



IOWA TALENTED AND GIFTED
ASSOCIATION

News Magazine

Volume 40, Number 3 – Fall 2014



2014 CONFERENCE

Featuring Rick Wormeli and Richard M. Cash, Ed.D.



Reaching for the Future

October 13-14, 2014

Airport Holiday Inn

Des Moines, Iowa

Register at <https://itag2014annualconference.eventbrite.com>
Deadline for registration is 12:00 PM on September 30, 2014

More conference information on pages 5-10 and at
<http://www.iowatag.org/events/itag-conference/>

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2014 ITAG Conference

- Registration: <https://itag2014annualconference.eventbrite.com>
- **Deadline for registration is 12:00 PM on September 30, 2014**
- Schedule and information: <http://www.iowatag.org/events/itag-conference/>
- Lodging: Airport Holiday Inn, Des Moines. Call the hotel directly at 1-515-287-2400 or 1-800-248-4013 to make reservations. Deadline for the \$89 + taxes per night room block is September 29, 2014.

ITAG Elections

Read bios for President and Board Member positions in this issue and then vote by 5:00 PM on October 3 at <https://www.surveymonkey.com/s/P3RQH5N>



An Affiliate of the National Association for Gifted Children

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& Maureen Marron
Matt Robie
Ashley Delaney Linda Moehring

THE ASSOCIATION

ITAG, an affiliate of the National Association for Gifted Children, is a tax exempt, 509(c)2 and 501(c)3 organization which was organized more than 40 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 involvement

ITAG promotes advocacy at the state and local level, pre-service and in-service training in gifted education, and parent/community awareness, education and. 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 - \$50; Friend - \$100-\$999; Sponsor - \$1000 or more; Parent - \$35 Affiliate Groups - \$25, Full-Time Undergraduate Student \$15, Retired Teacher \$15 (or \$125 for lifetime membership).

THE BOARD

meets during the months of November, January, April, June, 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.

THE ITAG NEWS

is published in January, May, and September by the Iowa Talented and Gifted Association, 200 W. 2nd Avenue, Indianola, Iowa 50125. Send e-mail address corrections to this address. For information regarding content of ITAG NEWS and/or submission of articles and announcements, please contact: Doreen Underwood or Maureen Marron, ITAG NEWS Co-Editors, e-mail: doreen.underwood@gpaea.org or momarron@gmail.com.

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THE ITAG MISSION

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.

Over the summer, I again acted as the Ankeny site coordinator for The Belin-Blank Center's Challenges for Elementary School Students (CHESS) program. Fifty high-ability students from all around central Iowa chose from week-long classes such as Egyptian archeology, drama, and computer programming, and they spent the week exploring content, meeting challenge head-on, and having fun.



For many of these students, though, the smiles on their faces were the result of being surrounded all day with *kids who were just like them*. Yes, during our breaks, there were the expected games of tag and dodge ball, but the primary activity of choice was... wait for it... conversation. Conversation that often involved high-level vocabulary, critical thought, and sophisticated humor. Email addresses and phone numbers were exchanged at the end of the week, and I overheard one girl declaring another to be her new "BFF". These bright, funny, hard-working kids had discovered an assemblage of other bright, funny, and hard-working kids and they were soaking it up.

The Iowa Core presents us with six universal constructs that are essential for 21st century success. Included are critical thinking, complex communication, creativity, collaboration, flexibility & adaptability, and productivity & accountability. These constructs are essential for *all* students. And while masterful co-teaching can often effectively allow for differentiated curriculum and instruction, I'd argue that gifted students need extended opportunities to safely communicate, collaborate, and think critically with *other gifted kids*. When they are afforded that opportunity, it often becomes the highlight of their school day. When they are afforded that opportunity for a week in the summer, it sometimes becomes the highlight of their educational year.

All that said, I'd suggest two action items for all teachers who have gifted youngsters in their lives:

1. *Provide balanced programming for identified students during the school year.* Their needs can often be met as a result of individual conferring, through small group differentiation, academic acceleration, and extension and enrichment in the classroom. In addition, though, also provide opportunities for them to retreat to a private space with an adult who "gets them" so that they can fight through complex math problems, discuss global happenings, and be themselves without fear of judgment.
2. *Actively search out after-school and summer opportunities for gifted students, and communicate those opportunities with students and parents.* Start now, in the fall. Ask your current students what camps, programs, and classes they took part in over the summer and start your list.

On behalf of the ITAG Board of Directors, have a great school year!

Matt Robie
President, ITAG



2014 ITAG Conference

It's conference time!

**Join us at the newly remodeled
Airport Holiday Inn in Des Moines,
October 13-14, 2014,**

for two days of learning, sharing, networking, and rejuvenating.

