October 15, 2012

George Hynd, Provost
College of Charleston
66 George Street
Charleston, SC 29424

Dear Provost Hynd:

I am applying for sabbatical leave for the 2012-2013 academic year to conduct research on effective practice in teaching gifted culturally and linguistically diverse gifted students. The study, titled, “Teaching Culturally and Linguistically Diverse Gifted Learners: Sustainability of Effective Curriculum and Instruction”, will deepen what we know about effective practices that develop the academic talent of this underserved group of high ability students.

As a result of this research, I intend to produce two papers to be submitted for publication. The study builds on and extends my professional work in gifted education and will provide me with an opportunity to further develop my understanding of issues related to teacher development. That understanding should translate into better courses for teachers in our advanced programs, particularly in their work with gifted culturally and linguistically diverse students.

This packet contains a report and addendum on my 2006 Spring sabbatical, my proposal and a current Curriculum Vitae.

Thank you for your consideration of this application.

Sincerely,

Julie Dingle Swanson, Ed.D.
Professor
Department of Teacher Education
School of Education, Health, and Human Performance
Sabbatical Proposal: Teaching Culturally and Linguistically Diverse Gifted Learners: Sustainability of Effective Curriculum and Instruction
Requested for 2012-13

Submitted by Julie Dingle Swanson
Department of Teacher Education
School of Education, Health, and Human Performance
Project background and description: In this study, I will investigate distinctions between curriculum-based and strategies-based approaches in teaching culturally and linguistically diverse gifted (CLD) students. This study follows up and builds upon a recent synthesis by Stambaugh and Chandler (2012), research on promising learners from poverty (Stambaugh, 2007; Swanson, 2006; Swanson, 2010; VanTassel-Baska, 2010), research funded through Jacob Javits Gifted and Talented Education Act (Javits; e.g., Bracken et al. 2007; VanTassel-Baska & Stambaugh, 2007; Coleman et al., 2007; Reis et al., 2007), and related policy studies (Lord, 2010; Swanson, 2007).

Javits, passed by Congress in 1988, allocated resources for demonstration projects and scientifically based research to identify and serve students traditionally underrepresented in gifted and talented programs, particularly economically disadvantaged, limited-English proficient, and disabled students. With the primary goals of reducing the achievement gap and increasing opportunity and access, many projects tested out high-powered curriculum and instruction with CLD learners (e.g., VanTassel-Baska & Stambaugh, 2007; Gavin et al., 2009; Swanson 2006).

Seven Javits demonstration research projects funded in the early 2000s meeting specified criteria provide the starting point for this study. Criteria for project inclusion (Stambaugh & Chandler, 2012) are curriculum-based or strategies-based projects a) with scientifically based research studies or curriculum published within the last 10 years, b) using quasi-experimental methodology, c) with a student sample of 450 students or more, d) reporting favorable student gains on standardized achievement measures, and e) conducted during the school day. Javits projects that comprise the study sample include five curriculum-based projects: Project Athena (Bracken et al., 2007), Project Clarion (VanTassel-Baska & Stambaugh, 2007), Mentoring Mathematical Minds (Gavin et al., 2009), Project Breakthrough (Swanson, 2006), Jacob’s Ladder Reading Comprehension Program (VanTassel-Baska & Stambaugh, 2009); and two strategies-based projects: U-Stars~Plus (Coleman et al., 2007), and Schoolwide Enrichment Model- Reading (SEM-R; Reis et al., 2007).

