

# SIGNificance.

The newsletter for the AERA Research on Giftedness and Talent SIG

## Future Directions for the SIG

Letter from the Chair, Carolyn Callahan

The SIG Research on Giftedness and Talent has an important role both within AERA and the gifted education community. It serves within AERA as a means of highlighting the specific research on an oft-neglected population in the research community. Our presence at the conference serves as a means to bring important research findings to the eyes of the general education community.

Within the community of gifted educators and researchers it represents one means of demonstrating a commitment to the importance of basing educational, counseling and developmental decisions on sound research and evaluation. To that end it is important the organization remain a vital force. Hence, during the brief time I will serve as the Chair of this SIG I hope to address several goals that I share here in hopes that the membership

**The presence of the Gifted SIG at the AERA conference serves as a means to bring important research findings to the eyes of the general education community.**

will join me in efforts to achieve these goals.

1. Improving our AERA program and highlighting issues within our research paradigms;
2. Providing a regular vehicle for communicating research issues and findings;
3. Establishing close ties with the other major group that shares our mission, the Research and Evaluation Division of NAGC and coordinating our efforts to maximize the influence of both groups;
4. Recognizing high quality research; and
5. Examining the SIG structure to improve

its effectiveness in serving the members and the field.

The first step the Executive Committee has

taken has been to designate our business meeting at the AERA meeting as a forum to discuss issues in the area of research on gifted education. This year, a panel of experts including Joe Renzulli, Jonathan Plucker, Michael Pyryt, Donna Ford, Jim Borland, *continued on page 9*

## Annual Meeting Highlights. Montreal, April 11-15

The AERA Research on Giftedness and Talent SIG is making a strong showing at this year's annual meeting in Montreal. Consult the schedule below for sessions relevant to giftedness and talent.

### Monday, April 11

**12:00-2:00pm:** Teachers' and Students' Perceptions in Gifted Education (paper session). *Fairmont/The Queen Elizabeth/Peribonka view*

**12:00-12:40pm:** Case Studies in Gifted Education (paper discussion—formerly

roundtables). *Marriott Montreal Chateau Champlain / Salle de Bal Ballroom & Foyer view*

**2:15-3:45pm:** Learning Processes in Education of the Gifted and Talented (paper session). *Hilton Montreal Bonaventure / Fundy view*

**6:15-7:45pm:** Business Meeting Symposium: A Strong Research Base in Gifted Education. *Le Centre Sheraton Montreal/Salon 5 view*

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### Spring 2005

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#### Contributors

- Cheryl Adams
- Catherine Brighton
- Carolyn Callahan
- Michael Matthews
- Betsy McCoach
- Tonya Moon
- Sidney Moon
- Del Siegle
- Carol Tieso
- Hyunsil Yoo

#### Editor

Holly Hertberg

Please email submissions and suggestions for the newsletter to the editor at [hertberg@virginia.edu](mailto:hertberg@virginia.edu)

## Dear Researcher... a column devoted to solving your research dilemmas

Dear Researcher:

I am conducting a factor analysis of an Attitudes Toward the Gifted scale. Should I use principal components analysis or exploratory factor analysis to analyze my data?

Sincerely,

P. C. A. (Pretty confused analyst)

Dear P.C.A.:

Some analysts, especially statisticians, tend to prefer principal components analysis (PCA). Other analysts, especially those trained in the psychometric tradition, tend to prefer exploratory factor analysis (EFA). Whether to use PCA or EFA is more of a theoretical and substantive question than a statistical one. The decision depends upon the reason for conducting the analysis. If the purpose of the analysis is to reduce many variables into a smaller set of variables for further analysis, then principal components analysis is a very reasonable choice. However, if you have a theoretical rationale for believing that a small number of latent constructs or factors explain the patterns of correlations among your observed variables, then you should analyze your data

using EFA. Analytically, principal components analysis attempts to explain all of the variance in the set of items, while exploratory factor analysis models only common variance.

In reality, if you have a large number of observed variables and the communalities for your observed variables are relatively high, you should get similar results whether you use PCA or EFA. However, factor loadings (the elements of the pattern or structure matrices) are always higher when you

conduct a principal components analysis. Therefore, retaining variables that have loadings above a certain criterion may lead you to retain items in a PCA that you would

have eliminated in an EFA. For example, many people retain items that have a loading of at least .40 on a factor. More items will have loadings of .40 using PCA than will using EFA.

