

*Cutting Beyond the Edge:  
New Realities in Gifted Education*

*ITAG 2011 Conference  
October 17-18, 2011*

**The ITAG 2011 Conference Committee eagerly invites you to join us for the 2011 ITAG State Conference!**

**October 17-18, 2011 at the Airport Holiday Inn, Des Moines, Iowa**

**Cutting Beyond the Edge: New Realities in Gifted Education**

*As educators and advocates for gifted and talented students, can we envision a world in which the edge is dead, the box doesn't exist, and there is no ceiling to limit the potential of our gifted students?*



**Sally M. Reis**

With a focus on creativity, we'll explore the roles of administrators, consultants, counselors, classroom teachers, teachers of the arts, and parents in gifted education from an exciting new perspective. We know that the challenges and opportunities that await our students will require creative thinking and unique skill sets. We know that their reality is beyond anything that we have currently experienced. Knowing this, it seems a daunting task to train and teach tomorrow's leaders, thinkers, and inventors; but that's our calling, our privilege, and our quest. At the 2011 ITAG Fall Conference, we will envision

and explore this world beyond the edge of ours, cutting through what was and what is, to a future without limitations and false constraints. Come prepared to be inspired by **Sally**

**M. Reis** as she challenges us to purposefully embed creativity training within our gifted and talented programming, **David Williamson**, artist in residence to schools and businesses for over 35 years, and **Dr. Clar Baldus** whose instruction on creativity for both students and teachers will help us envision an environment infused with creativity. Come prepared to see the possibilities of a world in which students learn that "impossible" is negotiable and a ceiling to their talent is nowhere in sight. Dozens of our own Iowa educators and consultants will present and help us to build and bolster our own programs. Join us as we come together as a community to learn from each other and re-imagine the possibilities of instruction and programming to meet the needs of our gifted children!



**David Williamson**



**Dr. Clar Baldus**

**Additional conference materials will be available this summer and fall!  
Please be sure to check our web site at [www.iowatag.org](http://www.iowatag.org) for further details.**



# 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, \$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.

## ITAG Website

<http://www.iowatag.org>

Please send changes in the above information to Alda Helvey at [ITAG@assoc-serv.com](mailto:ITAG@assoc-serv.com)

There are few careers that don't require training and re-training. Think about it — do you really want someone without current training to do work for you? Do you want a doctor that doesn't have the latest skills or knowledge-base to advise or work on you? Do you want a mechanic working on your car without the use of the newest technology? Would you want to buy insurance from someone with an expired license? We all know the answers to these questions. Not only do workers need to be trained, but they need to update their training to ensure productivity, top-notch problem-solving abilities, and professionalism. I hope you place a priority on re-tooling yourself as a professional!

In the ten years since earning my endorsement within master's studies, I've been amazed at the progress that has been made in the area of counseling the gifted. This winter, I attempted to update my "identifying social-emotional needs" endorsement training by taking a course that included strategies on how to *counsel* those needs. Just like instructional strategies, many counseling approaches used with traditional learners are not effective or appropriate to use with gifted students. However, at this time, school counselors need no specific training in addressing the unique needs of the gifted learner. An understanding gifted teacher with no counseling training might be a better source for gifted students to turn to with problems. Now, coursework that combines counseling strategies *in response to an understanding of social/emotional issues unique to the gifted learner* is finally becoming a focus of graduate course offerings. And it's not that mysterious! With the number of insightful resources that have grown over the years as well, I now have revitalized tools to use with my students. As a practitioner, one resource I'd like to pass on to all of you is

**The Essential Guide to Talking with Teens: Ready-to-Use Discussions for School and Youth Groups** by Jean Sunde Peterson. In addition to discussion topics based on six themes, Peterson offers the counselor or teacher processes and activities with which to follow up. There are over 25 reproducible pages for student use. This can be a great resource for classroom or small group work. If your school counselor is without background *studies* (not just a chapter) in gifted education (and I'll bet he/she is), I encourage you to please find time to research articles, books, or coursework opportunities to share.

