

## *21st Century Teaching: Iowa's Educators and the Iowa Core Curriculum Lead the Way*

*By Elaine Watkins-Miller, Iowa Department of Education*

### **Teachers Will Move Students to Deeper Thinking with Iowa Core Curriculum**

Life was likely much simpler back in the good old days when teachers relied primarily on well-worn textbooks, black chalkboards, and dusty erasers to teach three basic subjects: reading, writing, and arithmetic.

Today's 21st-century educators face a far more daunting task: They're preparing tech-savvy students to find work in a fast-paced, technology-rich, global economy. Laptop computers, Smart Boards, the Internet, and other rapidly advancing technologies are certainly changing and shaping classroom instruction, but it's the introduction of the Iowa Core Curriculum that truly places Iowa and its teachers on the brink of historic education change.

On April 25, 2008, the Iowa legislature approved mandating the Iowa Core Curriculum for all students in grades 9 – 12 by 2012 and grades K – 8 by 2014. The Core Curriculum provides local school districts and non public schools a guide to delivering instruction based on consistent, challenging, and meaningful content to students.

Reading, writing, and arithmetic will still have a place in the state's evolving education program and history, but the new Iowa Core Curriculum identifies a richly detailed set of essential skills and concepts that Iowa students must know in order to succeed in today's competitive world. This Core Curriculum identifies mandated essential concepts and skill sets for literacy, mathematics, science, and social studies, as well as 21st century learning skills (civic literacy, financial literacy, technology literacy, health literacy, and employability skills).

### **Consider Broader Definition**

Take a moment to think about what 21st century skills mean to you as an educator. According to Rita Martens, Lead Consultant on the Iowa Core Curriculum

since its origination in 2005, many people tend to think of these skills as relating to technology. Martens encourages her associates to consider the broader definition of 21st century skills as they relate to health, civic, and financial literacy, along with employability. Later, we'll explore specific examples of essential skills and concepts as they relate to teaching financial literacy in primary grades through high school.

First, let's learn more about what the Iowa Core Curriculum means for Iowa's students and educators. Iowa Department of Education Director Judy Jeffrey shares her vision that, "Every student, regardless of defining characteristics, has multiple opportunities to demonstrate the acquisition of essential concepts and skills through engaging and robust learning environments and supports for their individual and family needs."

To Martens this vision reflects a high-quality Talented and Gifted (TAG) program where TAG teachers create engaging, rigorous learning opportunities, and ponder the quality of thinking that they're asking of students. It also ensures that all higher-order skills are being implemented by students as they learn and study those essential concepts and skill sets. "This is what the TAG teachers I know have been trying to do from Day 1," Martens says. "They are trying to teach that critical content in a way that's incredibly robust and engaging for students."

### **How to Teach**

The Core Curriculum works to ensure that students will grasp complex ideas through a focus on essential topics. By focusing on what is being taught as well as how to teach, the Core Curriculum provides high expectations for quality student work. It moves students beyond just knowing content to deeper thinking, understanding, problem solving, and inquiry. These are the teaching methods that are used in countries that are outpacing the United States on international measurements.

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## THE MISSION STATEMENT

The mission of the Iowa Talented and Gifted Association is to recognize, support, and respect the unique and diverse needs of talented and gifted learners through advocacy, education, and networking.

## THE ASSOCIATION

ITAG, an affiliate of the National Association for Gifted Children, is a tax exempt, 501C3 organization which was organized more than 25 years ago with a vision that gifted and talented children in the State of Iowa should receive an education commensurate with their abilities and needs. It promotes advocacy at the state and local level, pre-service and in-service training in gifted education, and parent/community awareness, education and involvement. ITAG is comprised of parents, educators, other professionals, and community leaders who share an interest in the growth and development of gifted and talented individuals in Iowa. ITAG annual membership dues are: Member, \$45; Friend, \$100-\$999; or Sponsor, \$1000 or more.

## THE BOARD

Meets during the months of November, January, March, May, August, and during the Annual Conference in October. Interested persons are welcome to attend meetings. Please contact a Board Member for the date, time, and location of a meeting if you plan to attend.

## THE ITAG NEWS

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## ITAG Web Site

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In another lifetime as a secondary English teacher, I received the English Journal as a benefit of membership with the National Council of Teachers of English. Each issue was rich with practical applications for the classroom and information invaluable in shaping teachers' professional growth. In the recurring column "Our Readers Write," the editors provided teachers the opportunity to respond to questions; and on one such occasion, the question was, "If you had one wish you could grant all English teachers, what would it be?" C. Drew Lamm, Daycroft School, Greenwich, CT, submitted the response that resonated with me.

"In Gail Godwin's novel *The Finishing School*, Ursula DeVane, the 'teacher,' tells Justin Stokes, the narrator: There are two kinds of people. One kind, you can tell just by looking at them at what point they congealed into their final selves. It might be a very nice self, but you know you can expect no more surprises from it. Whereas, the other kind keep moving, changing... They are fluid. They keep moving forward and making new trysts with life, and the motion of it keeps them young. In my opinion, they are the only people who are still alive. You must be constantly on your guard, Justin, against congealing... If you ever feel it coming, you must do something quickly... I wish that all of us never congeal: that all of us remain forever fluid."

"Congeal" paints vivid pictures – cold bacon grease; agar in a Petri dish (hairy growths and all); coagulated gravy; mud and most things gooey, clumpy, and stuck together. And yet, when an idea congeals, that's usually a good thing as it moves from nebulous and unclear to tangible and focused.

"Fluid," on the other hand, creates visions, equally as vivid, of clear, icy streams racing down mountainsides; curtains undulating in the breeze; cycles of life; meander-

ing rivers; and cloud banks mounting on the horizon. But we also know that a fluid without something to contain it might very well result in a mess difficult to clean up.

This comparison is not meant to imply that a congealed or fluid self is an either/or, or that consistency and constancy are undesirable. We must be diligent and unwavering – constant and consistent – in our commitment to kids. They need us, whether it's in our role as parent, grandparent, guardian, teacher, advocate, or mentor; and we must ask ourselves if our personal state (congealed or fluid) is in our own best interests and those of the children whose lives we all have a part in shaping.

With the notion of fluidity in mind, a cycle is at work in the Iowa Talented and Gifted Association. This is my last column as ITAG's president, and my days in office are coming to a close. Serving ITAG as a board member and an officer has been an honor and an enriching experience. Diane Pratt will assume the ITAG presidency in October, and I am confident she will serve our association with passion, integrity, and expertise.

I would also like to express my appreciation to the members of the ITAG board. It has been said that we must become the change we want to see in the world; and to that end this dedicated group advocates for gifted children, their parents, and teachers; diligently strives to influence policy and legislation to ensure appropriate educational opportunities for the gifted; and works to create a network allowing like-minded people to come together toward a shared goal. Please take the time to thank them, and especially outgoing board members Jolene Teske and Tony Voss, for their dedication to gifted education and to ITAG.

By Mary Schmidt, ITAG President

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TAG teachers will employ the same set of essential skills and concepts as other teachers. “We want them to carefully consider the appropriateness of the learning experience for their TAG students. Because TAG students require a higher level of intrigue, the instruction has to be motivational and challenging for them to feel really good about it,” Martens says.