In conclusion, if you have a theory, EFA is for you. Otherwise, use PCA.

Sincerely,

D.R.

**Have a research dilemma? E-mail "Dear Researcher" at [stelgift@aol.com](mailto:stelgift@aol.com)**

## By-Laws of the Research on Giftedness and Talent SIG Proposed

Below (and continued on pages 5-7 of this newsletter) you'll find the proposed By-Laws of the Research on Giftedness and Talent SIG for your review. On page 7 of this newsletter, you will find a ballot for you to use to vote to accept or reject these by-laws. Please mail the ballot to the address listed at the bottom of the ballot or bring it with you to the Research on Giftedness and Talent SIG Business Meeting Symposium at the AERA Annual Meeting.

Bylaws of the

Research on Giftedness and Talented SIG

American Educational Research Association

### ARTICLE I: NAME and GOVERNING AUTHORITY

**Section 1. Name.** The special interest group shall be known as the Research on Giftedness and Talented (SIG/RGT).

**Section 2. Affiliation.** The organization, Research on Giftedness and Talented (SIG/RGT), is a Special Interest Group (SIG) of the American Research Association (AERA) and, as such, pays annual

dues to AERA and participates in the AERA annual meeting.

**Section 3. Governing Authority.** The SIG shall abide by the Bylaws and Articles of incorporation of the American Educational Association (Association) and supports the mission of the Association. SIG/RGT Bylaws shall not conflict with the Bylaws and Articles of incorporation of the Association.

### ARTICLE II: PURPOSE.

The purpose of the SIG/RGT to generate and disseminate knowledge about research needs and methodologies focusing on the education of gifted and talented youth. In addition, the purpose is to develop and promote forums for coordinating and disseminating research to educators and policy-makers who can make important differences in the education of gifted and talented youth. *Continued on page 5*

# SIGNificant research. Researchers share recent studies

## Cheryll Adams Heads Up Project CLUE

Dr. Adams can be reached at

Cheryll Adams, Ball State University

Cheryll Adams is the project director for Project CLUE, a Priority 1 Javits grant. Currently, Project CLUE is in Year 3 of a five-year cycle. The Project CLUE research team is investigating changes in the number of under-represented populations that are identified for services in a large urban school system. Preliminary data indicate that 22% of Hispanic students are being identified for gifted programs when previously only 2% had been identified. In addition, Dr. Adams and her team are investigating whether cluster group-

ing makes a difference in the achievement gains of the gifted students and whether being taught the replacement curriculum that has been developed for the gifted students results in greater gains in achievement than in the non-identified students.

Another component of the study looks at teacher reactions to differentiation, new instructional strategies, and the implementation of the replacement curriculum.



*A Project CLUE teacher's class working on the Four-Triangle Problem from the 3rd grade replacement unit.*

## Diversity Initiatives for Gifted Students

Dr. Sidney Moon

Gifted Education Resource Institute

Sidney Moon is working with graduate students at the Gifted Education Resource Institute (GERI) to develop and evaluate recruitment initiatives



for diverse students who are eligible to attend enrichment-oriented, university-based, summer talent development programs that emphasize the holistic development of talented youth.

The DIGS project began in 1999 as the Minority Initiative for Gifted Students with a focus on under-represented students from urban populations. The first evaluation study was conducted by Eric Cleveland and Sidney Moon on a partnership with an urban school district with a 97% African American student population that had a self-contained program for academically gifted students in grades 1-8.

The study used qualitative methodology to investigate student, parent, program staff, and school and program administrator perceptions of the urban students' first year of participation in the university summer talent development program.

The study suggested that sixth grade students that had participated in a self-contained academically talented program in their urban school district were succeeding in the one week summer talent development program and that the student commonalities of giftedness facilitated strong bonds between all students in the program.

Currently, Cleveland and Moon are working on evaluation studies of later cohorts of students from two urban school districts. Ray, Cleveland, Bangel, and Moon are working on a manual to help other nonproficiency summer programs develop similar diversity initiatives. Ray and Moon are

working on expanding the diversity initiatives to rural school districts and to additional urban school district partners.

