



PSQF:5194:0WKB Continuing Education Individual Study: Leadership in

Gifted Education, ITAG 2014

(may be repeated once for conference credit)

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Semester hours of credit: 1 (\$230) or 2 (\$460). UI graduate-level credit costs \$460 per credit hour (\$280 per credit hour for undergraduate credit); *however*, the Belin-Blank Center provides an automatic scholarship that reduces your tuition to \$230 per credit hour (for graduate or undergraduate credit). You can download the credit registration form from our Website (<http://www2.education.uiowa.edu/belinblank/Educators/Courses/Schedule.aspx> by the course description) or you can request the credit registration form from Laurie Croft (laurie-croft@uiowa.edu). Onsite registration allowed at the ITAG Conference.

Prerequisite(s): [Registration for and attendance at the ITAG Conference](#), October 13-14 (full conference)

Before submitting the credit registration form, visit <http://www.continuetolearn.uiowa.edu/readytoenroll/index.asp>, and enroll as a Continuing Education student (not pursuing a degree or certificate). Complete this process, indicating your choice of “graduate” or “undergraduate” status for this semester (undergraduate status is satisfactory for the endorsement). You must complete this step before Continuing Education can use your paper credit registration form to enroll you for credit. *You do NOT need to complete this process more than one time per year.*

Course or workshop dates: **October 20–November 7, 2014** (see deadlines for assignments below)

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

This course fulfills the requirement for the “Administrative” strand for the Iowa TAG endorsement and has a professional leadership emphasis. Experts in the field of gifted education, as well as experienced educators from across the state (and beyond), will present successful practices and significant issues and theories related to serving the varied needs of gifted and talented students. Conference strands include cognitive and social/emotional needs of the gifted, creativity, ethnic, cultural, and gender issues, as well as curriculum and programming topics.

Assignments, papers/projects, and special comments:

Note: All assignments, including summaries, should be typed or word-processed. Students should plan to “drop” the assignment(s) in an online (ICON) Dropbox; e-mail / mail / fax are alternative options, if unavoidable. Please see deadlines below.

Learning Goals

All students are required to review the national standards in gifted education (either [teacher preparation standards](#) and/or [Pre-K – 12 Programming standards](#)) and to develop a list of personal learning goals. These learning goals should align with the national standards (note appropriate wording in standard, as well as numerical/alphabetic designations), and you should be able to indicate how you met your goals through the conference, through your project(s), and through any additional readings. You should not try to address all standards! Select standards appropriate for this learning opportunity.

Attendance and Summaries

All students are required to *attend the full conference and submit an **annotated list** of the sessions attended (Date / Presenter(s) / Title / one or two lines about the main point)*. **As well**, students will create **a synthesis** of what they've learned from the conference, and **an evaluation** of how that new knowledge will affect them as educators. Full attendance of 2013 ITAG Conference is considered to be attendance at 90% of all sessions. **For the annotated list**, please include:

- Date of presentation
- Presenter(s)
- Title
- One or two lines about the main point(s)

Please do not submit hand-written notes; see "special comments" above.

For the **synthesis** of the conference, review one of the many Websites about the "synthesis" level of [Bloom's Taxonomy](#). Remember that a synthesis creates something new from the parts under consideration—in this case, the "parts" are the various presentations you attended at the ITAG Conference. Think about the common themes that emerged during the conference, and write about those—that's the synthesis of the conference information (and since we all advocate having our students do above-level thinking activities, essential understanding on your part). If you'd like, you can also include an "outlier" or two—something that was covered in only one presentation, but something you either really liked, or perhaps really disliked and were glad it only came up once. The synthesis will be much shorter than your notes, but even if this makes you uneasy, if you've created a new "whole" from the parts, it's likely to be correct. If it's not a real synthesis, we'll send it back and work with you to be sure you remember how to create (and have your students create) a synthesis.

For the **evaluation** piece (another higher-level thinking opportunity), you'll simply write a paragraph detailing the most important things you've learned and **how they will impact you** in your role as educator, counselor, administrator, or even perhaps as parent.

Project(s)

*The required project(s) will reflect a focus on **leadership** in gifted education, as well as a link to something from the conference.* Projects will be evaluated in the context of your achievement of personally selected goals from the national standards in gifted education (either [teacher preparation standards](#) and/or [Pre-K – 12 Programming standards](#)). Some examples include (but are not limited to):

- Series of faculty or parent newsletters regarding issues or needs of gifted students, or a special population within the gifted community;
- Staff development in-service for classroom teachers on meeting the academic/social-emotional needs of gifted learners, or a special population within the gifted community;
- Parent meeting to address needs or issues of gifted children, or a special population within the gifted community;
- Development of a Website or other use of technology to advocate/support gifted learners/parents;
- A publishable article for the "Teacher Feature" in the *ITAG Newsletter* or other state newsletter, highlighting an idea for gifted students or a special population within the gifted community. This is a column with ideas for teachers, by teachers;
- Other: think about what might fit with the district and TAG community needs and design your own project.