“The Iowa Core Curriculum isn’t just about content; it’s also about instruction,” Martens emphasizes. Professional development will be critical. “We’re really trying to identify what students need to know and then determine the best ways to teach them that important content. Then we need to combine those two themes under the umbrella of professional development to help teachers make those changes,” she said.

### **Introducing Financial Literacy in Kindergarten**

To paint a clearer picture of how the Core Curriculum will look in the classroom, let’s use Financial Literacy as an example. In primary grades, Susie Q is expected to achieve the concept of credit but by middle school she’s expected to model the process of financial planning based on wants and needs so that understanding of credit is crucial. In high school she’s expected to demonstrate that she’s capable of making informed and responsible decisions about incurring and repaying debt to remain both creditworthy and financially secure.

“I love seeing these types of literacy skills in K – 2,” Martens says, recalling how her now 27-year-old daughter’s class studied a bank unit in third grade. Martens thinks this may have marked the first time the concept of saving was formally introduced in her daughter’s primary education.

Clearly, financial literacy is a timely, important subject. While at a recent presentation that previewed the financial literacy skills and concepts, someone sitting next to Martens leaned over and asked, “Do you think the leaders of General Motors had this understanding of credit as primary-grade students and could distinguish between appropriate spending choices?”

See how the example here illustrates how the financial literacy concepts and skills build on one another throughout a student’s education experiences.

## **Financial Literacy**

### **Example of Essential Skills and Concepts**

#### **Primary**

- Demonstrate an understanding of the concept of credit.
- Distinguish between appropriate spending choices.

#### **Middle School**

- Model the process of financial planning based on personal prioritization of wants and needs.
- Evaluate various risks to personal identity and create a plan for ongoing protection.

#### **High School**

- Make informed and responsible decisions about incurring and repaying debt to remain both creditworthy and financially secure.
- Evaluate and identify appropriate risk-management options, including types of insurance, non-insurance, and identity protection.

### **Going Deeper**

The essential skills and concepts are just that — essential. The Iowa Core Curriculum tightens the scope of what is considered core content. At the same time, however, the accompanying guidance and professional development helps teachers move students into much deeper understanding. Going deeper means teachers will need to **integrate higher-level thinking, problem solving, relevant-to-life classroom experiences, and timely classroom assessments that impact instruction.**

You can review the essential concepts and skill sets of the Core Curriculum by visiting [http://www.iowa.gov/educate/index.php?option=com\\_content&task=view&id=674&Itemid=1249](http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=674&Itemid=1249). This review will help teachers begin thinking about aligning what they teach to the Core Curriculum. Start with some preliminary informal reflection about what you teach and how it fits with the Core Curriculum now to prepare for more detailed and specific examination of the district’s curriculum and instructional practices that will begin later.

You’ll find timelines for implementation in the accompanying FAQ sidebar. According to Martens there’ll be opportunities for districts to make local decisions about when and how they do things. Legislative timelines are relatively simple and few. You can find

the Implementation Plan and Self-Study at [http://www.iowa.gov/educate/index.php?option=com\\_content&ask=view&id=674&Itemid=1249](http://www.iowa.gov/educate/index.php?option=com_content&ask=view&id=674&Itemid=1249)

**In conclusion, Martens offers this advice to TAG instructors:**

- Gain a good understanding of the essential concepts and skill sets, and thoroughly explore them.
- Participate in thoughtful dialogue with administrators about outcomes for the Iowa Core Curriculum and think about what role they might play in making progress and achieving those outcomes.
- Learn as much as possible about the implementation planning process.
- Participate in professional development.

Every student in Iowa deserves an education that helps them succeed in today's technology rich, global economy. The Iowa Core Curriculum and Iowa's teachers are poised to deliver that education.

To learn more the Iowa Core Curriculum, please visit the Iowa Department of Education web site at [www.iowa.gov/educate](http://www.iowa.gov/educate), and click on "Iowa Core Curriculum" on the left-hand side of the homepage. You can also visit [www.corecurriculum.iowa.gov](http://www.corecurriculum.iowa.gov).

## *Iowa Core Curriculum: Background Information At a Glance*

- Essential Concepts and Skills
  - K – 12 Literacy, Math, Science, and Social Studies
  - Aligned to broad content standards, defined by primary (K– 2), intermediate (3 – 5), middle (6 –8), and high school (9 – 12)
- 21st Century Skills
  - Financial Literacy
  - Health Literacy
  - Civic Literacy
  - Technology Literacy
  - Employability
  - Global Literacy



## *Potential FAQ's*

### **What are the timelines for full implementation of the Iowa Core Curriculum?**

High schools are required to have implementation plans in place by July 1, 2010 with full implementation to occur by July 1, 2012. K – 8 plans are required by July 1, 2012 with full implementation in 2014 – 2015. While these dates have been established by the legislature, the hope is that schools that are at different levels of readiness to adopt the Iowa Core Curriculum will be able to do this before those established dates.

### **What assessments will be developed to align to the Iowa Core Curriculum? Will schools be required to use these assessments with students?**

Iowa will continue to use the Iowa Tests of Basic Skills/Iowa Tests of Educational Development (ITBS/ITED) as its statewide test. The tests have been aligned to the Iowa Core Curriculum. In addition, Iowa Testing Program has developed the Iowa Core Standards Report for educators to use in interpreting the results of the ITBS/ITED. Iowa Testing Program is also in the process of developing end-of-course assessments that align to the essential concepts and skill sets of the Iowa Core Curriculum. Some of these are currently available in mathematics and science. End-of-course tests are optional and districts may choose to use them, as appropriate. Additionally, professional development is being developed to increase teachers' capacity to use formative assessment related to the Core Curriculum.

### **What resources have been appropriated to local school districts?**

The 2008 Iowa General Assembly passed legislation that appropriated funding to support professional development related to the implementation of the Iowa Core Curriculum. House File 2679 allocated \$28.5 million for use by school districts for professional development with up to \$8.5 million to be used specifically for professional development related to the infusion and implementation of the Core Curriculum.

## International Mindedness and Problem Based Learning

*International mindedness* is not a new term (Mead, 1929) but it is a term with growing currency as globalization creates changes not only in business but also in our daily lives. The need for international understanding is as necessary for the parent uncertain about what to serve the Hindu child at her son's birthday party as it is for scientists trying to track the effects of global warming. Learning about, accepting, and appreciating other cultures adds richness to our understanding of the world and ourselves. Unfortunately, leaders in many different fields bemoan the lack of *talented professionals* in America with the attributes needed to work with diverse cultures (Cohen, 2001; Michaels, Handfield-Jones and Axelrod, 2001).

Developing international mindedness requires: 1) *knowledge* about different cultures; 2) *skill* in comparison, reflection and communication both within and across cultures; 3) *dispositions* including open-mindedness, compassion, balance, and fairness; and 4) *values* promoting human rights, equity, and justice. Helping students acquire knowledge, skills, dispositions and values of intellectual mindedness seems like a tall order under any circumstances, and harder today when performance on accountability tests dominates educational priorities. But maybe it's not. Maybe what's needed is a shift in thinking about curriculum and instruction to create a connection between the goals of school and the realities of life.