Featuring guest speakers Rick Wormeli and Richard Cash, Ed.D.

Special events

- Monday night: Parent Night with guest speaker Kathy Paul, Johnston CSD
- Tuesday morning: Breakfast for retired (or soon-to-be-retired) TAG teachers

Register online at <https://itag2014annualconference.eventbrite.com>

Deadline for registration is 12:00 PM on September 30, 2014

Lodging is offered at the Airport Holiday Inn, 6111 Fleur Drive, Des Moines, Iowa 50321 for \$89 plus taxes per night. Call the hotel directly at 1-515-287-2400 or 1-800-248-4013 to make reservations. **Deadline for the room block is September 29, 2014.** Request the Iowa Talented and Gifted Association room block.



Reaching for the Future

ITAG 2014 conference

<http://www.iowatag.org/events/itag-conference/>

8:00 - 9:30 AM

Conference Registration
Breakfast with Vendors
College Credit Registration

9:30 - 9:45 AM

Welcome

9:45 - 10:45 AM

Keynote Presentation: Dr. Richard Cash
Teaching Strategies for Advanced Learners



Monday's featured speaker is Dr. Cash, an expert in educational programming for gifted students, curriculum development, differentiated instruction, creativity, and brain-compatible classrooms. He is the author of *Advancing Differentiation: Thinking and Learning for the 21st Century*.

10:45 - 11:00 AM

Break

11:00 - 11:45 AM

Breakout Sessions. See full listing of sessions at <http://www.iowatag.org/events/itag-conference/>.
Including Dr. Cash, *Articulating, Aligning and Accounting (AAA) Secondary Courses for Advanced Learners*

11:45 AM - 12:45 PM

Lunch Buffet in Foyer

12:45 - 1:00 PM – Award Presentations

1:00 - 2:00 PM

Keynote Presentation: Dr. Richard Cash
Motivating the Gifted but Reluctant Learner

2:00 - 2:15 PM

Dessert Break with Vendors

2:15 - 3:05 PM

Breakout Sessions. See full listing of sessions at <http://www.iowatag.org/events/itag-conference/>.
Including Dr. Cash: *Implementing Social and Emotional Support that Enhances Advanced Learners' School Experiences*

3:05 - 3:50 PM

Breakout Sessions. See full listing of sessions at <http://www.iowatag.org/events/itag-conference/>.
Including Dr. Richard Cash who will be available for Questions and Answers

3:50 PM – Dismiss

6:30 PM

Parent Night

Guest speaker, Kathy Paul, Johnston CSD
Details and link to registration on page 8

7:30 - 8:15 AM

Conference Registration
Breakfast with Vendors
Retirees Reception

8:15 - 8:30 AM

Welcome

8:45 - 9:45 AM

Keynote Presentation: Rick Wormeli
What We Can Do When We Are Brave Together

9:45 - 10:00 AM

Breakfast Break with Vendors

10:00 - 10:50 AM

Breakout Sessions. See full listing of sessions at
<http://www.iowatag.org/events/itag-conference/>.
Including Mr. Wormeli, *Differentiated Grading: Fair Isn't Always Equal*

11:00 - 11:50 AM

Breakout Sessions. See full listing of sessions at
<http://www.iowatag.org/events/itag-conference/>.
Including Mr. Wormeli, *Differentiated Instruction in a World of Standards and Accountability*

12:00 - 12:45 PM

Lunch Buffet

1:00 PM - 2:00 PM

Keynote Presentation: Rick Wormeli
Sure Footing in a Shaky World: Best Practices in Today's Classroom that Stand the Test of Time

2:00 PM - 2:15 PM

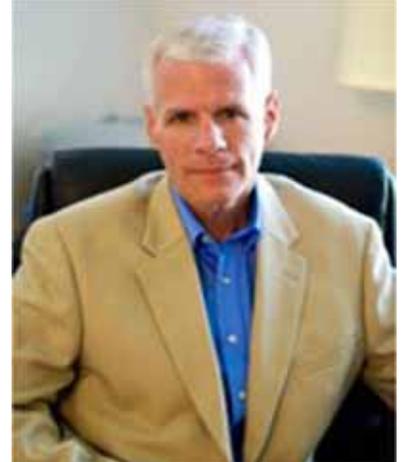
Break

2:15 - 3:15 PM

Breakout Sessions. See full listing of sessions at
<http://www.iowatag.org/events/itag-conference/>.
Including Mr. Wormeli who will be available for Questions and Answers

3:15 PM

Dismiss



Tuesday's featured speaker is Rick Wormeli. Mr. Wormeli is the author of the award-winning book *Meet Me in the Middle*, as well as the best-selling books *Day One and Beyond*, *Fair Isn't Always Equal: Assessment and Grading in the Differentiated Classroom*, *Differentiation: From Planning to Practice*, and *Metaphors & Analogies: Power Tools for Teaching any Subject*.

