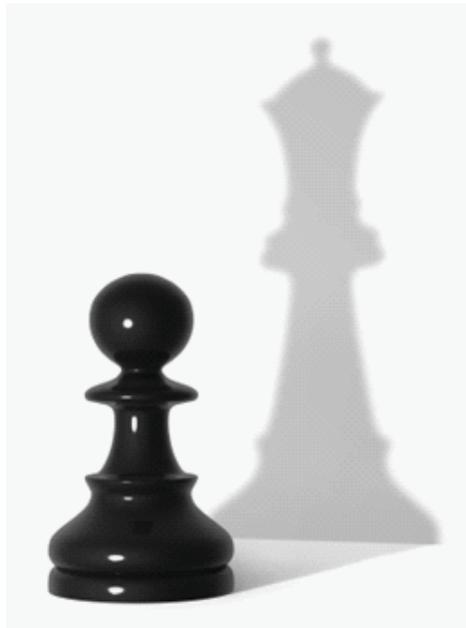


2012 Iowa Talented and
Gifted Association Conference



**“Getting into the Game:
Pawns to Players”**



Monday and Tuesday, October 15 and 16
Airport Holiday Inn Des Moines, IA



An affiliate of the National Association for Gifted Children

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THE MISSION STATEMENT

The mission of the Iowa Talented and Gifted Association is to recognize, support, and respect the unique and diverse needs of talented and gifted learners through advocacy, education, and networking.

THE ASSOCIATION

ITAG, an affiliate of the National Association for Gifted Children, is a tax exempt, 501C3 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 - \$50; Institution - \$150; Friend - \$100-\$999; Sponsor - \$1000 or more; Affiliates Parent Groups - \$30; Affiliates Teacher Groups - \$35.

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 Website - www.iowatag.org

Please send changes in the above information to Matt Robie at matt.robie@ankeny schools.org

Extending Your Reach.....

ITAG Board Members Gail Kenkel, Maureen Marron, and I just returned home from Washington D.C. Every year the National Association for Gifted Children (NAGC) holds a State Affiliate Conference. The focus of this conference is to provide updates on gifted education and the advocacy that is being done by us, and on our behalf, to provide a federal presence on behalf of gifted children. The highlight and expectation of the conference each year is that we spend the last day on Capitol Hill meeting with our congressmen and senators and/or their staff. This was my third year of attending the conference and as always I walked away with important new insight.

First, relationship building is as important in Washington D.C. as it is here at home with our own legislators, our schools, fellow teachers, and parents. Each time we met with our congressional representative, senator, or office staff they remarked that they remembered us from earlier visits. We were able to **continue** our conversations, which allowed us to use our limited time to provide specific data and go into greater depth about needs of gifted students.

Second, the relationship that NAGC and Council for Exceptional Children have formed provides a consistent reminder to legislative staff and representatives about the needs of gifted children. No Child Left Behind has placed the majority of its focus on struggling students, whom we all agree need support. However, as a result of this proficiency focus, we have years of documentation from falling NAEP scores demonstrating that high-ability students aren't being served. The data clearly shows a slow and steady decline of the top quartile of scores, documenting that high ability children have had few learning oppor-

tunities. Concerned about the impact of this downward trend for our high ability children, it is of utmost importance that our legislators are in contact with people who help to keep the needs of gifted children in the forefront, and to help broaden the focus as ESEA stages are to be rewritten.

Third, being prepared for our legislative visits with Iowa data and updated national information is important. It was with great pride that we were able to address our congressmen and senators or their legislative aides with the fact that the three of us representing Iowa were also the faces representing over 631 ITAG members: 539 Regular, 57 Affiliates, 24 Friends, 11 Parents, and numerous students across the state. Gail is a gifted education teacher from Council Bluffs, representing our gifted education teachers. I am a consultant for Heartland AEA, representing our Area Education Agencies, and Maureen is a Research Scientist for the Belin-Blank International Center for Gifted Education and Talent Development housed at the University of Iowa. We are also parents and advocates of gifted children, all concerned about the needs of gifted students in Iowa and across our country.

I take the time to share this information so that you know that your Iowa Talented and Gifted Association is hard at work. We are working within the communities in which we live, across the state, and all the way to Washington D.C. expressing the hard work that you do and the concerns for the future of the students you serve. It is a great privilege and an honor to have the opportunity to be extending your reach.

By Linda Moehring,
ITAG President and Legislative
Committee Representative

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Apples to Apples: Making Connections

Author's Note: If you have not viewed Apple's "Think Different" advertisement, please do so before reading this article. It is critical to the message. The full video can be viewed at the following link. <http://www.youtube.com/watch?v=cFEarBzelBs>

In 1997, Steve Jobs took on the challenging task of revitalizing Apple. Jobs, one of the original founders of Apple, was labeled arrogant, abrasive, and condescending causing him to lose his role as president and control of his own company in 1985. The company fell into financial ruins as the press labeled Apple products as obsolete toys because of their lack of computing power and usability.

Jobs returned as the Apple CEO for a salary of \$1 a year with huge corporate benefits and unprecedented stock options. The press and many colleagues were relentless to Jobs and Apple before and after his return. They labeled Jobs an egomaniac and presented him as a slave driver. So, when an advertising firm pitched their idea of "Think Different" to Jobs, his reaction was immediately negative. After all, how much more egotistical does it get than comparing oneself to Gandhi, Einstein, and other globally recognized geniuses? Knowing all of this, it surprised everyone when Jobs went with the campaign.

However, the "Think Different" campaign is not a tale of Steve Jobs.

The "Think Different" campaign is a story of the employees of TBWA/Chiat/Day Advertising. These individuals developed one of the most successful, recognizable ad campaigns in history for a declining company with a difficult leader and a bad reputation. How? They were creative, hard-working innovators who researched the product and market, collaborated together as well as with outsiders, and extended themselves to generate a brilliant rejuvenation of the Apple brand and logo.

Lee Clow, Craig Tanimoto, Rob Siltanen, and several others drew on existing advertisements, old video footage, and classic film (Dead Poets Society) to create a revolutionary campaign for Apple with impact that stretched far beyond the original intent. None of the material they

used was new. Not a single part was original. It was the way they took the preexisting components, flawlessly arranged them, and connected it all to Apple that made it genius.

The story of the "Think Different" campaign could also be the story of gifted education. Just as Apple was, gifted education has fallen into financial hardship with the reduction of federal education funding and the loss of the Javits Grant. Just as Apple did, society has created a difficult reputation for gifted education as elitist and club-like in an educational environment dominated by No Child Left Behind. Just as Apple faced, many in and out of education are prioritizing other entities above gifted education. Just as Apple realized, the environment of education is approaching an apex of change that will force a reevaluation of gifted education's brand and position. Stakeholders in education will position themselves as pivotal players or serve as pawns for other players. Gifted education is at a junction where stakeholders must "Think Different" and draw on the lessons Jobs and TBWA/Chait/Day advertising have left to ponder.

