

# The Bridge



## From the Executive Director



Welcome to Fall 2014 edition of *The Bridge*, the biannual newsletter of the Center for Gifted Education at The College of William & Mary. We are on the heels of a very busy summer term that included our Summer Enrichment Program (SEP), Camp Launch, Professional Summer Institute, and Advanced Placement (AP) and Pre-AP training for teachers. In addition to carrying out all of these programs, we have been conducting research, analyzing data, writing reports, and writing grant proposals. We were also editing the *Journal for the Education of the Gifted*, working on dissertations, finalizing a multitude of curriculum books for publication, and teaching classes. This summer, we successfully completed our two Virginia Governor's School Programs in which high-achieving gifted students from across Virginia spend a month being mentored by scientists at either the NASA/Langley or the Virginia Institute of Marine Science. You can see why I affectionately call the summer term "the mean season." Some highlights of these programs are provided later in the newsletter.

Just around the corner are the Fall Saturday Enrichment Program in Richmond and Focusing on the Future in early February. In addition, gifted education endorsement courses are currently being taught in multiple locations. Drs. Chandler, Kim, and Robins have been working on a grant to create all of our endorsement classes in distance learning formats. This has required them to carefully rethink the content, while preparing it for online delivery. I am very proud of their efforts to this end. We are also gearing up for our 2015 National Curriculum Network Conference in March. We are fortunate to have such a good facility in the new School of Education building in which to hold many of our events.

We are excited to announce that for part of this fall term, Dr. Don Ambrose will join us. Don is a professor at Rider University in New Jersey and serves as the editor of *Roeper Review*. Don is one of the true intellectual giants in the field of gifted education, and he has graciously accepted our invitation to speak with various groups of students, faculty, and Center staff in early October.

Our ongoing work with our counterparts in Ireland could not be going better, and we will have a coauthored book published late in the fall term. We have a multitude of studies coming to fruition, with publications being prepared as we speak. Dr. Colm O'Reilly, who directs the Center for Talented Youth-Ireland, sits on our Center's National Advisory Board, bringing a much-needed international perspective to our work.

Please keep an eye out for a new 2-year position being developed for a postdoctoral research fellow to work with Drs. Chandler and Jennifer Cross to conduct research on our curriculum. The position advertisement will be posted this term.

I have only scratched the surface in providing this overview of Center activities. Should you like to learn more about any aspects of our work, please contact us. We would love to hear from you.

Dr. Tracy L. Cross  
Executive Director



# Curriculum “In Press”

Dr. Kimberley L. Chandler,  
Curriculum Director

There are many new curriculum materials that have recently been produced or that are in production at the CFGE. I would like to highlight the items that were recently released or that will be available in 2014. Because many of these items are still in production, please note that titles are subject to change.

## Kendall Hunt

<http://www.kendallhunt.com>

The following unit is currently available from Kendall Hunt:

*Perspectives* is a curriculum unit for use with students in grades 4 and 5 that leads them through the process of writing a short story by using mentor texts. The guiding concept of this unit is the recognition that people have their own perspectives based on their experiences in the world around them. The literature selections of the unit will allow students the opportunity to view and study multiple perspectives, reflecting on their own as well as those of characters in and authors of classic literature.

The following units will be available from Kendall Hunt by the end of 2014:

*Courage: Connections and Reflections* is a unit for use with students in grades 7 and 8. Studying people, historical time periods and events, and even oneself with regard to the concept of courage offers students the chance to compare and contrast their own

lives with those of others.

Students will examine novels, short stories, poetry, art, and music throughout this unit.

Longer reading selections include *The Hobbit*, *Ender’s Game*, *The Jungle*, *The Great Gatsby*, and *All Quiet on the Western Front*.

Students will be given numerous opportunities for reading, writing, listening, and speaking.

*The Pursuit of Justice* is a unit for use with students in grades 7 and 8. Students will have a chance to examine short stories, novels, poetry, songs, essays, and art that portray man’s pursuit of justice.

Key novels include *To Kill a Mockingbird* and *Warriors Don’t Cry*. Opportunities for students to research, write expository pieces, and create meaning for themselves will abound in this unit.