Kathy Paul

ELP coordinator, Johnston Community School District

Monday, October 13

6:30 PM

Des Moines Room, Airport Holiday Inn

***Motivation and Underachievement: How they
Affect your High-Ability Student***

What is the relationship between motivation and underachievement? What strategies are available to address the needs of gifted students who are not performing to potential? How can parents partner with schools to determine appropriate actions to address these issues? Types of underachievers and how they are influenced by family dynamics, as well as strategies to increase motivation in underachieving gifted children will be shared.

This is a FREE event. RSVP is required online. Registration information is available at <https://itag2014annualconference.eventbrite.com>. Deadline for registration is **12:00 PM on September 30, 2014.**

Although this session is directed toward parents, regular conference attendees are welcome to attend.

Breakfast meeting at ITAG conference for retired or soon-to-be-retired TAG teachers

Tuesday, October 14, 7:30-8:15 AM, Des Moines Room

If you are a retired or soon-to-be-retired TAG teacher, consider adding this breakfast meeting to your ITAG conference itinerary. The ITAG Retired Committee has been brainstorming ways to support you in your retirement and to keep you involved in the field toward which you have dedicated so much over the years.

We have lots to share with you and hope to get more ideas from you! Whether retirement is now or still a few years away, we encourage you to attend.

Questions can be directed to the ITAG office at itag@assocserv.com or to ITAG Board Member Claudia Koch at cdkoch@mchsi.com.



ITAG will formally recognize the recipients of the ITAG Distinguished Service Award and the ITAG Administrator of the Year Award at 12:45 PM on Monday, October 13, immediately following the conference lunch.

See the following page for information about the recipient of the ITAG Administrator of the Year Award, Laurie Thies from the Lewis Central Community School District in Council Bluffs.

The recipient of the Distinguished Service Award will be revealed at the conference. Join us to congratulate those who have worked so hard on behalf of gifted students.

We have a winner!

Congratulation to Sarah Kock, K-12 Principal at Walnut Community School District on winning a drawing for free registration to the ITAG Conference. Mrs. Kock entered her winning ticket at the ITAG booth at this year's School Administrators of Iowa conference.

ITAG staffs a booth at the SAI conference each year to reach out to administrators about gifted education in Iowa.

Congratulations to ITAG's Administrator of Year

Laurie Thies

Lewis Central CSD, Council Bluffs

Every year, ITAG recognizes an administrator who supports and advances the ITAG mission throughout their district with the Administrator of the Year Award. The mission of ITAG is to recognize, support, and respect the unique and diverse needs of talented and gifted learners through advocacy, education, and networking.

At a school board meeting on Monday, September 8, Laurie Thies, Lewis Central's Special Populations Coordinator, was notified that she is this year's recipient of the award and presented with a certificate (see photo, right). Lorraine Duitsman, Lewis Central's Secondary TAG Strategist, and Kristi McMullin, Lewis Central's Elementary TAG strategist, nominated Laurie for this award.

Lorraine attributed the growth of the TAG program to Laurie's leadership. She has expanded teacher training in differentiated instruction, making all staff members aware of the needs of gifted students. Individual learning plans were implemented so all teachers can be aware of the needs of the high ability learners in their classrooms and enlist the help of the building TAG strategists to provide appropriate instructional support. Laurie amended the K-12 district plan for gifted education to include instruction on how to identify and serve ELL and Twice Exceptional gifted students. Through increased funding, secondary services to the district's high ability learners has expanded to include more Advanced Placement courses as well as enrichment programs such as mock trial, history day, future city, and independent study. Secondary teachers have been given valuable curriculum planning time to implement these offerings. Kristi summarized why Laurie should be recognized: "Laurie encourages, supports, advocates, and provides us at the TAG strategists, to continue to grow and improve gifted services at Lewis Central."

Laurie will be formally awarded the Administrator of the Year award at this year's conference on Tuesday, October 14, 2014.



By Richard M. Cash, Ed.D.

Editors' Note: Dr. Cash's article previews what he will share as a featured speaker at the ITAG conference. An article by Rick Wormeli, the other featured conference speaker, appeared in the previous issue of ITAG NEWS.

