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early developments Frank Porter Graham Child Development Center

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OUTREACH Bridges to Excellence

From the Director

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FPG Outreach

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Committing Time to the Public and Professions

Mary Ruth Coleman

SHE SETS ASIDE A DAY A WEEK FOR OUTREACH. She's president of The Association of the Gifted (a division of the Council for Exceptional Children). She's on the editorial/review boards of five national trade journals. She's on three national committees. She meets from time to time with staff members of congressional legislators to discuss pending educational issues. Her research includes directing a science-based model for recognizing and nurturing K-2 students with hidden potential in poor and diverse communities.

While the time that Mary Ruth Coleman commits to the public and the professions (it adds up to more than a day a week) may be unusually high for a researcher at the Frank Porter Graham Center, it is by no means rare.

Much of Coleman's national work involves teachers who work with gifted children and with children with exceptional learning needs. For example, she's on the Knowledge and Skills Committee that sets the professional standards used by the National Council for Accreditation of Teacher Education and the Interstate New Teacher Assessment and Support Consortium to review and accredit institutes of higher education that prepare teachers to work with children with exceptionalities.

Another committee that she's on is revising the standards for gifted education. And she's on the National Association for the Gifted Legislative Committee. She said, "This year has been really exciting because for the first time ever, we have federal legislation addressing, identifying and serving gifted and talented students."

Her commitment to helping others is reflected in her research. One of her projects is U-STARS (Using Science Talents and Abilities to Recognize Students). "The search for hidden talent has become one of the most important educational objectives in the last decade. The limited number of children from economically disadvantaged and culturally diverse families found in programs for gifted students across the nation is proof that there is something seriously amiss in the identification and nurturing of exceptional talent," she said.

"SCIENCE IS AN IDEAL BASE TO RECOGNIZE AND CULTIVATE POTENTIAL BECAUSE THROUGH HANDS-ON ACTIVITIES CHILDREN CAN DEMONSTRATE THEIR THINKING AND PROBLEM-SOLVING ABILITIES AND IT PROVIDES A HIGH-INTEREST BASE TO INTEGRATE READING, MATH, WRITING AND THE ARTS. SCIENCE IS IDEALLY SUITED FOR OBSERVING POTENTIAL BECAUSE IT IS NOT HEAVILY DEPENDENT ON EARLY LANGUAGE EXPERIENCES."

— MARY RUTH COLEMAN



Jim Gallagher

“MUCH OF WHAT WE THINK OF NOW AS STANDARD ACCEPTABLE SYSTEMS OF SERVICES, PRACTICES, AND EXPECTATIONS FOR ACCOMPLISHMENT IN SPECIAL EDUCATION AND EDUCATION OF THE GIFTED HAVE THEIR ORIGIN IN RESEARCH, LEADERSHIP, AND ADVOCACY BY JAMES GALLAGHER.”

— CITATION FROM
THE WALKER AWARD

OVER THE YEARS, one of the most visible FPG researchers has been James Gallagher, who also directed the center for a decade. Recently he received the Razor Walker Award for service from the Watson School of Education at UNC-Wilmington.

The Walker Award is considered one of the state's most prestigious and unique service awards. It is presented to “those who have, through personal commitment and tenacity, made a significant impact on the lives of our young people.” The awards are so named to honor individuals who have “walked the razor's edge” by taking risks to benefit children and youth in NC.

The citation for Gallagher reads, in part, “Much of what we think of now as standard acceptable systems of services, practices, and expectations for accomplishment in special education and education

