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ITAG- Furthering the Education of Iowa's Talented and Gifted

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 education; 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 ITAG membership through **ITAG NEWS**.

PLEASE SEND your NEWS magazine suggestions, articles, or announcements to: the ITAG office

ITAG NEWS

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News Magazine

Volume 34, Number 2 - Spring 2009

Young Gifted Children By Laurie Croft, Ph.D.

In the movie, *The Lion, the Witch, and the Wardrobe*, *Alanis Morissette sang about child protagonist, Lucy Pevensie:*

*I am a magnet for all kinds of deeper wonderment
I am a wunderkind
I live the envelope pushed far enough to believe this
I am a princess on the way to my throne
destined to serve
destined to roam*

Have you ever found yourself wondering if you have Morissette's so-called wunderkind in your life? Maybe that child won't be deemed "a child prodigy... a person of remarkable talent or ability who achieves great success or acclaim at an early age" (dictionary.reference.com/browse/wunderkind), but if you know a young child who seems to be a "magnet for all kinds of deeper wonderment," you may need to know more about the nature and needs of children who exhibit gifted behaviors in early childhood.

Recognizing Early Ability

While the National Association of Gifted Children (NAGC) has emphasized "creating optimal environments for recognizing, developing, and nurturing the strengths and talents of young gifted children, age 3 through 8" (NAGC, 2006), the National Association for the Education of Young Children (NAEYC) describes "early childhood" as the years from birth through age 8 (www.naeyc.org). Certainly, the recognition of above-average abilities can be apparent before a child's first birthday. Highly gifted children are often unusually alert as infants, have long attention spans, require much less sleep than their parents might prefer, demonstrate early analytical and problem-solving skills, share an unexpected sense of humor, and exhibit levels of sensitivity/intensity not observed in other children their age (Silverman, 1996); over a third of the profoundly gifted students in one study had vivid imaginations, including imaginary playmates (Rogers & Silverman, 1997).

Although precocious speech, movement, or even reading is not always correlated to above-average ability (and delayed speech, movement, and/or reading does not preclude giftedness), gifted children often do demonstrate very different developmental patterns than those described in parenting books. Gross (1989, 1999)

describes babies who spoke clearly by 9 months of age and communicated in complex sentences by age 2. She also details heightened motor skills among children who sat and walked months earlier than expected. Both types of precocity contributed "significantly to these children's capacity to acquire and process information, and thereby crystallized intelligence" (Gross, 1999); both were often correlated to a fascination with books and with early reading skills (Silverman, 1996; Kearney, 2000). Jackson (2003) addresses precocious readers who are equally dedicated to writing (sometimes with personally unique spelling systems), and she comments on other young children who demonstrate unusual interest and skills in music, mathematics, computer programming, logic, and/or visual representational skills.

Nurturing Young Learners

Even when parents recognize precocious ability for what it is, parenting high-ability infants, toddlers, and young children is a challenge. As Silverman (1996) noted, "these complicated little people do not come with instruction manuals." Many of these children focus intensely on the delightful exploration of the exciting world around them and within the mind itself; others might have equal ability and talent, but they channel it differently, into applications of their abilities especially in areas of less interest to gifted siblings (Morelock & Feldman, 2003). Parents are often exhausted just trying to keep up with children possessed of higher-than-average energy levels; strangers and even family may be critical of the very appropriate nurturing and support provided to these youngsters, admonishing a parent not to "push" or "hurry" them: "Let him be a child!" (Gross, 1999).

These parents know better than anyone that precocious development is proceeding from within the heart and mind of the child, much as a tiny green shoot emerges, unbends, and grows apace from a seed. Adding to the perplexing nature of early giftedness, the development is asynchronous. Prodigious cognitive development may or may not be uniform across domains of learning or accompanied by similarly advanced development in motor skills.

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THE MISSION STATEMENT

THE MISSION OF ITAG IS TO ADVOCATE FOR THE IDENTIFICATION OF NEEDS AND THE PROVISIONS OF APPROPRIATE OPPORTUNITIES FOR GIFTED AND TALENTED STUDENTS.

THE ASSOCIATION

ITAG, an affiliate of the National Association for Gifted Children, is a tax exempt, 501(c)3 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 does not endorse any specific perspective or methodology, but presents issues and articles that may be helpful in a variety of educational settings, and/or to many populations of gifted children.

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On The Podium Continued

Make them see.
We are the other half of America —
We have our dreams.
Tell them this war is no different
than any other
Catering to the rich and
abandoning the poor
As they laugh in first class
Leaving us to struggle at the
bottom of the ladder of greatness
Because we can't provide for our families.
One job isn't enough.
What will it take to give back the honor
to the working class man,
The one who perseveres
and pushes through
Until the very end
Never giving up
The real heroes in the country
That are overshadowed by the
power hungry and rich?

Step up to the microphone,
Clear your throat,
Throw away your fears.
Do it for the people you represent
Face the firing squad
Say what you believe
Retrieve the dream
That your fathers and their fathers
Worked so hard to achieve.
It's your time now
A time for change
Speak with the words of freedom
That make the few men heroes
In the eyes of the undermined.
Our dream is unremitting
We vow to stand behind you
We vow to work towards our goal
We vow to make the change
Because our new American Dream
Is for a new world for our children
A new generation

By Tyler Loeslein, Sophomore at East High School, Sioux City School District. This piece was written in fall of 2008 before the election. Students were studying the idea of the American Dream as it will be presented in various forms of literature. Permission for reprint given by the author.

Please send changes in the above information to Alda Helvey at ITAG@assoc-serv.com



Limitations in the Hands of an Angry Open Mind

[The TAG program strives to help students blossom into independent thinkers who become problem solvers and life-long learners. Sophomore students in Shelley Molland's TAG English class recently read Jonathan Edward's fire and brimstone sermon, "Sinners in the Hands of an Angry God." Students discussed the "scared straight" philosophy of the Puritan preacher and then wrote their own sermons, using the same fire and brimstone approach. They were to use at least two figures of speech, point out the "evils" practiced by the intended audience, and map out a road to redemption. The following sermon by Carley Lewis proves that TAG students are truly insightful and think outside the box!]

Oh, you limitations! You are the restriction to the free spirit of thought, a mind boggling restraint that twists its way into everyday life. There is absolutely no need for this narrow minded path. Thoughts were meant to roam. Thoughts were not preordained to be confined to the minuscule inner workings of a closed-minded person. Curtailing the thought process, in order to gain control, is an abomination.

