

TAG: You're It ([RCE:5237:0EXA](#) / 07C:237:EXA Seminar in Gifted Education)
Registration for the 2014 [ITAG Conference](#) REQUIRED

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Semester hours graduate credit: 2 semester hours

Cost: The graduate tuition for this course is \$920 for two semester hours. **The Belin-Blank Center will provide a scholarship for \$460, so participants pay only \$460,** plus a technology fee (\$117.25).

Prerequisites: *New to gifted education; attendance at ITAG Conference is required*

Course or workshop dates: **October 20 – December 5, 2014** (see deadlines for assignments below); participation at the ITAG conference on October 13-14 is a pre-requisite.

Anticipated delivery system/format: Pre-requisite, Des Moines, IA, for conference; ICON (distance delivery platform through UI Continuing Education): Center for Credit Programs (800/272-6430)

Associated UI Degree/Certification Program: Iowa Talented and Gifted Endorsement

Course Description:

TAG: You're It 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 specific issues confronting them throughout this semester (e.g. how their districts' written gifted programs compare to national standards and how they identify students for their programs) and to develop position papers on issues of interest. *This course fulfills a requirement for the "Psychology" strand for the Iowa TAG Endorsement.*

Assignments, papers/projects, and special comments:

Note: All assignments, including conference reflections, should be typed or word-processed. Students will upload (via ICON) assignments to submit them; alternatively, you can email, mail, or fax. Please see deadlines below.

Attendance and Written Assignments:

There are several activities and assignments one must complete for this course.

- Attend the ITAG Conference both days.
 - Create an **annotated list** of the sessions you attended at the conference.
 - Write a synthesis of the 3-4 major themes of the conference that you will take back to your classroom. **This is not a summary**, but a **synthesis** of the major insights or ideas you gained from this experience.
 - Evaluate** what you believe most important to include in your program.
- Review the national standards in gifted education (either [teacher preparation standards](#) and/or [Pre-K – 12 Programming standards](#)) and develop a list of *personal learning goals* for this class. These learning goals should align with the national standards (note appropriate wording in standard, as well as numerical/ alphabetic designations). You should *not* try to address all standards! Select standards appropriate for this learning opportunity.
- Participate in online discussions twice weekly on the ICON (online) website throughout the course. Directions on how to access ICON will be forwarded after the conference.
- Complete class activities (i.e., a formative assessment, Webquest, review of national standards, comparison of your TAG program with new knowledge)
- Read the required readings and summarize/evaluate the content.
- Useful project: an informal review, using your choice of tools, of your district's written program (some reviews may focus on portions of the program); one option will include reviewing your program in the context of an upcoming state Department of Education visit. You may also complete an inservice for colleagues exploring needs of gifted learners, or you may propose a different project that would match your district's needs.

ITAG Conference

All students are **required** to attend the ITAG conference on Monday and Tuesday.

Create an annotated list of the sessions you attend: Date/time of presentation, Presenter(s), and Title or Topic; add one or two sentences about the presentation.

Create a **synthesis** (not a summary) of the major points that you learn by attending sessions at ITAG. Practice your [higher-level thinking skills](#)! Write a synthesis of the major insights you've gained about gifted education in a well-developed essay. Conclude with an **evaluation** of what seems to be the most important things to include in a gifted program today, and compare/contrast your thoughts about best practices with your program, as you understand it.

ITAG assignments (annotated list, synthesis, evaluation) are due by Monday, October 27. Best option: they may be "dropped" in the Dropbox on the ICON site. If you have problems with the Dropbox, please contact Dr. Croft.