How can creativity, research, collaboration, and extending into other arenas rejuvenate the value and significance of gifted education?

This question is the driving force behind the 2012 ITAG Conference. The 2011 Conference focused on student creativity. This year's conference aims to focus on the creativity and innovation of the stakeholders in gifted education. The tools, systems, and resources are already available to rebrand gifted education. The goal of the conference is to provide attendees with the research, knowledge, and networking necessary to make gifted education the premier provider of educational excellence in districts, communities, and across the state of Iowa.

By Ashley Delaney and Susan Wouters,
2012 ITAG Conference Co-Chairs

Start Some Buzz!

Use the hashtags #ITAG2012 and #gifted on Twitter and Facebook to comment and collaborate about the fall conference. Feel free to post related articles, personal notes, or questions. We hope to get social media buzzing about gifted education and the conference!

2012 ITAG Conference Schedule of Events

Day 1: Planning and Making a Move – Focusing on the Future

- 8:15 Morning announcements and door prizes**
- 8:30 Keynote by David Williamson**
“Know. Next. Now”
Transitioning from last year’s conference focused on student creativity to this year’s focus on creative programming and finding a place of prominence. Looking at what we know, what comes next, and what we can do now to improve gifted education.
- 9:15 Break with breakfast**
- 9:45 Panel discussion with key players in Iowa business, politics, and education**
Moderated by Williamson, this panel will focus on how gifted education can collaborate with organizations outside of education to make their students and programs more valuable to the economic community. Department of Education Director, Jason Glass, will be the featured member.
- 10:30 Collaborating and networking related to information presented by the panel**
Conference attendees will have time to brainstorm, interact with the panel members, and share ideas from their program or get ideas from other programs.
- 10:45 Break**
- 11:00 Breakout Sessions**
This session, as a whole, will focus on innovation and resources related to collaborating outside of the field of education to expand gifted programming and the influence of gifted education. Topics may include: job shadowing and mentoring programs, question and answer sessions with panel members, school funding, economic development, tips from the business world (human resources), building student resumes, etc.
- 11:45 Lunch**
Menus will be announced prior to the conference. However, if you need special accommodations, please indicate that during the registration process.
- 1:00 Follow Up Keynote by David Williamson**
“TAG+C: Game On!”
Guidance on rebranding gifted education as the premiere provider of citizens and economic futures. Creating positive perspectives and perceptions to

students and programs. Taking a proactive stance towards the economic and political factors that influence and impact gifted education.

- 1:30 Dessert Break**
- 1:45 General Breakouts**
- 2:30 Break with desserts**
- 3:00 General Breakouts**
- 4:00 Release for the day**

Day 2

- 8:30 ITAG Information, morning announcements, and awards**
Celebrating the contributions of teachers, parents, and administrators to gifted education. Please submit your nominations for the service award and the administrator award this spring or summer. There are so many deserving candidates out there!
- 9:15 Break with breakfast**
- 9:40 Keynote by Karen Rogers**
Focusing on grouping, existing resources, and alliances to develop a comprehensive gifted program that is valuable to the students, parents, district, and extended community. A particular emphasis will be placed on how to add value to gifted education in a fiscally tight era.
- 10:45 BREAK**
- 11:00 General Breakouts**
- 11:45 Lunch**
- 1:00 Keynote by Rosanne Malek “The State of Gifted Education in Iowa”**
Focusing on current issues, legislation, and reform that impacts gifted education. Providing conference attendees with an analytical perspective towards recent federal and state changes. Topics will be determined following the current legislative session.
- 2:00 Break with dessert**
- 2:30 Breakout Sessions**
Sessions selected based on cutting edge opportunities in Iowa and using current policies in gifted education. Topics may include: competency-based education, credit awarded via examination, using the Iowa Acceleration Scale, high school credit in middle school, valuable contacts in Iowa education, education legalese, and the NCLB waiver process.
- 3:30 Release from the Conference**



Mr. David Williamson is a sculptor, poet, and speaker from Ogden, Iowa. Since earning his Bachelor's and Master's Degrees from the University of Iowa in 1972, he has worked as a self-employed entrepreneur, creativity consultant, visiting artist, and leadership trainer. Recent clients include ABI, Iowa Farm Bureau, Wisconsin Farm Bureau, Iowa State University, and the South Dakota Chamber of Commerce.

For one of his current projects, Mr. Williamson utilizes metals collected from local rivers to create sculptures and other artwork to promote Project AWARE (A Watershed Awareness River Expedition). He travels to the Iowa State Fair every summer and creates a metal sculpture to help increase the awareness and importance of cleaning and maintaining Iowa's rivers. He was honored in the US Congressional Record for this work in 2010.

Mr. Williamson has served as a visiting artist in Iowa schools for 35+ years, and is a frequent guest on WHO radio and IPTV. He was recently a featured artist on Iowa Public Television's special "Iowans Remember 9/11".

Karen B. Rogers, Ph.D. is Professor of Gifted Studies in the Special Education & Gifted Education Department in the College of Applied Professional Studies at the University of St. Thomas in Minneapolis, Minnesota, where she has been employed since 1984. She is a Professorial Fellow at the University of New South Wales and the University of Wollongong in Australia. She is past president of CEC-TAG, past chair of the AERA SIG, Research on Giftedness, Creativity, and Talent, and has been on the Board of Directors of NAGC. She is author of five books, including *Reforming Gifted Education*. She is Associate Editor of the *Journal for Advanced Academics*, and is on the editorial review panels for *Roeper Review*, *Gifted Child Quarterly*, *Journal for Education of the Gifted*, and the *Australasian Journal of Gifted Education*. She has expertise in research-based gifted practices via research syntheses of the research in gifted education and has interests in arts education, cognitive processing, parenting, creativity, gifted program development and evaluation, and twice exceptional learners, for which she recently held a Javits research grant. She is the mother of three highly gifted children and the grandmother to ten gifted grandchildren.



Water and Other Work

By David Williamson, Keynote Presenter, ITAG Conference, 2012

After meeting with the 2012 ITAG conference planning team, I detected a shift. The focus of last year's conference had been student creativity. This year, the focus would become the brand-building needed to position G/T educators as the premiere providers of skill sets needed to thrive in the emerging economy. This brand-building means going beyond the concept of advertising. Advertising is storytelling. Advertising is the tool of choice for creating a sale. Whether it's encouraging a student to buy into a concept at school or focusing an adult's attention toward the purchase of a new car, advertising is the narrative which highlights options within existing boundaries. Marketing, however, is a different challenge. If advertising creates a sale, then marketing creates a buyer of new consumer services or products. The buyer is a person. However, marketing can also mean the cre-

ation of new services or products. A product or service is . . . a value proposition. The consumer will consider whether a new service or product is worth acquiring. I believe G/T education, as a brand, needs to expand its value propositions to include new demand creation for its services and products. These value propositions would go beyond G/T education's existing borders. It will mean collaborating with people who at first glance may view G/T education as less than relevant to their world. Several years ago, an Iowa teacher commented after one of my in-service workshops, "You mean to tell me after I've spent all my energy getting them to learn, I now have to teach them to think?" Yes, I meant that . . . and more.