Limitations are like a hot poker thrusting into the center of a train of thought. An abrupt stop that itches and aches like the flu. You limitations put these pains upon the free spirits in order to take away their freedom, with the intention of gaining control over something you know little about, aiming to restrict a way of life that threatens you. The wrongs you do overshadow the rights you may profess. Be aware that every time you say, "Don't think that way," or "Do it like this." How many times have you killed a thought? Twenty? Fifty? One hundred? You like to be in control, but this need for power is dangerous. The offenses you have committed must cease.

There is hope, however, for those who are willing to try to redeem themselves from a life of wrongdoing. You must learn the way of the open mind. You must learn to love ideas for the good of them and discover ways to see all sides of issues before you judge them. You must seek to understand the meaning behind everything, delving deep beyond the hazy, misleading surface. Life can be the greatest gift if you appreciate it for its uniqueness and inquire about what makes people who they are. Everything happens for a reason, and if you can be taught to see past the faces and forms, and into the inner soul and imagination, you will be rescued.

By Carley Lewis
Sophomore at East High School, Sioux City School District
Permission for reprint given by the author.

On the Podium

Step up to the microphone,
Clear your throat.
You've prepared yourself for weeks
To speak your mind.
Do what it takes to sustain what they call freedom.
Keep what's rightfully yours.
Who are they to tell you that you're wrong?
Preach to your people
To underclass heroes
Of your dream, The American Dream,
Of the hope for your children,
The hope of the true meaning of freedom,
The hope for a world that is truly equal.
No discrimination because of skin or religion.
With work and hope comes greatness —
Courage rewards us with results.
So tell your people to stand up and speak.
Use your freedom of speech to create change.
Without your voice to guide them, how will they know?
Do what you must to make them understand.

Step up to the microphone,
Clear your throat.
Deliver the speech that will move millions.
It's you they follow, not the President.
You they watch speak on the television,
not the baseball game
You are the shepherd of the people
With your words they grow strong.
Who are they without your guidance?
With signs and flyers
They spread your word
Of revolution and evolution
Of taking back what is ours
Of the difference between right and wrong
Of the freedom promised by the American Dream
Of what has been stolen
But what can still be brought back.
They do what it takes to achieve their goal
Of the liberty of living
And the pursuit of happiness
Of what it means to be an American.

Step up to the microphone,
Clear your throat,
Say what has needed to be said for years
What has been avoided.
Let them know what is happening,

At Heartland AEA where I serve as the Consultant for Gifted Education, our Chief Administrator has presented stakeholders with two critical questions. The purpose of these questions is to guide our work and partnerships with the schools and communities we serve. The answers are found in data, and we have lots of it to answer these particular questions for many of the students in the 54 school districts and 32 accredited private schools in AEA II. Our Chief Administrator presents these questions to push our thinking as professionals and to help us prioritize and focus our efforts as we engage in the important work of educating each and every student. The questions are not specific to AEA II schools and students; in fact, educators, parents, and students everywhere should be (and probably have been) posing them. By now, you might be getting a little impatient: OK! So what are the questions?

The first question we have been challenged to consider is this: Are the children learning? At first blush, this seems simplistic. It's worded as a convergent question, requiring a simple yes or no response; but at its heart are at least two assumptions. The first is that we have a consistent definition of the desired outcome — "learning," and the second is that we have clarity about how to measure it. Answering the question requires that we engage in an in-depth discussion of learning — what it is and what it means for students and those who guide them. Does it mean improved test scores? The ability to perform a novel skill? An accumulation of new knowledge? A deep and durable understanding of concepts and ideas? Transforming and using knowledge rather than simply regurgitating it? Earning A's and topping out on standardized tests even when that means repeating what one already knows?

The companion question to "Are the children learning?" is this: How do we know? I use the adjective "companion" with

great intention, because the questions are not mutually exclusive. We can't effectively answer the first without the data provided by the second, and we can't answer the second unless we have a clear definition of "learning" to guide the determination of appropriate data. These intertwined questions will guide us in two ways. First, to the data sources that match and measure our definition of learning and, second, to valid and meaningful interpretations and inferences about student learning based on the data we have.

This lengthy prelude brings me to challenging, related questions we face in gifted education: What data do we have to show that our gifted children are making growth in their learning? Are gifted children benefiting from the programming and services provided? What evidence exists to document positive student performance trends for students served by gifted programming? These questions are difficult but not impossible to answer, and we cannot ignore them. The answers will enable us to remove barriers, facilitate opportunities, and open doors for the gifted children in our schools; and they will cement the place of gifted education in the larger picture of our educational system. Finding those answers means rethinking the data sources we use. Are the data we currently collect for all students relevant? What additional data will prove useful? How will we need to change thinking (our own and others') about what constitutes "valid" data and about the value of above-level testing? What data — other than that gleaned from standardized tests — will be useful in our quest to ascertain "learning"? Ultimately, we need to consider and be able to communicate why it is important to answer these questions at all. That's one vital aspect of our role as advocates for gifted children.

By Mary Schmidt, ITAG President

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Creative young writers can't hold pencils or pens to write their stories; dedicated young inventors can't cut the right shapes with their plastic scissors; little feet don't reach the floor; busy hands can't access the higher shelves; and far too many adults don't take their abilities seriously. Their emotional development and their ability to interact with others may or may not be at the same level as their intellectual abilities. Parents may have to stifle the inclination to snap at a precocious three-year-old to "act your age" before sheepishly considering that she is acting her age.

Robinson (2008) notes that "within the field of giftedness, there is no less charted territory than the early years" (p. 179); however, research on both those who later attained eminence and on parenting practices of the gifted suggest that successful parents of high-ability young children spend substantial amounts of time with them, playing with them, reading aloud (even to early readers), and responding to the child's interests, demonstrating more child-centered parenting styles. Overall, families exhibit a commitment to helping and supporting one another, more openly expressing their feelings, and demonstrating a willingness to explore a variety of ideas. As well, they appear to be more flexible in establishing family rules and schedules, and they provided numerous opportunities for discovery and exploration (Gottfried, Gottfried, & Guerin, 2009; Morelock & Feldman, 2003; Silverman, 1996). Parents confront a challenge when seeking the best preschool and kindergarten options for their children.

