

TAG: You're It (7C:237 Seminar in Gifted Education)
Registration for the 2012 ITAG Conference REQUIRED

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Semester hours graduate credit: 2 semester hours

Cost: The graduate tuition for this course is \$880 for two semester hours. **The Belin-Blank Center will provide a scholarship for \$440**, so participants pay only \$440.

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

Course or workshop dates: Oct. 15 – 16 (*ITAG Conference*: Monday and Tuesday, as well as participation in October through December 7 via ICON (Internet access required))

Format: Extension course, Des Moines, IA, and online
Readings, activities, opportunities for discussion will be available on the ICON site

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, to develop position papers on issues of interest, and to review national standards for professionals in gifted education. *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.

1. Attend the ITAG Conference both days.
 - a. Write a list of the sessions you attended at the conference.
 - b. 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.
 - c. Evaluate what you believe most important to include in your program.
2. 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.
3. Complete class activities (e.g. a formative assessment, Webquest, review of national standards, comparison of your TAG program with new knowledge)
4. Read the required readings and summarize/evaluate the content. Find two more readings related to the project you choose to complete and summarize /evaluate both of those readings.
5. Complete a project that is useful to you in your new position (to be

shared with the class). ALL participants should be able to adapt and use all projects, so all participants leave the workshop with an assortment of useful new tools!

Attend the Conference

All students are **required** to *attend the ITAG conference* on Monday and Tuesday. Create a list of the sessions you attend: Date/time of presentation, Presenter(s), and Title or Topic. 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 (list, synthesis, evaluation) are due by Monday, October 28 *Best option:* they may be "dropped" in the Dropbox on the ICON site. If you have problems with the Dropbox, please contact Dr. Croft.

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 November 2; 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” listserve to monitor (and participate if so desired) in the electronic mentoring and collegiality!

Readings

Participants will have readings 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 develop a project to share with colleagues in the class. Projects can be in a flyer, brochure, newsletter, or other format. Projects do NOT need to be more than one page, front and back. Topics can include anything that participants find useful in

understanding their students and/or programs. **Project Proposals are due on October 28**—feel free to discuss these ideas (brainstorm) online in the Discussion area. **Final projects, in electronic form, are due no later than Friday, November 30.** You will upload your final project in the Discussion site to share with colleagues; as well, drop the project in the Dropbox. You should use and cite at least two resources in addition to any assigned readings (you can site these on an additional page, if they don’t “fit” in your project itself. I will be happy to help you find resources on the topics that interest you—and you’ll want to take advantage of online access to University resources while you’re enrolled this semester!

Deadlines:

All essays about the ITAG experience and its contributions to your understandings about gifted education and your school’s program are due in the Dropbox by Monday, October 29.

Class project proposals also are due by October 28. You can e-mail (laurie-croft@uiowa.edu) or call (800-336-6463) me to discuss ideas; you can post your ideas on the ICON Discussion space to discuss options with others in the class! These informal project proposals can be “dropped” in the ICON Dropbox (best option) or e-mailed to me.

All reading reactions are due in the Dropbox by Friday, November 30.

Class projects should be completed and in the Dropbox by Friday, November 30. Projects MUST be in an electronic form. I will provide a space under “Discussions” for you to upload your project. The goal is not to develop something for “me” for the “credit”, but to develop something you need and can use. As well, as you share projects with one another through ICON, you can draw from research and ideas to have *multiple* ideas to use after this class! Projects should include proper citations for the information included; you should use at least two resources in addition to any assigned readings. (I will be

happy to help you find resources on topics that interest you.) If it makes more sense to add a separate page for citations, that’s not a problem.

One option for the class to consider: we could do an organized set of materials as your projects. We could determine the most important topics for flyers/brochures, and each participant could select one topic to complete. Your group could produce a valuable set of materials to share widely with schools and districts. Topics could include social-emotional needs of gifted students; Talent Search; twice exceptional students (those who are gifted and learning disabled; underachievement and gifted learners; gifted English-Language Learners; etc.

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 those enrolled as graduate students, all grades will be designated as satisfactory/unsatisfactory (S/U) unless otherwise arranged with the instructor before the end of October. “Mastery” learning will be applied to those earning the grade of “S”; we will continue to communicate and improve any work until we’re all satisfied that you’ve earned the “S”!

Students enrolled as undergraduates MUST earn a letter grade. For those needing (or requesting) a letter grade, you will develop a rubric or a checklist that we will use to assess your learning; the rubric or checklist should be thoughtfully developed to consider your progress in light of relevant national standards that you cite (these should include one or

both of the sets of national standards provided by the National Association of Gifted Children and posted under

“Links.” As an educator, you have expertise in assessing work and to grading it—apply your standards your own learning, and that will help
As well, all final

us determine the quality of your work, compared to your own expectations and goals.



Value of Diversity:

All faculty, staff, and students at the University of Iowa value and respect diversity and the uniqueness of each individual. We affirm our dedication to non-discrimination in our teaching, programs, and services on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, ethnic or national origin, disability, or veteran status. In scheduling deadlines, I have attempted to avoid conflicts with major religious holidays. If 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.

The University will not tolerate discrimination, vandalism, violence, or hate crimes. We are committed to protecting the welfare, rights, and privileges of anyone who is a target of prejudice or bigotry.

University of Iowa College of Education: Important Information

Disability Statement:

If you have an identified disability or think you may have a disability that will require accommodations in this class, please contact the instructor as soon as possible to discuss appropriate modifications. You may also refer to the Student Disability Services website <http://www.uiowa.edu/~sds/faculty/index.html>.

Policy on Sexual Harassment:

<http://www.uiowa.edu/~our/opmanual/ii/04.html>.

Student Complaints:

http://www.education.uiowa.edu/coedean/policies/student_complaint/index.html.

Academic Honesty:

http://www.education.uiowa.edu/coedean/policies/student_ac_misconduct/index.html.

Resources

The Belin-Blank Center 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 Online Public Access Catalog 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.

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

WELCOME to Gifted Education!

Checklist

Event or Activity	Date(s)
<input type="checkbox"/> Participate in ITAG on Monday and Tuesday	October 15-16, 2012
<input type="checkbox"/> Participate in weekly discussions with each other <input type="checkbox"/> Check in twice each week	Weekly, Oct. 22 – Nov. 26 (no discussion Nov. 19 – 23)
<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	October 28
<input type="checkbox"/> Submit project proposal	October 28
<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 All due by November 30
<input type="checkbox"/> Complete Talent Search Webquest	No later than November 2
<input type="checkbox"/> Complete pre-assessment (after reading 2 articles)	No later than November 9
<input type="checkbox"/> Review and share your district's gifted program <input type="checkbox"/> Compare with National Standards	No later than November 16
<input type="checkbox"/> Individual class projects due <input type="checkbox"/> All reading reactions due, as well <input type="checkbox"/> I have requested a letter grade <i>or</i> I am registered as an undergraduate an must earn a letter grade, so I have completed a checklist based on national standards that will be used to help determine my grade	November 30