Curriculum-based projects are defined as projects that use a more formal, prescribed curriculum. This curriculum includes key features of goals, objectives, activities, assessment, and resources organized into teaching segments (VanTassel-Baska & Brown, 2007). A prescriptive curriculum coupled with training and support for teachers is the intervention in the curriculum-based projects. For example, Mentoring Mathematical Minds (Gavin et al., 2009) created and published mathematics units and trained teachers to use these materials in teaching students. Strategies-based projects are defined as projects that use instructional strategies as the basis of the intervention, that is, emphasis is on the instructional processes used by the teacher to deliver the curriculum. Teachers are trained in the instructional strategies without a prescribed curriculum, i.e., a planned series of teaching segments. For example, strategies such as curriculum compacting and questioning were employed in U-Stars~Plus (Coleman et al., 2007). Teachers learned how to use questioning to promote and encourage higher order thinking. The instructional strategies were the centerpiece of the intervention in the strategies-based projects.

Purpose and focus of study: The study has two phases. In phase one, I will investigate distinctions that can be made between the curriculum-based projects and the strategies-based
projects in terms of staying power, cost, effectiveness, and teacher perceptions. In phase two, I will focus on the curriculum-based projects only, and conduct a deeper analysis using the common features of effective CLD curriculum (Stambaugh, 2007).

**Phase One:** The guiding question for phase one is, “What distinctions can be made between curriculum-based projects and strategies-based projects?” Using the following criteria, I will review documents and interview district administrators and teachers involved in the projects to determine the 1) staying power of the intervention over time, i.e., the extent to which the intervention is still being used; 2) cost of the intervention, i.e., the amount of money required for implementation of the intervention; 3) effectiveness of the intervention with CLD learners, i.e., existing indicators of student achievement; and 4) teacher perception, i.e., the level of commitment and teachers’ attitudes towards the intervention.

An interview protocol for use with teachers and other district-based educators involved in the projects will be developed with a lens examining changes resulting from the project over time. Key interview questions will include:

- What are you still using from [insert project name] and to what extent are you using it? In what ways do you continue to receive support from your district/school to use the [strategies/curriculum] from [insert project name]?
- How would you describe the relative cost of [insert project name]: high, medium, low? Discuss the data are you using to determine the relative cost.
- What evidence do you have that this [strategies/curriculum used in the project] has or continues to impact your CLD students’ learning?
- From your point of view as a teacher, how would you describe your commitment to the [strategies/curriculum from [insert project names]]? Using a scale of easy/average/difficult, how would you rate your efforts to implement the [strategies/curriculum] from [insert project name]?
- What are some hidden costs/benefits of using [insert project names]? E.g. saves time? Student interest?

**Phase Two:** Phase two of the investigation delves further into the recent examination (Stambaugh & Chandler, 2012) of Javits-funded curriculum interventions shown to be effective with CLD learners. The guiding question for phase two is, “What insight can be gained about these features and their impact on CLD learners?” Stambaugh (2010) identified common features of effective CLD curriculum from the successes of the Javits projects noted previously. These features, described below, will be used in phase two of the study as the basis for interviews with gifted program coordinators, principals, and teachers involved in the Javits projects. Effective CLD curriculum uses graphic organizers and thinking skills in order to scaffold, deliberately moving students from simple to complex, from lower-level to higher-level thinking. It emphasizes development of potential, not remediation, by focusing on advanced content and thinking, supported with scaffolding. CLD curriculum focuses on teacher modeling of the habits of the discipline through oral and written communication. It is supported with targeted teacher development, and CLD curriculum offers students opportunities to engage in real-world problem solving and choice. It incorporates student goal setting and self-monitoring and uses performance-based assessments to differentiate and measure learning. Effective CLD curriculum is prescriptive and provided to teachers.
In phase two, I will use the features of effective CLD curriculum for a deeper analysis by developing a series of 3-5 questions for each component. I plan to use the questions to develop an interview protocol for interviewing focus groups from each of the five curriculum-based Javits projects. For example, with component 8, “Trained teachers using effective curriculum”, I will ask questions such as

- As a result of participating in Project [insert name of Javits project], do you still use all or parts of the formal, prescribed curriculum from the project? Describe how that project curriculum impacted your work.
- In what ways have you adapted the prescribed curriculum? For example, have you developed your own units modeled after this curriculum?
- Did you have teacher training and support to use this curriculum and/or instruction? In what ways has the training and support continued?
- As a result of training and support, would you describe changes in your teaching?
- What changes in student achievement and learning have you observed? What evidence do you have of positive impact on student achievement?