Developing the Abilities of Young Learners

Introducing a young gifted child to the world and the world to a young gifted child is rarely a simple process. Ideally, "early identification of preschool gifted children creates the opportunity for early intervention" (Lupkowski & Lupkowski, 1985). The Hollingworth Preschool, a unique example of a program designed to meet the needs of children demonstrating advanced cognitive needs, is affiliated with Teachers College at Columbia University, and endeavors to:

- 1) provide a warm, caring, responsive environment that fosters a sense of security, acceptance, and belonging;
- 2) to provide children with a conceptual knowledge of the world around them that can serve as a foundation for further understanding;
- 3) to facilitate the development of higher-thinking skills necessary to become critical thinkers and problem solvers;

- 4) to further the development of the children's social interaction skills; and
- 5) to encourage the growth of the children's physical development and coordination." (Wright & Coulianos, 1991)

In any preschool setting, the program should focus on the child's strengths, allowing each learner to develop areas of excellence as well as strengthen less developed skills. Play is essential for every child's development (Harrison, 1999); gifted children also need to have opportunities both for play and for learning based on discovery, self-selected activities, and carefully crafted group process and interaction. Gifted young children who are also characterized by maturity beyond that of their age mates will also benefit from some form of acceleration.

In fact, *A Nation Deceived: How Schools Hold Back America's Brightest Students* (Colangelo, Assouline & Gross, 2004), lists early admission to kindergarten (or first grade) as the first of 18 types of acceleration (e.g. Southern & Jones, 2004). Research has clearly shown that this type of acceleration can be beneficial, academically, as well as socially and emotionally (Kulik, 2004). Early entrance to school, however, is not permitted in almost 25% of states; almost 50% of the remaining states let local education agencies determine whether local schools will allow early entrance. The predetermined "cutoff" dates for entry to kindergarten is remarkably arbitrary from state to state, ranging from "before the first day of August of the school year beginning" to "January 1 (or younger if referred by pediatrician, psychologist, or preschool educator who knows the child)" (Council of State Directors of Programs for the Gifted, 2007, p. 217).

Gifted children whose unique talents are minimized or ignored will not understand that their needs are not being met. They will be bored. Or they will compare themselves to the children who surround them, they will respond to the feedback of their teachers, and they will perceive that they are different. Some will conform. Some will hide their abilities. Some will develop behavioral problems or psychosomatic symptoms to avoid going to preschool or school at all (Gross, 1999; Roedell, 1990).

These dire outcomes are avoidable! To ensure the optimal development of young gifted learners as they enter and begin to navigate the school system, the Early Childhood Division (now Early Childhood Network) of the National Association of Gifted Children (NAGC) has provided a clear position statement, delineating the core elements for "establishing and

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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.

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

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

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*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.

Young Gifted Children Continued



supporting learning environments at home, in community settings, and in traditional school settings" (NAGC, 2006). An up-to-date collection of fifteen bullets, the position statement presents vital tenets such as these, noting that effective environments must include

- recognition of students as individuals who enter school with a unique set of experiences, interests, strengths, and weaknesses that will influence their readiness to learn;
- challenging and content-rich curriculum that promotes both critical and creative thinking across all academic disciplines including reading, math, science, and the arts; and
- opportunities for social interaction with same-age peers as well as individuals with similar cognitive abilities and interests.

The core elements provide the research-based foundation to support the efforts of both parents and educators to keep each young gifted learner on a voyage of discovery, a magnet for all kinds of deeper wonderment.

Additional resources:

Jackson, N.E. (2003). *Young Gifted Children*. In N. Colangelo & G.A. Davis (Eds.), *Handbook of Gifted Education, 3rd Ed.* (pp. 470-482). Boston: Allyn and Bacon.

NAGC Position Statement: Early Childhood.

www.nagc.org/index.aspx?id=1696

Robinson, N.M. (2008). *Early Childhood*. In J.A. Plucker & C.M. Callahan (Eds.), *Critical Issues and Practices in Gifted Education: What the Research Says* (pp. 179-194). Waco, TX: Prufrock Press. An NAGC publication.

Selected Internet Resources for Early Childhood.

www.hoagiesgifted.org/eric/fao/earlyc-x.html

Young Gifted Children. www.hoagiesgifted.com/young_children.htm



References available on request.
Laurie J. Croft, Ph.D.
Administrator, Professional Development,
Belin-Blank Center
Parent, Jennifer and Anne Marie, gifted young adults and lifelong magnets for wonderment

Gateway to Gifted
NAGC 56th Annual Convention & Exhibition
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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



How Smart Is My Child?

Many parents wonder how their children compare to other children. They may have very good reasons to suspect their children are gifted (for example, their five-year-old is adding pupils and eyelashes to their drawings of people or their three-year-old can read an "Exit" sign), but they're not sure how to prove or disprove it. Proof about giftedness can be critical, because it helps parents to provide more opportunities for their kids' increased growth, enjoyment, and success in areas of interest.

There are certain childhood behaviors — milestones — that can tell us when children are ahead of or behind others their age. Most of the charts on childhood development show the typical range of behaviors for each age group. If your child is ahead of those tables, that doesn't necessarily mean he or she is on the fast track or slated to become the next Doogie Howser, M.D. Levels of Giftedness range from those who are simply bright to those who are intellectually astonishing.

Here's an overview of the various levels of giftedness and milestones that are common—but not necessary—to each Level. Here, also, are the numbers at each Level of Giftedness that you are likely to find in an average elementary classroom of 28 children. It is the overall "feel" of where the child fits that tells you the Level.

1. Level One

- These children show interest in many things before they are even two years old - like colors, saying the numbers in order, and playing simple puzzles.
- Most of them are good talkers by age three, and by four, many print letters and numbers, recognize simple signs, their name, and know most of alphabet.
- By the time they are six years old, many read beginner books and type at the computer, and most read chapter books by age seven.
- It is not unusual to find six to eight Level One children in an average classroom, children who are nearly always a few steps ahead of what the teacher is teaching the whole class.

2. Level Two

- These bright children love looking at books and being read to, even turning pages without ripping them, by 15 months. Some shout out the name of familiar stores as you drive past.