Named for the popular assembly of ancient Athens, an **ecclesia** (with accent on the *cle* and long *e*) is a gathering of like-minded persons; a "think tank" might be an ecclesia; so might a professional conference. We're anticipating our fall ITAG conference, October 17-18, 2011, to be very much an **ecclesia**, with this year's theme **Cutting Beyond the Edge: New Realities in Gifted Education**. I know you will enjoy the articles by two of our keynotes included in this issue. With an emphasis on creativity, there will be something for everyone as we peer into the ever-morphing entity we call gifted education. A question our conference chairs pose: *as TAG educators, are we ready for a world in which the edge is dead, the box doesn't exist, and the sky is no longer the limit?* Faced alone, that can be pretty scary stuff! Your attendance will be a wonderful opportunity to network with some pretty amazing colleagues. ITAG will again offer graduate credit through a choice of Iowa institutions. And remember, this will be the last conference before the mandated endorsement deadline and is an excellent opportunity for you to synthesize and reflect on what you are learning for credit.

Continued on Page 4

<b>In this Issue:</b>	
Cutting Beyond the Edge: New Realities in Gifted Education Flyer.....	1
Contact Information.....	2
From the President .....	3, 4
Announcements.....	4
Research That Supports the Need for and Benefits of Gifted Education .....	6, 7, 8, 9, 10, 11, 12, 13, 14
Legislative Committee Photo Highlights.....	14
Meet the 2011 ITAG Annual Conference Keynote Speakers (Pull Out Section).....	15
2011 ITAG Call for Presenters Information (Pull Out Section).....	16, 17
2011 ITAG Call for Presenters Form (Pull Out Section).....	18
2011 ITAG Conference Registration Form (Pull Out Section).....	19
Distinguished Service Award (Pull Out Section).....	20
Administrator of the Year Award (Pull Out Section).....	21
Period: The Magic of A Mark.....	22, 23, 24
NAGC Membership Form and Joint Membership Form.....	25, 26
AEA Contact Information.....	27
Join ITAG and mailing information .....	28

**Continued from Page 3 - President's Message**

Speaking of pretty amazing colleagues, I hope you're thinking about educators, parents, and administrators you would like to nominate for the Distinguished Service Award or Administrator of the Year Award. The criteria and forms are available in this newsletter and on our website and the deadlines are fast approaching! We also will be asking for nominations for the 2011 Board of Directors. I can think of very few more rewarding professional experiences that I've embraced, as I've worked with some pretty amazing colleagues on this board.

*Thank you for all you do for Iowa's gifted kids!*

By Diane Pratt, ITAG President

## 2011 Conference Logo Contest

**Dear TAG teachers and coordinators,**

Urgent help is needed by the 2011 ITAG Fall Conference Co-Chairs! We are looking for secondary students who are gifted in the area of art and creativity. We are requesting help from students to create the logo to support this year's theme:

***Cutting Beyond the Edge: New Realities in Gifted Education;***

*As TAG educators, are we ready for a world in which the edge is dead, the box doesn't exist, and the sky is no longer the limit?*

The 2011 ITAG Fall Conference has a very strong creativity theme and we need your help. Please ask students to consider creating and submitting a logo that we might use to advertise this conference with a creativity focus. Submissions will be judged on the extent to which they *speak to the theme and exist outside the box and beyond the edge*. Submissions may be in either black and white or color and should be in a .jpg format with at least a 300 dpi resolution. Art submission to the ITAG office should include the artist's electronic signature, a statement that the art work is theirs, and provide a statement that ITAG can use the artwork in promotional materials for the 2011 Fall Conference.

Submit logos to: ITAG: [itag@assoc-serv.com](mailto:itag@assoc-serv.com)

Due date has been extended because the short time frame given through the "ITAG Spotlight" allowed for very few submissions. Winner(s) will be announced in the Summer/Fall edition of the ITAG Newsletter (students may work as a team)

Thanks for supporting gifted children in the area of fine arts!  
**Sincerely, Linda Moehring and Conference Co-Chairs**

## 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, at [kwathen@hamburg.k12.ia.us](mailto: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](mailto:itag@assoc-serv.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.