G/T educators are skilled at managing the internal dynamics of learning environments; but when those classrooms later transform into business offices and a school's hallways become streets, the relevance of G/T

curriculum can too easily become lost in the transition. To me, this is shocking because invention and innovation should be at the core of both the emerging economy and G/T's educational brand. If G/T professionals are going to create and add value in the new economy, there needs to be a better understanding of what's being valued. As the Kansas City issues management pro, Charles Arnot, once told me, "Those who define the issue, stay in control of the debate." The specific educational issue Iowa and many other states really face is how to effectively shift from learning to thinking. Obviously, G/T professionals should create a huge stake for themselves in this debate. I've often heard Craig Lang, the past president of both the Iowa Board of Regents and the Iowa Farm Bureau comment, "If you're not at the table, you're probably on the menu." G/T programming will probably not be an exception.

"Those who define the issue, stay in control of the debate."

As content providers, G/T educators must now confront their history. Over the years, G/T educators have utilized tools which measured learning to identify students for G/T programming. It's been an enrichment model, yet far too focused on learning rather than thinking. Yet thinking is what ensures success in an economy driven by creativity. Embedded in a learning-focused curriculum is a huge assumption: Iowa's future will include lots of employee-based businesses. Yet that wasn't the foundation of our state's economy. A hundred years ago, Iowa communities were bustling with cottage industries: butcher, baker, candlestick maker. They also included the local doctor, seamstress, and blacksmith. Then we began a journey toward the mid-1960's which ramped up and then down a different institutional workforce model where employees might labor life-long at a single company which provided wages and benefits in exchange for a life of service. At that time, a high school diploma was the key needed to unlock the door to life-long financial security . . . even including a pensioned retirement. The past 25 years proved the economic risk/reward of that equation to be too expensive for many Iowa companies. Think Maytag in Newton: gone. Think of the White machinery company in Charles City: gone. Today's manufacturing is lean. Outsourcing, just-in-time inventory, and technology have made an indelible change in Iowa's employment equation. Today, John Deere is a stronger company than ever, yet with less than half the employees in Waterloo than in the 1970's.

Iowans may have used the "Field of Dreams" movie metaphor too long. To paraphrase the film using an economic spin, it turns out it's not *if we build it, they will come*. My interpretation of the economic data from researchers like Richard Florida (*The Rise of the Creative Class* and *The Flight of the Creative Class*) reverses the phrase to: **if they will come, we get to build it**. Are we creating classrooms and communities which invite innovation rather than just consume it? Are we creating social climates which encourage those innovators who question the status quo? Is risk tolerance in Iowa too averse to encourage local entrepreneurs?

For generations, Iowa teachers have been asked to give us world class employees. The economy is shifting to a more entrepreneurial economy. That's where the challenge gets tricky. We probably are going to ask great employees (teachers) to prepare students to work in an economy which will not be jobs based. It will be value based. If a person can create or add value in the emerging economy, they have the foundation for an entrepreneurial business. The question for today's students should not be, "How will I make money?" A more relevant question would be, "How will I create value?" That means students must become adults who can figure out what to do every moment of every day rather than be told what to do during a 9-5 workweek. The role shifts from being a learner who answers questions to becoming a thinker who can question all the answers. What happens if today's students are unable to craft compelling questions? Probably nothing . . . and that's the problem. Where will the U.S. economy go without young innovators? Probably nowhere. How will Iowa's smaller communities survive if they are unable to reinvent themselves from the inside out? School enrollment trends already paint an alarming picture for many school districts in Iowa. Who is most capable of producing curricula which encourages and rewards relevant questions? G/T education. Every professional educator connected with the G/T system needs to rethink their roles in expanding the G/T network toward other content providers and consumers . . . inside and outside the current G/T domain. As I said at the ITAG conference last year, "The network is the new work, and the network is your new net worth." At the end of the 2012 ITAG conference, participants must be prepared to venture into new territory to create the value propositions currently lacking or unknown to sectors of Iowa's population. Isn't real and local economic development sitting in Iowa's elementary classrooms right now?

Continued on page 8

Continued from page 7

G/T education is a great story. Yet, like any industry, the better story doesn't always win. Those who tell their story better . . . they win. Advertising is certainly a part of the success equation. It means finding better ways to tell a story. However, I believe G/T education has reached a defining moment in its history. It is a marketing moment, not an advertising moment. There must be an external and internal revolution in the G/T brand. What seems obvious to G/T professionals may not be obvious, for example, to Iowa's business community. The reverse is also true. What may be obvious to an entrepreneur may have eluded the focus of an educator who has great skills as an employee yet inevitably still thinks like an employee.

As an sculptor and poet, I learned early the public's perception of a brand called 'artist' generates little interest from anyone outside the art world. So for the past 40 years, I have made decisions which position the creative process as a compelling value proposition for many kinds of companies and associations which, on first glance, would not consider art relevant to their business models. My clients are literally coast to coast in the United States and have included groups as diverse as The Mayor's Office of Employment and Training in Chicago to the International Association of Plumbing and Mechanical Officials. I have also presented to Specialty Advertisers of Greater New York and the Texas Recreation and Parks Society. I annually do leadership training for Farm Bureau in Iowa, Nebraska, and Wisconsin plus have done strategic planning for ISOSWO—the statewide professional association of Iowa's landfill administrators. I share these examples, not to focus on myself, but to point out that my masters degree is from the *University of Iowa's School of Art and Art History*. My major? Watercolor! So if a guy whose degree is in watercolor can brand himself as a content provider to organizations who aren't into sculpture, drawing, or poetry . . . then G/T educators should understand their future holds promise.