Create your list of personal learning goals for this class, linked to one or both sets of the national standards. **Your personal learning goals are due by Monday, October 27.**

Participate in Online Discussions

As well, students must participate in readings, assignments, and "asynchronous" (not occurring in "real time," but rather at your convenience) discussions via the **TAG: You're It** ICON course space on the Internet. Discussion prompts and readings will be available at that site and you need to check into discussions at least twice each week: provide your initial answer by Thursday each week, and then read others' responses, responding to at least one of those by the following Monday! One "Webquest" will be available by **October 20**; this will help you understand "Talent Search" **so you can make it available to your students this year!**

Participants will have the opportunity to submit questions as they emerge during the fall and to discuss answers with one another via ICON. It's a great way to get connected to one another as new teachers in gifted education. As well, each participant will be subscribed to the "gifted-teacher" listserv to monitor (and participate if so desired) in the electronic mentoring and collegiality!

Readings

Participants will have readings (and at least one Youtube video) available to develop understandings in gifted education. To help frame summaries and reflections on readings, graphic organizers will be available--if you don't like the formats, you can use the same general headings and complete the reactions in the best format for your learning preferences, e.g. subheadings and paragraphs on your word processor or concept maps of all major ideas. Remember that your students will have varying reactions to any assigned product style, as well (some may hate graphic organizers)! All readings will be available either through the ICON site.

Project

Participants will complete a project for this class; this could be an analysis of their district's written program (this is **NOT** a program evaluation—just an analysis of your program in light of new knowledge from the conference and from readings, as well as from national standards), or if more appropriate, an inservice for colleagues to facilitate better understanding of gifted children and your program. You will be able to choose the format of greatest benefit to you for this project. **Final projects, in electronic form, are due no later than Friday, December 5.** You will upload your final project in the Discussion site to share with colleagues; as well, drop the project in the Dropbox. Ideally, you can get input from your colleagues, comparing programs and/or giving ideas for presentations. Ideas should also emerge from ITAG and from national programming standards! Much of this workshop should help you prepare for your district's next Department of Education visit.

Deadlines:

All work related to the ITAG experience and its contributions to your understandings about gifted education are due in the Dropbox by Monday, October 27.

Personal learning goals are due in the Dropbox by Monday, October 27.

All reading reactions are due in the Dropbox by Friday, December 5. You may submit reading reactions as you complete them; you do not HAVE to wait to submit until December 6.

Class projects (e.g., district program analysis or plan for inservice) should be completed and in the Dropbox by Friday, December 5. Projects MUST be in an electronic form. I will provide a space under "Discussions" for you to upload your project. If you complete a program analysis, this is NOT a program evaluation, but rather an analysis of the written program based on your new understandings and national standards.

Please try to meet assigned deadlines. ALLOW yourself sufficient time to "discuss" online with each other and to keep up with the online format—it's a challenge!

If work is submitted after the assigned deadline, it will delay the feedback that can help you with your new position. As well, if you DO have to submit assignments after their due dates, you have to *promise* to pass on that flexibility to a student in need. Gifted education is frequently about responding to the needs of the students....

Grades:

For **graduate-level credit**, all grades will be designated as satisfactory/unsatisfactory (S/U) unless otherwise arranged with the instructor. Satisfactory grades are based on “mastery;” and the instructor will communicate with you about your synthesis, evaluation, and project(s) until instructor and student agree they are “satisfactory” (equivalent to an A or a B). **All participants enrolled at the graduate level will include a review of their personal learning goals, including successes and next steps.**

For **undergraduate credit**, letter grades will be assigned; students must carefully review the NAGC gifted standards to help determine the grades. You will use your personal learning goals in either the list or a rubric format to evaluate your progress. As an educator, you have expertise in assessing work and grading it—apply your standards to your own learning, and that will help you determine the quality of your work, compared to your own expectations and goals.

The [teacher preparation standards](#) and the [Pre-K – 12 Programming standards](#) are posted under “Links” on the ICON site.

Student Rights and Responsibilities

All students in the College of Education have specific rights and responsibilities. You have the right to assistance with any complaints you have about classroom activities or instructor actions. Information is available at <http://www.education.uiowa.edu/dean/policies/student-complaint> . You have the right to an experience at The University of Iowa free from harassment of any type; you can find university policies, as well as resources for you should you encounter harassment of any type, at <http://www.sexualharassment.uiowa.edu/policy.php>.