## SENG

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## Research That Supports the Need for and Benefits of Gifted Education The National Association for Gifted Children

By Sally M. Reis

Separate studies conducted during the last few decades have demonstrated both the need for and the benefits of gifted education programs. Gifted program effectiveness has been documented in schools with widely differing socioeconomic levels and program organization patterns and the effectiveness of these programs has been documented longitudinally with both case study as well as larger data base studies. Of special interest are the documented benefits that occur for all children when gifted education strategies and programs are extended to other students, as well.

### This research on gifted education and gifted education pedagogy supports the following:

- 1. The needs of gifted students are generally not met in American classrooms where the focus is most often on struggling learners where most classroom teachers have not had the training necessary to meet the needs of gifted students** (Archambault, et al, 1993; Moon, Tomlinson, & Callahan, 1995; Reis, et al, 2004; Reis & Purcell, 1993; Westberg, et al, 1993).
- 2. Grouping gifted students together for instruction increases achievement for gifted students, and in some cases, also for students who are achieving at average and below average levels** (Gentry & Owen, 1999; Kulik, 1992; Rogers, 1991; Tieso, 2002).
- 3. The use of acceleration results in higher achievement for gifted and talented learners** (Kulik, 1992; Colangelo, Assouline & Gross, 2004; Rogers, 1991).
- 4. The use of enrichment and curriculum enhancement results in higher achievement for gifted and talented learners as well as other students** (Field, nd; Gavin, et al, 2007; Gentry & Owen, 1999; Kulik, 1992; Reis, et al, 2007; Gubbins, et al, 2007; Rogers, 1991; Tieso, 2002).
- 5. Classroom teachers can learn to differentiate curriculum and instruction in their regular classroom situations and to extend gifted education strategies and pedagogy to all content areas** (Baum, 1988; Colangelo, Assouline & Gross, 2004; Field, nd; Gavin, et al, 2007; Gentry & Owen, 1999; Little, Feng, VanTassel-Baska, Rogers, Avery, 2007; Reis, Gentry, & Maxfield, 1998; Reis, et al, 2007; Tieso, 2002; Reis, Westberg, Kulikowich, & Purcell, 1998).
- 6. Gifted education programs and strategies are effective at serving gifted and high-ability students in a variety of educational settings and from diverse ethnic and socioeconomic populations. Gifted education pedagogy can also reverse underachievement in these students** (Baum, 1988; Baum, Hébert, & Renzulli, 1999; Colangelo, Assouline & Gross, 2004; Gavin, et al, 2007; Hébert, & Reis, 1999; Little, Feng, VanTassel-Baska, Rogers, Avery, 2007; Reis, & Diaz, 1999; Reis, et al, 2007).
- 7. The curriculum and pedagogy of gifted programs can be extended to a variety of content areas resulting in higher achievement for both gifted, average, and some enrichment pedagogy can benefit struggling and special needs students when implemented in a wide variety of settings** (Baum, 1988; Kulik, 1992; Field, G.B., nd; Gentry, 1999; Gavin, et al, 2007; Reis, et al, 2003; Reis, et al, 2007; Little, Feng, VanTassel-Baska, Rogers, Avery, 2007; VanTassel-Baska, Zuo, Avery, & Little, 2002).
- 8. Some gifted students with learning disabilities who are not identified experience emotional difficulties and seek counseling. High percentages of gifted students do underachieve, but this underachievement can be reversed. Some gifted students do drop out of high school** (Baum, 1988; Baum, Hébert, & Renzulli, 1999; Hébert, & Reis, 1999; Reis, Neu, & McGuire, 1997; Renzulli & Park, 2000).
- 9. Gifted education programs and strategies benefit gifted and talented students longitudinally, helping students increase aspirations for college and careers, determine post-secondary and career plans, develop creativity and motivation that is applied to later work, and achieve more advanced degrees** (Colangelo, Assouline & Gross, 2004; Delcourt, 1993; Hébert, 1993; Taylor, 1992; Lubinski, et al, 2001).