- Many of these children know lots of letters by 18 months and colors by 20 months, and between ages three and four, they count small groups of objects, print some letters and numbers, and they very likely drive their parents crazy with all their questions.
- They'll sit for what seems like hours as you read advanced level books, especially fiction and fantasy, to them, but they require a bit less of your time by age six, because most of them read for pleasure and information on their own by then.
- Level Two children can find only one or two others in their classroom who are as advanced as they are, which starts to make it hard to find good friends.

3. Level Three

- They're born wide-eyed and alert, looking around the room, reacting to noises, voices, faces.
- They know what adults are telling or asking them by six months. You say a toy, pet, or another person, and they will look for it.
- Everything Level Two children do by 15 months, these kids do by 10 to 12 months, and they can get family members to do what they want before they are actually talking.
- By two years, many like 35+ piece puzzles, memorize favorite books, and know the entire alphabet — in or out of order!
- By three years old, they **talk** constantly, and skip count, count backwards, and do simple adding and subtracting because they like to. They love to print letters and numbers, too.
- They ask you to start easy readers before five years, and many figure out how to multiply, divide, and do some fractions by six years.
- Most of these children are a full two to five years beyond grade level by age six and find school too slow.
- There are one or two Level Three children in every 100 in the average school. They are rarely in the same elementary class and can feel very, very lonely.

4. Level Four

- Level Four babies love books, someone to read them, and pay attention within a few months of their birth.
- They are ahead of Level Three children by another 2 to 5 months while less than two years old.

Saturday Enrichment Programs

"This isn't like real school where we have tests." These are some of the first words out of Jan Blazanin's mouth after the students in her Writer's Workshop introduced themselves. They are gathered together at the 2008-2009 Gifted and Talented Saturday Institute offered by the Des Moines Public Schools Gifted and Talented Department.

So why would students be willing to come to school on Saturday if they didn't have to? The opportunity for enrichment in an area in which they are interested. Looking for ways to improve your speaking ability? "Debate" would be ideal. Want to know what makes a good leader? Try "Laugh and Learn into Leadership." Always dreamed of dissecting a shark? Better get out of bed and make sure you're in "Animals — The Inside Story."

Gifted and talented students in grades 6-8 select from 19 classes at the Saturday Institute that meets for two hours over five sessions. For a fee of \$40, students work with instructors who are either affiliated with the Des Moines district or who are experts in their field. Class sizes are limited, so students are guaranteed an interactive experience with their instructor and classmates. Joie Gronert, G/T Consultant for the Des Moines Schools, said the Saturday Institute has been in existence for over 20 years.

The Belin-Blank Center at the University of Iowa also offers two types of Saturday enrichment opportunities — Challenge Saturdays and WINGS. Challenge Saturdays are classes designed for high ability students in grades 3-8 who are current members of the Belin-Blank Exceptional Student Talent Search (BESTS). Students who are not part of BESTS, but who are of high ability, are also encouraged to apply for some classes. Students receive direct instruction and do advanced work in a small-class setting in classes like Latin or Language Arts. Classes are offered in Iowa City and in Des Moines for five Saturdays in the fall, and they meet for 3 ½ hours. Tuition is \$340.

WINGS classes, held on the University of Iowa campus four times a year, are designed for talented 3-8 graders. There are no formal qualifications required to participate in WINGS, however students should be highly motivated to attend. The classes are three hours long, and morning and afternoon sessions are offered. Each class is \$65. Students

can take classes like Forensic Science or Introduction to Digital Music Production.

Parent Jill Van Wyk's children have taken Saturday courses through the Belin-Blank Center as well as the Gifted and Talented Saturday Institute offered by the Des Moines Public Schools. She felt weekend enrichments were different from school because they're for fun, with a little learning thrown in. Van Wyk felt the teachers were highly motivated. "You'd have to be to give up your Saturday mornings for a bunch of middle-schoolers! Yes, sad to say, the school experience is often neither fun nor are all the teachers highly motivated. It's also a social development thing, too, getting to know kids from other neighborhoods and schools, and learn with and from them."

Tyler Stone spent five Saturdays at the Gifted and Talented Academy in "Drawing with Style--YOUR Style." What he liked best about his experience was just what the course title indicated. "I got to develop my own style of drawing. The teacher said she could put up a picture of Monet's "Water Lilies," and we could draw just like that, but that wasn't the point of the class. We were there to draw our own way. We had control."

The first words out of Tyler's mouth when he described his class? "Awesome and cool."

Saturday enrichment programs support the importance of balancing challenge and enjoyment in motivating children to continuously develop their talents.

Contact Information for Saturday Enrichment Programs:

Des Moines Saturday School
Joie Gronert
Phone: 515-242-7298
Email: joann.gronert@dmps.k12.ia.us

Belin-Blank Saturday Enrichment Classes
Bridget Pauley
Phone: 319-335-5151
Email: bridget-pauley@uiowa.edu

By Karen Downing
downingk@wdmcs.org

Other IRPA surveys have focused on the knowledge of and attitudes towards acceleration held by school counselors. This research is important because if school counselors can be better informed about the research on acceleration, they could become informed advocates for acceleration as a positive in the social-emotional arena. We are actively planning new studies of acceleration, and we hope that you will consider participating if a study is relevant to you. Opportunities to participate in research activities will be posted on our web site.

Through its research, policy, and advocacy efforts, IRPA hopes to maintain interest in academic acceleration and to become a resource for anyone who has questions about acceleration. There is no cost for the services and materials offered through IRPA. For more information, please contact Maureen Marron, Ph.D., IRPA Postdoctoral Research Scholar, at maureen-marron@uiowa.edu, 319-335-6148.

Recommended readings:

Colangelo, N., Assouline, S., & Gross, M. U. M. (2004). *A nation deceived: How schools hold back America's brightest students, Volume 1* (The Templeton National Report on Acceleration). Iowa City, IA: The Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development.

Rogers, K. B. (2001). *Re-forming gifted education: Matching the program to the child*. Scottsdale, AZ: Great Potential Press.

Smutny, J. F., Walker, S. Y., and Meckstroth, E. A. (2007). *Acceleration for gifted learners, K-5*. Thousand Oaks, CA: Corwin Press.

Southern, W. T., & Jones, E. D. (Eds.) (1991). *The academic acceleration of gifted children*. New York, NY: Teachers College Press.