All of these diversity initiatives provide full scholarships to participating students and have been supported by a number of local, state, and national partners, including friends of GERI, the Purdue College of Education, the Indiana Department of Education, the Davidson Foundation, the Tobias Foundation, Lilly Labs, and Shell Oil.

Overall, our Diversity Initiative for Gifted Students (DIGS) suggests that a wide variety of talented students can be successful in enrichment-oriented talent development programs with an emphasis on the holistic development of talented youth, but that funding is needed to recruit diverse students to such programs, especially students from impoverished, urban, and rural backgrounds.

**"A wide variety of talented students can be successful in enrichment-oriented talent development programs... but funding is needed to recruit diverse students to such programs."**

Dr. Moon can be reached at

Sidney@purdue.edu

# UVA's Hyunsil Yoo wins \$15,000 AERA Dissertation Grant

Congratulations to Hyunsil Yoo, a doctoral student at the University of Virginia, for winning a \$15,000 AERA Dissertation Grant. Hyunsil's dissertation proposal abstract follows.

The study examines the influences of secondary school experiences of high-achieving girls in math and science on their postsecondary career pursuits in science fields. Specifically, using the National Education Longitudinal Study of 1988 (NELS:88), the study investigates how science class experiences in high school affect science career persistence of high-achieving girls over and above personal and family factors. Selecting the top 10% on the 8th-grade math and science achievement tests from two panel samples of 1988-1994 and 1988-2000, this

study examines what science instructional experiences (i.e, lecture-oriented, experiment-oriented, and student-oriented) best predict college major choices and postsecondary degree attainments in the fields of science after controlling for personal and family factors. A two-stage test will be employed for the analysis of each panel sample. The first test examines the dichotomous career pursuits between science careers and non-science careers and the second test examines the dichotomous pursuits within science ca-

**"This study will increase our understandings of the effects of secondary education on post-secondary career development for high-achieving females."**

reers: "hard" science and "soft" science. Logistic regression procedures will be used with consideration of panel weights and design effects. This study will increase our understandings of the effects of secondary education on post-secondary career development for high-achieving females. The results will assist in educational policies regarding school instruction and curriculum and career development targeted towards improving gender equity in science career pursuits. Furthermore, there is the need to focus on high-achieving girls talented in math and science to facilitate their talent development as well as to enlarge and secure our promising science workforce.

*Hyunsil Yoo can be reached at  
hsy9n@virginia.edu*

## Reports from the Publications and Membership Sub-Committees

### Publications Committee Report

One of the goals of the SIG leadership is to provide more benefits to SIG members. The publications committee has been charged with discussing publication options. While the committee does not believe the field needs another gifted education research journal, it does feel there are some publication areas worth exploring.

One possibility is to create an electronically distributed (and possibly web-based) quarterly review of published research. This would include abstracts and brief descriptions of research that is being published. It might also include some type of editorial synthesis, somewhat like the Harvard Medical Letter.

A second suggestion is to regularly produce papers on research methodology, evaluations studies, and replication studies. Since the majority of the SIG members are active researchers, they may find these papers useful in improving and updating their research skills. These could also be distributed in an electronic for-

mat and made available on the SIG website.

The committee is soliciting input on these and any other suggestions SIG members may have. Email your ideas to the committee chair, Del Siegle (del.siegle@uconn.edu) or one of the committee members: Jonathan Plucker (jplucker@indiana.edu) or Dona Matthews (dmat@hunter.cuny.edu).

### Membership Committee Report

D. Betsy McCoach and Carol Tieso had preliminary discussions regarding increasing membership in the SIG by 10% per year for the next 5 years. The committee also plans to solicit ideas and assistance from those whom the Chair has designated as potential members of the Membership Committee. The following represents our preliminary plan:

1. Send email notices to all those individuals who have presented at NAGC in the Research and Evaluation and Conceptual Foundations Divisions over the past two

years.