*Problem-Based Learning* (PBL) encourages this kind of shift. PBL changes the structure of curriculum and instruction by using an *ill-structured problem* as a unit of study, requiring the entire class to solve the problem using the perspective of a pivotal *stakeholder*, and focusing instruction purposefully on *metacognition* and *self-reflection* (Gallagher, 2009a). Each of these elements can be tailored to develop the knowledge, skills, dispositions and values of international mindedness while ensuring students learn required content.

As an example let's look at the unit *Excluded!* (Gallagher, 2009b). On the first day of the unit students are asked to imagine that they are a Congressman from California in the late 1800s. The Congressmen/students are handed a memo asking whether they will accept, reject or amend a bill that would extend the Chinese Exclusion Laws. The proposed renewal legislation (The Geary Act) will deny American citizenship to any Chinese immigrant. The initial reaction

is usually disbelief: 'C'mon, this can't be real. It would be illegal to deny citizenship to just one group.' But they quickly move from disbelief to questions: What exactly does the law say? Who wanted this law? Why? How many Chinese immigrants are here now? Why did they come here? How many are in California? What would happen if the law was revoked (will I be re-elected)? Students are ready to learn, propelled by the energy of their own questions.

Using an ill-structured problem as curriculum has a number of benefits: The ill-structured problem places students in a story, in this case a story about the Chinese Exclusion Laws. The story-like quality of PBL engages students' minds and emotions by making them curious. Curiosity leads to questions and before they know it *the students* are telling their teacher what they need to learn about Chinese exclusion — quite a switch from typical student moaning over a typical reading assignment! Moreover, because students have a problem to solve (what stance should we take on the influx of Chinese immigrants?) they immediately understand the relevance of everything they are about to learn. As the story unfolds students investigate facts about immigration at the turn of the century and they learn about American values, the mismatch between American values and cultural practice, the cultural practices and values of the Chinese immigrants, and what transpired when the cultures clashed. As they research, the 'story' of the ill-structured problem provides a context for remembering content.

How can teachers allow a problem to drive learning when there are standards to meet? Effective problems are carefully designed to evoke questions related to a specific set of learning outcomes. In this respect the problem is much more ill-structured to students than it is to their teacher. *Excluded!* is designed to reliably address content standards from National Council for the Social Studies, the National History Standards, and Advanced Placement US History (not to mention several Essential Concepts from the Iowa Core Curriculum!). Research evidence consistently shows that when PBL problems are carefully designed around curriculum goals, students learn at least as much content as students in traditional classrooms (Gallagher, 2009a). PBL students also get added opportunity to think deeply and build perspective.

*Stakeholder viewpoint.* Students in PBL look at the problem from the point of view of a single *stakeholder* who is accountable for doing something about the problem. In *Excluded!* students step out of their sneakers and into the

shoes of a 'Congressman from California'. When they step out of their sneakers and into the shoes of a US representative, students enter a kind of simulated 'apprenticeship' and reflect together about the advantages and disadvantages of taking a *legislative* approach to solving this problem. In order to find their solution they must first figure out which fears voiced by bill supporters have merit, they will be forced to contend with the influence of a powerful vocal minority, they will consider whether the problem requires *national* legislation, They must determine what our nation owes to people who are not citizens but labored hard on our behalf and they must also consider the effect any choice might have on their re-election prospects and reflect on the impact of self-interest on their actions. In short, they will encounter the many different problems that crop up when one group attempts to suppress another.

The stakeholder adds to the story-like element of PBL and forces students to learn the problem from the *inside*. Taking this inside view it is easier for students to see that everyone looks at problems differently. Professions create paradigms that affect the way we approach problems, as do personal beliefs and life experiences. Legislators view and solve problems differently from journalists or business owners. Each perspective provides a unique insight, each is inherently limited. By standing in the shoes of someone involved in the problem students learn that understanding someone else's point of view is crucial to solving sticky problems.

*Metacognition and Self-Reflection.* The apprentice Congressmen (and they were all men in the 1800s) are asking questions and searching for insight regarding the source of conflict between Californians and Chinese immigrants. What is their teacher doing? Part of her time is spent helping students become independent learners by teaching them skills in information seeking and analysis. But the PBL teacher has another important job. Pivotal to PBL is building students' capacity to reflect on 1) what is happening in the problem and 2) their growth as problem solvers. The PBL teacher brings this often invisible process to light by modeling reflection 'I guess I just assumed our information was valid. My bad,' by coaching students to reflect (Journal prompt: *What emotions got in the way of our problem solving today?*), and over time, by stepping back and allowing students to take more responsibility for running the PBL process.

*Excluded! and International Mindedness.* *Excluded!* was not written to teach about international-mindedness but the content and the orientation provided by PBL automatically address each of the four components:

*Knowledge:* Students learn about Chinese and American cultures in the late 1800s,

*Skills:* Students investigate the source of hostility Californians felt towards Chinese immigrants, analyze conflicting interpretations of events, compare our national philosophy and the law.

*Dispositions:* Students attempt to balance conflicting desires of the two cultures; they reflect on the difference between having beliefs and enacting beliefs, on the sources and effects of prejudice, and on their own assumptions. They develop compassion both for the mistreated Chinese immigrant and for frightened Californians. Along the way they confront their own assumptions about the problem and about how to solve it.

*Values:* Students reflect on the nature of cultural differences and on the consequences of marginalizing a disadvantaged group; they attempt to develop a solution that is responsible, just and fair.

*Extending the Range of International Mindedness and PBL.* This article presents an example of PBL in social studies; however PBL can be used to cultivate international mindedness in other subjects as well. Problems involved in building green environments or ensuring the safety of genetically modified food would build international mindedness in science; problems of census counts or creating and interpreting statistics that describe global warming, would do the same in mathematics. Connections between PBL and international mindedness have natural overlap in their mutual emphasis on extending learning to include attitudes, dispositions and self-awareness as well as facts and skills. Purposeful blending of the two allows the world to become our curriculum; a field for growing understanding.

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By Shelagh Gallagher (Charlotte, NC)  
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## Candidates for Board of Directors



**Board Member Christine Comito** has been working with gifted children for 15 years, but didn't know it until they started school! Christine has three gifted children in Des Moines Public Schools. Recently, she served three years on the Greenwood Elementary PTA Board, and five years on the board of the Des Moines Association for Talented and Gifted. Christine volunteers with literacy projects at her children's schools. She earned her Bachelor's Degree from Boston College and did post-graduate work at George Washington University. You may contact Christine at [cdcomito@gmail.com](mailto:cdcomito@gmail.com).



**Board Member Claudia Koch** has been involved in the field of gifted education for the past 25 years. She received a B.S. from Southern Illinois University in 1970 and an M.A. in Gifted Education from Western Illinois University in 1990. For the past 17 years, Claudia has served as the K-12 Gifted Coordinator at the West Bend-Mallard Community School District. She also serves as the High School Gifted Coordinator for the Twin River Valley High School. Claudia is a member of NAGC, ITAG and Lakeland TAG, an ITAG Affiliate serving both gifted professionals and gifted children in North Central Iowa. She has held several offices in that organization. Claudia has also taught several gifted endorsement classes. You may contact Claudia at [cdkoch@mchsi.com](mailto:cdkoch@mchsi.com).