You also have the right to expect a classroom environment that enables you to learn, including modifications if you have a disability; you, however, have the initial responsibility to register with Student Disability Services, and to let me know if any special needs you may have. Resources concerning University support for students with disabilities is available at <http://www.uiowa.edu/~sds/>.

Your responsibilities as a student at The University of Iowa include active participation in the educational process. As well, you are also expected to be honest in completing all activities and assignments for this class. (The College's policy on inappropriate student conduct is on-line at <http://www.education.uiowa.edu/dean/policies/student-academic-misconduct>). You have a responsibility to your classmates to help to create a classroom environment where all may learn. At all times and in all activities, this means that you will respect the other members of the class and the instructor, and treat them with the courtesy you hope to receive in turn.

Respect for Diversity: It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

In addition, in scheduling exams, I have attempted to avoid conflicts with major religious holidays. If, however, I have inadvertently scheduled a major deadline that creates a conflict with your religious observances, please let me know as soon as possible so that we can make other arrangements.



For any of these policies, or about concerns, you can also contact: Dr. Susan Assouline, Director, Belin-Blank Center, 600 Blank Honors Center, University of Iowa, Iowa City, IA 52242. You may also call Dr. Assouline at (319) 335-6148, (800) 336-6463, or e-mail her with questions or concerns at susan-assouline@uiowa.edu.

WELCOME to Gifted Education!

Checklist for TAG: You're It!

Event or Activity	Date(s)
<input type="checkbox"/> Participate in ITAG on Monday and Tuesday	October 13 - 14, 2014
<input type="checkbox"/> Participate in weekly discussions with each other <input type="checkbox"/> Check in twice each week	Weekly, Oct. 20 – Dec. 5
<input type="checkbox"/> Complete Assignments related to ITAG Conference <input type="checkbox"/> Annotated list of sessions attended <input type="checkbox"/> Synthesis of main themes <input type="checkbox"/> Evaluation most important program components <input type="checkbox"/> List of Personal Learning Goals (aligned with standards)	October 27
<input type="checkbox"/> Begin readings <input type="checkbox"/> Complete individual reading reactions or group readings together in a meaningful way in order to complete reading reactions	Before end of October No later than December 5
<input type="checkbox"/> Complete Talent Search Webquest	No later than November 10
<input type="checkbox"/> Complete pre-assessment (after reading 2 articles)	No later than November 17
<input type="checkbox"/> Complete your project for this class: <input type="checkbox"/> Review and share your district's gifted program <input type="checkbox"/> Compare with National Standards <i>or</i> <input type="checkbox"/> Utilize accreditation review format <input type="checkbox"/> Develop an inservice to facilitate greater understanding <input type="checkbox"/> Draw on National Standards <i>and/or</i> <input type="checkbox"/> Build on ideas from ITAG and class readings <input type="checkbox"/> Propose another project that is useful for you	No later than December 5
<input type="checkbox"/> All materials in <input type="checkbox"/> I have requested a letter grade <i>or</i> I am registered as an undergraduate and must earn a letter grade, so I have used my list of personal learning goals (list or rubric format) to evaluate my learning and help determine my grade <input type="checkbox"/> Those registered as graduate students, earning a "Satisfactory" grade, should submit a brief evaluation of progress on personal learning goals	No later than December 5

Resources: The Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development is available throughout the year as a resource in the field. The Belin Family Research Library, 310 Blank Honors Center, has an impressive collection of books about all aspects of gifted education, as well as relevant journals. You may access the library at: <http://bbcddata.honors.uiowa.edu:8080/webopac/main>. Anyone is welcome to check out materials from the library. Students on campus can visit the library during posted hours; all students may contact me to facilitate checking out materials.