By Maureen Marron, Ph.D.
IRPA Postdoctoral
Research Scholar

*With regard to excellence, it is not enough to know,
but we must try to have and use it.*

— Aristotle

Mile Marker Series For Your Parenting Journey

The National Association for Gifted Children has a wonderful new tool for acquiring information about gifted. The Mile Marker Series on CD-ROM is designed as a map around five "Mile Markers," that represent different aspects of nurturing gifted children. Each serves as an indicator of "learning places" one might experience during the developmental stages of a gifted child's life.

Mile Marker 1 (Discovery) includes information about characteristics, identification, and common myths about giftedness.

Mile Marker 2 (Exploring the World of G/T) includes information about social and emotional issues, developing organizational skills, supporting high achievement and special needs gifted children.

Mile Marker 3 (Asking for Directions) is where you'll find information regarding programming options, instructional methods, and gifted program standards.

Mile Marker 4 (Enlisting Support) includes materials about reaching out to others and getting organized for productive teacher conferences and meetings, and becoming an effective advocate for your child.

Mile Marker 5 (Making a Difference) has resources to build support for gifted education, including how to organize a local parent group, build advocacy efforts, and communicate with decision makers.

Through her role with NAGC, Arlene DeVries, Past President of Iowa Talented and Gifted, along with members from 12 states participated in the development of this tool. Although it is designed with parents in mind, educators will find the more than 300 links valuable as references or resources for local newsletters. The cost is \$24.95. Contact NAGC for more information or go to their on-line store, www.nagc.org.

By Arlene DeVries

- They have extensive, complex speaking by two years, and their vocabularies are huge!
- Most of them read easy readers by 3½ to 4½ years, and then read for information and pleasure by age five, with comprehension for youth and adult level books at about 6 - 6½ years.
- There are about one per 200 children in the average school. Without special arrangements, they can feel very different from their typical classmates.

5. Level Five

- Level Fives have talents in every possible area. Every thing is sooner and more intense than others Levels.
- They have favorite TV shows before 6 – 8 months, pick out letters and numbers by 10-14 months, and enjoy shape sorters before 11 months.
- They print letters, numbers, words, and their names between 16 – 24 months, and often use anything that is available to form these shapes and figures.
- They show ability with 35+ piece puzzles by less than 15 months and interest in complex mazes before they are three.
- Musical, dramatic, and artistic aptitudes usually start showing by 18 months.
- Most speak with adult-level complexity by age two.
- At two and three-years-old they ask about how things work, and science — particularly biological and life and death questions — emerge.
- They understand math concepts and basic math functions before age four.
- They can play card and board games ages 12 and up by age 3½ to 4.
- They have high interest in pure facts, almanacs, and dictionaries by age 3½.
- Most read any level of book by 4¼ to five years.
- They read six or more years beyond grade level with comprehension by six years and usually hit 12th grade level by age 7 or 8.
- We know they occur more often than once in a million and regular grade school does not work for them. Levels Three through Five score similarly on ability tests — very high.

Once you have a sense of your children's abilities, you can provide them with more activities and experiences that build on these strengths and take advantage of their talents. Parents who have more than one child may notice that each child seems to have different interests and talents even when

we encourage them equally. This is because we don't cause our children's abilities; we can only recognize and nurture them. To do less is truly depriving them of chances to do what they are good at and what they enjoy. To do less for our children probably chips away at their potential, too, for how can we get good at the things we don't get to practice? There are more potential geniuses — children who are remarkably intellectually different from their same-age classmates — than most people believe, and your child may well be one of them.

About the Author

Deborah Ruf, Ph.D., Minneapolis, specialist in gifted assessment, test interpretation, and guidance for the gifted, has been the National Gifted Children Program Coordinator for American Mensa since 2003. Having been a parent, teacher and administrator in elementary through graduate education, she writes and speaks about school issues and social and emotional adjustment of gifted children. Her book, *Losing Our Minds: Gifted Children Left Behind* (July, 2005), summarizes "levels of intelligence" and highlights exceptionally to profoundly gifted children. See <http://www.educationaloptions.com/>.

By Deborah L. Ruf, Ph.D., 2006
2009 ITAG Keynote Speaker
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The Iowa Talented and Gifted Association Board of Directors proudly announces these

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Gail Kenkel in front of the capitol.



Diane, Congressman Tom Latham, and Gail Kenkel



Diane Pratt in front of the capitol.



James Rice from Senator Grassley's office and Del Siegel, NAGC president.



Gail and Diane waiting in front of Senator Harkin's Office.

Continued from page 16

- A numerical range to guide the discussion and decision of acceleration; and,
- A standard of comparison with students who have had successful accelerations.

The **Resources** section of the Website also contains information on acceleration policies. IRPA has a goal of bridging the gap between acceleration practice and policy by 1) providing a clickable state map with details of each state's acceleration policies and 2) leading the development of defensible policy guidelines that can be applied consistently in school districts around the country. IRPA is collaborating with the National Association for Gifted Children and the Council of State Directors of Programs for the Gifted on national guidelines for developing acceleration policies. These guidelines currently are in draft form, and until they are released, IRPA's staff is available to provide advice to individuals or districts creating or modifying a policy.

A second section of the IRPA Website is **Personal Stories**. Many parents are unfamiliar with acceleration, and they often can't rely on their community of friends to answer questions or share thoughts about acceleration. Many educators and administrators also are unfamiliar with acceleration. Their exposure to acceleration may be what they have heard about acceleration from others. Chances are they may have heard negative personal opinions or stories of the time acceleration did not go well for a student. The Personal Stories area is where experiences can be shared. These personal stories can serve as a source of inspiration or comfort for families and students considering or experiencing acceleration. They can provide information to families and educational institutions considering acceleration. By highlighting the times when acceleration goes well and discussing the issues why it may not, we can bring attention to acceleration as a validated intervention for high ability students. We can provide support and information for those considering acceleration.

The **Research** section of the Website provides annotated bibliographies of research articles on acceleration. We will continue to expand our research bibliography by adding references and annotations to the hundreds of research articles not yet listed. We will update our bibliography to include new sections on acceleration policy, professional development, and secondary (high school) acceleration. The pro-

fessional development resources will feature information useful to the teachers who are working so hard to implement acceleration practices. Papers on how to compact a curriculum for a student or how to make the best use of out-of-level testing for educational programming will be included. The Research section also lists the recipients of Acceleration Grants awarded by IRPA to support continuing research on acceleration.