**Board Member Linda Moehring** is a Professional Learning and Leadership Consultant at Heartland AEA 11. She holds a M.A. in Gifted Education and has been involved in the field for 19 years. Linda is a strong advocate and proponent of early programming to meet the needs of young gifted children regardless of "official" identification. She supports gifted education programming that provides appropriate challenge in every classroom every day for all gifted children PreK-12. She believes that classroom learning opportunities can and should support the authentic learning and critical thinking that excite students to become lifelong learners. Linda advocates for and serves gifted education as a Heartland AEA differentiation team member and facilitator. While in her district, Linda started Odyssey of the Mind, Destination Imagination, Academic Decathlon, GT Retreat for secondary students, and HS courses for credit. You may contact Linda at [lmoehring@aea11.k12.ia.us](mailto:lmoehring@aea11.k12.ia.us).



**Board Member Jenelle Nisly** is the Vice President of Academic Affairs at Shiloh University. Prior to her university position, Jenelle worked with gifted students for eight years as a talented and gifted (TAG) facilitator in the Davenport Community School District. Because of her passion for serving the needs of gifted students, Jenelle has been a member of the Board of Directors for the Iowa Talented and Gifted Association for the past two years. In addition, she is currently pursuing her doctorate of education (Ed.D.) degree in Administrator Leadership for Teaching and Learning from Walden University in Minneapolis, Minnesota and expects to graduate in May of 2010. She received her Master of Education (M.Ed.) degree in Curriculum and Instruction from Olivet University in Bourbonnais, IL; her talented and gifted endorsement from the University of Iowa; her teaching credential from California State University, Long Beach; and her Bachelor of Fine Arts (BFA) degree from United States International University, San Diego, CA.



**Board Member Matt Robie** is a K-5 Talented and Gifted Teacher for the Ankeny Community School District. He received his B.A. in Elementary Education from the University of Northern Iowa, and his Masters Degree in Education from Michigan State University. Matt previously taught sixth grade for eight years at North Polk Schools, and holds endorsements in TAG, K-8 Reading, K-8 Science, and Coaching. Professional areas of interest include problem-based learning, and the integration of science and technology into elementary gifted education. Matt has served as an ITAG Board Member since 2007, and assists in editing the ITAG News Magazine. You may contact Matt at [matt.robie@ankenyschools.com](mailto:matt.robie@ankenyschools.com).



**Doreen Underwood** has been a Talented and Gifted (TAG) Facilitator in both elementary and intermediate schools in the Davenport Community School District (DCSD) for the past five years. Currently she is the TAG Facilitator at both Garfield and Jackson Elementary schools. In addition to teaching gifted students and being the mom of a gifted 7 year old, she is pursuing her Master of Arts degree in School Counseling with a gifted emphasis from the University of Iowa. Prior to working in the DCSD, she taught K-6 gifted students for 9 years in the Anamosa Community School District. During 6 of those years, she was also the program coordinator for the K-12 Extended Learning Program (ELP). Doreen received her Bachelor of Arts degree in Elementary Education from the University of Northern Iowa and received her TAG Endorsement from the University of Iowa. You may contact Doreen at [underwoodd@davenportschools.org](mailto:underwoodd@davenportschools.org).

**Attention Members! This year voting for ITAG Board Members will take place online. A separate email will be sent out to the membership regarding voting instructions.**

## *Belin-Blank Center Coursework*

The Belin-Blank Center's Web site has a new look! When you're looking for coursework to apply to your endorsement, or just to see what's new to enhance your expertise in gifted education, visit (and bookmark) <http://www.education.uiowa.edu/belinblank/>. Follow the link on the far left for "Programs". Under that link, you'll find options for a variety of important choices, including both Student programs and information and coursework for Educators.

Semester-based courses started on August 24, including Introduction to Educating Gifted Students, facilitated by Dr. Nicholas Colangelo, Director, Belin-Blank Center, and available every semester as a Guided Independent Study, as well as the Psychology of Giftedness, offered every fall by Dr. Clar Baldus.

In addition to these courses, however, teachers have a variety of distance-learning workshops available through the Belin-Blank Center. For questions about any of these, or about the State of Iowa Endorsement in Gifted Education, contact Laurie Croft ([laurie-croft@uiowa.edu](mailto:laurie-croft@uiowa.edu) / 800-336-6463).

### **7E/S/U: 196:WKA Gifted and General Education Collaboration** (October 12 – November 2)

(1 semester hour; Programming or Administrative strand)

Gifted teachers know that gifted students often need differentiated learning experiences throughout the school day. This workshop will examine how classroom teachers and the gifted/talented resource teacher can collaborate to provide appropriate instructional services to gifted students. Participants will examine a collaborative model, planning process, and recommendations for both direct and indirect services. Teams of classroom and gifted education teachers are encouraged.

**Instructor:** Nancy Grimes, MA

### **7C:237:EXA Seminar in Gifted Education: TAG: You're It** (October 8 - 29)

(2 semester hours; Psychology strand)

This extension class is designed to provide teachers new to the field of gifted education an opportunity to develop a better understanding of the social, emotional, and cognitive needs of their gifted students. As well, participation in the course will facilitate the development of a network of colleagues who share many of the same concerns in their schools and districts. Participants will have the opportunity to explore identification, Talent Search, and specific issues confronting them throughout this semester and to develop position papers on issues of interest.

**Instructor:** Laurie Croft, Ph.D.

**Requirements:** Attend ITAG Conference [please visit <http://www.iowatag.org/>]; register at conference or contact Dr. Croft; participate online after conference.

Continued on page 11

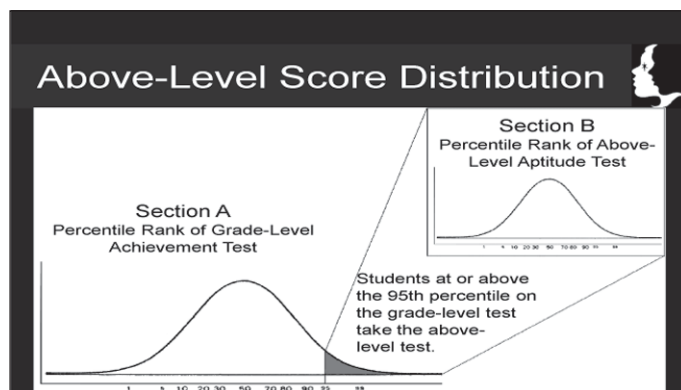
## The Belin-Blank Exceptional Student Talent Search - BESTS

Recently, in conversation with a school administrator, and to my surprise, I found myself saying, "A Talent Search is the best thing since sliced bread!" At the risk of using a dated metaphor, I share this because I believe that Talent Searches like the Belin-Blank Exceptional Student Talent Search (BESTS) provides an opportunity for a student, his or her family, and a school district to learn more about the academic strengths of a student. It is a chance for parents and educators to discover more about an individual; subsequently, together they might choose to combine Talent Search information with other information they have as they consider decisions and/or adjustments related to a child's educational programming.

Educators of the gifted have long struggled with the limitations of grade-level test information. Students who do well on a grade-level test have correctly answered most of the questions on that test. While this is interesting information, it only tells us what a student knows; it tells us little else.

Above-level testing is an educational procedure in which a test developed for older students is administered to younger students. Basically, a student who is in one grade takes a test developed for students in another, more advanced grade. Resultant scores show the differences between and among students who, on "regular" tests, may have looked very much alike as far as their scores were concerned. After talent search testing, student differences emerge. See Figure 1.