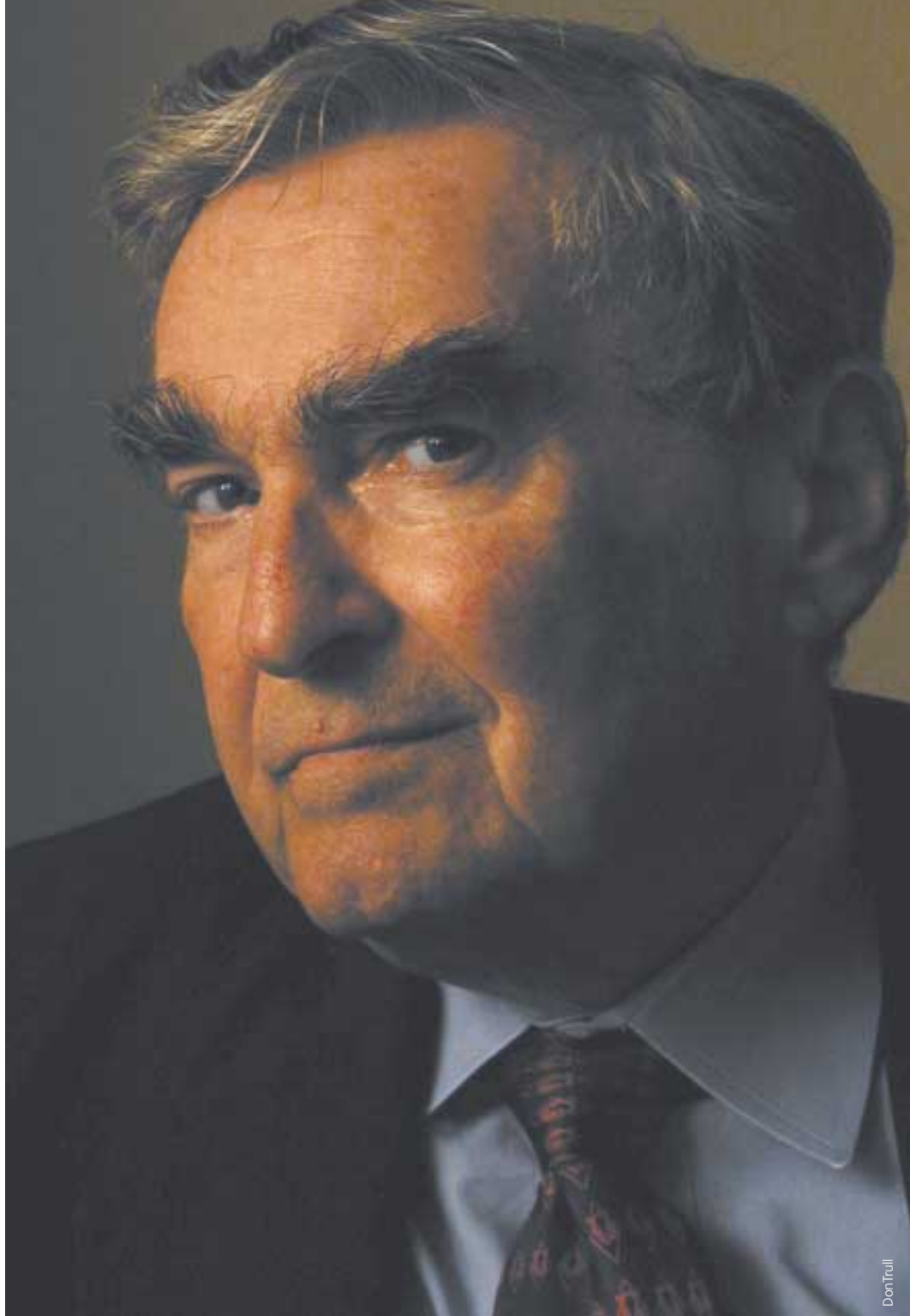
of the gifted have their origin in research, leadership, and advocacy by James Gallagher.”

In the 1960s, he was the first director of the then Bureau of Education for the Handicapped and deputy assistant secretary for planning, research and evaluation in the US Office of Education.

The citation said that he “helped to establish a national agenda to grant special educational rights to gifted children and individuals with disabilities. With a three-pronged approach working directly with federal agencies and providing technical

assistance and training to states and local projects, he led efforts to adopt and implement policy and service initiatives at the national, state and local levels.”

Gallagher recently received a “paper of the year” award from the Gifted Child Quarterly published by the National Association of Gifted Children, Washington, DC. He is also on a national advisory committee that is examining educational opportunities for gifted and talented youth in the US.



Pam Winton

PAM WINTON SERVES on three local boards, five state boards and 12 national committees, councils, or boards related to her areas of interest, which are personnel preparation in early childhood intervention, family-professional collaboration and disability/inclusion.

She said, "The invitation to be on national boards comes because they want my professional expertise and help with their work. If it's a grant-funded effort, it helps them (and it helps us) to work together, sharing knowledge in the same areas of interest but reflecting different experiences and approaches."

Winton said that her membership on several of the local and state boards came about "because of relationships in the community around advocacy. These new joint ventures are valuable exchanges for both sides," she said. She organized and chairs the Constituents Advisory Board for the National Center for Early Development & Learning at FPG.