### The research reviewed in this report supports that:

1. Gifted and talented students and those with high abilities need gifted education programs that will challenge them in regular classroom settings and

Continued on Page 6

**Continued from Page 5**

- enrichment and accelerated programs to enable them to make continuous progress in school.
2. The lack of teacher training and professional development in gifted education for classroom teachers will result in fewer challenges, less differentiation, and lower achievement for gifted and talented students.
  3. Longitudinal research demonstrates the effectiveness of gifted education programs and curriculum in raising student achievement, as well as helping students to develop interests, creativity, productivity, and career goals.
  4. Gifted education curriculum, services, and programs
  5. Teachers can learn how to differentiate and compact curriculum to provide more challenge to all students, when they have the professional development, time, and support to learn how to effectively implement these skills and strategies.
  6. Gifted students do underachieve, but those who do can reverse their underachievement and stay in school when provided with challenging enriched learning opportunities in areas of interest.

often benefit other students in addition to identified gifted students, including those who are culturally diverse, poor, or with special needs.

**Please see the detailed table below.**

**Table 1. Research Studies**

*\*P=Primary grades, K-2; E=Elementary grades, 3-5; M=Middle grades, 6-8; S, H=Secondary or High School grades, 9-12. PS=Post secondary grades.*

Author & Date	Title of Study	Sample	Major Results and Findings
<b>The Needs of Gifted and Talented Students Are Generally Not Met in American Classrooms.</b>			
Archambault, Westberg, Brown, Hallmark, Emmons, & Zhang (1993)	The Classroom Practices Survey	N=7300 randomly selected 3rd and 4th grade teachers E	Sixty-one percent of approximately 7300 randomly selected third and fourth grade teachers in public and private schools in the United States reported that they had <b>never</b> had any training in teaching gifted students. <b>The major finding of this study is that classroom teachers make only minor modifications on a very irregular basis in the regular curriculum to meet the needs of gifted students.</b> This result was consistent for all types of schools sampled and for classrooms in various parts of the country and for various types of communities.
Westberg, Archambault, Dobyns, & Salvin (1993)	Classroom Practices Observational Study	N=46 teachers N=96 students E	Systematic observations conducted in 46 third or fourth grade classrooms with two students, one high ability student and one average ability student, found little differentiation in the instructional and curricular practices, including grouping arrangements and verbal interactions, for gifted students in the regular classroom. In all content areas in 92 observation days, gifted students rarely received instruction in homogeneous groups (only 21% of the time), and targeted <b>gifted students experienced no instructional or curricular differentiation in 84% of the instructional activities in which they participated.</b>
Reis, & Purcell (1993) Reis, Westberg, Kulikowich & Purcell (1998) (Continued on next page, top cell)	An analysis of content elimination and strategies used by elementary classroom	N=46 3rd- 4th grade classroom teachers;	The use of curriculum compacting was examined to modify the curriculum and eliminate previously mastered work for high ability/gifted students. <b>When classroom teachers eliminated between 40-50% of the previously mastered regular curriculum for high ability students, no</b>