## Prufrock Press

<http://www.prufrock.com>

The following units have recently been released from Prufrock:

*Exploring America in the 1970s:*

*Celebrating the Self* is a unit for high-ability students in grades 6–8 that concerns Americans expressing their individuality and confronting a new identity. As the legacy of the Civil Rights Movement allowed other groups to express their pride and heritage, the situation in Vietnam altered Americans’ confidence, and tensions started to increase in the Middle East, bringing about a shift in the American identity. Topics covered include the Women’s Liberation Movement, the Bicentennial, the oil crisis, and disco music.

*Exploring America in the 1980s: Living in the Material World* is a unit that focuses on both the energy and excitement of the 1980s as the economy improved and new technologies led to increased opportunities. It features activities related to the struggles of those not sharing in the new prosperity and tensions over the global role of the United States. Topics included in the unit are the Cold War, changing immigration patterns, and pop icons such as Madonna and

## Curriculum, Continued

Michael Jackson.

*The Earth Beneath Our Feet* is a science unit designed to be used with high-ability third and fourth graders. This unit builds on the excitement that students have about rocks by engaging students in hands-on scientific investigations. Students begin to investigate and understand the major components of rocks, the rock cycle, and the important uses of rocks. This unit works to expand on the content knowledge that students will develop by including information about the rock cycle, weathering, and the impact of various natural and man-made processes on the land.

### Focus on the Common Core State Standards

The Center for Gifted Education is currently developing activity books correlated to the Common Core State Standards. Six mathematics books, one each for grades 3–8, will include enrichment and extension activities correlated to the standards; they will be released in 2015. Six English language arts books, one each for grades 3–8, will be released in 2016. Prufrock Press will publish all 12 books.

### Revision of the Navigator Study Guides

We are currently in the process of revising the *Navigator Study*

*Guides*. The revised versions will include enhanced background information for teachers, options for multiple types of writing, and additional differentiated activities. These *Navigators* will be released in 2014 and 2015.

### Professional Development for Unit Materials

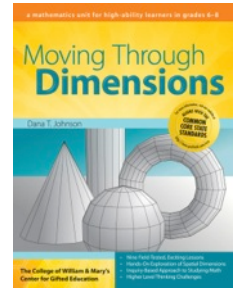
CFGE staff members are available to provide tailored professional development for implementation of the William and Mary curriculum materials. We will design sessions focusing on specific unit implementation, trainer of trainers models, or other workshops related to the curriculum materials. Please contact me for additional information.

### Thank You!

Thank you for your continued interest in our curriculum materials! The Center for Gifted Education is proud to have supported gifted learners, their teachers, and their parents for more than 25 years. For additional information about curriculum materials, participation in piloting units, or professional development related to the curriculum materials, you may reach me at 757-221-2588, or at [klchan@wm.edu](mailto:klchan@wm.edu).

## Mathematics Unit *Moving Through Dimensions* Wins NAGC Curriculum Studies Award

The CFGE's mathematics unit *Moving Through Dimensions* is the recipient of a 2014



NAGC Curriculum Studies Award. The unit, which was written by Dana Johnson, was one of several curriculum units that were selected to be shared with educators as models of exemplary curriculum for use with gifted students.

*Moving Through Dimensions* approaches spatial reasoning through one-dimensional, two-dimensional, and three-dimensional tasks designed for students in grades 6–8. The unit also asks students to explore the transition between dimensions and representations of three-dimensional objects in two dimensions. This book includes pre- and post-assessments, multiple reproducible materials, and lessons based on the National Council of Teachers of Mathematics (NCTM) standards. It is available for purchase from Prufrock Press (<http://www.prufrock.com>).



## Research at the Center for Gifted Education

### Collaboration With the Irish Centre for Talented Youth

Dr. Jennifer Riedl Cross, Director of Research

In 2012, the CFGE was pleased to welcome a new member to our advisory board. Dr. Colm O'Reilly, director of the Centre for Talented Youth-Ireland (CTYI), has been a regular visitor to Williamsburg for our annual board meetings. Not only does Dr. O'Reilly share a unique perspective from his many years as director of CTYI, the only provider of enrichment programming in Ireland, but he has also welcomed our collaborative research projects. Over the past several years, hundreds of CTYI students have participated in several studies of the psychology of

Kimberley Chandler, CFGE Director of Curriculum, has interviewed school leaders in Ireland through CTYI for her cross-cultural study of administrators' attitudes. These research projects have led to presentations of findings at the Society for Research in Child Development, the National Association for Gifted Children, and the World Council for Gifted and Talented Children. Dr. O'Reilly has presented information about CTYI to attendees at the CFGE National Curriculum Network Conference and both Drs. Tracy and Jennifer

2014, more than 800 school leaders and teachers across Ireland were surveyed to learn about their beliefs and practices regarding gifted education. The report of findings will inform educators and legislators about the state of gifted education in the country.