**Planned Methodology:** IRB approval will be completed before the study begins. This investigation is qualitative and designed using the tradition of a grounded theory study. The intent is to “generate or discover a theory that relates to a particular situation” (Creswell, 1998, p. 55). Under study is the phenomenon of participation in curricular or strategies based projects and how educators act and react to aspects of the project as well as how CLD learners respond. Examination and analysis of the data will lead to deeper understanding of distinctions and similarities in these approaches in teaching CLD students and allow conclusions and implications that reflect on the efficacy of these approaches with CLD students. Further, insight into the longevity of the intervention and the likelihood that teachers will continue to use the intervention over time is expected. Data sources are document review, interviews, and focus groups. The sample is comprised of the Javits projects listed below. The data sources (documents, interviews, focus groups) will be drawn from those projects only. I will begin with document review of reports and published research studies. I will include project directors, school and district administrators involved, teachers from each of the projects below for interviews and/or focus groups. **Strategies-based Javits projects for inclusion:** SEM-R and U-Stars-Plus. **Curriculum-based Javits projects for inclusion:** Project Breakthrough, Project Athena, Project Clarion, M3, Jacob’s Ladder Reading Program.

**Data Collection and Analysis:** This study uses grounded theory tradition in its design. To investigate how educators have responded to various project interventions, individual and focus group interview protocols will be developed. As data are collected, through a constant/comparative process, data will be compared to emerging categories (Creswell, 1998; Miles & Huberman, 1994). Data analysis will begin with the underlying categories (open coding) of questions as a guide for analysis. For example, the conceptual labels established as the categories for phase one are (a) the staying power of the intervention; (b) the relative cost; (c) the effectiveness on CLD students’ achievement and d) teachers’ commitment and beliefs relative to the intervention. In phase two, effective CLD curriculum features will be the open coding categories. Next, axial coding will be used to bring data together in new ways to uncover influences, interactions, context, conditions, and consequences resulting from these
interventions. Finally, I will integrate categories identified in the axial coding process to formulate a set of propositions drawn from the data (Creswell, 1998, p. 57). Geographical region/s of focus are South Carolina, Virginia, North Carolina, Connecticut, and Ohio. Because it is important to get at the right practitioners for interviews and focus groups, I intend to locate potential interview subjects from initial school districts participating in named projects by contacting the original project’s PI and by examination of project reports for key district contacts. When possible, interviews and focus groups will be in person. When face-to-face meetings are not possible, online interviews will be conducted. A zig-zag process (Creswell, 1998, p. 57) will be used to determine the point at which saturation is reached.

**Significance:** Areas of significance in this study are impact on CLD learners, teacher preparation and development, and policy related to how we provide opportunity to learn. The issue of under-representation of gifted minority and low income students is well documented (e.g., Boothe & Stanley, 2004; Ford, 1995; VanTassel-Baska & Stambaugh, 2007), but systematic examination of effective interventions targeting CLD gifted learners is limited (VanTassel-Baska, 2010; VanTassel-Baska & Stambaugh, 2007). This study will pinpoint what works so that the effective, research-based practices can be more widely disseminated with a stronger likelihood of positive impact on CLD learners and their teachers. Because of shrinking resources, knowledge about what works and research to support that knowledge is used as a criterion for decision-making in allocating dollars. Much effort has been devoted to leveling the playing field by developing varied identification assessments that reveal the potential of hard to identify gifted learners. This study shifts attention to what works to develop academic talent of CLD learners. Deepening the understanding of how to better teach this group of learners will assist in more effective implementation of national teacher education standards to better prepare teachers. Results should offer direction to the question of continued investment of resources in the development of quality curricula as alternatives to regular curricula for gifted and talented CLD learners. Policy implications of the study could range from programming, curriculum, and teacher preparation for gifted CLD students.