The future of G/T education should in part be predicated on what we did last year at the 2011 conference. During the **Ringin' True** portion of my workshops, I asked each of you for a one word answer to the question, "Why do you do what you do?" Then, by repeating that question six more times, we drove to the core of your decision-making process. We also explored **The Research Plot** which gave you six tools which in various combina-

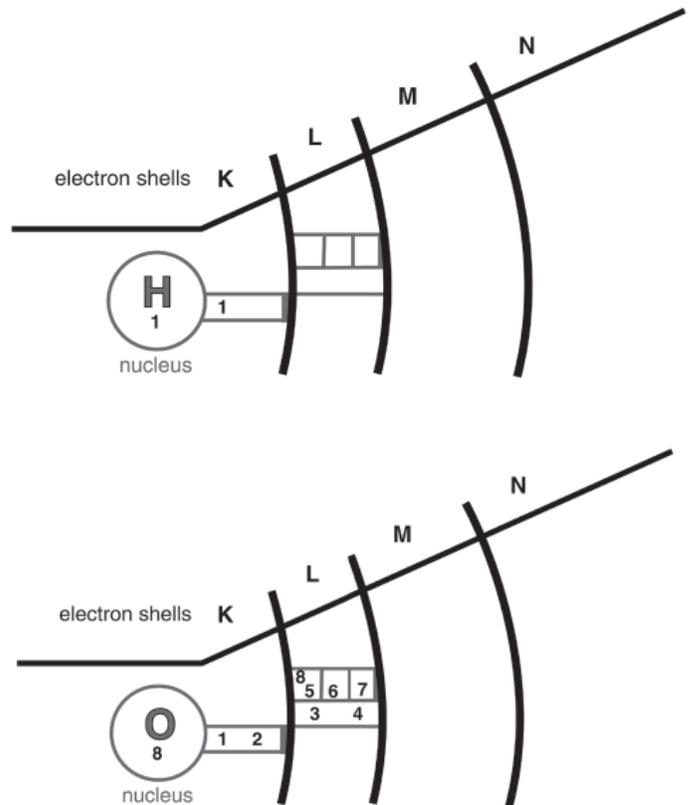
tions position you with 63 strategies for generating new ideas. We also explored the distinction between perception and strategic perspective. This concept included a question about locating the sun. When asked, most people point at the brightest light in the sky because that's what perception tells us. Yet we know that even at the speed of light it takes 8.3 minutes for the sunlight to travel from its source to the Earth. So pointing at the light is pointing where the sun was . . . not where it is. When you point your G/T students toward the future, are you directing them where things were or where they will be? This distinction between *perception* (the way it looks) and *strategic perspective* (the way it is) is crucial for any business. Certainly many Iowans have some perception about G/T education and G/T professionals. One of the goals of the 2012 conference is to become strategic about how to evolve the G/T brand so it moves toward a more compelling value proposition.

For the past ten years, I have been involved with another Iowa challenge which needed brand transformation: water quality. At the start, I was approached by two Department of Natural Resources professionals after, earlier that year, a group of volunteers slid their canoes into the Maquoketa River and began picking up river trash. Brian Soenen and Mary Rankin both were passionate about growing this blend of volunteerism and stewardship. So they came to my studio and asked, "If we brought you 1,000 pounds of river trash, what would you build?" My reply? "I wouldn't build anything. I would assist the volunteers in building collaborative sculptures designed by them." Their eyes lit up as they rolled out a follow-up question. "Would they do this out here . . . at your studio?" I replied, "No, we would be live at the DNR's permanent facility at the Iowa State Fair in Des Moines. There are 100,000 visitors a day at the state fair. We need to tell the **Project AWARE** story to people who might think sloshing through mud, junk, and dirty river trash isn't cool. Making collaborative art, poetry, and music inspired by the **Project AWARE** volunteers will allow us to brand **Project AWARE** with the cool factor." More recently, I have been working closely with the DNR's Lynette Seigley to produce public sculpture, poetry, and music including three out of five sets of **The River Gates of Project AWARE**. These gates were featured last year in a segment of Iowa Public Television's special "Iowans Remember 9/11." One of the large collaborative sculptures, **Drop In** has traveled with me to South Padre Island where I spoke about state-of-the-art recreation within The

Creative Economy. The television, radio, and press coverage of **Project AWARE** has ballooned as this DNR cleanup project has become a national model for volunteer stewardship. For example, in 2009, the U.S. Department of Interior gave the Take Pride in America Award to the Iowa DNR's **Project AWARE** as the best volunteer stewardship program in the nation. Thousands of kids and adults have assisted in transforming river trash into **The River Gates of Project AWARE** as they visit us each year at the Iowa State Fair site. Earlier this year, **Project AWARE** was featured in the 2012 Winter Special Edition of *Outdoor Life Magazine*. I share this to make a point: if cleaning up mud-encrusted river trash to improve Iowa's water quality can be the source of vigorous brand formation, then G/T education can accomplish it also. What could be more important than ensuring Iowa's economic future? Water quality is a part of that future. So should be the talents of Iowa's students.

One of the ways water quality and Iowa's G/T educators overlap is by staying current. A river never settles, never stops, and must never be underestimated in terms of its power. To me, it sounds also like a description of Iowa's educators. Staying current means applying our science literacy to our daily behavior. Whether it's a stream or a teacher, isn't it fair to ask questions about aligning with research, best practice, and sustainability? There are also powerful clues about vitality hidden in the structures which science provides. Let's look at how water works. Two atoms of hydrogen. One atom of oxygen. Together, the resultant molecule makes up over 60% of the human body. How and why does that happen? Here's a clue ... hydrogen has an atomic number of 1. That means one proton in its nucleus. That also means one electron in the **K** shell of the electron shells. It has a +1 charge. Now ... oxygen. What's the atomic number? A quick look at the Periodic Chart indicates it is 8. That means eight protons and eight electrons. Those eight electrons fill both spots for electrons in the **K** level of the electron shells, plus both electrons of the first tier of the **L** electron shell. That leaves four more electrons orbiting or pulsing in paths in the second tier of the **L** level of the electron shell. That also leaves an oxygen atom hungry to fill two more slots in the second tier of the **L** electron shell. That's where two hydrogen atoms coming courting. **(Please see the two diagrams on the opposite column.)**

When two hydrogen atoms and one oxygen atom share their electrical resources to complete their outer shells, they become one of the more powerful molecules



on our planet. What a concept! If you discover things in need of sharing resources, then together they can make almost indestructible bonds. They become a resource the world may be hungry to acquire. Remember, although it is all around and inside us ... you can still sell water on this planet ... as long as convenience, flavor, and safety are what you package.

What resources do G/T professionals possess which could make other producer/consumers more powerful? What collaborative bonds are waiting to be created between G/T professionals and those who are unclear about G/T education's value propositions? How could we make G/T education as indispensable as water? I look forward to exploring these and other current issues with you during my keynote **Know. Next. Now**. Until then, enjoy this collaborative poem from **Project AWARE**. There were over 250 inputs from volunteers and state fair participants involved in creating this public artwork.

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2012 ITAG Conference Keynote
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Dr. Temple Grandin: Face to Face

By Jacque Crouch

On a sunny, crisp fall day, Dr. Temple Grandin walked into my life. I was excited to attend the Autism Society of Iowa fall conference in Des Moines, Iowa. Before the conference, I had read Dr. Grandin's book, *Unwritten Rules of Social Relationships: Decoding Social Mysteries through the Unique Perspectives of Autism*, as well as material about autism and twice exceptionality provided by the Belin-Blank Center; I was aware of many of the challenges she has faced. When I arrived at the conference center, Dr. Grandin was signing books, so I jumped into line to have her sign my books. She looked like the photo on her book and was dressed in her beautifully embroidered western shirt. As I waited in line, I felt like I was witnessing a woman with a mission. While waiting, I could see that she was talking to each person, asking who was a parent and who was a teacher. I listened to compassionate conversations with frustrated mothers and teachers. Dr. Grandin would ask, "What is the child's particular problem, what are the symptoms, and what are we going to do? I don't care about the label." I could tell that this courageous and inspiring woman had an amazing story to tell, containing brilliant insight that would be invaluable to me. The text below explores information from Dr. Grandin's presentation.