CTYI offers a wide variety of classes to students across Ireland, including a 2-week residential summer program for secondary school students, with a few students from the United States attending each year. The rich collaboration between our two centers has benefitted both

"The rich collaboration between our two centers has benefitted both programs, and we anticipate a great future as partners."

gifted students. Along with our Saturday/ Summer Enrichment Program (SEP) students, CTYI students have shared information about their self-concepts and personality, identified the ways in which they cope with the stigma of giftedness and ostracism, and described their social experiences as gifted students in interviews. Dr.

Cross have presented on the psychology of gifted students to parents and faculty at Dublin City University, CTYI's host institution. CFGE Executive Director Dr. Tracy L. Cross holds adjunct faculty status at DCU, where he advises the recently created [Centre for Gifted Research](#). As part of a collaborative research project in

programs and we anticipate a great future as partners.

For more information, please visit [Centre for Talented Youth-Ireland](#), this [School of Education news announcement](#) and this [Dublin City University news announcement](#).

# Professional Development

## 2015 Professional Development Offerings

Dr. Jennifer H. Robins, Director of Publications and Professional Development

As we move into the fall, we are excited to announce the dates for our 2015 professional development offerings. The 20th annual National Curriculum Network Conference (NCNC) will be held March 12–13, 2015. This conference offers sessions on curriculum, instruction, and assessment for high-ability learners. This year, our two keynote speakers are Dr. Julie Dingle Swanson, Professor at the College of Charleston, and Dr. Karen B. Rogers, Professor at the University of St. Thomas. Dr. Lou Lloyd Zannini will give the Joyce VanTassel-Baska Alumni Lecture. We are honored to have these gifted education experts speak at NCNC.

The Center for Gifted Education invites you to submit a presentation proposal for consideration. The theme for this year's conference is "Educating the Gifted Learner in the 21st Century." To submit a proposal, please visit <https://forms.wm.edu/17048>. Submissions are due November 14, 2014, and notification of decisions will be given to lead presenters no later than January 16, 2015.

The Professional Summer Institute will be held June 29–30, 2015 (please note that this is a Monday

and Tuesday). The Institute provides teachers and administrators with the knowledge and skills to design and use high-quality curriculum within effective programs for advanced learners. Participants select one strand of study for the 2-day institute and receive intensive training in a particular area of curriculum development and implementation. More information will be posted online this fall (see <http://education.wm.edu/centers/cfge/profdev/conferences/psi/index.php>).

We look forward to seeing you at our professional development offerings in 2015!

## Advanced Placement Summer Institute

Laura Curtis, Conferences and Special Events Coordinator

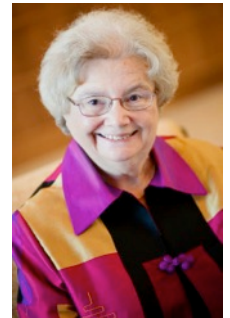
Each year the Center offers an Advanced Placement Summer Institute (APSI) for new and beginning teachers of AP courses and one Pre-AP English Institute. Endorsed by the College Board and led by experienced instructors, the Advanced Placement and Pre-AP Summer Institutes provide educators with the support and training needed to develop effective strategies for teaching an AP course. Each of the subject-based workshops shares curriculum content and teaching methods of AP courses and explores the content, structure, and grading of the AP exams. In addition, the workshops afford teachers the opportunity to interact with colleagues, discuss issues and

concerns surrounding the AP courses they teach, and share successes.

This past summer, the Center added a second week of AP courses, which allowed us to serve approximately 500 teachers from 27 states and from Canada. For the summer of 2015, we are pleased to announce that APSI will expand to 21 courses offered over the course of three weeks: July 20–23, July 27–30, and August 3–6. For more information about the AP or Pre-AP Summer Institute, please visit: <http://education.wm.edu/centers/cfge/profdev/conferences/api/index.php>.