**Anticipated results:** Expected results include state, national, and international presentations at the South Carolina Consortium for Gifted Education, the National Association for Gifted Children, and the World Council for Gifted. My primary goal is a manuscript for submission to *Gifted Child Quarterly*, a top tier peer-reviewed research journal in gifted education and to write a second research journal manuscript for submission to either *Journal for the Education of the Gifted* or *Journal for the Education of Students Placed At Risk* (both peer-reviewed journals). The College benefits from scholarly productivity of faculty, and I benefit from the opportunity to investigate a significant topic that extends and builds on my and others’ work. The study will inform my teaching in gifted education. Results will be shared with my departmental faculty.

**Timeline:** Prior to **Leave:** November 2011: Meet with project directors at NAGC to discuss participation. January 2012: IRB review process. Review literature; Project reports and research. March-May 2012: Contact Project Directors to establish site visits to include recruitment, consent; interviews and focus groups; follow up visit. May-June 2012: Recruitment and consent – site visits. 2012-13 **Sabbatical:** August-November 2012: Data collection- interviews, focus groups. December-February 2013: Data analysis. March 2013: Follow up site visits as needed. March-May 2013: Write up results; submit manuscripts.
References
Sabbatical proposal review
Approved November 2, 2011
R&PD chair: Rénard Harris

The committee strongly recommends and supports Dr. Swanson’s sabbatical proposal for the 2012-2013 academic year. Dr. Swanson’s proposal for further understanding the distinctions between curriculum-based and strategies-based approaches in teaching culturally and linguistically diverse gifted (CLD) students addresses a dearth in the literature and draws much needed attention to the effective education of CLD students. Like her 2006 sabbatical study on the developmental needs of gifted and talented students, which spawned several top-tier publications and curricula for use in the schools, this study appears to have a well-organized and planned research project. Dr. Swanson proposes to publish at least peer-reviewed scholarly articles, to develop an effective curricular package on effective CLD teaching strategies, and to implement this at the statewide, if not national level.

In the project background description, Dr. Swanson describes how she will investigate distinctions between formal, prescribed curriculum and project based curricular approaches to teaching CLD students. A brief but comprehensive review of related CLD literature situates and provides a strong rationale for her research project among previously completed studies. In the purpose and focus of her study, Dr. Swanson describes a well-organized project that in phase one collects data related to the research topic in regards to educators’ understandings and in phase two begins to examines the curricular implications of Javits-funded interventions. The planned methodology section clearly delineates how Dr. Swanson will collect and analyze these data sets. This project is significant because the study addresses how research on CLD students can improve CLD learning, teacher preparation and related educational policy. Dr. Swanson intends to present this research at the state, national and international levels and intends to produce at least two peer-reviewed publications. In addition, Dr. Swanson has a clear and feasible timeline for completion of the project and dissemination of the results.

Based on our review of this proposal, we strongly support Dr. Swanson’s sabbatical proposal.
CURRICULUM VITAE

Julie Dingle Swanson
Department of Teacher Education
School of Education, Health, and Human Performance
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W (843) 953-5106 C (843) 886-0285

Status: Tenured
Rank/Title: Professor
Department: Teacher Education

EDUCATION

Bachelor's Degree
Name of degree: Bachelor of Science
Year Conferred: 1976
Degree-granting institution: College of Charleston, Charleston, SC
Major field of study: Elementary Education

Master's or First Professional Degree
Name of degree: Master of Education
Year Conferred: 1980
Degree-granting institution: College of Charleston, Charleston, SC
Major field of study: Elementary Education