**FIGURE 1**



Any student in grades 4–9 who has at least one score in the 95th percentile or above on a core subject of a grade-level test, such as the ITBS is eligible for Talent Search testing. Parents register their eligible student to take the test. This involvement often includes the school district. Customarily, schools notify parents that their student is eligible for testing.

Eligible students in grades 4–5–6 take the EXPLORE® Test for BESTS. EXPLORE® is designed for administration to 8th graders; it measures academic development in English, mathematics, reading, and science. Each section takes 30 minutes to complete. Questions are multiple-choice.

Eligible students in grades 7–8–9 take either the SAT® or ACT® for BESTS. The ACT® is a multiple-choice test that measures academic development in English, mathematics, reading, and science. The three-hour test is developed for college bound high school students. The SAT® is a three-hour and-forty-five-minute test that measures the critical thinking, mathematical reasoning, and writing skills that students need to do college-level work. The test's three sections are divided into nine subsections, including a 25-minute essay.

EXPLORE® and ACT® tests are developed by ACT® Inc. SAT® is developed by The College Board. Our web site (address below) lists testing dates and test fees.

Talent Search testing is an affordable choice for a school district. There is no monetary fee for school involvement. Schools order information from us. We send invitation brochures to the schools. School personnel distribute that information to families.

Participation is the choice of the family, and costs are reasonable. Fee reductions are provided for families in need. Students earning very high scores on the talent search tests are formally recognized and may be eligible for substantial University of Iowa scholarships through BESTS.

### How students benefit from BESTS

- Registered BESTS students become members of the Belin-Blank Center.

- Taking the EXPLORE, ACT, or SAT enables students to demonstrate academic strengths by taking an academically challenging test that is not typically available to them at their grade level.
- Above-level testing information may be used to determine appropriate curriculum modifications and programming.
- Outstanding individual scorers will be recognized in a formal recognition ceremony at The University of Iowa.
- All BESTS students are eligible to participate in Belin-Blank Center and HATS (Florida) precollege programs
- Students earning very high scores on the talent search tests may be eligible for substantial University of Iowa scholarships

### How families benefit from BESTS

- Families will receive above-level test score reports and an extensive written and electronic interpretation of results. This interpretation includes recommendations for curriculum readiness.
- Individual score reports and interpretations are sent only to families, unless parents authorize, during test registration, the release of scores to schools.
- Families will be informed about, and their children will be eligible for, a variety of programs and services available through the Belin-Blank Center.

### How schools benefit from BESTS

- Schools receive comprehensive, specific information about a child's performance on an above-level test, if parents authorize the release of scores.
- Schools receive access to a unique score interpretation web site
- Schools are provided opportunities for their talented students and their teachers.

To read more about the University of Iowa's BESTS program and its many features, see: <http://www.education.uiowa.edu/belinblank/TalentSearch/>

Catherine Blando, Ed.S.  
Administrator for Talent Search  
The Connie Belin & Jacqueline N. Blank  
International Center for Gifted  
Education and Talent Development  
The University of Iowa

Continued from page 9

### 07P:193:WKB Special Readings and Projects: Leadership in Gifted Education ITAG 2009

(October 8 - 29)

1 – 2 semester hours, Administrative strand)

This is a credit option associated with the Iowa Talented and Gifted Association Conference [please visit <http://www.iowatag.org/>], held in Coralville, October 5 - 6.

**Instructor:** Laurie Croft, Ph.D.

**Requirements:** Attend ITAG Conference [please visit <http://www.iowatag.org/>]; register at conference or contact

Dr. Croft; project(s) submitted by October 29

### 07P:193:WKA Special Readings and Projects: Leadership in Gifted Education NAGC 2009

(November 9 – December 2)

(1 – 2 semester hours; Administrative strand)

This is a credit option associated with the National Association for Gifted Children Convention [please visit <http://www.nagc.org/index.aspx?id=2692>], held in St. Louis, Missouri, November 5 – 8.

**Instructor:** Laurie Croft, Ph.D.

**Requirements:** attend NAGC Convention [please visit <http://www.nagc.org/index.aspx?id=2692>];

contact Dr. Croft for registration information; project(s) submitted by December 2

### 7C/E/S/U:188:WKA Practicum in Teaching and Curriculum Development for Gifted Education

(1 – 6 semester hours, Practicum Strand)

**Instructor:** Laurie Croft, Ph.D.

**Requirements:** observation sites by arrangement, participation online



Submitted by Laurie Croft, Ph.D.  
Administrator, Professional Development  
The Connie Belin & Jacqueline N. Blank  
International Center for Gifted  
Education and Talent Development  
The University of Iowa

*Iowa Talented and Gifted Association's 2009 Conference  
will be held October 5th and 6th at the Coralville  
Marriott Hotel and Conference Center, Coralville, Iowa*

We are Shakin' It Up this year at ITAG.... Three keynotes and more in-depth focus on key topics in gifted education.... ITAG 2009 is charged to take theory back to the classroom. Nothing has been spared! Keynote speakers who will show us how the new Iowa Core Curriculum fits with TAG and more.... Plus various break-out sessions to meet the unique needs of our participants and extend the greatness of these speakers, talented in their own right.... ITAG 2009 is poised to be the best conference for anyone involved with gifted students.

This is so new and innovative that we can only give you a glimpse of the itinerary!

**Monday, October 5, 2009**

Dr. Deborah Ruf — Levels of Giftedness and the Need for Early Educational Response

Dr. Shelagh Gallagher — Productive Questioning

Arlene DeVries - Living in the Gifted Family

**Tuesday, October 6, 2009**

Dr. Shelagh Gallagher — Engaged, Educated Students through Problem-Based Learning.

Dr. Deborah Ruf — What Each Learner Needs: How Gender & Personality Type Interact with Level of Giftedness.

Did someone request book signing opportunities? There will be book signing opportunities for the keynote speakers. Still available.... the opportunity to preview and purchase new materials for your classroom and students!

In fact, we are Shakin' It Up so much in 2009 that we are asking you to tell everyone you know about this truly unique annual event. Tell your neighbors.... tell your friends.... and most importantly tell the parents of your students!



**Top 10 Reasons to Attend ITAG**

10. The NEW social hour on Monday night will add to your network of friends
9. Purchase goodies for your classroom
8. Shake up your routine and RECHARGE!
7. Earn graduate/renewal credits
6. Make sense of the ICC
5. Get some great ideas!
4. Collaborate with other teachers
3. Eat a good lunch with people who "understand" you
2. Get your book signed by experts in the field of Gifted Education
1. Enjoy a mini retreat

Deadline for room reservations at the Coralville Marriott Hotel & Conference Center is September 18, 2009. When making your reservations please ask for the ITAG Conference room block. For assistance, contact (319) 688-4000 or visit the Coralville Marriott Hotel & Conference Center website at [www.coralvillemarriott.com](http://www.coralvillemarriott.com).