## VanTassel-Baska Named as NAGC Legacy Series Honoree

The Conceptual Foundations Network of the National



Association for Gifted Children is honoring Dr. Joyce VanTassel-Baska as the Legacy Series honoree at the 61st NAGC conference in Baltimore, MD. The event, titled "Curriculum, Being, and Becoming With Joyce VanTassel-Baska," will take place on Friday, November 14 at the Hilton Baltimore in Holiday Ballroom 6 from 3:15–4:45 p.m. The event features an interview with Dr. VanTassel-Baska focusing on her development as a scholar and researcher, her major contributions and ideas, and her thoughts about current issues in gifted education. This will be a wonderful way to celebrate the contributions of Dr. VanTassel-Baska!



# Precollegiate Learner Programs

Dr. Mihyeon Kim,  
Director of Precollegiate Learner Programs

## Saturday/Summer Enrichment Programs

The Center for Gifted Education offers the Saturday/Summer Enrichment Programs (SEP) for K–9 gifted students. The Saturday Enrichment Program is an academically challenging program with an emphasis on inquiry-based learning that allows students to explore specialized areas of science, mathematics, humanities, and arts.

The enrichment programs have been a long-standing tradition since 1988. Parents who attended the programs as children are now bringing their own children to SEP. Students enjoy attending SEP as they face academic challenges, socialize with peers, and explore interest-based topics. SEP provides gifted students opportunities to apply process skills in inquiry fields and problem solving in new and exciting ways.

SEP has expanded its offerings to Richmond since 2012. The Richmond program is for students in grades 1–5. Fall 2014 classes will be held October 11–November 8, 2014. Classes

include Championship Chess: Steps to Success, Chemistry in the Kitchen, Fairy Tales Creative Problem Solving, Engineering: It's All Around Us, Championship Chess: Get Into the Competition, and Debate. The Spring 2015 SEP program will be held on the William and Mary campus, and many exciting courses are currently in the works.

For more information on SEP, please visit <http://education.wm.edu/centers/cfge/precollegiate/index.php>.

## Saturday Enrichment Program Dates:

Richmond, VA: October 11–November 8, 2014 (5 Saturdays)

Williamsburg, VA: February 21–March 21, 2015 (5 Saturdays)

## Summer Enrichment Program Dates:

Richmond, VA: June 22–25, 2015

Williamsburg, VA: July 6–10, 2015 (Session I); July 13–17, 2015 (Session II)

## Focusing on the Future

The Center for Gifted Education will be hosting its annual Focusing on the Future (FOF) event on February 7, 2015. This program is geared toward students in grades 6–12 who are interested in a wide range of careers relating to science, technology, engineering, mathematics, arts, and humanities. For these students, the CFGE has recruited many guest speakers from various career paths. The speakers are from The College of William & Mary, the Williamsburg community, and other neighboring communities.

Not only is this event beneficial for students, it is also valuable for their parents and counselors. The adults will attend sessions dedicated to guiding their children and students toward success and ensuring a bright future that is both academically and career-focused. Session topics will include Understanding the SAT, Time Management and Organization Skills, Coping With Giftedness: Guidance and Counseling, Motivating a Gifted

## Precollegiate, Continued

Child Who Underachieves, and Multipotentiality: How to Focus on Your Child's Strengths, among others.

Students and adults will have the option to register for different sessions. The audience will be divided into four groups: middle school students, high school students, parents, and counselors. The deadline to register is January 23, 2015. It is our hope that students will not only stay sharp—they will also stay focused on their future.

### International Precollegiate Programs

The Center for Gifted Education provides international educational outreach through curriculum training, professional development, and academic enrichment programming. One international program is a collaborative program with the Chungcheongnamdo Office of Education in Korea.

#### *Nobel Project Group From Korea*

The Korean Nobel Project's goal is "to stimulate the minds and develop the skills of Korea's future global leaders." Educators and students travel to Williamsburg, VA, to exchange ideas about teaching and learning through a variety of science and math curricular conceptual learning activities.

This year is the fourth year the

Center has hosted this group, and we are excited to have 27 students, three teachers, and three administrators participating. In January 2015, these students and teachers will arrive in Williamsburg for the intensive weeklong program. This year, students will take science courses. The students will attend class a total of 6 hours per day for 6 days to gain in-depth knowledge about their selected topic. In addition, the students will be given time to experience American history during field trips to Jamestown and Richmond. The visiting teachers are interested in learning more about the Integrated Curriculum Model (ICM) developed by Dr. Joyce VanTassel-Baska and will be observing classes to see how educators can facilitate problem-based learning with the ICM.

### Camp Launch 2014

by Cortney Langley

Jessica Vincent says she "wasn't a bad kid" before attending Camp Launch at William & Mary.