Doctoral Degree
Name of degree: Doctor of Education
Year Conferred: 1997
Degree-granting institution: University of South Carolina, Columbia, SC
Major field of study: Education Leadership and Policy – General Curriculum
Cognate: Gifted Education
Dissertation: Factors Which Support and Inhibit the Use of Gifted and Talented Teaching Strategies with Title I Students
Major Professor: Lorin Anderson

PROFESSIONAL EXPERIENCE- TEACHING

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| Number of years in part time or temporary positions at other institutions | 6 |

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<td>Introduction to Curriculum for Gifted</td>
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<td>EDFS 763</td>
<td>Advanced Curriculum and Instruction For Gifted Learners</td>
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<td>EDFS 764</td>
<td>Social and Emotional Development Of Gifted Learners</td>
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<td>Summer I</td>
<td>EDFS 761</td>
<td>Introduction to Curriculum for Gifted and Talented Children and Youth</td>
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<td>EDFS 656</td>
<td>Program Planning and Development for Gifted and Talented</td>
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<td>EDFS 761</td>
<td>Introduction to Curriculum for Gifted and Talented Children and Youth</td>
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<td>Fall</td>
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<td>Social and Emotional Development Of Gifted Learners</td>
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**PERSONAL EMPLOYMENT**

August 2011 – Present  Professor, Department of Teacher Education, College of Charleston, SC

2004 – July 2011  Associate Professor, Department of Teacher Education/Department of Foundations, Secondary, and Special Education, College of Charleston, Charleston, SC

1998 – 2004  Assistant Professor, Department of Foundations, Secondary, and Special Education, College of Charleston, Charleston, SC

1998 – July 2003  Director, Professional Development in Education College of Charleston, Charleston, SC

1998 – 2001  Director and Principal Investigator, Project Breakthrough College of Charleston, Charleston, SC

1995 – 1998  Associate Director, Center of Excellence in Accelerating Learning College of Charleston, Charleston, SC

**PUBLICATIONS IN BOOKS AND JOURNALS**

Publications in refereed journals:


Swanson, J.D., & Thrett, A. (2003). Bridging the college classroom and the high school classroom through transfer of knowledge: A professor learns from a teacher who learns from her students. *Teacher Education Journal of South Carolina, 40*-43.


Publications in non-refereed journals:


Publications of chapters in books:


Book-length publications:

**Manuscripts in process:**


**Other Publications:**

VanTassel-Baska, J., Feng, A., Quek, C., Chandler, K., & Swanson, J.D. Vignettes of Project Star Students. Developed by The College of William and Mary and The College of Charleston, 2005.

**Research in progress**

IRB approval, May 2009 - *Longitudinal study on South Carolina gifted students: Where are they four years later?* Data collection in process.