In addition to annotating and supporting the research of others, IRPA has been actively engaged in multiple research activities. The *Acceleration Survey* assessed the current attitudes and practices about academic acceleration. Seven versions of the survey were created so that we could tailor the questions for teachers, parents, school administrators, school counselors and psychologists, students, university college faculty and researchers, and community professionals. The survey was distributed nationally beginning May 14, 2007, and 1,891 people participated in the survey. The results thus far indicate 1) that social-emotional development is the greatest concern and the primary reason expressed for not accelerating a student; 2) that respondents reported their own attitudes toward acceleration to be positive but felt that others, especially school administrators, held negative attitudes; 3) that when schools do make an acceleration decision, they typically have five people involved in the process, but school counselors and psychologists serve in the process only infrequently, and 4) less than one-third of the respondents indicated that their school has a written acceleration policy.

IRPA's other survey, the *Nation Deceived three-year follow-up survey*, examines the impact of the report three years after its 2004 publication. The results show that *A Nation Deceived* has been influential and well received: 99% of the nearly 5,000 national and international respondents felt that *A Nation Deceived* is having a positive impact on gifted education. The Website has had 3.3 million hits, electronic copies of the report have been downloaded over 107,000 times, and 55,000 print copies have been distributed. Even though *A Nation Deceived* is maturing as an academic report, it remains the impetus for curriculum and policy reform and for a renewed interest in how best to educate high-ability students. Educational reform and the changing of attitudes toward educational practice is a slow process; that *A Nation Deceived* has had such a strong influence in just the four years since it was published speaks to the power of its message and the desire of the report's readers to effect change on behalf of gifted students.

*The Institute for Research and Policy on Acceleration
Belin-Blank Center for Gifted Education and Talent Development
The University of Iowa*

High-ability students have unique academic, cognitive, and social needs. Many of these students need more academic challenge than they are receiving in their education, and they need more opportunities to develop their talent. Academic acceleration is an effective, empirically-validated educational intervention for high-ability students (Colangelo, Assouline, & Gross, 2004). Acceleration moves high-ability students through an educational program at a rate faster or at an age younger than typical. The goal of acceleration is to match the level, complexity, and pace of the curriculum with student's intellectual abilities.

The Institute for Research and Policy on Acceleration (IRPA) was established in 2006 at The Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development at The University of Iowa through a grant from the John Templeton Foundation. IRPA is unique in that its sole focus is curricular acceleration for academically talented children. IRPA's efforts are designed to support educators, parents, and researchers through service, research, and policy activities. IRPA complements the opportunities, programs, advocacy, and clinical services offered by the Belin-Blank Center.

The founding of IRPA is a direct outcome of the success of the two-volume report *A Nation Deceived: How Schools Hold Back America's Brightest Students* (2004) by Nicholas Colangelo, director of the Belin-Blank Center, Susan Assouline, associate director of the Belin-Blank Center, and Miraca Gross, a gifted education leader from New South Wales, Australia. (*A Nation Deceived* can be downloaded at no charge at www.nationdeceived.org.) *A Nation Deceived* synthesizes 50 years of robust and consistent research on academic acceleration that demonstrates the effectiveness of grade-based (e.g., grade skipping) and content-based (e.g. Advanced Placement courses) acceleration for high-ability students. Importantly, the research shows that grade-accelerated students generally out-perform their chronologically older classmates academically and show equal levels of social and emotional adjustment (in other words, acceleration does not result in social or emotional harm to the student).

Despite the favorable research evidence for acceleration, there is a reluctance to accelerate students, as seen in

educational policies, practices, and attitudes. Given this disconnect between research and practice, IRPA aims to provide up-to-date information on all aspects of acceleration. Specifically, the primary purposes of the Institute are to:

- provide educators, parents, and the general public with current information and advice on the many aspects of acceleration;
- serve as an international clearinghouse for research and policy on acceleration; and,
- conduct and support research on the factors that moderate success with different forms of acceleration.

IRPA's website, www.accelerationinstitute.org, is where educators and parents can find a comprehensive array of information on acceleration. The **Resources** section provides answers to some of the most common questions about acceleration (in the **Question and Answer** link), including *What is acceleration? What forms does it take? Why should students be accelerated?* We provide a free PowerPoint presentation on acceleration that can be used in teacher workshops, in discussions regarding acceleration for a specific student, or for other informational presentations about modifying a school's gifted and talented program.

IRPA's Website provides information on the *Iowa Acceleration Scale (IAS)*, now in its 3rd edition, a tool to help schools make effective decisions regarding a grade-skip. (The IAS is available through Great Potential Press at www.giftedbooks.com.) The IAS guides a child study team (including educators, teachers, parents, and other professionals) through a discussion of the academic and social characteristics of the student. There are many advantages to using the IAS, including:

- A more objective look at the student;
- An analysis of the major factors to be considered in making a decision;
- Guidelines for weighting the relative importance of the major factors;
- Documentation of the student's strengths and concerns

Continued on page 17

DE Gifted and Talented Update Information

Talented and Gifted Endorsement Waiver

As an extension of current talented and gifted endorsement requirements, the Board of Educational Examiners now requires all teachers of gifted who previously fell under the "grandfather clause" to be endorsed by July 1, 2012. The BOEE approved a waiver provision and has been developing that waiver process. Teachers with at least three years of experience in gifted education who were previously "grandfathered" may apply for the waiver, or they may complete an approved college or university 12 credit hour endorsement program to earn the endorsement through a traditional route.

Those who wish to apply for the waiver may access the application at the BOEE web site <http://www.iowa.gov/boee>. Click on Endorsement Information and select Talented and Gifted. A list of frequently asked questions is being developed and will be available shortly at that site.

For more information contact Susan Fischer, Consultant for Teacher Licensure, Board of Education Examiners at (515) 281-3605 or by email at susan.fischer@iowa.gov.

Talented and Gifted Funding FY10

The talented and gifted funding formula for FY10 (2009-10 school year) is as follows:

State Finance Formula provides \$54.00 per certified student enrollment. (previous fall)

Required local school district match provides \$18.00 per certified student enrollment. (previous fall)

Total Allocation: \$72.00 per certified student enrollment (previous fall)

Talented and Gifted Funding and Across the Board Budget Cuts

Su McCurdy in the Finance Department at the Department of Education recently responded to the question, "When districts are making budget cuts for the remainder of the fiscal year, is the dollar amount remaining in the gifted and talented budget also reduced?"