PRESENTING

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Want to subscribe now? Go on line to [www.k12tlc.net/join/ia/itag.htm](http://www.k12tlc.net/join/ia/itag.htm)



## Iowa Online AP Academy Update and A New Partnership!



The Belin-Blank Center's Iowa Online AP Academy (IOAPA) has made a dramatic impact on the education of hundreds of students in Iowa. The focus of IOAPA is to provide AP access to rural and small schools but is available to any accredited

public or non public school in Iowa. Since its inception in 2001, with the support of Senator Tom Harkin (D-Iowa) and the Iowa Department of Education, 8,500 students have taken AP courses via Web courses through IOAPA. Now in its ninth year, IOAPA has formed a new partnership with the Iowa Department of Education's Iowa Learning Online program (ILO). IOAPA's partnership with ILO will sustain opportunities for access to online AP courses for students in Iowa schools. For 2009-10 the partnership helps provide state-wide online AP exam review, mentor stipends, and grants for AP teacher training at the summer institute in Des Moines (APTTI).

AP courses, one of the oldest and most recognized academic offerings, provide college-level coursework to high school students. AP exams have become a nationally recognized standard of academic excellence and indicators of preparation for college and university. High scores on the AP exams often provide students with college credit or placement.



IOAPA continues to offer 7 full-year AP online courses to supplement school programs. The success rate of IOAPA students in the online AP courses has been consistently high (94.5% completion rate and 91% passing rate) compared to typical national online course success (50-60% completion rate and passing rate NA). IOAPA students' remarkable results are attributed to the school site coordinators and mentors who are responsible for coordinating the IOAPA program in their schools. IOAPA was



selected by the U.S. Department of Education as one of the nation's top six programs to feature in its 2007 report, "Connecting Students to Advanced Courses Online: Innovations in Education." <http://www.ed.gov/admins/lead/academic/advanced/index.html>



School support for AP program development is an integral part of the IOAPA program. Approximately 90% of accredited Iowa high schools currently participate in IOAPA. Over 500 Iowa teachers have been supported by IOAPA grants to participate in AP professional development. For

information about the summer AP Teacher Training Institute (APTTI) go to <http://www.education.uiowa.edu/belinblank/Programs/Educators/APTTI/Default.aspx>.

Information about AP and strategies for developing AP Programs will be presented by a panel of experienced IOAPA mentors at the fall ITAG conference. "AP Strategies for Rural Schools" is scheduled from 3:00-4:00 pm on Monday, October 5. Current information about IOAPA and ILO can be found on their respective Web sites: [www.iowaapacademy.org](http://www.iowaapacademy.org) and [www.iowalearningonline.org](http://www.iowalearningonline.org)



Submitted by Clar M. Baldus, Ph.D.  
Administrator, Rural Schools Programs, Visual Arts Program, Inventiveness Programs, State Coordinator, Invent Iowa  
The Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development



## *Programs and Services for Secondary Gifted Students: A Guide to Recommended Practices*



For all you GT coordinators, facilitators, consultants, or administrators that work with gifted programming for secondary students *Programs and Services for Gifted Secondary Students* is a quick read. The contents of this NAGC publication is a much

more manageable read than it's much longer predecessor, *The Handbook of Secondary Gifted Education*. I have a copy of that handbook and the sheer thickness makes it a great bookend.

However, I did have the distinct pleasure of attending a pre-conference workshop at last year's NAGC convention. Felicia Dixon, the editor of the book, was the main presenter. She was also joined by Shelagh Gallager, who happens to be one of this year's ITAG keynote speakers. All of the contributors to this book are well known and respected in the field. Dr. Dixon, Ph.D. is associate professor of educational psychology at Ball State University. She directs the master's degree program in educational psychology and the license/endorsement program in gifted education. She received her doctorate from Purdue University and specializes in gifted education. She was the chairperson of the Task Force on Secondary Gifted Education of NAGC that spent over two years collecting and reviewing the information that has been condensed into this book.

The first of three parts focuses on the gifted adolescent and his or her cognitive social and emotional dimensions, including suggestions for academic, personal/social, and career exploration best practices. The second part explicates programmatic offerings available



for gifted secondary students, such as AP and IB programming, distance learning, magnet and other special schools, study abroad, and early entrance to college options. Issues that impact secondary reform efforts, including teacher quality, assessment, testing, and high school restructuring, are discussed. The final part presents a view of optimal future directions—taking into account very real obstacles to change in today's high schools, as well as the range of intellectual and emotional development among gifted adolescents. This section moves the discussion from "what is" to "what could be" for high-ability adolescents.



I encourage all of you to get a copy and take the time to read it. Trust me, it will be time well spent and a great piece for personal staff development.

Submitted by Tony Voss, ITAG Board

### *ITAG Partners*

PLEASE HELP!!! We are in need of experienced TAG/ELP educators who could serve as a mentor/partner with a less experienced colleague. This connection may be based on e-mail correspondence, but could develop into whatever relationship the two teachers decide. We currently need experience at all instructional levels. Please consider guiding a new colleague in uncharted territory! E-mail Jolene Teske, Educator Outreach, [jteske@iowa-falls.k12.ia.us](mailto:jteske@iowa-falls.k12.ia.us) if you would be willing to help.

## *A Parent's Guide to Gifted Children*

*Written by James T. Webb, Janet L. Gore, Edward R. Amend,  
and Arlene R. DeVries*

As I raised my three children, I wished that each of them had come with their own instruction manual at birth. I realized that being an effective parent required me to understand the unique characteristics of each of my children.

In my quest to become a better parent, I read several parenting books. It wasn't until last year, while I was taking a class from Arlene DeVries, that I realized that none of those books had addressed the uniqueness of raising a gifted child. Mrs. DeVries introduced me to ***A Parent's Guide to Gifted Children***, a book that she had coauthored. As I read it, I immediately realized that this was a valuable resource for me and also for other parents of gifted children.

From the first page of the preface to the last page of the book, the authors give insights and information into the uniqueness of gifted children. The book begins with basic information such as defining giftedness and discussing the common characteristics seen in many gifted children. It is both informative and reassuring to parents.

The book continues by addressing key components of raising children. The importance of communication and discipline are explained. These chapters are full of information and practical suggestions concerning both of these areas especially as it applies to gifted children.

Other chapters address characteristics such as intensity, perfectionism, idealism, motivation, and underachievement. The book also discusses the gifted child's relationships with peers, family members and the school. It not only explains these characteristics and relationships, but gives strategies and suggestions for parents to implement.

The wealth of information and the practical suggestions make this book a good reference that I felt compelled to share. I have not only loaned my own book to other parents but also helped facilitate a book discussion group with parents of gifted children. The participants appreciated both the information from the book and discussion with other parents. One parent wrote these comments at the end of the sixth session. "Participating

in this class has helped me to understand why my child acts the way she does. I now have more tools and resources available to help me understand and nurture my children."

This book may not be the individualized instruction manual that I dreamed of having, but it is a terrific resource that I wish had been available when my children were younger.