<p>Reis, &amp; Purcell (1993) Reis, Westberg, Kulikowich &amp; Purcell (1998) <b>(Continued from bottom cell)</b></p>	<p>teachers in the curriculum compacting process</p>	<p>N=150 students; random assignment E</p>	<p><b>differences were found between students whose work was compacted and students who did all the work in reading, math computation, social studies and spelling.</b> Almost all classroom teachers learned to use compacting, but needed coaching and help to substitute appropriately challenging options.</p>
<p>Reis, Gubbins, Briggs, Schreber, Richards, Jacobs, Eckert, &amp; Renzulli (2004)</p>	<p>Reading instruction for talented readers: Case studies documenting few opportunities for continuous progress</p>	<p>N=12 teachers; N=350 students E, M</p>	<p>Research was conducted in 12 different third and seventh grade reading classrooms in both urban and suburban school districts over a 9-month period. <b>Results indicated that little purposeful or meaningful differentiated reading instruction was provided for talented readers</b> in any of the classrooms. Above-grade level books were seldom available for these students in their classrooms, and they were not often encouraged to select more challenging books from the school library. Talented readers seldom encountered challenging reading material during regular classroom instruction. Even less advanced content and instruction was made available for urban students than for suburban.</p>
<p>Moon, Tomlinson, &amp; Callahan (1995)</p>	<p>Academic diversity in the middle school: Results of a national survey of middle school administrators and teachers</p>	<p>N= 449 Teachers (61 % response rate); N= 500 Principals (25 % response rate) M</p>	<p><b>Teachers and principals admitted that academically diverse populations receive very little, if any, targeted attention in their schools.</b> Teachers report the use of little differentiation for gifted middle school students. Both principals and teachers hold beliefs that may deny challenge to advanced middle school students, as the overwhelming majority believe that these students are more social than academic. Half of the principals and teachers believe that middle school learners are in a plateau learning period when little new learning takes place—a theory which supports the idea that basic skills instruction, low level thinking, and small assignments are appropriate.</p>
<p>Robinson (1991)</p>	<p>Cooperative learning and the academically talented students</p>	<p>Research Synthesis E, M, S</p>	<p><b>Cooperative learning opportunities do not usually challenge gifted and talented students and should not be substituted for specialized programs and services for academically talented students.</b> A lack of attention to the needs of gifted students may result when cooperative learning is used for this population, who often require more advanced content and faster pacing.</p>
<p>Hébert &amp; Reis (1999) Reis &amp; Diaz (1999)</p>	<p>Case Studies of Talented Students Who Achieve and Underachieve in an Urban High School</p>	<p>N=35 high school students S</p>	<p><b>Half of the 35 students who participated in this longitudinal study conducted in an urban high school were underachieving in school.</b> Some of the high achieving students also experienced periods of underachievement in school. Talented students who achieve in school acknowledged the importance of being grouped together in honors and advanced classes for academically talented students. Underachievement for the other students began in elementary school when they were not provided with appropriate levels of challenge and never learned to work.</p>

Continued on Page 8

Continued from Page 8

Renzulli & Park (2000)	Gifted Dropouts: The Who and the Why	N=12, 625 high school students S National Education Longitudinal Study (NELS: 1988)	<b>Approximately 5 % of a large, national sample of gifted students dropped out of high school.</b> Gifted students left school because they were failing school, didn't like school, got a job or were pregnant, although there are many other related reasons. Many gifted students who dropped out of school participated less in extracurricular activities. Many gifted students who dropped out of school were from low SES families and racial minority groups, and had parents with low levels of education.
<b>Benefits of Gifted Programs for Gifted Students with LD and Special Needs</b>			
Baum (1988)	An enrichment program for gifted learning disabled students	N=7 E	Gifted program participants who were both gifted and learning disabled and had the opportunity to participate in advanced projects <b>improved gifted/learning disabled students' behavior, self-regulation and self-esteem.</b>
Baum, Hébert, & Renzulli (1999)	Students who under-achieve	N=17 E, M	When given gifted programming options (self-selected independent study with a mentor), <b>82% of gifted under-achieving students reversed their underachievement</b> when they had the opportunities for strength-based gifted programming.
Reis, Schader, Milne, & Stephens (2003)	Music & minds: Using a talent development approach for young adults with Williams syndrome	N=16 S	<b>The use of participants' interests and the opportunity to participate in advanced training in music was found to significantly increase achievement in math,</b> enhance all participants' understanding of mathematics and to provide opportunities for the further development of their interests and abilities, especially their potential in music.
<b>Longitudinal Benefits Of Gifted Programs</b>			
Hébert (1993)	Reflections at graduation: The long-term impact of elementary school experiences in creative productivity	N=9 S	<b>Gifted programs had a positive effect on subsequent interests of students and affected post-secondary plans;</b> early advanced project work serves as important training for later productivity; non-intellectual characteristics with students remain consistent over time.
Lubinski, Webb, Morelock, & Benbow (2001)	Top 1 in 10,000: A 10-Year Follow-up of the Profoundly Gifted	N=320 students PS	<b>Follow-up studies found that 320 gifted students identified as adolescents pursued doctoral degrees at over 50X the base rate expectations.</b> The base rate expectation for the general population is 1%--1 in 100.
Westberg (1999)	A longitudinal study of students who participated in a program based on the Enrichment Triad Model in 1981-1984	N=15 E, S	<b>Students maintained interests and were still involved in both interests and creative productive work after they finished college and graduate school.</b>
Taylor (1992)	The effects of the Secondary Enrichment Triad Model on the career development of vocational-technical school students	N=60 S	Students' involvement in gifted programs in high school enabled them to explore potential career interests and allow students to see themselves in the role of practicing professionals and visualize a different sense of self. <b>Students had increased post-secondary education plans (from attending 2.6 years to attending 4.0 years).</b>