2. Send email notices to all those who have published in GT journals over the past two years.
3. Scan the past two AERA conference handbooks and create a database of those who have presented sessions related to gifted education and invite them to join the SIG.
4. Brainstorm a list of potential "friends of the field" (e.g., psychologists) and send them emails inviting them to join the SIG.
5. Brainstorm a list of all of the major researchers in gifted education and invite them to join the SIG.
6. Acquire a list of all graduate programs in GT and send invitation letters to faculty advisors.
7. Invite members of the NAGC Graduate Student Committee to assist in soliciting members among the graduate students.
8. Send out notices on the APA listserv with information regarding joining AERA and/or the SIG.

# SIG/RGT Proposed By-Laws, cont'd

Pursuant to these purposes SIG/RGT may elect to publish its own journal and/or newsletter, and/or hold workshops and conferences supplementing AERA meetings.

## ARTICLE III: MEMBERSHIP

**Section 1. Eligibility.** Any AERA member in good standing may become a member of the SIG/RGT. Membership shall be on an annual basis and shall be concurrent with AERA membership. Applications for membership will be sent to the AERA Executive Officer, who shall accept and process them according to the Association Bylaws.

**Section 2. Voting Rights.** All SIG/RGT members in good standing, fully paid in SIG dues, shall be entitled to vote for SIG/RGT officers.

**Section 3. Dues.** The annual dues for the SIG/RGT shall be \$10.00 and will run concurrently with AERA membership dues.

**Section 4. Membership Year.** The membership year shall follow the Association's year which is established by the Association's Executive Board.

### Section 5. Termination of Membership.

- (a). **FAILURE TO PAY DUES.** Failure of a member to pay dues for any membership year by a date to be fixed by the Association's Executive Board automatically terminates membership. At a member's request and payment of current dues, anyone whose membership has been terminated for nonpayment of dues may be reinstated by the SIGs Executive Board.
- (b). **REMOVAL FOR CAUSE.** If continued membership of any person is believed to be contrary to the interests, purposes, or ethical standards of the Association, the SIG/RGT Executive Board shall appoint a special committee that includes members of the Divisions (SIGs) to which the person belongs and delegate to it the conduct of investigations and hearings. Before final action is taken to terminate membership, the member shall be given opportunity to present a defense. Membership may be terminated by a two-thirds vote of the committee.

## ARTICLE IV. ELECTED OFFICERS, NOMINATIONS, ELECTIONS

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### Section 1. Elected Officers and Terms

Elected officers of the SIG shall be chosen by a majority of SIG/RGT members in good standing by postal or email balloting. The elected officers shall comprise the Executive Board of SIG/RGT and shall conduct all business of the SIG in the interim between the annual business meetings.

The elected officers of the SIG shall be:

SIG Chair, who shall serve for two years. The Chair shall represent the SIG and oversee the preparation of the annual report, coordinate all SIG activities, chair the annual meeting and generally serve as the spokesperson for the SIG. The Chair shall preside at all meetings of the Executive Board and at the annual business meeting. The Chair shall appoint ad hoc committees as needed.

SIG Chair-elect, who shall serve two years prior to moving to the position of the Chair. This individual shall assist the Chair in all activities or may act as Chair in the absence of the Chair. During the second year, the Chair-elect will coordinate the evaluation process of the SIG/RGT.

Program Chair, who shall serve for one year. The Program Chair shall coordinate the SIG's activities for the annual meeting.

Assistant Program Chair shall serve one year prior to moving to the office of Program Chair. The Assistant Chair shall assist the Program Chair in the coordination of the SIG's activities for the annual meeting.

Past Chair, who shall serve for two years. The Past Chair shall help the Chair as appropriate and shall Chair the Nominating Committee in appropriate years.

Secretary, who shall serve for two years. The Secretary shall keep minutes of the SIG meetings and disseminate the minutes to the membership after approval from the SIG Executive Board.

Treasurer, who shall serve for two years. The Treasurer shall be responsible for keeping all financial records for the SIG/RGT and for payment of bills in accordance with the budget and with the co-authorization of the Chair.

Newsletter Editor, who shall serve for two years. The Newsletter Editor shall be responsible for producing a minimum of two newsletters per year. Dissemination of the newsletter may be by email or other means. The Newsletter Editor is a non-voting member of the Executive Board.

Members-at-Large, who shall serve for two years. There will be no more than four Members-at-Large on the Executive Board in any given year.