I've never met a teacher who went into education thinking, "I'm going to teach gifted kids!" When I started teaching, I fell into the field of gifted education purely by happenstance. My first degree was in theater, so I had to find a job that could afford me the pleasure of being in front of an audience and creating characters every day. What better place to have a captive audience than being a teacher. During the job application process, I was encouraged to apply at a "gifted and talented" school because I had a talent focus (theater). Long story short, I was hired at J.J. Hill Magnet School for Gifted Children in St. Paul, Minn. Over the next 10 years, I taught sixth-grade and first-grade gifted students. During that time, I learned a lot of lessons about how to work with gifted students. I'd like to share my Top 5 Lessons Learned about working with gifted students.

Lesson One: Gifted students are kids first

Gifted kids can come off sounding like little adults. They possess a great deal of knowledge about many topics, use sophisticated language for their age, and may often prefer older friends, sometimes adults. These characteristics can confuse teachers into thinking that they also possess the sophisticated emotional levels of adults. Many times, their emotional development will be right on target with their chronological age, which may seem to contradict their intelligence level. In some cases they may be asynchronous, where their emotional level is not at age level, which can be stressful on them and those around them. This asynchronicity (when emotional level does not equal intellectual level) can be difficult for gifted

children to handle or comprehend. Therefore, as one of the adults in their life, I had to constantly keep in mind their development as a child. I still needed to nurture them, assist in their emotional development, and offer an approach to learning that included a sense of wonder and play.

Lesson Two: I will never be smarter than my gifted students

It's true, gifted kids know a lot. Whether they are holistically gifted (in most if not all subject areas) or targeted gifted (very advanced in a single or dual content area), I had to let go of the need to control knowing more than my students. Gifted students characteristically gain a lot of factual and procedural knowledge rapidly and can regenerate/regurgitate that information like wizards on *Jeopardy* or in Trivial Pursuit. Life is more than *Jeopardy* or Trivial Pursuit. Life is about using the facts and procedures effectively to solve real complex problems. Having that understanding, I then changed my position in the classroom from the "sage on the stage" (I told you I was a theater person) to more of the "guide on the side." I had to step into a different role with my students. I had to admit to the students that I didn't know everything in a content area and that my job was to guide them toward finding answers to meaningful questions they had about the topics. This adjustment in the way I was thinking ultimately made me a much better teacher. I became their learning facilitator, not their font of knowledge. I helped them develop greater sophistication in their knowledge. They also acquired more complex thinking strategies because they had to solve problems where one right answer (the regeneration/regurgitation reflex) wasn't effective. I learned that I may not be smarter than them, but I was wiser.

Lesson Three: There is a difference between being gifted and talented

Previously I suggested that gifted kids can either be holistically or targeted gifted. Well, there is more to this thing called gifted than just those two descriptors. After teaching gifted kids for a couple of years, I decided to work on my master's degree in curriculum and instruction with a focus on gifted education. During that time I learned a lot about the conceptual nature of giftedness through such luminaries as Feldhusen, Ford, Gagné, Kaplan, Renzulli, Rogers, and Sternberg, just to name a few. Each of the experts had a little different perspective on the terms *gifted* and *talented*, but all were focused on the highest achieving (or likely to be achieving) students. It took me a very long time to wrap my head around what it meant to me as a classroom teacher, because we used the terms so interchangeably. After working with so many students, I finally grasped my own meaning of these kids we call "gifted" and "talented." To me, gifted students are those with very high IQs or other performance/ability measures that document their extreme cognitive differences. Talented students are those who enjoy or are passionate about a subject area, work hard at learning it, and are consistently at or near the top of the class. Other general differences are:

- Gifted students have significant documentation of cognitive extremes, whereas talented students show their achievement during the learning process.
- Gifted students may not always be your most compliant students, whereas talented students are often "teacher pleasers" and play school well.
- Gifted students can be obnoxious/difficult/quirky/socially maladjusted/stubborn/independent (to name a few), whereas talented students don't often rock the boat during class and are amenable during instruction.

- Gifted kids often don't know how to work hard—largely because they never needed to, thus not learning how to—whereas talented students work hard because they have learned how to from the very early years.
- Gifted students' abilities come from an indescribable place (some might suggest it is innate to the individual) very early in their lives, whereas talented students develop their prowess over time and their talent may not be fully developed until later in life.
- Gifted students ask questions that may not be easy to answer, whereas talented students answer questions posed by others.
- Gifted students may also be "holistically gifted," having strong abilities in the core academic areas of reading and math, whereas talented students are most likely to be strong in one or two areas either academically or in the performing arts, sports, leadership, and so forth.