# Benefits of Gifted Education Cont'd.

Moon, Feldhusen, & Dillon (1994)	Long-Term Effects of an Enrichment Program Based on the Purdue Three-Stage Model	N=23 students N=22 parents E	This retrospective study investigated the effects of an elementary pull-out gifted program based on the Purdue Three-Stage Model. <b>Students and their families indicated the program had a long-term positive impact on the cognitive, affective, and social development of most participating students.</b>
Lubinski, Benbow, Webb, & Bleske-Rechek (2006)	Tracking Exceptional Human Capital Over Two Decades	Participants: 286 males, 94 females	Talent-search participants scoring in the top .01% on cognitive-ability measures were identified before age 13 and tracked over 20 years. Their creative, occupational, and life accomplishments are compared with those of graduate students (299 males, 287 females) enrolled in top-ranked U.S. mathematics, engineering, and physical science programs in 1992 and tracked over 10 years. <b>By their mid-30s, the two groups achieved comparable and exceptional success (e.g., securing top tenure-track positions) and reported high and commensurate career and life satisfaction.</b>
Park, Lubinski, & Benbow (2007)	Contrasting Intellectual Patterns Predict Creativity in the Arts and Sciences: Tracking Intellectually Precocious Youth Over 25 Years	N=2409 PS	A sample of 2,409 intellectually talented adolescents (top 1%) who were assessed on the SAT by age 13 was tracked longitudinally for more than 25 years. <b>Their creative accomplishments, with particular emphasis on literary achievement and scientific-technical innovation, were examined and results showed that distinct ability patterns identified by age 13 portend contrasting forms of creative expression by middle age.</b>
<b>Student Achievement Increases/Gains Using Gifted Education Curriculum and/or Grouping Strategies</b>			
Reis, Westberg, Kulikowich, & Purcell (1998)	Curriculum compacting and achievement test scores: What does the research say?	N=336 E, M	<b>Teachers using curriculum compacting for gifted students could eliminate 40%-50% of regular curriculum for gifted students and produced achievement scores that were either the same as a control group or higher in math and science, regardless of what they did instead (independent study in a different content area).</b>
Reis et al. (2007)	The Schoolwide Enrichment Model in Reading	N=1,500 E, M	All students, including gifted students, were randomly assigned to the SEM-R intervention or to continue with the regular reading program as control students. <b>Those who participated in the enriched and accelerated SEM-R program had significantly higher scores in reading fluency and attitudes toward reading than students in the control group, who did not participate.</b> Students in the SEM-R treatment group scored statistically significantly higher than those in the control group in both oral reading fluency and comprehension, as well as attitudes toward reading.
Gentry & Owen (1999) (Continued on next page, top cell)	Promoting Student Achievement and Exemplary Classroom Practices Through Cluster Grouping: A Research-Based	N=226 E	<b>Students at all achievement levels (high, medium and low) benefited from cluster grouping and other forms of instructional grouping accompanied by differentiated instruction and content.</b> Students who were in cluster groups scored significantly higher than students who were not.