Student Member, who shall serve for two years. The student member shall be a student in good standing in a graduate program terminating in either a Master's or Doctorate degree. The student member is a non-voting member of the

# SIG/RGT Proposed By-Laws, cont'd

Executive Board.

Individuals may not serve in more than one elected office simultaneously. No person may serve in any single office for more than two consecutive terms.

**Section 2. Qualifications.** Only SIG/RGT members in good standing may hold elected offices.

**Section 3. Election Procedures.** In election years prior to the annual AERA meeting the SIG Chair, in consultation with the Executive Board, shall appoint a Nominating Committee of no less than 2 and not more than 4 persons, with the Past-SIG Chair serving as the Chair of the Nominating Committee. The Nominating Committee shall present the slate of candidates to the SIG/RGT members. The Chair of the Nominating Committee shall announce the outcomes of the elections to the Executive Board and all candidates at least 1 week prior to beginning of the AERA annual meetings in appropriate years.

**Section 4. Nominations.**

(a). The Nominating Committee shall develop the slate of officers, with invited nominations sought from the membership, to be voted upon by the SIG membership. The Chair shall mail via either postal carrier or email, the slate of candidates to the voting members for their information. By written request of one percent or more of the voting membership of the SIG, other nominations for the offices of Chair-Elect, Member-at-Large, or other Executive Board offices may be submitted to the Chair.

(b). The Chair of the Nominating Committee shall prepare a ballot including all duly nominated candidates, and shall mail the ballot via either postal or email to each voting member of the SIG. If there are more than two candidates for any office, voting shall be by ranking, and election by allocating votes in accordance with the Hare System.

(c). Members in good standing shall vote by postal or email to the Chair of the Nominating Committee.

(d). The Nomination Committee shall review the procedures and certify the results to the SIG Chair immediately, and to the membership at the following business meeting. In case of a tie, the election shall be settled by lot, with the candidates participating. The Nomination Committee will establish the procedure.

**Section 5. Schedule for Nominations and Elections**

(a). The ballot, due two weeks after posting, is sent to each member, who votes once for each position to be filled.

(b). The Nominating Committee shall be appointed within two months after the Chair and Chair-Elect assume office.

**Section 6. Vacancies**

(a). When a vacancy in the office of the Chair occurs, the Chair-Elect shall become Chair and remain in office to serve out both terms.

(b). If an officer is unable or fails to perform duties satisfactorily over a period of time or ceases to be a member of the SIG/GRT, the Executive Board is authorized to declare the office vacant and arrange for the duties of the office to be performed. The Executive Board also has the authority to take other reasonable steps to preserve intact the offices of the SIG, and to maintain the continuity of the SIG's operations.

## ARTICLE V: COMMITTEES

**Section 1. Committee Structure.** The committee structure of the SIG shall consist of (a) standing committees, and (b) special task committees.

**Section 2. Standing Committees.**

(a) Standing committees may be established or discontinued by the SIG/RGT Executive Board. The standing committees shall be described in a charge from the Board and may be revised at any time by the Board.

(b) The Nominating Committee shall perform the duties specified in Article IV, Sections 3, 4, and 5.

**Section 3. Special Committees.**

(a) Special committees may be established by the Executive Board to carry out particular activities described in a charge from the Board. The Board may designate the term of special committees when they are approved.

(b) Members of special committees shall be appointed by the SIG Chair, and the committee shall be discharged when tasks assigned have been completed. Committees may be discharged at the pleasure of the Board.

(c) The position of Webmaster(s) shall be designated as a standing committee and shall serve as an ex-officio member of the Executive Board.

Section 4. Membership. Committee members must be SIG/RGT members and AERA members in good standing.

## ARTICLE VI: MEETINGS

**Section 1. Annual Meetings.** There shall be a SIG/RGT business meeting held each year in conjunction with the AERA

# SIG/RGT Proposed By-Laws, cont'd

annual meeting. Arrangements for the time and place of the meeting are the responsibility of the Program Chair.

## ARTICLES VII: RATIFICATION AND AMENDMENTS

**Section 1. Ratification.** These Bylaws shall take effect upon two-thirds of those members voting at a duly called business meeting or a two-thirds of the membership by postal or email voting.