"As FPG moves into our new outreach mode whereby we invite more constituents to advise us, it is important to recognize the reciprocal nature of these relationships," she said.

About the many presentations she makes and other programs she participates in annually, Winton said, "I view these as part of my responsibilities to the field. Many of the invitations are from people with whom I have worked. I feel it is part of the dissemination and follow-up work associated with grants that fund my position." | **ed** |

If you want to know more

USTARS www.fpg.unc.edu/~USTARS

NCATE www.ncate.org

INTASC: <http://education.uindy.edu/intasc.html>

Constituents Advisory Board at NCEDL
www.fpg.unc.edu/~ncedl/PAGES/constit.html

"THE INVITATION TO BE ON NATIONAL BOARDS COMES BECAUSE THEY WANT MY PROFESSIONAL EXPERTISE AND HELP WITH THEIR WORK. IF IT'S A GRANT-FUNDED EFFORT, IT HELPS THEM (AND IT HELPS US) TO WORK TOGETHER, SHARING KNOWLEDGE IN THE SAME AREAS OF INTEREST BUT REFLECTING DIFFERENT EXPERIENCES AND APPROACHES."

— PAM WINTON



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Outreach Publications and Projects at Frank Porter Graham

For more information on any of the publications shown on this page, please contact us at www.pubs@mail.fpg.unc.edu



Early Developments (magazine)
Target Audience: Administrators, Educators, Policymakers, Families, Researchers, Practitioners

NECTAS

The largest outreach project at FPG is the National Early Childhood Technical Assistance System (NECTAS), which provides responsive technical assistance to programs supported under the Individuals with Disabilities Education Act (IDEA). These include programs designed for infants and toddlers with disabilities (Part C of IDEA) and for preschoolers with disabilities (Section 619-Part B of IDEA) in all states and participating jurisdictions.

Last year, NECTAS delivered 7,500 client-centered services. The NECTAS consortium includes Zero to Three, the National Association of State Directors of Special Education, Georgetown University Child Development Center, the Federation for Children with Special Needs, and the Center on Disability Studies at the University of Hawaii at Manoa.



(PFI) provides a variety of technical assistance activities to NC communities to develop and improve inclusive services to young children with disabilities and their families. Services include training, product development, referral and resource linking, and consultation to local agencies.

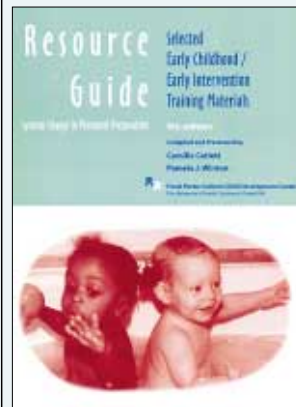
Last year, PFI held 162 events with about 4,000 parents and professional participants across North Carolina. Training ranged from bilingual child development workshops to on-site consultation.



Spotlights (research summaries)
Target Audience: Administrators, Educators, Policymakers, Professionals



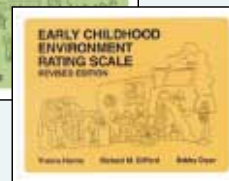
All Together Now (magazine)
Target Audience: NC Early Childhood Educators, Interventionists, and Families



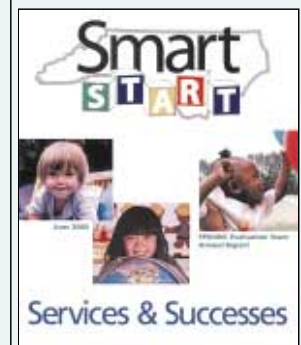
Selected Early Intervention Training Materials (Resource Guide)
Target Audience: Legislators, Administrators, Funding Agencies



ECERS-R, FDCRS (assessment scales)
Target Audience: Evaluators, Administrators, Consultants, Child Care Providers



NEW SCRIPTS is one in a series of projects aimed at producing long-lasting and meaningful changes in university training programs. Core values of the project include commitments to building on existing personnel resources and expertise, interprofessional participation, family-centered, and team-based ecological approaches that include administrators, faculty, families and practitioners in personnel development. NEW SCRIPTS has expanded the model developed in early projects by focusing on diversity and community college participation.



Smart Start (brochure)
Target Audience: Administrators, Professionals, Faculty, Families

ENewsletter (on the web)
Target Audience: Administrators, Media, Policymakers, Professionals

Press releases
Target Audience: Public