**Other unpublished papers:**


**GRANTS**

<table>
<thead>
<tr>
<th>Title of Grant</th>
<th>Grantor Period</th>
<th>Amount</th>
<th>Funding</th>
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<tr>
<td>2011-12 Gifted and Talented Graduate Courses</td>
<td>SC Dept. of Ed.</td>
<td>$104,806</td>
<td>2010-11</td>
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<td>2010-11 Gifted and Talented Graduate Courses</td>
<td>SC Dept. of Ed.</td>
<td>$161,955</td>
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<td>2009-10 Gifted and Talented</td>
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</table>
Graduate Courses  | SC Dept. of Ed.  | $138,028  | 2009-10  
2008-09 Gifted and Talented Graduate Courses  | SC Dept. of Ed.  | $102,750  | 2008-09  
Summer Leadership Institute in Gifted and Talented 2008  | SC Dept. of Ed.  | $25,289  | 2008  
2007-08 Gifted and Talented Graduate Courses  | SC Dept. of Ed.  | $115,000  | 2007-08  
Summer Leadership Institute in Gifted and Talented 2007  | SC Dept. of Ed.  | $19,264  | 2007  
2006-07 Gifted and Talented Graduate Courses  | SC Dept. of Ed.  | $121,107  | 2006-07  
2005-06 Gifted and Talented Graduate Courses  | SC Dept. of Ed.  | $124,531  | 2005-06  
Summer Leadership Institute in Gifted and Talented 2005  | SC Dept. of Ed.  | $18,731  | 2005  
Spring/Summer 2005 Gifted and Talented Courses  | SC Dept. of Ed.  | $31,315  | 2005  
Fall 2004 Gifted & Talented Courses  | SC Dept. of Ed.  | $39,660  | 2004  
Spring/Summer Gifted/Talented Courses  | SC Dept. of Ed.  | $37,540  | 2004  
Institutes for Gifted & Talented  | SC Dept. of Ed.  | $34,020  | 2002-03  
Arts in Ed. Model Devel.& Dissemination  | Project Artistic  | $997,050  | 2001-04*  
Institutes for Gifted & Talented  | SC Dept. of Ed.  | $56,837  | 2001-02  
Project Breakthrough  | U.S. Office of Ed.  | $587,096  | 1998-01  
Institutes for Gifted & Talented  | SC Dept. of Ed.  | $53,202  | 2000-01  
Summer Institutes for Gifted & Talented  | SC Dept. of Ed.  | $37,500  | 1999-00  
Summer Institutes for Gifted & Talented  | SC Dept. of Ed.  | $15,547  | 1998-99  
Center of Excellence in Accel. Learning  | SC CHE  | $62,106  | 1998-99*  

* Co-authored with others.

PRESENTATIONS AND PANELS

International and National Level


Swanson, J. D., & Lord, E. W. “Longitudinal Study on South Carolina Gifted Students: Where are they Four Years later?” National Association for Gifted Children Annual meeting. Atlanta, GA. November, 2010.


Swanson, J.D. “Year Two Results: Javits Project Breakthrough.” Presented at National Association for Gifted Children annual meeting. Atlanta, GA, 2000.

State Level
Swanson, J.D., & Lord, E. W. “Longitudinal Study on South Carolina Gifted Students: Where are they Four Years later?” Presentation at SC Consortium for Gifted and Talented Education meeting. Charleston, South Carolina, December 2010.

Swanson, J.D. “Who are the Academically Gifted Students in South Carolina?” Presented at SC Consortium for Gifted and Talented Education meeting. Columbia, South Carolina, November 2007.


Swanson, J.D. “Using models from the William and Mary Units to Extend Depth and Complexity.” Presented at SC Consortium for Gifted and Talented Education meeting. Greenville, South Carolina, December, 2005.


Swanson, J.D. “Project Breakthrough.” Presented at the SC Consortium for Gifted and Talented Education meeting. Charleston, South Carolina, November, 1999.

Swanson, J.D. “Transforming Education for Low Income Students: Project Breakthrough.” Presented at the SC Association of Teacher Educators meeting. Charleston, South Carolina, October, 1999.