Reviewed by Vivian Schwab, Elementary  
Extended Learning Program Teacher  
at North Polk Schools

### *About Arlene DeVries Special Keynote Speaker for the 2009 Annual Conference*



**Arlene DeVries**, a private consultant in gifted education, retired after 24 years as a consultant with the Des Moines Public Schools gifted/talented program. She is Past President of SENG (Supporting Emotional Needs of Gifted), recently completed nine years as a member of the board of directors of the National Association for Gifted Children, serving for many years as chair of their Parent-Community Division, is Past President of Iowa Talented and Gifted Association and the 2003 recipient of their Distinguished Service Award. In February 2005, Arlene received the Drake University School of Education Distinguished Alumni Award, and in 2009 received the SENG leadership award for her work in supporting the social and emotional needs of gifted. As a frequent speaker at state and national conferences, her presentations have included the World Gifted Conferences in The Hague, Netherlands; Toronto, Canada; Hong Kong; Seattle, Washington; Barcelona, Spain; and Adelaide, Australia. She has facilitated more than 70 ten-week series of guided discussion groups for parents, and trains professionals throughout the country in facilitating the SENG model parent groups. She is co-author of two books from Great Potential Press, ***Gifted Parent Groups: the SENG Model, 2nd Edition***, and ***A Parent's Guide to Gifted Children***.

**Don't miss the special evening presentation  
"Living in the Gifted Family" Monday, October 5, 2009  
at this year's annual conference in Coralville, Iowa.**

## *I Think It's Going To Rain*

As I'm sitting outside on the swing  
with my grandma next to me,  
I feel cool sweet summer air running through my hair,  
listening to the thunder crash and the lightning cackle.  
The sky, dark blue and deep,  
is not quite giving in  
to the force of the tiny million droplets  
pushing on its delicate skin.  
When the clouds finally do give in one by one,  
will the drops fall  
until the force of the thunder and magnificent lightning  
shake the cloud until it bursts,  
letting thousands fall,  
cooling the hot pavement that makes up the streets in  
this town.  
As we sit on the swing together,  
minutes and hours pass by  
until we are soaked from the rain and it's dark out.  
Tired from laughing and talking, we go to bed.  
As we sleep,  
the smell of rain and purified earth fill our dreams,  
waiting for the time once again when we say...  
I think it's going to rain.

By Anna Buseman  
5th Grade Student, East Elementary, Ankeny

### *The Iowa Talented and Gifted Association Board of Directors proudly announces these Friends of ITAG:*

Sally Beisser, Des Moines  
Catherine Blando, Iowa City  
Bobbi Chester, Manchester  
Chris Comito, Des Moines  
Arlene DeVries, Des Moines  
Jim Hanks, West Des Moines  
Alda Helvey, Des Moines  
Walter and Jean Johnson, Sioux City  
Claudia Koch, West Bend  
Lakeland Tag, Everly  
Carma McLaren, Farragut  
Marlys Mitchell, Buckingham  
Kay North, Ames  
Diane Pratt, Fort Dodge  
Lois Roets, Des Moines  
Jean Saveraid, Gilbert  
Mary Schmidt, Johnston  
Chris Schultz, Ankeny  
Chris VanDeventer, Algona  
Kit Weston, Cedar Rapids

## *Revised Iowa Talented and Gifted Mission Statement*

The mission of the Iowa Talented and Gifted Association is to recognize, support, and respect the unique and diverse needs of talented and gifted learners through

- **ADVOCACY:**  
by encouraging **informed** educational professionals, parents, policy makers, and all other stakeholders to take appropriate action for the benefit of talented and gifted learners.
- **EDUCATION:**  
by strengthening and encouraging the recognition and implementation of practices that support **identification** of talented and gifted learners and **accommodation** of the social, emotional, and intellectual levels.
- **NETWORKING:**  
by increasing opportunities for **collaboration** and **cooperation** among all stakeholders with the goal of advancing the abilities and developing the potential of talented and gifted learners.

**Revised 06/12/09**

## *Advocacy From Another Perspective*

Being an advocate for gifted students is a large part of our job. We, as educators of the gifted, must stand tall and fight for what we know our students need. If Sally needs acceleration in math, we work to help it happen. If Joey wants to get his AA the same year he receives his high school diploma, it is our job to help him achieve this goal. It's ok that not every student will achieve this same goal. We work with our gifted students to help them realize their potential, set their goals, and help them achieve these goals. That's our job. We advocate for our gifted students.

As a veteran educator of gifted, I find myself, at times, listening to new teachers of gifted education and fielding questions about situations, and although I don't consider myself an expert in the field yet (I'll continue to defer to Drs. Waack, Colangelo, and Assouline for many years to come), I have learned a few lessons from my experience. One of these lessons deals directly with advocacy, but not teachers of gifted advocating for gifted kids, but parents of gifted kids advocating for their child or gifted kids advocating for themselves.

One of the faults of teachers is becoming defensive whenever a parent or student asks a question. Most teachers hate to have their authority or knowledge tested, and while teachers of gifted must overcome this fault to survive, it is not an easy card to trump. It goes against our entire being as teachers. We are the ones who are supposed to know what we're talking about, and everyone is supposed to listen to us, believe us, and even regurgitate the mass amount of knowledge we bestow upon them. What? It sounds crazy, doesn't it? Yet, that is exactly how many teachers feel, whether they admit it or not.

Add to this intrinsic defensive nature the beast of giftedness. Consider a student who stops in after school to see why he wasn't offered a place in the honors courses. Is he lashing out because he's jealous? Is he angry because he feels cheated? Or is he honestly feeling that he can do honors work, wants to do honors work, and doesn't understand the process/procedure of identification? Should we listen? Should we further investigate his records? Should we talk with former teachers? Parents? Consider another scenario. A mother calls on the phone and asks why her daughter didn't make National Honor

Society. She is obviously angry and needs to vent, but do we owe her more than the opportunity to vent? Should we investigate the process further to get her answers? Should we take time to understand a process of which so many of our gifted students are part? Would this be a great opportunity for growth for this student and maybe even the teacher and parent? Consider one last scenario. There is a TAG teacher in an elementary school where students are formally identified in third grade. There is a girl whose test scores did not make the cutoff. Her mother calls numerous times to ask why her daughter is not being served by TAG programming. Her mother is not very nice about it. She is frustrated. Are her feelings of frustration warranted? Does she deserve answers? Does she know her daughter? Should the TAG teacher assume her mother just thinks her daughter is gifted? Should the teacher investigate further to see if there are circumstances that could have affected the girls' scores?

The common question is, how do we, as educators, accept students advocating for themselves and parents advocating for their kids? We start by accepting what they have to say as true. I'm going to believe them and start my investigation. I will listen. I will tell them that I don't know all of the answers, but that I'm willing to find the answers, and I'm willing to sit down with them to discuss the best possible options we have for the student. I will do my best to advocate with them, help them fight for what they feel is best for their own education as well as their child's education because these are usually the kids who are gifted and misunderstood. I want them to know that I welcome them to challenge my authority. I welcome their questions about our identification procedures. I welcome the opportunity to dive into another child's life to see how I can help them. I might not find the answer that others want to hear, but I'm always willing to sit down with an open mind and work to make a child's education better. In an ideal world, we'd have educators, parents, and students all working together for all of our students, but until that happens, we, as educators of gifted students, need to embrace the wisdom of our students and their parents and accept their advocacy with respect and belief, not denial and frustration. You never know, but that student and/or parent might be able to teach you a thing or two.