Accomplishments

Dr. Temple Grandin is the most well-known and accomplished adult with autism. Her life has had many successes and challenges stemming from her twice exceptionality. She has written many books and has been written about in many national publications, as well as featured on television shows. Her life story has been made into an HBO Film, *Temple Grandin*, which won five Emmy Awards. She was named one of the 2010 *TIME Magazine's* 100 most influential people in the world. Dr. Grandin is a Professor of Animal Science at Colorado State University and has a successful career as a livestock-handling systems designer. Over 50% of all livestock facilities use Dr. Grandin's design for humane animal treatment and slaughter practices.

In the Beginning

Temple Grandin did not speak until she was three-and-a-half years old, communicating instead by screaming, humming, and peeping. Diagnosed with autism

in 1950, her parents were told that Temple should be institutionalized. Her mother worked very hard to improve her daughter's behavior so that she could convince Temple's father and her doctors that keeping her was the right decision. Being raised in the 50's and 60's in a structured home environment, Temple learned social rules that helped her better fit in with society. Peers, however, bullied her at school because they found her odd. School became easier when Temple found a teacher "mentor" who helped her recognize her talents. Temple, from her earliest years, thought in pictures. She figured out how to eliminate the details, categorize the pictures, and then put them into subcategories. Parents and teachers provided structure, high expectations, and opportunities for creativity, all of which were elements that have contributed to her success.

Symptoms of Autism

Types of autism include Kanner/Asperger (high functioning) and Regressive/Epileptic (often, low functioning). Each student with autism has his or her own personality and symptoms. In general, however, symptoms of autism include sound and visual sensitivity, tactile problems, visual thinking, behavioral problems, severe anxiety, seizures, poor speech, and difficulties with communication. Fear is a common emotion; many children with autism are afraid of noises of automatic doors or flushing toilets, background noise, or noise patterns jumbling together. Other autistic children experience emotions and ways of thinking that appear more normal.

Programs

A program for the treatment of autism that might be beneficial for one child might be detrimental to others. Most children can improve if, between the ages of 2 and 5, they receive a minimum of 20 hours a week of good educational programming. Autistic children must be kept from shutting out the world so they can engage their brains and develop more normally. Therapies using forced holding or forced eye contact are often successful.

Continued on page 12

Continued from page 11

Tips for Success

- * Differentiate between bad behavior and tantrums; bad behavior such as rudeness, manipulating a teacher with a tantrum, or laughing at an overweight person, is not acceptable. Never punish a child by taking away career-related activities; for example: taking away art supplies;
- * Develop good manners during structured meals;
- * Learn good grooming habits;
- * Practice taking turns, for example, through playing board games;
- * Understand limits and develop consistent disciplinary routines at home and school;
- * Develop areas of strength;
- * Expand obsessive interests into skills and services other people need;
- * Find mentors and teachers that are attracted to talent; effective teachers know how hard to push;
- * Develop good work skills;
- * Socialize through shared interests in school clubs or through hobbies;
- * Try new things: order from a fast food restaurant; learn how to buy things;
- * Control anger and aggression;
- * Some teenagers and adults will need medication, special diets, exercise, vitamins and supplements; studies suggest that small doses of antidepressants in teenagers and adults with autism help with anxiety, nervousness, and sensitivity to touch;
- * Limit television, idle web-surfing, and video games.

Choosing the Right Job

Choosing the right jobs for people with autism are critical. Middle school is a good time for children to get small jobs and discuss careers. Visual thinkers could be good at careers that emphasize computer programming and drafting. Non-visual thinkers could be good at math, music, or fact-related jobs such as accounting, engineering, or journalism. Individuals who are nonverbal or who have poor verbal skills could be good in areas such as custodial jobs, lawn and garden work, or factory assembly.

Dr. Grandin never was able to complete a job inter-

view. She has been successful because people respected her talents. People with autism need to learn how to come through the back door.

“People with autism need to learn how to come through the back door.”

Reflection

Learning about Temple Grandin’s life has caused me to think much more deeply about the success of students with autism. Dr. Grandin explained how social relationships are perceived by anyone who has felt ‘different’ in the classroom, at the job site, or just relating to others. Her guidelines are invaluable for people living and working with others with autism. As well, Dr. Grandin’s history and educational training have given her a perspective about animals that is unlike any other expert in the field. Dr. Grandin has taken that same understanding and applied it to helping children. We, as teachers, need to look at all children and remember that potential talents are hiding inside. It is our responsibility to give each child the opportunity to develop and express those talents.

By Jacque Crouch
TAG Teacher
West Central Valley Schools



ITAG Board Members Gail Kenkel, Linda Moehring, and Maureen Marron meet with Katy Siddell from Congressman Boswell’s office.

2012 Legislative Photo Highlights



ITAG Board Members Gail Kenkel, Linda Moehring, and Maureen Marron meet with Congressman Steve King.



ITAG Board Members meet with Emily Clark from Congressman Tom Latham's office.



ITAG Board Members meet with Lisette Partelow from Congressman Loeb'sack's office.



ITAG Board Members meet with James Rice, Senator Grassley's Legislative Assistant.



ITAG Board Members meet with representatives from Senator Harkin's office.



ITAG Board Members meet with Rob Goldsmith from Congressman Braley's office.

Secondary Students Need to be Challenged and Supported in the STEM Areas

By Chris Schultz

One criticism of gifted education is that much of the efforts are focused on students in grades K-6. Some complain that little is done with students in upper grades because often Advanced Placement (AP) courses become the default for serving such students. In this article, components of successful teaching and learning approaches are briefly discussed.

To begin, technology is hopefully interwoven in curricular areas and opportunities exist for those who wish to specialize. These opportunities are far beyond the simple BASIC programming of twenty years ago and quite often these students may be more informed about technology than their educators are! An educator's support would likely be in identifying appropriate outlets for these students' passion and in finding mentors, as suggested by George Betts' Autonomous Learner Model and the Purdue Three Stage Model.

The field of engineering has also found a way to enhance the middle and high school curriculums in the past 20 years by developing classes, competitions, and mentorships. Through Project Lead the Way, First LEGO League, Future City, and various state and local supported events, students and educators can expose students to the many facets of careers in engineering.