**COLLEGE, SCHOOL, AND DEPARTMENTAL SERVICE**

**Doctoral dissertation or master’s thesis committee assignments:**

**MTLA advisees:** 3 students
**Gifted and Talented Education Certificate:** 2 advisees
<table>
<thead>
<tr>
<th>Year</th>
<th>Level</th>
<th>Committee</th>
<th>Role</th>
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<tbody>
<tr>
<td>2011 - 2012</td>
<td>College</td>
<td>President's Advisory Committee</td>
<td>Member</td>
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<tr>
<td>2010 - 2011</td>
<td>College</td>
<td>Post-Tenure Review Committee</td>
<td>Chair</td>
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<td>2008</td>
<td>College</td>
<td>Faculty Senate (for Mike Skinner in Spring 2008)</td>
<td>Member</td>
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<tr>
<td></td>
<td></td>
<td>Departmental Senator</td>
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<tr>
<td>2003-2005</td>
<td>College</td>
<td>College Tenure and Promotion Advisory Committee</td>
<td>Member</td>
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<td>2007-2009</td>
<td>College</td>
<td>Committee on Graduate Education, Continuing</td>
<td>Member;</td>
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<td>Education and Special Programs</td>
<td>Secretary</td>
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<td>2006-2007;</td>
<td>College</td>
<td>Speaker and Reading Committee-2003 Convocation</td>
<td>Member</td>
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<td>2009-2010</td>
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<td>2002</td>
<td>College</td>
<td>Faculty Curriculum Committee</td>
<td>Member</td>
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<td>2000-2002</td>
<td>College</td>
<td>College wide Committee on Adult Student Learning</td>
<td>Member</td>
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<td>1998 - 2000</td>
<td>College</td>
<td>Ed. S. Planning Committee</td>
<td>Chair</td>
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<tr>
<td>2006-2007</td>
<td>School</td>
<td>School of Education Reorganization Study Group</td>
<td>Member</td>
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<td>2005 - 2006</td>
<td>School</td>
<td>NCATE Diversity Committee</td>
<td>Member</td>
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<td>2003-2005</td>
<td>School</td>
<td>School of Education Advisory Board</td>
<td>Chair</td>
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<td>2000-2006</td>
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<td>School of Ed. Adv. Bd. Planning Committee</td>
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<td>1999-2003</td>
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<td>School of Education Workload Committee</td>
<td>Chair</td>
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<td>2005-2006</td>
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<td>2001-02</td>
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<td>2002</td>
<td>School</td>
<td>School of Ed. Alumni Event Planning Committee</td>
<td>Member</td>
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<td>2001-2002</td>
<td>School</td>
<td>Long Range Planning Committee</td>
<td>Member</td>
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<td>2000-2001</td>
<td>School</td>
<td>Professional Development School Committee</td>
<td>Member</td>
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<td>1998-2002</td>
<td>School</td>
<td>Student Recruitment &amp; Retention Committee</td>
<td>Member</td>
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<td>1998-2003</td>
<td>School</td>
<td>Administrative Council for School of Ed.</td>
<td>Member</td>
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<td>2000-2002</td>
<td>School</td>
<td>Teaching Fellows Program — Interview candidates</td>
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<td>2000-2001</td>
<td>School</td>
<td>NCATE Steering Committee</td>
<td>Member</td>
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<td>2009-2011</td>
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<td>TEDU Curriculum Committee</td>
<td>Chair 09-10</td>
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<td>Member 10-11</td>
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<td>2009-2010</td>
<td>Department</td>
<td>TEDU Bylaws</td>
<td>Member</td>
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<td>2009-2011</td>
<td>Department</td>
<td>TEDU Departmental Management Team</td>
<td>Member</td>
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<td>2010</td>
<td>Department</td>
<td>TEDU Global Search</td>
<td>Member</td>
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<td>Year</td>
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<td>2011</td>
<td>TEDU</td>
<td>TEDU Creative Arts Search</td>
<td>Director</td>
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<td>Program Director, GT Certificate</td>
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<tr>
<td>2009</td>
<td>Department</td>
<td>TEDU Foundations Search</td>
<td>Member</td>
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<tr>
<td>1999-2009</td>
<td>Department</td>
<td>EDFS/TEFDU Research and Development Committee</td>
<td>Chair</td>
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<td>2011-12</td>
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<td>2002-03, Fall 2008</td>
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<td>2009</td>
<td>Department</td>
<td>TEDU Governance Committee</td>
<td>Member</td>
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<td>Spring 2009</td>
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<td>2001-2009</td>
<td>Department</td>
<td>United Way Campaign and C of C Foundation drives</td>
<td>Coordinator</td>
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<td>2004-2006</td>
<td>Department</td>
<td>EDFS 201 Committee</td>
<td>Member</td>
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<td>Department</td>
<td>EDFS Search Committee-Foundations/Secondary</td>
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PROFESSIONAL AND COMMUNITY SERVICE ACTIVITIES

International:

National:


**State:**

Appointed to serve on the Gifted and Talented Regulation Update Committee, 2010.