Su's response was, "There will be no reduction in the Gifted and Talented numbers, even though the state aid is cut. That is because Gifted and Talented receives its budget authority "up front" and is not tied to receipt of cash. So any categorical budgetary allocations within the budget/aid and levy remain at the same level of authority with or without an ATB reduction. The authority remains intact for both the 75% (state) and the 25% (local district match) portions."

If you have questions, please contact Su McCurdy at 515.281.4738 or by email at su.mccurdy@iowa.gov.

Save The Date!

*The SENG Summit 2009: Mission Possible!
July 17-19, 2009, Orlando, Florida*

"A conference that focuses on recognizing, understanding, and accepting the social and emotional needs of gifted learners."

Visit http://www.sengifted.org/2009_SENG%20Conference2009_orlando_seng_conference.pdf for more information.

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

We are Shakin' It Up this year at ITAG.... Two 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

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 BOTH 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 Ann Pospishil at (319) 688-4026 or at ann.pospishil@marriott.com. Please visit the Coralville Marriott Hotel & Conference Center website at <http://www.marriott.com/hotels/travel/cidic?groupCode=itgitga&app=resvlink&fromDate=10/4/09&toDate=10/6/09>.

PRESENTING

THE ITAG Teaching & Learning Center

www.k12tlc.net

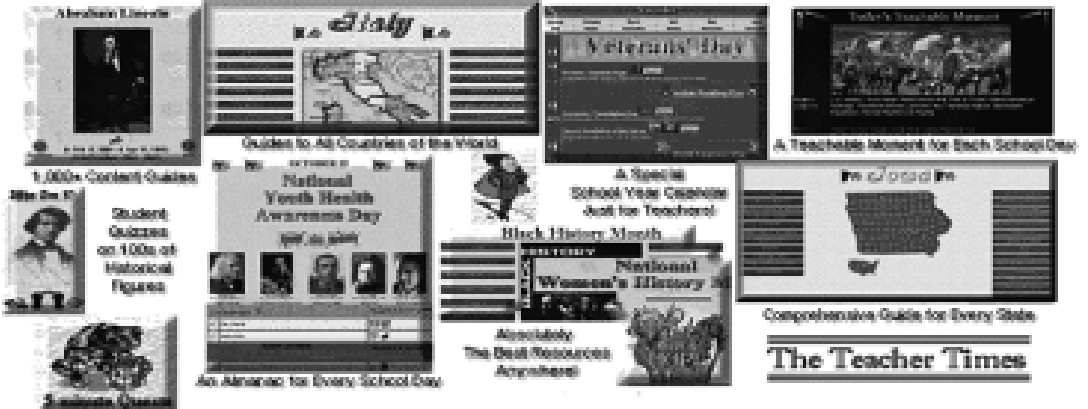
Great Quality, Great Value – Just for ITAG Members!

Creative Resources for Teachers and Families of the Talented and Gifted

- We organize the Internet for you into guides for over 1,000 instructional topics.
- The perfect place to gather background information for new lesson plans and units.
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- An on-line almanac for every day of the school year.
- A calendar of world holidays, anniversaries and special events for every school day.
- E-mail lists to keep you current and informed on over 100 different instructional topics.
- Five news articles each day that bring current events into your classroom.
- Daily activities to develop student research skills and enrich their cultural literacy.
- Much, much more!

All for ITAG Members - Only \$30/year – Unlimited Access

Want to know more? Go on line to www.k12tlc.net/itag.htm
 Want to subscribe now? Go on line to www.k12tlc.net/join/ia/itag.htm





Please mail your nominations to:
Jolene Teske
 26567 225th Street
 Eldora, IA 50627

If you have questions, please contact
 Jolene at jteske@iowa-falls.k12.ia.us

Nominations must be received
 by June 30, 2009

The Iowa Talented and Gifted Association Distinguished Service Award is presented in recognition of an individual's exemplary service, contribution, and commitment to Iowa's talented and gifted students. This includes parents, teachers, administrators, or others who have demonstrated effort to positively impact services and opportunities for gifted learners.

Anyone may make a nomination for the award. Affiliate chapters are especially encouraged to submit nominations. Since only one award is usually given each year, many exceptional nominees are yet to be recognized. Current ITAG Board Members are not eligible for this award.

Please use the nomination form on the ITAG website: <http://www.iowatag.org> (resources page) or duplicate this form. Additionally, please include a statement (500 word limit) explaining your reasons for nomination. You may attach other supporting documents and letters of support from administrators, teachers, parents, or students.

No materials will be returned.

Nominee name _____
 School district _____
 Street address _____
 City, State, Zip _____
 Number of years of service to gifted and talented ____
 Nominated by _____
 Daytime phone number _____
 Evening phone number _____
 Address _____
 City, State, Zip _____
 Relationship to nominee _____

Deborah L. Ruf, Ph.D.

Deborah L. Ruf, Ph.D., Educational Options, from the Minneapolis/St. Paul area of Minnesota, works professionally as a specialist in gifted assessment and individualized interpretations and guidance for gifted children and adults. She writes, speaks, and advises on educational policy at the local, state, and national school and government levels, both public and private. Dr. Ruf is the author of numerous articles and papers on school issues and the social and emotional adjustment of gifted children, particularly children at the highest levels of giftedness. Riverside Publishing selected her to write the *High Ability Assessment Bulletin* for the *Stanford-Binet, Fifth Edition* (2003). She is the author of the award-winning book *Losing Our Minds: Gifted Children Left Behind* (2005, Great Potential Press). Dr. Ruf recently finished a five year appointment with American Mensa as the National Gifted Children Program Coordinator where she worked to coordinate the efforts of numerous gifted advocacy groups while making Mensa a more welcoming organization to young people. Mensa Foundation awarded her with their *Intellectual Benefits Award* in 2007, and American Mensa awarded her their prestigious *National Service Award* in 2008. A national level conference presenter, researcher on Levels of Giftedness and how intellectual profile affects adjustment, Dr. Ruf also consults with adult groups on the social and emotional intelligence of their members. Her particular expertise is in "levels of intelligence" as well as exceptionally to profoundly gifted individuals of all ages. The parent of three gifted young adults, Dr. Ruf has taught, supervised, and administered in elementary through graduate school education. Dr. Ruf has earned an under-graduate degree in Elementary Education, a Master's degree in Administration & Supervision, and her Ph.D. is in Educational Psychology with emphases in Test & Measurement and Learning & Cognition. For more information see <http://www.educationaloptions.com/>.