Both technology and engineering success are dependent on student understanding, exposure, and challenges in the areas of mathematics and science. While many students exhibit success, the following data from ACT reflects one of the problems of our bright secondary STEM students. Sixty-six percent of all ACT-tested high school graduates met the English College Readiness Benchmark in 2011 and 52% of graduates met the Reading Benchmark. The College Readiness Benchmark for Mathematics reports as 45% while 30% met the College Readiness Benchmark in Science. "Benchmarks are scores on the ACT subject area tests that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses." These college courses include English Composition (ACT English score of 18), College Algebra (ACT Math

score of 22), Biology (ACT Science score of 24), and an introductory social science course (ACT Reading score of 21). "Based on a nationally representative sample, the Benchmarks are median course placement values for these institutions and as such represent a typical set of expectations, ACT's College Readiness Benchmarks." Data for this section was retrieved at: <http://www.act.org/research/policymakers/cccr11/readiness1.html>.

Currently as the Coordinator of Math 10 at Iowa State University, I work with bright students who have an issue with their performance in mathematics. They are not able to demonstrate what they know and are able to do on a minimum of three placement exams for our beginning credit classes. The one such identifier is the ACT Math subtest with a score of 19 or lower. Math 10 is not a new program nor is it unique to Iowa State University. Developmental Math courses are nationwide. The one piece at Iowa State that does get the students' attention is that this course earns them no credit and they must also pay an extra fee.

I see many of the problems and have a few thoughts to be considered. My basis for my sharing is that for 11 years I was the TAG Strategist at a metropolitan high school and I don't remember ever hearing about developmental classes at universities. As the current coordinator and instructor at one such university, I see bright students who might have been encouraged differently in high school.

For example: "Susan" was confused the other day as to why she was not doing better in my class since she had always earned A's in high school and had gone through Algebra 2. Her teacher had always given students partial credit for their work that they showed. My question to her was how much had the ACT exam given her for partial credit?

Similarly, "Mary" was an accelerated math student who finished precalculus/trig her sophomore year of high school... and 3 years later needs to retake Algebra I. "John" also took Algebra 1 in 8th grade and now after graduating 3 years ago needs to retake Algebra 2 and feels as though he really should not have to do so. But their placement test scores say they do need this background and many others who do not succeed in their first credit math classes at

universities nationwide could probably also benefit from a review.

So why does math “stick” for some college students and not for others? I have a few thoughts that I offer for discussion based on my years of observation. Bright students need a curriculum that is accelerated to meet their needs. Math can be easily accelerated and it is often the content area with a great need for differentiation because of perpetual review and the notion that topics build on one another. Students may also be inclined to take Algebra early because it is en vogue. As an example, I have worked with students who completed their three-semester Calculus sequence before graduating from high school and have gone on to major in STEM related fields. I have also worked with students who took Algebra in 7th grade and completed math requirements their sophomore year. Undoubtedly, many of you have also worked with similar students. I am not saying that we need to abandon these practices but as TAG Specialists or any other professional who is involved with this differentiated curriculum for bright STEM students, we need to pay attention to other pieces. The first piece is performance on standardized test scores such as the PLAN or PSAT, SAT, or ACT. If students have been in an accelerated math or science curriculum, but cannot test at an above average level on such exams, there may be a problem with what that student knows and can actually do with that knowledge.

Secondarily, I would urge a frank discussion with students and/or teachers about the meaning of grades. On exams, students are given credit for “kind of” knowing? Are students allowed to use notes on exams? Are students allowed to use graphing calculators on all exams? (Note: these are not allowed on the ACT) Many of these practices are allowing our bright students to pass through without having an in-depth understanding of the material. Moreover, teachers are providing unrealistic assessment situations for students, which may increase the likelihood of failure at a later date.

Some of my students share that they are not good test takers. My reply to them is that in my 39 years in education I have found that when a person practices and truly understands the material, their test scores improve, though there are instances in which anxiety can be a factor in test performance. I do understand the politics of high school and the emphasis placed on a GPA but I also believe that if we set the bar high we will raise the understanding of our students and their standardized test scores will support the high grades earned. At times there is a disconnect

between a high GPA and a below average ACT score.

So what might we do to improve the performance of these STEM students? We continue to serve them the best we can and we recruit and work with the content area teachers as they do also. What we want to do is stay more vigilant about individuals who do not test on standardized tests at their potential in an attempt to identify potential underachievement. When such a disconnect occurs in desired courses and assessment data, we can discuss alternatives with students. Moreover, we can educate them on the realities of college level curriculum and encourage them to prepare for their future. Our rather prescribed mathematics curriculum does not have to be excessively rigid. For example if a student takes the ACT and has a sub-score in mathematics of 19 or lower, then one of two things should happen. The student could immediately retake the ACT and score higher or the student could retake a course in which the student scored poorly. The ACT reports subscores in Pre Algebra/Elementary Algebra, Algebra/Coordinate Geometry, and Plane Geometry/Trigonometry, which can be used as a guide for which class needs a retake. The student may have already earned an A in the corresponding course for many of the possible reasons described above, but the student perhaps did not practice substantially or explore the mathematical concepts in sufficient detail. I certainly understand the high school mentality of just wanting to get it done and get a good grade, but when the accountability of a standardized exam says this is not sufficient, we have a moral obligation to students to explore options in an attempt to solidify skills and understanding. Secondary students do need to be challenged in the STEM areas. Advanced Placement classes are often culminating classes in high school and many students embrace the challenge and rise to the expectations of understanding mathematics at a higher and deeper level and then demonstrate that understanding on a nationally-normed exam. As the professionals working with secondary students, we must enable our students to take a look at where they are with their understanding of mathematics and encourage them to take the appropriate steps. These steps may include a step back to make sure they are entering the university ready to do the work at the university. Learning is definitely a process.

Chris Schultz is currently the Coordinator of Math 10 at Iowa State University. Prior to this responsibility, she was the Talented and Gifted Strategist at Abraham Lincoln High School in Council Bluffs, Iowa for eleven years.

Books, Books and More Books

By Bob Seney, Professor Emeritus/Gifted Studies, Mississippi University for Women

Mirror, mirror on the wall, where do I find the greatest picture books of all?

My intention was to present the foundation for a curriculum unit based upon two amazing books, but in doing so, I went way over my allotted space. So back to the keyboard for major cutting and editing. In encouraging the use of picture books in secondary classrooms, we find this genre is so rich and so sophisticated that it easily provides appropriate challenges for gifted learners of any age. I see a really interesting unit based on the study of mirrors. I will continue to work on this unit and sometime, somewhere I will share it.

The two absolutely amazing books that prompted my idea are: *Mirror, Mirror* by Marilyn Singer, illustrated by Josée Masse (2010, Dutton Children's Books) and *Mirror* by Jeannie Baker (2010, Candlewick Press). Both books could well be the center of study themselves purely because of content and format. In Baker's *Mirror*, we have the story of two cultures and two life stories. The lives of two boys and their families, one in Australia and the other in Morocco, are presented without text. As we follow these two very different families in their daily lives, we see that while different, they are connected. "But some things connect them...just as some things are the same for all families no matter where they live." (*Preface*) This would make an interesting contrast and comparison multi-cultural study, but we can go way beyond that!