Service on SC Consortium for Gifted and Talented Education Board of Directors, 1999- present.

Service on SCCGTE board Strategic Planning Committee, 2007 – present.


Served as co-chair of Region Four Gifted and Talented Regional Groups for Coordinators, 2004-2005.

Served on grant review team for SC Department of Education to select testing program for grade two census testing for gifted, July 2003.


Appointed to serve on State Superintendent’s Task Force on Identification of Gifted Students, 2001- present.


Local:
Provided one-day workshop on Social and Emotional Issues for Gifted Learners, Berkeley County School District, August 2010.

Served as advisor for Palmetto Scholars Academy Charter School application development, 2009.

Served as advisor, Executive Steering Committee, Daniel Island Gifted and Talented Summer Institute, 2008.

Served on three year planning committee for Charleston County School District’s Gifted and Talented Program, 2008.

Served with Stacey Lindberg in planning and organizing Growing Up Gifted, An Educational Session for Parents of Bright Youngsters held at The College of Charleston and attended by approximately a hundred parents. December 2008.


Served as facilitator for planning process of Charleston County School District’s Gifted and Talented Program, 2005.

Served on Interview team for Charleston County School District’s Coordinator for Gifted and Talented Programs, 2005.

Served on Teacher Leadership Panel for the Workplace Institute for Teachers Class of 2003.

Served as mentor and thesis committee advisor for Jackie Terry, student at the Academic Magnet High School, 2001-2002.

Worked with Discovery School in Lancaster County School District on implementation of units from Project Breakthrough, 2001-2002.

Served on Dorchester District Two Middle School Task Force, 2000 - 2001.


Chair of CCSD’s Child & Family Development Center Advisory Board, 1999-2001.

Service on 1998 CCSD Teacher of the Year Selection Committee.


CONSULTING


Swanson, J. D. Research team member. Follow-up Study of Project Star. The Center for Gifted Education, College of William and Mary. Spring 2004- Fall 2005.


Swanson, J.D. Coordinator, Coastal Region of South Carolina. External Review of the ADEPT Program for Teacher Evaluation commissioned by the SC Department of Education with Anderson Research Group, 2003.


HONORS AND AWARDS

The Richard W. Riley Award presented by the SC Consortium for Gifted Education for service to the gifted children of South Carolina. 2005.


Leadership Charleston Alumni. 1998

Recipient, Graduate Student Research Grant from the Research and Evaluation Division of the National Association for Gifted Children for Dissertation Proposal. 1996.

Passed With Honors – Comprehensive examination for Doctoral Program at University of South Carolina, Columbia, SC. 1995.


Recognition of service on SC Odyssey of the Mind Board. 1991.

PROFESSIONAL ORGANIZATIONS: ATTENDANCE RECORD AND ACTIVITIES


University Network Meeting, National Association for Gifted Children Attended, 2007.

National Accelerated Schools Project
Featured presenter, 2005.

American Educational Research Association

National Association for Gifted Children


*National Board for Professional Teaching Standards*
Attended training, 2001

*American Association of Colleges of Teacher Education*
Attended meeting, 2002.

*National Staff Development Council Annual Conference*
Attended meeting, 2002.

*College of William & Mary, The Center for Gifted Education Annual Conference*
Attended workshop, 2002.

*South Carolina Association of Teacher Educators*

*South Carolina Consortium for Gifted and Talented Education*

*Teacher Leadership Conference at College of Charleston*
Presented, 2002.

*South Carolina Educators for the Practical Use of Research*

**PROFESSIONAL ORGANIZATIONS: MEMBERSHIPS**

South Carolina Consortium for Gifted Education
National Association for Gifted Children
Council for Exceptional Children - Division on Talented and Gifted
American Educational Research Association - Special Interest Group: Research on Giftedness and Talent
World Council for Gifted
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