"But I had a little attitude," she admits.

The rising ninth grader from Norfolk is working this summer as a junior teaching assistant for the immersive science camp. She was among the first class of

students who arrived 3 years ago for the 2-week program for low-income, high-ability middle school students.

This July, 86 children attended Camp Launch. They took classes on campus, stayed in William & Mary residential halls, and ate at the Sadler Center, at no cost to their families. And today Vincent is a role model for the same camp.

Vincent says she didn't originally like science when Norfolk Public Schools pegged her for participation in the camp, which provides students instruction in science, technology, engineering, and math (STEM) curriculum.

"I like it now, because the camp has opened my eyes," she said. Last year she took a high-school-level biology course, earning a B+. She scores in the high 90s on math tests in her school. Her pride in her academic ability is evident.

Moreover, she already has her college plans mapped out (William & Mary is her first choice), as well as her career as a community psychiatrist.

"That's the kind of 'future mindset' the program is trying to foster in the campers," said Mihyeon Kim, Director of the Center for Gifted Education's Precollegiate Learner Programs.

During the day, campers have a rigorous academic schedule starting with 3 hours of STEM courses, including Lego Robotics,

## Camp Launch, Continued

Nanotechnology, and the Center's award-winning Acid, Acid Everywhere curriculum, which allows students to explore systems interactions through the scenario of a hazmat spill. Another 3 hours of writing and personal development courses follow, during which educators help the children envision themselves at university and in future careers. The campers' final class of the day is an enrichment activity of their choice, such as drama, art, or martial arts. The camp closes the day with a half-hour counseling session, during which campers discuss their day and any issues that arose, and write in their journals. Part of the success of the program, Kim said, is having enough William & Mary student counselors to maintain a ratio of between four and eight students per counselor.

In their classes, the students explore potential career paths and talk out what they need to do to reach their goals. "We try to help them visualize their lives on a college campus in the future, and then we provide real-world, detailed information so they can see the steps to take to reach that point," said Kim.

It seems to be working. On her cell phone, Kim carries a voice recording of a rising seventh

grader, new to the camp. "When I'm older, I will never forget this," he says. "I'm 12 years old, on a college campus. That makes me really proud. When I get older, and make tons of money, I won't forget to donate money to this program."

After the first week of classes, on Saturday, students attended a half-day conference called Focusing on the Future, to which their families were also invited. On Sunday, they visited the Science Museum of Virginia in Richmond.



Camp Launch grew out of the Center for Gifted Education's fee-based Saturday/Summer Enrichment Programs at William & Mary, which serve students in grades K–9. Participant surveys revealed that more than 70% of the students' families reported incomes higher than \$100,000 annually, Kim said. About 43% of the students' families made more than \$150,000 a year.

Kim noted, "We felt we needed to do something about this, so we tried to get funding to support

low-income, high-ability kids." The funding came by way of the Jack Kent Cooke Foundation, which has provided \$250,000 annually for Camp Launch.

Kim said the Center identified 13 local school districts where more than half of the pupils receive free or reduced lunches. Each district is provided a number of slots in the camp based on population, although not every district participates. Each year a new class of rising seventh graders identified by the schools is invited. They are invited back the

second year, and the camp has a high rate of returning students. Kim said of 37 students who attended last year, 32 returned for camp this year.

New this year were the eight ninth-grade junior teaching

assistants. Interested former campers had to apply and submit essays to land a slot. "I set it up as a real job position," Kim said. "I needed to know their willingness to do it—that's the main thing."

Kim continued, "It's just great to see, from the first year, how their behavior has changed and how they've matured. Now they act like professionals."

Creating the new junior teaching assistant positions effectively



## Camp Launch, Continued

became another way to gauge the camp's effectiveness and to reinforce its messages. The Center also gains feedback about the program in follow-up interviews conducted 6 months after the campers return home.

"The kids we interviewed felt like they could visualize themselves in college," Kim said. "Most of the kids said they have more confidence, so they participate more in school activities."

Fourteen-year-old Andre Dickerson, a junior teaching assistant from Norfolk, said that was the case for him. "I used to be real shy. I met them," he said, gesturing to the counselors and campers, "and they kind of knocked me out of it. I get accepted into more things now." Opportunities in school no longer pass him by. "I go to people now," he said. "I don't wait for them to come to me."

This article originally appeared on <http://www.wm.edu/news/stories/2014/camp-launch123.php>. Adapted with permission.