Dr. Shelagh A. Gallagher

Dr. Shelagh A. Gallagher is Associate Professor of Gifted Education at UNC Charlotte. She has directed two Javits grants: Project Insights, which developed a model Middle school program for gifted disadvantaged youth and Project P-BLISS (Problem-Based Learning in the Social Sciences), focusing on curriculum for gifted high school students.



While at the College of William and Mary, she served as project manager of the Javits grant that produced the William and Mary science units for elementary grades. For three years, Dr. Gallagher worked as Director of Research and Assessment at the Illinois Mathematics and Science Academy.

A longtime member of the National Association for Gifted Children, Shelagh has served on the Board of Directors and has twice won NAGC Curriculum Division awards. She has also served on the board of the North Carolina Association for the Gifted and Talented. She is widely published and conducts workshops nationwide on a range of topics. She and her father are co-authors of *Teaching the Gifted Child*.



ITAG Partners

PLEASE HELP!!! We are still 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 if you would be willing to help.

"Shakin' It Up: Using Research and Evidence to Challenge the Status Quo"
Iowa Talented and Gifted Association 2009 Annual Conference,
Coralville Marriott Hotel and Conference Center, Coralville, Iowa
Monday, October 5, and Tuesday, October 6, 2009

ITAG invites you: Gifted and Talented resource teachers, classroom teachers, parents, counselors, coordinators, and administrators to present successful practices and significant issues and theories related to serving the varied needs of gifted and talented students. Join our keynote speakers, Dr. Deborah Ruf, as she challenges us about the need for early service and programming, and Dr. Shelagh Gallagher, as she pushes our thinking about questioning, adolescent programming and problem based learning. Now we need you to join in and complete the picture. We encourage any presentation that has an application to a research or evidence based practice — including action research. Our theme for Monday is "supporting the whole child through communication: education that includes parents, families and community". Tuesday's theme is "making GT connections to the Iowa Core Curriculum:

Last year's conference participants requested the following topics:

- Continue the administrator strand
- Identification and service of diverse populations
- Break-out sessions for elementary, middle school, and high school
- Differentiation Strand
- Understanding the battery of tests used and how to interpret results
- Iowa Core and how it connects to gifted education
- Practical applications to gifted education for classroom teachers
- Specific content people and have them make connections to differentiation
- Authentic Intellectual Work – AIW - connections to gifted education
- Enrichment units that are not competitions
- Core Curriculum ties/differentiation
- Things to take back and try out
- Legislative update
- Sessions for a parent strand: social emotional, dealing with negative peer pressure
- Secondary teachers of gifted want information on other state initiatives
- Programming for secondary education

Because of the new conference format, the number of sessions will be limited this year. If you have great ideas for any of these above suggestions, we welcome your participation! In particular those that relate to our themes for Monday and Tuesday. Also, if you had a "full house" at a past session, please consider presenting the same session twice. If you know a colleague who would be a great presenter on one of these topics, please let us know and we will contact them or you could encourage him/her to submit a proposal.

- Session length: 55 minutes
- Reduced conference fee for presenters

Proposals submitted by May 15, 2009 will be considered first. Please send to: ITAG office, 5619 NW 86th Street., Ste 600, Johnston IA 50325
 515-225-2323 phone · 515-225-6363 fax · itag@assoc-serv.com

Title of my presentation(s)* _____

Session will target (please check all that apply):

- Audience New G/T Experienced G/T Classroom Teacher Counselors
 Parents or Administration Support Personnel

- Student level Primary Middle School High School General

- Equipment needed Table LCD (Presenter provides other AV/overhead equipment)

- Session preference Monday Tuesday Willing to present twice? Yes No If yes, twice on same day twice on different days

Name _____

Home Address _____

Home Phone _____ Work Phone _____

School/Organization _____ E-mail _____

Position/involvement w/GT students _____ Fax # _____

Work Address _____

*** Please attach a typed 25-50 word abstract of your presentation for use in the conference program.**

ITAG Conference October 5-6, 2009

Name _____

(PLEASE PRINT AS TO APPEAR ON NAME BADGE.)

Home address _____

City, State, Zip _____

Home phone () _____ Work phone () _____

School/Organization _____ Position _____

AEA # _____ Email _____

CONFERENCE FEES (Please Check appropriate boxes)

- Full Conference - Monday, Tuesday \$225.00
 (Includes beverage breaks, continental breakfast and lunch Monday and Tuesday. Does not include Monday ticketed event for \$10.00)
- Monday Only \$125.00
 (Will focus on Administrative Leadership and the TAG Connection with Family and Community. Includes beverage breaks, continental breakfast and lunch on Monday.)
- Tuesday Only \$125.00
 (Will focus on the Iowa Core Curriculum. Includes beverage breaks, continental breakfast and lunch on Tuesday.)
- Full-time college student
 - One Day Only \$35.00
 - Two Days Only \$70.00
- Special Invitation to Teachers, Principals, Curriculum Directors, Superintendents and Administrators:
 Attend one day with a teacher who pays the conference registration fee.
(One day guest pass for each registered teacher attending)
 _____ Name of Teacher Attending Guest pass per day \$45.00
- Monday Only for Parents and Families, all day \$45.00
- Monday Only for Parents and Families, afternoon and evening, including social event \$45.00
- Monday evening 5:00-6:00 pm for Conference attendees. (This is a book signing and reception. Ticketed event to cover reception. ITAG Keynote's books will be available for purchase.) \$10.00
- Monday evening 5:00-6:00 pm for Parents/Families. (Reception Only.) Per Person \$10.00
- LATE REGISTRATION (Postmarked after September 18, 2009) \$25.00

CREDIT: Board members, presenters & conference committee members, apply registration credit as detailed below before computing total conference fee. Only one deduction is allowed.

- ITAG Board Member (\$25.00)
- ITAG Presenter (\$25.00)
- ITAG Conference Committee (\$25.00)



CREDIT APPLIED IF APPLICABLE \$ _____

Make check or purchase order payable to: ITAG
 Mail registration to: ITAG Conference 2009
 5619 NW 86th Suite 600, Johnston IA 50131-2955
 phone 515-225-2323 or fax to 515-225-6363

TOTAL CONFERENCE \$ _____