**Section 2. Amendments.** These Bylaws may be amended by two-thirds of those members voting at either the annual business meeting or by postal or email. All proposed amendments must be submitted for review by the Executive Committee at least 7 days prior to the annual business meeting.

## ARTICLE VIII: ANNUAL REPORT

(a). An annual report regarding the status of the SIG/RGT shall be prepared by the Chair each year. The annual report shall include, but not be limited to:

A list of current members;

A list of current officers;

A financial accounting for the year;

A list of activities and services provided by the SIG during the previous year, and

Samples of materials prepared by the SIG during the previous year.

## ARTICLE IX: EVALUATION

(a). Every second year, the SIG/RGT shall assess its productivity and membership and shall make a form report to the membership. The Past-Chair shall be responsible for overseeing the self-evaluation process, which shall be open to all SIG members.

## ARTICLE X: DISSOLUTION

(a). In the event that the purpose of the SIG/RGT is fulfilled by another organization or it is unable to maintain membership in AERA, the organization may be discontinued by a vote requiring approval of at least two-thirds of the members of the SIG. Should SIG/RGT discontinue, its assets shall be used to pay all outstanding debts and obligations. Any remaining funds shall be donated to the American Educational Research Association.

## Ballot: Proposed SIG/RGT By-Laws

\_\_\_\_\_ I vote in favor of the Proposed AERA SIG/RGT By-Laws.

\_\_\_\_\_ I oppose the Proposed AERA SIG/RGT By-Laws.

Please detach and mail to: Tonya Moon, Curry School of Education

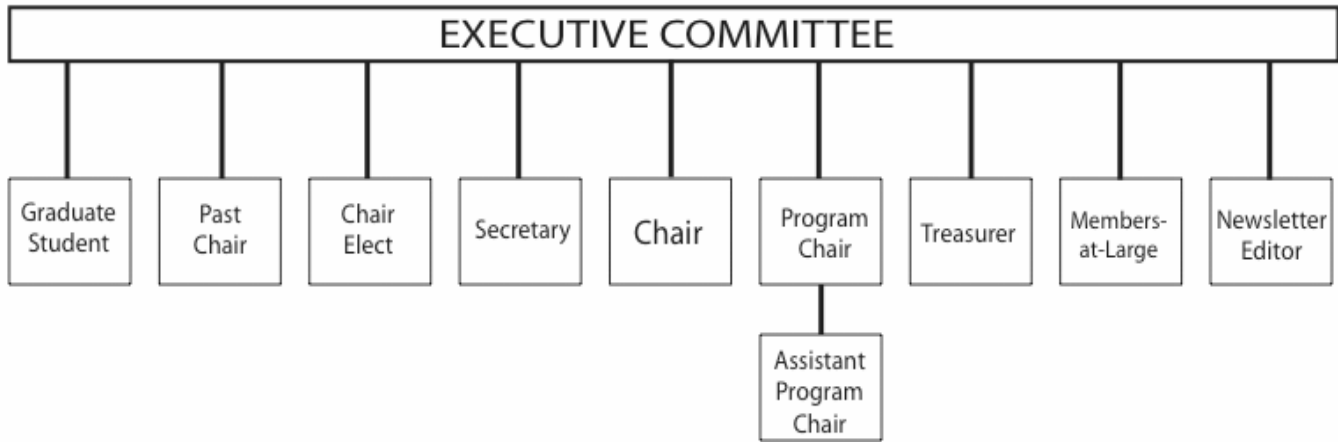
405 Emmet Street South

P.O. Box 400277

Charlottesville, Virginia 22904-4277

Or bring the ballot with you to the SIG/RGT Business Meeting Symposium on Monday, April 11, 6:15-7:45 p.m. at the 2005 AERA Annual Meeting.