## Where Are They Now? Alumni Features

Since the inception of the graduate program in gifted education at The College of William & Mary, many individuals have had the opportunity to work at the Center for Gifted Education in assistantships as they pursued master's and doctoral degrees. Other students have served the CFGE as conference presenters, teachers in the Saturday and Summer Enrichment Program, or curriculum writers.

In each issue of *The Bridge*, we include interviews with a master's degree graduate and a doctoral degree graduate. The alumni featured in this issue are Lisa Fontaine-Rainen and Dr. Kimberly Tyler.



### An Interview With Lisa Fontaine-Rainen, Master's Degree Program Graduate

*When did you graduate? What was your degree?*

I graduated in 2001 with a master's degree in gifted education. I nearly also completed a master's degree in elementary education, and sometimes think perhaps it might've been good to have the second degree.

*Describe your career path since completing your master's degree.*

I spent 2 years teaching in a self-contained gifted fifth-grade classroom in Wausau, WI. It was great to have the kids all day and be their teacher, and I fit well with the students and parents, but I found the school culture to be counter to my teaching style. I then moved to Massachusetts to create a gifted middle school

program at John Glenn Middle School (JGMS) in Bedford, which I worked at until this past June when I took a leave of absence to move to South Africa with my wife for her career.

During my time at JGMS, I developed an advanced math class that allows students to move in and out and work in much more depth on more advanced concepts than the regular class. I worked with teachers to differentiate in the regular classroom. I developed enrichment opportunities for targeted groups of students and made them open to all students. I also conducted a full needs assessment and made a number of recommendations for programming. I had really hoped that the program would not die

## Alumni Features, Continued

with my departure, but it has already started to decline.

I have also, over the years, tutored a number of gifted young people, particularly twice-exceptional homeschoolers. I hope to bring that particular focus with me to South Africa, at least at first. I also hope to impact the schools there. That does, however, look to be quite a battle.

*Did you have an assistantship at the CFGE? If so, describe your assignments there and how you have used the skills acquired in your subsequent positions.*

I did have an assistantship at the CFGE. I worked on various things, including filling orders, helping with school district evaluations, organizing some details for conferences, and the like. To be honest, what I learned from that experience is how important it is for a school district to support gifted education fully in order to run a program effectively, and this in turn tends to require a state mandate. My 11 years in Massachusetts highlighted that for me as well. It seems to me that districts in states without mandates want enough programming to placate parents, but not enough to actually serve students effectively. A critical mass of gifted children is also not sufficient to convince a district that serving these students is important. Sadly, despite the preponderance of evidence to the

contrary, districts also tend to believe acceleration in any form is bad for students (or at least bad for the district that then has to get creative with scheduling). In Virginia, I had the pleasure of working with districts that cared about the students and their programs and wanted to make them more effective. In Massachusetts, I felt I encountered administrators who wanted to figure out how to appease parents, and then drew the line and wanted to do no more. It certainly isn't that the districts don't care about the students. It is more that the administrators do not believe that gifted programs are necessary to meet their needs, or indeed that they even have special needs.

All of this aside, I have seen changes in the way the teachers at JGMS think about giftedness in my time there. I have seen many move away from an achievement orientation and move toward an understanding of special needs that may not translate into achievement.

*What was most memorable to you about your experiences in the master's program?*

Dr. Jill Burruss had us speak about an issue in gifted education as if we were defending it to someone. I gained a lot from that experience and feel I use the skills I developed doing that constantly. Indeed, were I to have a

recommendation for the program it would be to find venues to involve the students in doing that in the real-world and to act as change agents (whether locally, nationally, or internationally) to further develop those skills before heading into a field that is frequently a battle. The most useful course I took was the program development course. I have used tools from that course constantly.

*What advice would you give to someone who is considering pursuing a master's degree related to gifted education?*

A part of me wants to recommend they choose their jobs carefully to be sure they have support. Another part wants me to encourage them to fight the good fight and go to those places where people aren't understanding and try to help them understand. Yet another part wants me to remind them to love these kids—so many of them desperately need someone who understands them and loves them as they are. Perhaps finally, gifted kids need each other. Gifted teachers do as well. I remember that Joyce cautioned that I may be too isolated in my work in Wisconsin. She wasn't wrong.