Continued on Page 10

Continued from Page 9

Gentry & Owen (1999) (Continued from bottom cell)	Alternative to Heterogeneous Elementary Classrooms	N=226 E	More students were identified as high achieving during the three years that cluster grouping was used in the school.
Kulik (1992)	An analysis of the research on ability grouping: Historical and contemporary perspectives	Research Synthesis	Achievement is increased when gifted and talented students are grouped together for enriched or accelerated learning. Ability grouping without curricular acceleration or enrichment produces little or no differences in student achievement. <b>Bright, average, and struggling students all benefit from being grouped with others in their ability/instructional groups when the curriculum is adjusted to the aptitude levels of the group.</b> When gifted students are grouped together and receive advanced enrichment or acceleration, they benefit the most, outperforming control group students who are not grouped and do not receive enrichment or acceleration by five months to a full year on achievement tests.
Rogers (1991)	The Relationship of Grouping Practices to the Education of the Gifted and Talented Learner	Research Syntheses	<b>Grouping gifted and talented students for instruction improves their achievement.</b> Full-time ability/instructional grouping produces substantial academic gains in these students. Pullout enrichment grouping options produce substantial academic gains in general achievement, critical thinking, and creativity. Within-class grouping and regrouping for specific instruction produce substantial academic gains provided the instruction is differentiated. Cross-grade grouping produces substantial academic gains. Several forms of acceleration also produced substantial academic effects. Cluster grouping produces substantial academic effects.
Field (2007)	An experimental study using Renzulli Learning to investigate reading fluency and comprehension as well as social studies achievement	N=383 E, M	<b>After 16 weeks, students who participated in enrichment and differentiated programs using Renzulli Learning for 2-3 hours each week demonstrated significantly higher growth in reading comprehension than control group students who did not participate in the program.</b> Students who participated in Renzulli Learning demonstrated significantly higher growth in oral reading fluency and in social studies achievement than those students who did not participate.
Colangelo, Assouline, & Gross (2004)	Benefits of various forms of acceleration	Research Syntheses	<b>The use of many different types of acceleration practices results in higher achievement for gifted and talented learners.</b> Students who are accelerated tend to be more ambitious, and they earn graduate degrees at higher rates than other students. Interviewed years later, an overwhelming majority of accelerated students say that acceleration was an excellent experience for them. Accelerated students feel academically challenged and socially accepted, and they do not fall prey to the boredom, as do so many highly capable students who are forced to follow the curriculum for their age-peers.

Gubbins, Housand, Oliver, Schader, & De Wet (2007)	Unclogging the mathematics pipeline through access to algebraic understanding	N=5 teachers N=73 students M	Elementary grade students identified for an after-school program in algebra using grade 8, norm-referenced achievement and algebra aptitude tests; <b>the 30 hour intervention yielded significant pre/post achievement results in problem solving and data interpretation (17-point gain), and algebra tests.</b>
Gavin et al. (2007) Gavin et al (in preparation)	Math achievement was investigated using Project M3: Mentoring Mathematical Minds curriculum units for mathematically talented students	N=41 teachers N=800 students E	<b>Challenging math curriculum resulted in significant gains in achievement in math concepts, computation, and problem solving each year over a 3-year period for talented math students in grades 3, 4, and 5.</b> Students using the curriculum outperformed a comparison group of students of like ability from the same schools. Significant gains were found on challenging open-ended problems adapted from international and national assessments in favor of students using the project m3 curriculum over the comparison group. Students receiving the advanced math achieved significant gains in all mathematical concepts across grade levels.
Tieso (2002)	The Effects of Grouping and Curricular Practices on Intermediate Students' Math Achievement	N=31 teachers N=645 students E, M	<b>Results indicated significant differences on math achievement for treatment group students (who were grouped for an enriched math lesson and exposed to an enhanced unit) when compared to the comparison groups.</b> Further, results indicated significant differences favoring the group that received a modified and differentiated curriculum in a grouped class.
Reis et al. (1997)	Talents in Two Places: Case Studies of High Ability Students	N=12 currently enrolled college or university students PS	Gifted students with learning disabilities in this study encountered many negative experiences in school, often failed to be identified as either gifted or learning disabled, and <b>half had psychological problems that required professional help and support in subsequent years.</b>
Little, Feng, VanTassel-Baska, Rogers, & Avery (2007)	A Study of Curriculum Effectiveness in Social Studies	N=1,200 (Treatment - 941 Comparison - 251) E, M	A quasi-experimental study examined the effects on student performance of a Javits-funded curriculum designed to respond to the needs of high-ability students in elementary and middle school social studies. <b>Results demonstrate significant differences between treatment and comparison groups in the area of content learning, favoring the treatment group;</b> but no significant differences are found for the small sub-sample of gifted students.
VanTassel-Baska, Bass, Ries, Poland, & Avery (1998)	A National Pilot Study of Science Curriculum Effectiveness for High Ability Students.	N=1,471 E	<b>Results indicate small but significant gains for students using a unit on the dimension of integrated science process skills when compared to equally able students not using the units.</b>
VanTassel-Baska, Zuo, Avery, & Little (2002) (Continued on next page, top cell)	Gifted Students' Learning Using the Integrated Curriculum Model (ICM):	N=2,189 E	<b>Findings suggest that gifted student learning at grades 3 to 5 was enhanced at significant and important levels in language arts (critical reading and persuasive writing) and scientific research design skills,</b>

