	Marla Read Capper Michelle Yoon

Date	Time	Presentation Title	Room	Speakers
11/15/14	12.30 pm – 1.30 pm	Talent Development in Emerging Adulthood: A Multiple Case Study of Creative Writers	CC 325	Thomas Shaff
11/15/14	12.30am – 1.30 am	Conceptualizing Underachievement Systemically: Complex, Multifaceted, and Intriguing	Key Ballroom 11	Jean Peterson
11/15/14	12.30 pm – 1.30 pm	Gifted Theoretical Models and the Common Core State Standards: A Relationship Opportunity for Advanced Learning	CC 330	Bronwyn MacFarlane
11/15/14	3 pm – 4 pm	Giftedness Through the Lens of Symbolic Interactionism	CC 350	Reva C. Friedman
11/16/14	8 am – 9 am	Reflections on a 40-Year Career in Gifted Education: Ideas, Events, and Pathways to Creativity and Creative Production	Key Ballroom 3	Sally M. Reis
11/16/14	9.15 am – 10.15 am	Leta Stetter Hollingworth's Enduring Legacy After 75 Years: New Historical Discoveries and Appraisals	Key Ballroom 3	Kathi Kearney John D. Wasserman Linda Kreger Silverman
11/16/14	1.45 pm – 2.45 pm	Conceptual Foundations of Gifted Education in 2014: Competing Models for Providing an Appropriate Gifted Education	Holiday Ballrooms 4-5	Erin M. Miller George Betts Paula Olszewski-Kubilius, Joe Renzulli, Scott Peters, and Catherine Brighton Moderated by James Borland

CF Business "Meet-Up"

11/14/14 – 9.30 am – 10.30 am – Hilton, Peale A

Legacy Series Videotaping

Friday, November 14, 2014 - 3:15 pm to 4:45 pm EST

"Curriculum, Being, and Becoming with Joyce VanTassel-Baska"

The Conceptual Foundations Network invites you to attend the eighth annual Legacy Series honoring the life and work of Dr. Joyce VanTassel-Baska. The Legacy Series honors the major scholars in gifted education by recording their reflections on their personal and professional journeys. This year's honoree, Joyce VanTassel-Baska, is the Jody and Layton Smith Professor Emerita of Education at the College of William & Mary. She is the founding director of the Center for Gifted Education and also initiated and directed the Center for Talent Development at Northwestern University. A past president of NAGC, Joyce has received numerous awards for her work in gifted education and has published 28 books and over 550 journal articles, book chapters, and scholarly reports. The Conceptual



Foundations Network is honored to be able to provide this opportunity for teachers, administrators, and scholars to benefit from the knowledge and experiences during this