What makes this book even more unique is the format. Baker uses a concept that I have not seen before. The book is meant to be read lying open flat. One turns the page on the left from the spine out to the left: the story of our Australian boy. At the same time, the reader turns the page on the right to the right: the story of our Moroccan boy. The book is designed for the stories to be read side by side! This beautifully presents the "idea of the book." "...that outward appearances may be very different but the inner person of a 'stranger' may not be a stranger at all. Like each other, we live to be loved by family and friends and to be a part of a larger family, a community. Inwardly we are so alike; it could be each other we see when we look in a mirror." (*Author's Notes*) Another interesting detail is that the limited text is presented in both English and Moroccan script.

In *Mirror, Mirror*, Marilyn Singer presents a most intriguing form of poetry, which she calls a *reverso*, a form of poetry that is read both down the page and up the page! "When you read a *reverso* down, it is one poem. When you read it up, with changes allowed only in punctuation and capitalization, it is a different poem." (*Author's Notes*) An example is a must:

In Reverse by Marilyn Singer

Who	Something new
says	is
it's true --	up.
down	You
is	will challenge
the only view?	this poem
If you believe that,	if you believe that
this poem	the only view
will challenge	is
you.	down.
Up	It's true.
is	Says
something new.	who?

Singer with Masse's delightful mirror images presents a series of *reversos* that retell several fairy tales. "Witty, irreverent, and exquisitely illustrated, this unique collection holds a cheeky mirror up to language and fairy tales, and renews the magic of both." (Book Jacket) Magic indeed! In these *reversos*, Singer tells the same story through two different points of view. As she notes: "A *reverso* is a form that is both challenging and fun – rather like creating and solving a puzzle. Try it yourself and you'll see what I mean!" (*Author's Notes*)

These two books could be used either as the springboard for a study unit or building to them. I favor this latter approach. There are so many connections that can be made with mirrors: **mythology** (remember Narcissus?); **art** (Escher's print, *Magic Mirror*: a must and the mirror art of Jean and Tom Heffernan); **archeology and history** (the development of mirrors and cultural roles); **fairy tales** (Snow White and who is Margarete von Waldeck?); **music** (many songs with "mirror" in the title); and even the role of mirrors in Feng Shui. Finally, for a really in-depth, advanced content, and accelerated topic, include an investigation of Richard Rorty's controversial criticism of classical or foundational philosophy, *Philosophy and The Mirror of Nature* (30th Anniversary Edition: 2008, Princeton University Press).

All of this from two picture books? You betchum! Happy Reading! Bob

Footnote: In our last column featuring mirrors, a reader turned me on to a fantastic book, *Mirror* by Suzy Lee (2010, Seven Footer Kids). Include this one on your book list for designing your mirror unit.

Your "Kudos" are Needed!

ITAG would like to communicate the success of gifted students and their teachers in our next newsletter. Do you have an accomplishment you'd like to share?

Please send your "kudos" our way at matt.robie@ankenyschools.org

Become a Friend of ITAG!

An additional \$50 beyond your existing membership helps ITAG in its efforts to preserve and promote gifted-friendly legislation, both at the state and national level. Send your contribution to 5619 NW 86th Street, Ste. 600, Johnston, Iowa, 50131 and let us celebrate you as the organization's newest FRIEND!

Attention Website News!

Does your district have a Gifted and Talented teacher/coordinator position you would like to advertise? Simply send us the link to the website on which that position is posted. We will then post your link on the new career opportunities page on our site. When the position is filled, just remove it from your site as you normally would. The link to your human resources or career page will remain active on our site for 60 days from the date of the first posting.

A link to the career opportunities page can be found on the resources page of the ITAG website.

The job posting is a free membership benefit to ITAG Institutional Members.

E-mail any announcements for the web site to itag@assoc-serv.com, subject line: website news.

ITAG Partners

PLEASE HELP! We are 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 Kenn Wathen, Educator Outreach, kwathen@hamburg.k12.ia.us if you would be willing to help.

Monthly ITAG Spotlight

Are you receiving the ITAG Spotlight on Gifted Education e-mail? If not, please e-mail your current contact information to the ITAG office at itag@assoc-serv.com.

Have any ideas for future ITAG spotlights? If so, please send your ideas to Doreen Underwood at roddoreen@aim.com.

In addition, please make sure that you add ITAG's e-mail address as an approved contact in your e-mail program's address book.

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Administrator of the Year Award

ITAG Administrator of the Year

Awarded annually to recognize an Iowa building level or district office administrator who supports and advances ITAG's mission in his/her school or district.

IOWA TALENTED AND GIFTED MISSION STATEMENT

The mission of the Iowa Talented and Gifted Association is to recognize, support, and respect the unique and diverse needs of talented and gifted learners through

ADVOCACY:

by encouraging **informed** educational professionals, parents, policy makers, and all other stakeholders to take appropriate action for the benefit of talented and gifted learners.

EDUCATION:

by strengthening and encouraging the recognition and implementation of practices that support **identification** of talented and gifted learners and **accommodation** of the social, emotional, and intellectual levels.

NETWORKING:

by increasing opportunities for **collaboration** and **cooperation** among all stakeholders with the goal of advancing the abilities and developing the potential of talented and gifted learners.

The Process:

1. Consider the descriptors found in ITAG's Mission Statement. Nominations will be considered and the award recipient determined using these descriptors.
2. Complete the nomination form found on the ITAG website <http://www.iowatag.org>.
3. Submit to Kenn Wathen by E-mail kwathen@hamburg.k12.ia.us.

The forms are due each year by May 31.

The recipient will be recognized at SAI in August and ITAG in October.

Gifted Administrator of the Year Nomination Form

Gifted Administrator Nominee: _____

School: _____

School Address City, St ZIP: _____

School E-mail: _____

School Phone: _____

Nominee's Address: _____

Nominee's Summer Day Phone _____

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Nominee's E-mail: _____

Please describe the ways this Administrator furthers the mission of ITAG and contributes to meeting the needs of the gifted learners in your school, district, and community. You may attach a page to this Nomination Form. No more than one page, please.

Your name: _____ Title: _____

Signature _____ Date: _____

Distinguished Service Award



Please submit your nominations to kwathen@hamburg.k12.ia.us

If you have questions, please contact Kenn Wathen at kwathen@hamburg.k12.ia.us

Nominations must be received by June 30.