AERA SIG / RGT  
Leadership Structure



Chair:	Carolyn Callahan, <a href="mailto:cmc@virginia.edu">cmc@virginia.edu</a>
Chair Elect:	Open Position
Secretary:	Marcia Gentry, <a href="mailto:mgency@purdue.edu">mgency@purdue.edu</a>
Treasurer:	Catherine Brighton, <a href="mailto:brighton@virginia.edu">brighton@virginia.edu</a>
Program Chair:	Nancy Hertzog, <a href="mailto:nhertzog@uiuc.edu">nhertzog@uiuc.edu</a>
Asst. Program Chair:	Michael Matthews, <a href="mailto:mmatthews@tip.duke.edu">mmatthews@tip.duke.edu</a>
Members-at-Large:	Tonya Moon, <a href="mailto:tonya@virginia.edu">tonya@virginia.edu</a> Dona Matthews, <a href="mailto:dmatt@hunter.cuny.edu">dmatt@hunter.cuny.edu</a> Carol Tieso, <a href="mailto:ctiesco@bamaed.ua.edu">ctiesco@bamaed.ua.edu</a>
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## Letter from the Chair, cont'd

(continued from page 1)

and Marcia Gentry will each address a specific area of concern in formulating and developing research programs in gifted education. In the future we will branch out to invite persons from within and outside our field to provide provocative presentations – hopefully to broaden our understanding and perspectives on research and our field. A committee chaired by Marcia Gentry and Betsy McCoach has agreed to take on that task. Our program chair will also be on that committee, but if you also have ideas for the session, please pass them on to Marcia.

I have appointed several other standing committees this year that will be reporting at the business meeting and will be soliciting your support in implementing your ideas. One of those committees will be exploring ways to ensure our research is appropriately communicated to the general education community and to the gifted education field in ways that can influence practice. Del Siegle is chairing that committee.

Another committee I have appointed is an awards committee, chaired by Catherine Brighton, that will be ex-

ploring strategies for identifying and recognizing outstanding contributions from new and experienced researchers both within the field and outside the field.

Two committees are addressing aspects of goal 5. Tonya Moon has chaired a very effective and efficient by-laws committee and you will find a ballot within this newsletter to vote on what I believe are our “new and improved by-laws.” Carol Tieso has agreed to chair the membership committee which I hope will help us identify and recruit members of the NAGC Division and create positive synergy between those organizations.

These are big and lofty goals, but with the talent we have in this organization that represents an international community and a wide range of interests, I believe we can make great strides in the next year in moving toward a better and stronger organization. I hope you will join the Executive Committee by supporting one or more of these committees or even offering up other ideas that we can incorporate into our goals and activities. Feel free to contact me at [cmc@virginia.edu](mailto:cmc@virginia.edu). I look forward to hearing from you.

## AERA Annual Meeting Highlights, cont'd

(continued from page 1)

### Tuesday, April 12

**8:15-10:15am:** School-Based Studies in Gifted Education (paper session). *Fairmont The Queen Elizabeth/Richelieu view*

**10:35am-12:35pm:** Follow Up of a Program for Identification and Intervention for Rural, Low-Income Gifted Students (Interactive Symposium). *Ritz-Carlton Montreal/Salon Ritz View*

**12:50-1:30pm:** Diversity in Higher Education (paper discussion— formerly roundtables). *Marriott Montreal Chateau Champlain/ Salle de Bal Ballroom & Foyer view*

**2:15-3:45pm:** Identification Processes and Issues in Gifted Education (paper session). *Fairmont The Queen Elizabeth/Bersimis view*

### Thursday, April 14

**2:15-3:45pm:** Rural, Low-Income Gifted Students: Achievements and Aspirations (paper discussion—formerly roundtables). *Marriott Montreal Chateau Champlain/ Salon Terrasse view*

**4:05-4:45pm:** Social and Cultural Influences in Gifted Education (paper discussion— formerly roundtables). *Marriott Montreal Chateau Champlain/ Salle de Bal Ballroom & Foyer view*

## SIG Business Meeting Symposium: Monday, April 11, 6:15-7:45pm

Be sure to attend the Research on Giftedness and Talent SIG Business Meeting Symposium. This year, the Business Meeting will have a different format than previously. Leaders in the field of gifted education will review exemplary past research efforts and use the perspective of the field's history to identify new directions for research, suggest research paradigms and statistical analysis procedures that would propel research in this field forward, and interact with the audience to stimulate the identification of additional issues and solutions. Participants include Carolyn Callahan, Donna Ford, Jonathan Plucker, Michael Pyryt, Tonya Moon, Joe Renzulli, and Marcia Gentry.