Credits

Credits correspond to the number and quality of projects completed. For one (1) credit, **the conference coverage** (annotated list, synthesis, evaluation) **and one project** is required. For two (2) credits, **the conference coverage** (annotated list, synthesis, evaluation) **and two projects**** are required. You are welcome to submit a brief project proposal for instructor review. All projects (not listed specifically above) should be "dropped" in the ICON dropbox available for that purpose in order to ensure instructor approval. *Although participants may register as undergraduates, all work will be evaluated on the basis of graduate-level expectations.*

**** If you are taking the credit for TWO semester hours**, in addition to reviewing national standards in gifted education, you will need to complete and cite five – seven readings recommended by ITAG presenters or readings aligned with your project topic. Your instructor can help recommend resources.

Deadlines:

Learning goals (based on national standards) **are due no later than Friday, October 24, 2014.** This list of goals, including the relevant standard (e.g., NAGC-CEC Teacher Knowledge Standard 4, K2) must include the relevant wording (e.g., “Curricular, instructional, and management strategies effective for individuals with exceptional learning needs.”)

The conference coverage (annotated list, synthesis, evaluation) **and project proposals are due no later than Friday, October 24, 2014.** Students are encouraged to submit these as soon as possible after the conference. The proposal should be a brief description of the planned project(s) **if** the projects are not among those listed above. Students can select from among the examples above or create their own project structure focused on educational leadership in gifted education. Approval of a project is required if the project is not one of those listed above. Students will receive feedback on all project proposals. The synthesis and proposals should be “dropped” in the online Dropbox, or, ***if absolutely necessary***, submitted as described below.

All projects are due on or before Friday, November 7, 2014. Projects should be “dropped” in the online Dropbox, but, if absolutely necessary, they may be faxed (319/335-5151), emailed (laurie-croft@uiowa.edu), or mailed to the instructor address (Note: if using U.S. mail service, ***this is a delivery due date, not a postmark deadline***):

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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 list of national standards achieved through this credit.**

For **undergraduate credit**, letter grades will be assigned; students must carefully review the NAGC gifted standards to help determine the grades. The teacher preparation standards are available at [http://www.nagc.org.442elmp01.blackmesh.com/sites/default/files/standards/NAGC-%20CEC%20CAEP%20standards%20\(2013%20final\).pdf](http://www.nagc.org.442elmp01.blackmesh.com/sites/default/files/standards/NAGC-%20CEC%20CAEP%20standards%20(2013%20final).pdf); the Pre-K – 12 Programming standards are available at <http://www.nagc.org.442elmp01.blackmesh.com/sites/default/files/standards/K-12%20programming%20standards.pdf>.

All participants seeking a letter grade **must review their list** of learning goals achieved through the conference, project(s), and any readings. They should be able to indicate completion of items on the list (participants can substitute a rubric if desired); following completion of all work, participants should evaluate the achievement of their goals and recommend a grade. The conference synthesis/evaluation will equal **40%** of the grade; the project(s) will equal **60%** of the final grade. For those enrolled for two credit hours, part of the grade for the second project will include consideration of appropriate readings/research related to the topic. Discussion questions will be available on the ICON site; these will not count toward a grade, but they **DO** provide you with a great opportunity to “network”.

Our thanks to ITAG for providing another excellent conference!



Conference Checklist for Completion of Credit Option

- [Registration for ITAG](#)
- Visit <http://www.continuetolearn.uiowa.edu/readytoenroll/index.asp> to enroll as a University of Iowa Continuing Education Student (not pursuing a degree or certificate); this must be done one time each year
- Complete and return a paper credit registration form (contact laurie-croft@uiowa.edu or download from <http://www.education.uiowa.edu/belinblank/>)
- Attendance at 90% - 100% of all ITAG Conference sessions (Parent night is *not* required but may be included)
- Develop a list of personal learning goals, based on national standards (you may draw from either [Teacher Preparation Standards in Gifted Education](#) and/or [Pre-K – 12 Programming standards](#)): **DUE October 24**
- Submit an annotated list of all sessions attended at ITAG (see syllabus for details): **DUE October 24**
- Submit a synthesis of the conference (see syllabus for details): **DUE October 24**
- Submit an evaluation of how new learning will impact you (see syllabus for details): **DUE October 24**
- If your project is not on the list* (see syllabus), submit project proposal(s): **DUE October 24**
- If earning two credit hours, determine five to seven readings necessary to support learning goals
- Submit project(s) (in form appropriate for your project): **DUE November 7**
- Submit learning goals and overview of how well these were achieved: **DUE November 7**
If you are enrolled as an undergraduate (letter grade required), or if you are requesting a letter grade, you must use this list of learning goals, aligned with some of the national standards, to evaluate your own learning and suggest an appropriate grade. You may still use a checklist format, or you could develop a [rubric](#) to measure your achievement of learning based on both the national standards and the conference/projects/readings, if you prefer.

The Connie Belin & Jacqueline N. Blank International Center
for Gifted Education and Talent Development

The University of Iowa College of Education