Lesson Four: Not all gifted kids are creative and not all creative kids are gifted

Similar to lesson three, I needed to unpack and define the differences between a gifted student and a creative student. When I was a student, I had a difficult time in school. In fact, I repeated fifth grade due to poor academic performance. My teacher and parents felt it was best for me to have another run at the curriculum and have an additional year to mature (I was young compared to my grade-level peers). It worked, but it did not put me at the top of the class. I did feel more socially mature and more equal to my new classmates, however, I still felt awkward academically. I tended to gravitate toward the arts field (music, theater, and dance) because there wasn't always one right way to do things and I learned better through preparing for performance. I graduated high

school taking an arts-focused route and went on to college to pursue a degree in theater. After graduating from college, finding work in the real world was difficult. Additionally, I didn't want to perform a routine job that involved crunching numbers (using math) or having to be static most of the day. Therefore, I went into sales where I was able to act and perform, but I wasn't totally fulfilled. I eventually landed in the classroom (after attaining a post-bachelor degree in education) where I found that my talents and "creativity" could be nurtured and explored. I found that creativity can stand alone or be in combination with gifted or talented.

So, from my personal and professional experience, to add to the list above:

- Creative people may not be at the top of the class—but they can be gifted or talented.
- Creative people try and try and try and try . . . you get it . . . and make a lot of mistakes and learn from them.
- Creative people ask questions they are willing to find the answers to.
- Creative people like making up their own rules or directions.
- Creative people enjoy coming up with new ways to do things.
- Creative people sometimes don't fit in the classroom that seeks one right answer/orderliness/rule followers, etc.
- Creative people may enjoy working with others but need to learn how to collaborate and not dominate the process.
- Creative people need to learn content to be truly creative.

Lesson Five: As a teacher of the gifted, I needed specialized professional development to do my job well

With all these complexities, and more, teachers who work with gifted, talented, and creative students *must* get specialized training. After floundering around in my classroom for the first year, I realized I had so much to learn about how to best meet the needs of gifted, talented, and creative kids. Seeking my master's degree was a great process, but I could have used much more job-embedded and sustained professional development. Advanced learners' needs are unique. Addressing those needs through curriculum and instructional practices is essential for them to achieve to their highest potential and be successful in life. Just as with students who have exceptional needs on the other end of the IQ spectrum, teachers should have continuous concentrated training to most effectively work with this specialized group of students.

I hope that my experiences with gifted students and the Top 5 Lessons Learned can offer you some guides as you continue to do what's best for our gifted and talented students. Nurture them, care for them, stretch them, and most of all understand them. Understand their learning needs, social/emotional challenges, and college and career readiness necessities. We have a duty to this special population of children to ensure their continued life-long success!

Portions of this article originally appeared in "Cash in on Learning" by Richard Cash, Ed.D., at freespiritpublishingblog.com, © 2013. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN; 800-735-7323; www.freespirit.com. All rights reserved.

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It is time for ITAG members to vote for the positions of President and Board Members to provide the Iowa Talented and Gifted Association with leadership for the coming year. **Ballots are due Friday, October 3, 2014 at 5:00 PM.** Please review the candidate bios provided below then follow the link to vote.

Click here to vote: <https://www.surveymonkey.com/s/P3RQH5N>

President-Elect Candidate



Current ITAG Board Member **Doreen Underwood** has held both elementary and secondary TAG positions with the Anamosa Community Schools, the Davenport Community Schools, and the Keokuk Community School District. She currently works as the Diverse Learner Specialist for Great Prairie AEA. 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 in 2001. She received her Master of Arts degree in School Counseling with a gifted emphasis from the University of Iowa in 2010. During her time on the ITAG board she has served as the assistant editor of the ITAG News and produced the monthly ITAG Spotlight. Currently she serves as the editor of the ITAG News. Doreen has presented at the 2004, 2010, 2011, and 2013 ITAG Conference. In December 2007, she had an article she co-authored published in the 2e Newsletter on Meeting the Affective and Academic Needs of Gifted Students with Asperger's Syndrome. In 2009 she served on a panel discussion for Twice Exceptional Students at the Wallace Symposium. She can be reached at doreen.underwood@gpaea.org.

Board Member Candidates



Sara J. Arnold is a 2nd-5th grade PACT (Program for Academic and Creative Talent) Resource Specialist for the Cedar Rapids Community School District. After graduating from Luther College in music education, she received her graduate degree from Drake University in Educational Leadership and her TAG endorsement from the University of Iowa. She taught music education for 12 years and has been with the PACT department (talented and gifted) for 3 years. Sara has served as a teacher leader for her district and the Iowa State Education Association. She is currently serving as a member of the Teacher Leadership Initiative with the National Education Association, working with fellow teacher leaders from around the US. She was appointed to the Iowa Board of Educational Examiners in May 2014.



Kate Boonstra is the parent of two sons in the Waukee schools. She holds a BA in Music Education from Luther College and taught vocal music in the Marion Independent and Southeast Polk school districts. Kate has particular interest in the needs of the highly gifted and those with multiple exceptionalities. A committed advocate, she maintains parent memberships in ITAG and NAGC and facilitates an after-school robotics club.



