

Little Geniuses

Most of us know a parent or two who are convinced that their young children have gifts for writing, drawing, math, science, or any combination of fields or subject matter. They think that their children are little geniuses. And what they want from schools is individualized instruction that acknowledges their children's talents and challenges them to perform to their highest ability. Some of these parents may be correct in believing their children qualify for individualized education plans, pull-out enrichment classes, or gifted and talented programs. However, principals must ensure that it is not only the children of persistent parents who are assessed for giftedness, but that schools recognize and develop the gifts and talents of all students.

The articles in this issue focus on what schools can do and are doing to support gifted students, and describe ways that gifted and talented programs can energize a school's curriculum. Susan K. Johnsen describes how to properly identify gifted students, while Barbara Ide questions the proper age for determining giftedness. The racial divide is discussed by Kathleen A. King, Elizabeth B. Kozleski, and Kimberly Landsdowne, who provide strategies for exposing culturally and linguistically diverse students to gifted programs. Holly Hultgren explains how her school increased student achievement by developing a gifted program. Other theme articles describe a successful school/university partnership, and how a looping schedule facilitates a school's gifted and talented program.

In addition to these themed articles, you will find a research report on single-sex classrooms, a discussion of principal and math coach partnerships, and the annual report on principals' salaries.

This issue is the last in the 2008-2009 editorial cycle for *Principal*. Listed below are the themes and deadlines for the 2009-2010 editorial year, when we look forward to bringing ever-increasing levels of information on the issues that matter most to you. If any of next year's topics interest you, we encourage you to submit an article for publication consideration.

We hope that you have a fabulous summer that nourishes you for the important role that you play in your schools.

—Vanessa St. Gerard and Kaylen Tucker

Principal Themes and Deadlines for 2009-2010

Issue	Theme	Submission Deadline
September/ October 2009	Bringing Out the Best in Your Teachers	May 1, 2009
November/ December 2009	Diversity in the Classroom	July 2, 2009
January/ February 2010	21st Century Learners	Aug. 27, 2009
March/ April 2010	The Power of the Principal	Oct. 19, 2009
May/ June 2010	Training the Next Generation of Principals	Dec. 14, 2009

For descriptions of these themes and writing guidelines, visit www.naesp.org/writing.

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If you are interested in submitting an article for possible publication in *Principal*, our submission guidelines are available at www.naesp.org/writing. Letters to the editor and general inquiries may be sent to publications@naesp.org.

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