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 _____

Summer day phone number _____

Cell phone number _____

Address _____

City, State, Zip _____

Relationship to nominee _____

Date _____



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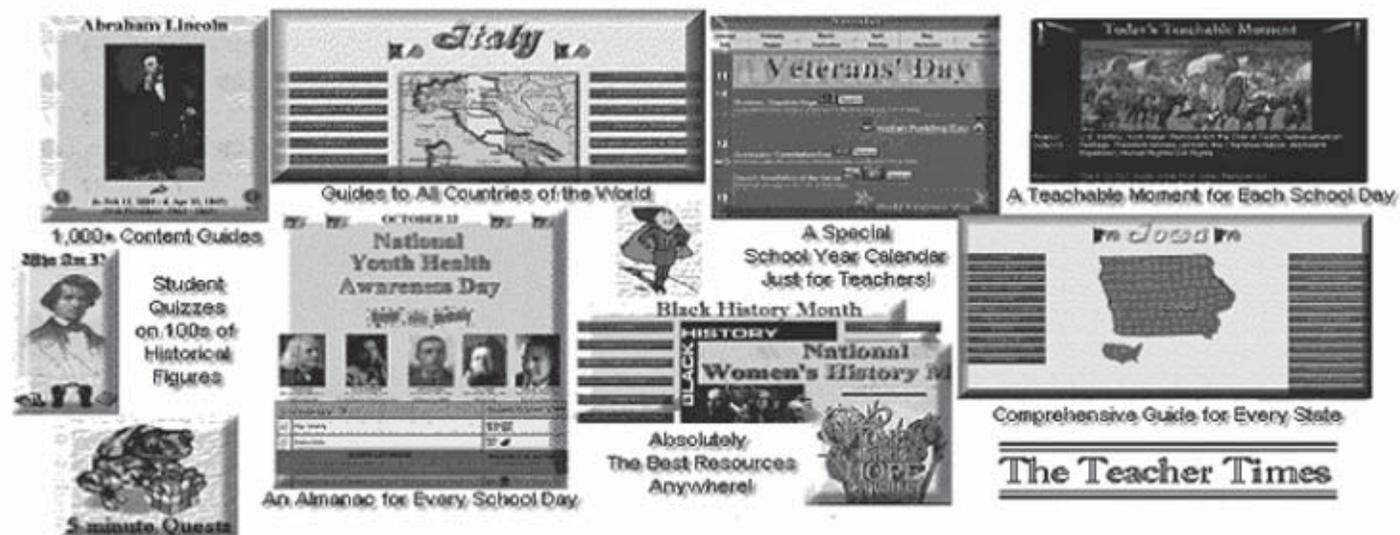
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What is your primary role in gifted education?

Select two:

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| <input type="checkbox"/> Psychologist | <input type="checkbox"/> Consultant |
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If you wish to join for a three-year term, please apply online, or call NAGC.

Subtotal _____

2. Network Selection

Individual, Graduate, or Lifetime Members - Choose 3

NETWORKS: Effective September 2010, each Individual, Graduate Student, and Lifetime Member may select up to three (3) NAGC Networks as part of their annual membership. **Want to join more than three? There is an additional \$25 annual fee for all-Network access.**

- | | | |
|---|---|---|
| <input type="checkbox"/> Arts | <input type="checkbox"/> Curriculum Studies | <input type="checkbox"/> Professional Development |
| <input type="checkbox"/> Computers & Technology | <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Research & Evaluation |
| <input type="checkbox"/> Conceptual Foundations | <input type="checkbox"/> Global Awareness | <input type="checkbox"/> Special Populations |
| <input type="checkbox"/> Counseling & Guidance | <input type="checkbox"/> Middle Grades | <input type="checkbox"/> Special Schools/Programs |
| <input type="checkbox"/> Creativity | <input type="checkbox"/> Parent & Community | |

Need more info on NAGC Networks? Visit www.nagc.org/networks.aspx

All Networks \$25 _____

3. Donation

Please consider a donation to assist in our efforts to increase awareness of the needs of high-ability learners. As a 501(c)(3) non-profit organization, your donation to NAGC is tax deductible to the extent the law allows.

Donation (optional) _____

Payment

Payment Method:

- Check Mastercard Visa AMEX Discover
 Made payable to NAGC

Signature _____

Name on Card _____

Card Number _____

Exp _____ CID _____ Billing Zip Code _____

- I do not wish to have my name used for other mailing lists. NAGC never shares phone or e-mail information.

Payment Calculation

1) Membership \$ _____

2) Network Total \$ _____

3) Donation \$ _____

Total _____



Parent Membership Application

The National Association for Gifted Children (NAGC) is pleased to offer all PARENT members of Iowa Talented and Gifted Association, a Parent Affiliate Membership for \$15.

This one-year membership provides you with four (4) issues of *Parenting for High Potential* magazine, access to all resources on the NAGC website (www.nagc.org), discounts on NAGC WOW events (Webinars on Wednesday), the NAGC Annual Convention registration fee and books purchased from the NAGC Online Bookstore, and the monthly member e-newsletter, *Compass Points*. After one-year you may renew your membership as an NAGC Associate Member.

I would like to support high-ability learners by joining NAGC today

Contact Information

First Name _____ Last Name _____ M.I. _____
Address _____
City _____ State _____ Zip Code _____
Phone _____ E-mail _____

Membership Category/Annual Dues

Affiliate Membership \$15.00

TOTAL DUE _____

Payment

Payment Method: Check Mastercard Visa AMEX Discover
Made payable to NAGC

Name on Card _____

Card Number _____

Exp _____ Card Verification # _____ Billing Zip Code _____

Signature _____

Please mail completed application with payment to:
National Association for Gifted Children
1331 H Street NW - Suite 1001
Washington, DC 20005

OR

Fax completed form with credit card information to:
202/785-4248

Questions? Call 202/785-4268

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The Iowa Talented and Gifted Association Board of Directors proudly announces these

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Search "Iowa Talented and Gifted" on Facebook and then become a part of our newest online community!





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• 5619 NW 86TH STREET, STE. 600
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Please check as many as apply:

<input type="checkbox"/>	Classroom Teacher	<input type="checkbox"/>	Other
<input type="checkbox"/>	TAG Teacher	(Please Specify)	
<input type="checkbox"/>	TAG Coordinator	_____	
<input type="checkbox"/>	Counselor	_____	
<input type="checkbox"/>	Administrator	_____	
<input type="checkbox"/>	Parent	_____	

NAME: _____

ADDRESS: _____

_____ ZIP CODE

EMAIL: _____

PLEASE CHECK BOX IF NEW ADDRESS

Membership Amount Enclosed:

- \$50 Member
- \$150 Institutional
- \$100+ Friend
- \$1,000+ Sponsor
- \$30 Affiliates Parent Groups
- \$35 Affiliates Teacher Groups

* \$25 per person if submitted as part of a local chapter.
If you are already an ITAG member, please pass this form
along to another interested advocate of education for
Iowa's gifted and talented students.

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:

ITAG NEWS

5619 NW 86th St., Ste. 600
Johnston, IA 50131-2955
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