Carol Boyce has been a teacher of the gifted in Waterloo, Iowa since 1984, and the gifted and talented district coordinator since 2008. Carol is a member of ITAG, NAGC, Iowa Academy of Science, Waterloo Education Association, Iowa State Education Association, and the National Education Association. She is a trained SENG facilitator and has published articles on topics related to gifted children in *Instructor* magazine, *G/C/T* magazine, and *Learning Today* magazine. Carol has attended state, national and international gifted conferences and has been a presenter at several. She will bring to the ITAG Board a passion for improving opportunities for gifted students and their families. In addition, she believes in supporting gifted educators, both in urban and rural districts. Serving on the ITAG Board would provide an opportunity to share her several years of experience as a gifted education teacher in ways that will assist in furthering the goals of the Iowa Talented and Gifted Association.

Board Member Candidates



Current ITAG board member **Ashley Delaney** is the Ankeny Extended Learning Programs Content Facilitator and an 8-9 teacher. She is in her seventh year of teaching gifted education and her tenth year teaching overall. After graduating from Iowa State in 2004, Ashley began her teaching career on the south side of Chicago. In 2006, she moved back to Iowa to teach gifted education. Ashley's masters is from Drake University where she also instructs the Introduction to Gifted Education and the Practicum in Gifted Education courses. She is a member of ITAG and NAGC. Ashley co-chaired the 2012 and 2013 ITAG conferences and is scheduled to help with the 2015 conference. She serves on the Legislative and Educator Outreach Committees. Personally, Ashley is married to another teacher, Brett. They have three darling little girls 3 and under. In her bits of spare time, she likes to garden, cook, bike, run, and explore life with their children. You can contact Ashley Delaney at mrsashleydelaney@gmail.com



Lorraine Duitsman is the Secondary Talented and Gifted Coordinator for Lewis Central Community Schools, serving grades 6-12 at the middle school and high school. Lorraine has 10 years of past teaching experience, working with gifted students, and also teaching college credit and advanced placement English courses. She has taught through Iowa Western Community College, Kaplan University, the University of Northern Iowa, and also the University of Iowa, as a distance learning educator for the AP rural schools. She has also previously served as the SWI WINGS (Weekend Institute for Gifted Students) Coordinator for the University of Iowa. Lorraine obtained a master's degree in English literature from the University of Northern Iowa in 2005, as well as a bachelor's degree in English and Secondary Education in 2002. For her graduate work, she received special honors as the "Graduate Student of the Year" and receiving "distinguished recognition" for her master's thesis. She received her gifted endorsement as well as her AP English literature and language training at the University of Iowa following graduate school. In addition to serving as the Lewis Central Secondary Gifted Coordinator, Lorraine helps to coordinate many diverse program offerings for her students: Mock Trial, the Modern Woodmen Speech Contest, Chess Club, Invent Iowa, National History Day, Future City, WordMasters, Math Olympiad, as well as independent learning opportunities through both pull-out instruction and also instructional planning with teachers. Lorraine also serves as the school's AP and IOAPA coordinator and serves on her school's building leadership teams. Through enrichment projects and individualized talented and gifted learning plans, Lorraine has been able to make a notable difference in her students. Additionally at Lewis Central, Lorraine has helped increase services for gifted students through improved identification procedures and the offering of teacher training in differentiation. Her professional areas of interest include Type III enrichment, cluster grouping, instructional coaching, and improving services for diverse gifted populations, including those who are from poverty, at-risk for under achievement, twice-exceptional, or ELL. You may contact Lorraine at lduitsman@lewiscentral.org or follow her on Twitter @Gifted4lc.

Board Member Candidates



Current ITAG board member **Jenny Larson** has been teaching K-12 gifted students in North Central Iowa for the past 22 years. She will be teaching K-4 gifted education at Prairie Valley elementary school in Farnhamville this fall as well as serving as 7-12 gifted education instructor/program coordinator for the Manson Northwest Webster Community School District. Jenny received her B.A. in Elementary Education from William Penn University and her Masters Degree in Education from Morningside. Jenny holds endorsements in K-12 TAG, K-8 Reading, and Middle School Education. She is passionate about early programming for young gifted children, problem-based learning, creativity in the classroom, and the integration of technology into gifted education. She has been an academic coach for Mock Trial, National History Day, Math Counts, and Quiz Bowl and was named NHD Teacher of the Year in 2007. Jenny is a member of NACG, ITAG, and Lakeland TAG.