By Jolene Teske, ITAG Board

## Leadership Award

**At the 2009 SEN (Supporting Emotional Needs of the Gifted) Conference in Orlando, Iowa's own Arlene DeVries was honored with the SEN Leadership Award. Arlene received a standing ovation when she accepted her award from SEN Board Member Heidi Molbak. ITAG congratulates Arlene DeVries, and is pleased to share this introduction to her much-deserved award.**



**Arlene DeVries is awarded the SEN Leadership Award**

The SEN Leadership Award recognizes an individual who has shown exceptional leadership in promoting the social and emotional needs of the gifted.

Arlene DeVries is known throughout the nation and many foreign countries for her tireless efforts to help parents better understand their gifted children and themselves. Among her many roles, she teaches a course on social and emotional needs of gifted at Drake University, has served as President of SEN, and chair of the Parent Community Division of the National Association for Gifted Children. In 1982 she began her work with SEN Model Parent Groups and she continues with them today. That's 27 years of training and facilitating parent

discussion groups. Arlene's contribution to **The Parents Guide to Gifted Children** and the parent group training manual, **Gifted Parent Groups: The SEN Model** show us that Arlene has not only been involved in promoting the social and emotional needs of the gifted, she has shown us what a true leader does – chart the course so that others may learn to navigate and sail the sensitive and powerful ship of the gifted person.

Arlene, your leadership has impacted thousands of families and schools since you began facilitating groups and training others. Because of you, countless people have learned how to support and understand giftedness.

It is my honor, on behalf of the SEN Board of Directors and the many people whose lives you have changed, to present Arlene DeVries with the 2009 SEN Leadership Award.

Speech Given by Heidi Molbak

**SENG**  
**Supporting Emotional**  
**Needs of the Gifted.**

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**Please visit their website at**  
**<http://www.sengifted.org/>**



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www.nagc.org

**MEMBERSHIP**

**FULL MEMBERSHIP\* INCLUDES:** Magazine of your choice: *The Gifted Child Quarterly* (GCQ) or *Parenting for High Potential* (PHP). In addition, you receive *Compass Points* newsletter, a discount on materials, discounted Annual Convention registration, and a free information service. For an additional fee, you may receive **both** magazines. (Please note: *Institutional Membership* includes a discount for only one (1) attendee at the NAGC Annual Convention.)

\*A *Parent Associate* Membership is available to parents and grandparents ONLY. This limited membership category is available to assist families who are interested in receiving *Parenting for High Potential* magazine, but otherwise cannot buy a full membership. **Home address is required for this category. No purchase orders are accepted - personal check or credit card only.**

**DIVISIONS:** All members may join any or all of the NAGC Divisions and participate with colleagues on issues of special interest to you. Division membership costs \$10 per Division per year.

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**QUESTIONS? Please contact NAGC at: (202) 785-4268 or nagc@nagc.org**

**1) U.S. MEMBERSHIP**

**Choose one option:**

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- Parenting for High Potential*
- Both Magazines Option

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|------------------------------|--|---------------------------------|
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| 1 Year Institutional         | <input type="radio"/> \$ 65.00             | <input type="radio"/> \$ 85.00  |
| 2 Year Indiv. or Inst.       | <input type="radio"/> \$ 125.00            | <input type="radio"/> \$ 163.00 |
| 3 Year Indiv. or Inst.       | <input type="radio"/> \$ 185.00            | <input type="radio"/> \$ 242.00 |
| CONTRIBUTOR (1 year)         | <input type="radio"/> \$ 100.00            |                                 |
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**PLEASE NOTE: YOU MUST INDICATE WHICH MAGAZINE YOU PREFER. IF NO BOX IS CHECKED YOU WILL RECEIVE GCQ ONLY.**

**2) DIVISIONS:** (\$10 per Division per year / \$5 for graduate students ONLY) Please check which Division(s) you would like to join:

- Arts
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**Please Remit All Payments in U.S. Dollars**

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## NAGC-AFFILIATE JOINT PARENT MEMBERSHIP

The National Association for Gifted Children is pleased to offer all PARENT members of ITAG a Parent Associate Membership for \$10.

Your membership affords you four (4) issues of Parenting for High Potential (PHP), NAGC's full-color, award-winning quarterly magazine and access to all resources on NAGC's website, [www.nagc.org](http://www.nagc.org).

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Name \_\_\_\_\_  
Address (home or work?): \_\_\_\_\_  
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### MEMBERSHIP BENEFITS

*Parenting for High Potential:* NAGC's quarterly, full-color magazine that examines issues faced by children at home, in the community, and at school.

*Compass Points:* NAGC's monthly e-newsletter providing resources and information to keep parents up-to-date and "in the know."

### MEMBERSHIP OPTIONS

- Parent Associate *limited membership*, ~~\$25~~ \$10 - nonvoting, PHP only

### NETWORKS

Please join any or all of the NAGC Networks and participate with colleagues in working on issues of special interest to you. You must be a NAGC member to join our Networks. Network membership fees run concurrent with NAGC membership.

#### \$10 per Network

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| <input type="checkbox"/> Conceptual Foundations   | <input type="checkbox"/> Early Childhood    | <input type="checkbox"/> Professional Development |   |
| <input type="checkbox"/> Counseling and Guidance  | <input type="checkbox"/> Global Awareness   | <input type="checkbox"/> Research and Evaluation  |   |

### PAYMENT METHOD

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\*\*\*We urge you to consider making an additional donation to NAGC to assist in our advocacy programs. NAGC is a 501(c)(3) non-profit organization and your donation is tax deductible to the extent the law allows.

### ANNUAL CONVENTION DATE

November 5-8, 2009 - St. Louis, MO

Each Fall 3000+ convene and discuss the latest in the gifted field. Be there!



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## Gateway to Gifted

NAGC 56th Annual Convention & Exhibition  
St. Louis, Missouri  
November 5-8, 2009

*We invite you!*

As our nation struggles to find its way in the increasingly competitive global economy, we simply cannot afford to neglect the educational needs of our highest performing students. In these tough economic times, gifted services are all too often viewed as a luxury, one that is easily expendable.

At NAGC, we know better. Every child—including the gifted and talented—deserves to learn something new every day. Every child—including high-ability learners—deserves to be excited and challenged at school.

So this year, more than ever, you need to invest in attending the largest and most informative national conference devoted to classroom innovation, gifted education and gifted learners. This year, more than ever, you need to take advantage of building your support community, adding to your educational toolkit and gathering new ideas and classroom practices.

At no other time in our history has it been more important to recognize and develop our next generation's talent.

This year, more than ever, how can you afford NOT to attend?

Nancy Green,  
Executive Director, NAGC

Ann Robinson, Convention Program  
Chair and NAGC Vice President



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If you are already an ITaG member, please pass this form  
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# ITAG NEWS MAGAZINE

IS ONE OF THE TANGIBLE BENEFITS  
OF YOUR MEMBERSHIP IN THE

IOWA TALENTED AND GIFTED ASSOCIATION

In our NEWS magazine, we include: legislative  
updates; national and state conference information;  
news about programs and events of interest to gifted  
students, their parents, and teachers; articles for  
educators and parents about issues in gifted edu-  
cation; as well as reprints of material from state and  
national journals that may be of specific interest to  
gifted education advocates.

## WE INVITE YOU

to submit suggestions, concerns, and/or articles you have  
written or read which you would like to share with the  
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PLEASE SEND your NEWS magazine suggestions,  
articles, or announcements to:  
the ITAG office

## ITAG NEWS

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