## Alumni Features, Continued



### An Interview With Dr. Kimberly Tyler, Doctoral Degree Program Graduate

*Describe your career path since completing your doctorate.*

After graduating with my doctorate from William and Mary, I moved to Ft. Worth, TX, where I am an associate professor of education at a small, liberal arts university called Texas Wesleyan University. I currently work with undergraduate education students as well as run a master's program in gifted education. I speak at local, national, and international conferences as well as work with many school districts educating teachers, administrators, and parents about the field of gifted education.

*Did you have an assistantship at the CFGE? If so, describe your assignments there and how you have used the skills acquired in your subsequent positions.*

I was fortunate to have served as the Assistant Director for the Saturday/Summer Enrichment Program while at the Center for Gifted Education. It was a fantastic experience that I feel very fortunate to have had while in my doctoral program. In this role, I was able to work not only with the teachers and the students in the program, but also the parents. Parents of gifted children are eager to learn more about the unique social, emotional, and academic needs of

these students so that they can better meet the needs of their own children. I was able to help by leading parent sessions, as well as by simply talking with them throughout the time their children were in the program. I found this to make one of the greatest impacts on me as an educator. I now work with local school districts and state gifted organizations, offering parents opportunities to learn more about these children as well as ways they can become involved in gifted education. In addition, I have taken the knowledge I gained in gifted education and am now able to share it with future educators. I have designed and currently teach an undergraduate course on differentiating instruction for all students. This gives me the opportunity to expose all of our students to the characteristics of gifted students as well as how best to meet their needs in a regular classroom setting. In this world of standardized tests scores, gifted students are often the most neglected, and I feel fortunate that my students will know how to identify and best serve these children in the classroom.

*What was most memorable to you about your experiences in the doctoral program?*

I would say that the professors I was lucky enough to have while in my doctoral program definitely had

the greatest impact on both my educational experience as well as my current professional endeavors. They were on the cutting edge in research and were able to pass on that wisdom in amazing ways. They were great role models for me both in the areas of research and leadership, as well as in their own pedagogical styles. The professors truly practiced what they preached, and were happy to share their knowledge and experiences with their students. I believe that my transition into higher education was a much smoother one because of the professors I had while in the doctoral program.

*What advice would you give to someone who is considering pursuing a doctorate related to gifted education?*

The greatest advice I can give is that there is no better place to earn a doctorate in gifted education than at The College of William & Mary. The wealth of knowledge and the opportunities you will have are unparalleled. It is not always easy, but nothing worthwhile ever is. The support you will have, the colleagues you will meet, and the knowledge you will gain will truly change your life, both professionally as well as personally. This program is world-renowned, and I am so proud to have been a part of the Center for Gifted Education. The people here are truly making the difference in the lives of gifted learners everywhere.

## Chandler Receives NAGC Early Leader Award



Dr. Kimberley L. Chandler is the 2014 recipient of the NAGC Early Leader Award. This award is presented to an

individual who has made significant contributions in leadership and service to the field of gifted education, and who is in the first 10 years of receiving his or her last degree. Dr. Chandler's commitment to the field of gifted education is vast. Her experiences as a classroom teacher, gifted program teacher, school principal, school district administrator, curriculum developer, and professional development consultant have led her to her current positions as Curriculum

Director at the Center for Gifted Education.

After graduating from The College of William & Mary with a doctorate in educational policy, planning, and leadership with an emphasis in gifted education administration in 2004, Dr. Chandler has continued to seek out leadership roles at the state, national, and international levels. She has served as a board member and newsletter editor of the Virginia Association for the Gifted; as a member-at-large representative and chair of the Membership Committee for the Research on Giftedness, Creativity, and Talent SIG of the American Educational Research Association; and as a USA Delegate for the World Council for Gifted and Talented Children. In addition, she currently

serves as the newsletter editor for The Association for the Gifted, a division of the Council for Exceptional Children. She has been a committed member of NAGC since 1999. She has held various roles in the Professional Development and Early Childhood Networks, including Vice-Chair and Chair of both. In 2011, she was elected as Network Representative to the Board of Directors and has been very effective in working with the networks.

Dr. Chandler has been a committed leader in the field and a passionate advocate for gifted students. She will be recognized at the NAGC Celebration of Excellence Awards Ceremony and Reception on Friday, November 14, 2014 beginning at 5 p.m.

Don't Forget!

Focusing on the Future  
February 7, 2015

National Curriculum Network Conference  
March 12–13, 2015

Professional Summer Institute  
June 29–30, 2015

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