JoAnne Sackett has been teaching talented and gifted students for the past 10 years. Currently she is the Talented and Gifted Coordinator for the Okoboji School District, and prior to moving to Iowa, she worked with Gifted children in the Los Angeles Unified School District. While at Okoboji she has revamped the Identification policy, chartered a new Acceleration Policy, facilitates gifted education professional development and has implemented the Schoolwide Enrichment Model. JoAnne is a licensed SENG Facilitator, serves on the board of the Pearson Lakes Art Center, serves on the board of the Conservation Foundation of Dickinson County and is past president of Lakeland TAG. JoAnne holds a Master's Degree in Educational Psychology from the University of Connecticut with an emphasis on gifted education. Currently she is working on an Education Leadership Doctorate from the University of St. Thomas.



Current ITAG board member **Susan Wouters** has been an educator with the Waukee Community School District for 18 years, working with gifted children and their families for 15 of those years as an Extended Learning Program (ELP) teacher. She has taught and facilitated gifted and talented programming at both the elementary and secondary levels and has served as ELP Coordinator for the district. Susan co-founded and led Waukee Academic Boosters for 3 years and has planned and implemented professional development pertaining to gifted education for K-8 staff. She is a member of ITAG and NAGC. Susan received her Bachelor of Arts degree in Elementary Education from Graceland University, TAG endorsement from University of Iowa, and Masters of Science in Education, Curriculum Leadership, from Drake University. You can contact Susan at swouters@waukeeschool.org.

Updated Professional Standards in Gifted Education

*By Laurie Croft, Ph.D., Belin-Blank Center for Gifted Education,
College of Education, University of Iowa*

“NAGC has developed national standards in programming and services and teacher preparation to guide high quality education for the nation’s estimated 3 to 5 million gifted and talented students” (NAGC, n.d.a). In this era of reliance on research-based standards, teachers of the gifted can turn to these standards for support in developing best practices in programming—and to develop their own expertise in the field.

Knowledge and skill standards in gifted education were developed in 2006 by the National Association of Gifted Children (NAGC) and the Council for Exceptional Children—The Association for the Gifted (CEC-TAG) to provide a framework for those seeking an endorsement in the field. Ten standards emphasized theoretical, historical, and research-based concepts essential for comprehensive understanding in gifted education, including contemporary emphases on inclusion and diversity. These comprehensive, and perhaps familiar, standards are available at <http://www.nagc.org.442elmp01.blackmesh.com/sites/default/files/standards/NAGC-CEC%20CAEP%20standards%20%282006%29.pdf>.

In 2013, these professional standards were clarified and revised, relying on a strong research-based foundation. “Each of the seven standards represents important emphases within a program of study in gifted education for pre-service or in-service educators seeking their initial preparation in this field. Each set of underlying emphases is described by knowledge and skills essentials to the work of personnel preparation and provides additional text elaborating on the intent and scope of the standard” (NAGC, n.d.b). These standards detail the recommended understandings about gifted learners that all professionals need. NAGC has provided a succinct overview of the general emphases of the seven standards at <http://www.nagc.org/resources/publications/resources/national-standards-gifted-and-talented-education/nagc-cec-teacher-0>

Download a copy of these standards at <http://www.nagc.org/sites/default/files/standards/NAGC-%20CEC%20CAEP%20standards%20%282013%20final%29.pdf>. Review these recommended emphases; you can also review the research basis for the standards at <http://www.nagc.org.442elmp01.blackmesh.com/sites/default/files/standards/research%20support%20for%202013%20stands.pdf>. These articles can provide the details you might need to encourage the development of a new program—or the continuation of an existing program—for your gifted learners.

If you feel confident that you have mastered these initial teacher preparation standards in gifted education, check out NAGC’s Advanced Standards in Gifted Education (available at <http://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education/advanced-standards>). If you are collaborating with general education colleagues to enhance their understandings, you might be interested in the basic standards that are appropriate for *all* teachers (<http://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education/knowledge-and>).

References

- National Association of Gifted Children. (n.d.a). National Standards in Gifted and Talented Education. Retrieved from <http://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education>.
- National Association of Gifted Children. (n.d.b). 2013 NAGC-CEC Teacher Education Standards in Gifted Education. Retrieved from <http://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education/nagc-cec-teacher-0>

What we did this summer

Rosanne Malek, gifted consultant at the Iowa Department of Education, and ITAG collaborated in June on two days of professional development on *Differentiating Language Arts Standards for the K-12 Advanced Learner*. Guest presenter Elizabeth Shaunessy-Dedrick, Ph.D., co-author of *A Teacher's Guide to Using the Common Core State Standards for English Language Arts with Gifted and Advanced Learners* (2014), worked with 200 Iowa gifted teachers to provide an understanding of the Common Core Language Arts standards and to provide practical application for Multi-Tiered System of Supports levels Tier 2 and Tier 3 for advanced learners. All attendees were provided a copy of the book to use with MTSS programming in their district.



Attendees listened to Dr. Shaunessy-Dedrick present on using CCSS with gifted ELA learners and engaged in thoughtful discussion.

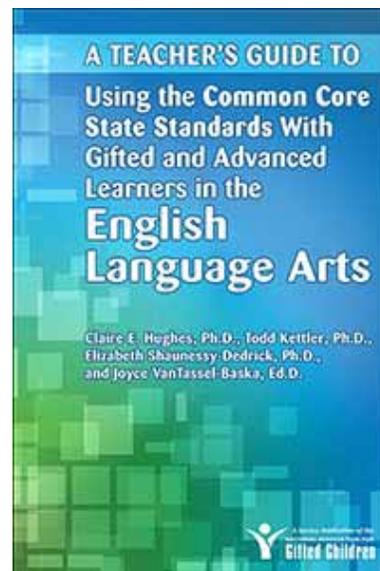


Dr. Shaunessy-Dedrick, Doreen Underwood (ITAG board member), Catherine Blando (ITAG board member), and Rosanne Malek (state consultant for gifted education) enjoy a meal after a day of intensive workshop activities.



ITAG booth at SAI conference

ITAG current board members and past presidents shared information about GT policies and practices with administrators at the 2014 School Administrators of Iowa conference in August in Des Moines. The photo (at right) shows former ITAG presidents (from left to right) Arlene DeVries, Catherine Blando, and Ann Boultinghouse staffing the ITAG booth at the 2013 SAI Conference.



All attendees received a copy of this NAGC book on using CCSS with gifted ELA learners.

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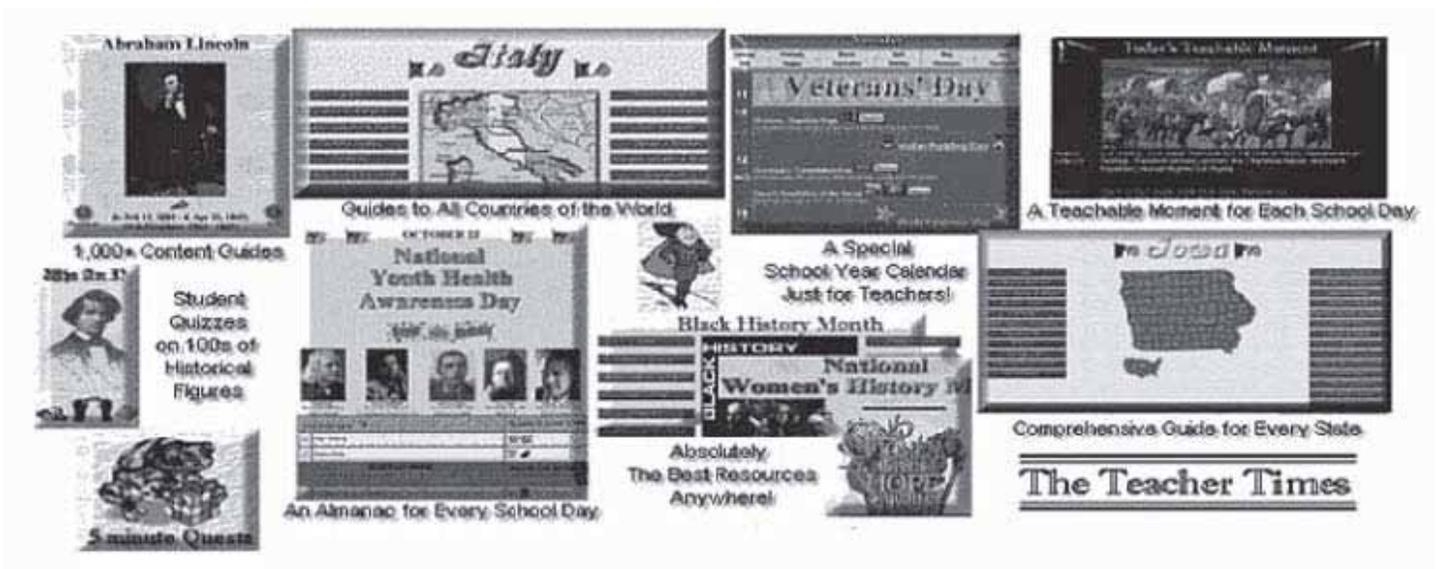
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Published quarterly by Sage Journals, *Gifted Child Today (GCT)* offers timely information about teaching and parenting gifted and talented children. This offer is a 12-month electronic subscription and includes access to current and back issues. (\$48 value)



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