Continued on Page 12

Continued from Page 11

VanTassel-Baska, Zuo, Avery, & Little (2002) <b>(Continued from bottom cell)</b>	Impacts and Perceptions of the William and Mary Language Arts and Science Curriculum	N=2,189 E	through the use of the curriculum across individual academic years.
Vaughn, Feldhusen, & Asher (1991)	Meta-Analyses and Review of Research on Pull-Out Programs in Gifted Education	Research Synthesis	The purpose of this research was to evaluate the effectiveness of pull-out programs in gifted education. Nine experimental studies were located that dealt with pull-out programs for gifted students. The variables of self-concept, achievement, critical thinking, and creativity were quantified via meta-analysis. <b>The results indicate that pull-out models in gifted education have significant positive effects for the variables of achievement, critical thinking, and creativity.</b>

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Continued on Page 14

Continued from Page 13

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**(This article in its entirety will be available on the ITAG conference page on the ITAG web site.)**

Sally M. Reis  
Legislative Chair, NAGC and  
Board of Trustees Distinguished  
Professor, Neag School of Education,  
The University of Connecticut  
2011 ITAG Conference Keynote Speaker

*Congratulations Mathlete Winners!*  
Below are two pictures of mathlete winners from the Iowa Math League, Stacy Martin and Aaron Forest. The Iowa Math League meets locally on Saturdays from September to April; then winners compete in a state meet; then those winners compete at Kansas City in a regional competition. MathCounts is the middle school spring-board into the Iowa Math League for 9th-12th grades divisions by small school and large school.



**Mathlete Winner Stacy Martin**



**Mathlete Winner Aaron Forest**

## Legislative Committee Photo Highlights



**Left to Right: Mitchell London, B&D Consulting, Linda Moehring, Congressman Dave Loeb sack, Gail Kenkel, and Maureen Marron**



**Left to Right: Maria Worthen, Education Policy Advisor to Senator Harkin, Gail Kenkel, Linda Moehring, Mark Laisch, Appropriations Advisor to Senator Harkin, and Maureen Marron**



**Left to Right: Maureen Marron, James Rice, legislative aide for Senator Grassley, and Gail Kenkel**

# Meet the 2011 Keynote Speakers



**Clar M. Baldus, Ph. D.** is the Administrator for Rural Schools (Director of APSI & IOAPA), Inventiveness, and Visual Arts Programs at the Belin-Blank Center and the State Coordinator for Invent Iowa, an invention program that serves K-12. She is also a dually appointed Adjunct Assistant Professor, in the School of Art and Art History and the Psychological & Quantitative Foundations Division of the College of Education at the University of Iowa. Clar received her B.A. in Art Education from Mount Mercy College, Cedar Rapids, IA and her M.A. as a Master of Education: Applied Research from Marycrest College, Davenport, IA. She completed a Ph.D. in Educational Psychology (with emphasis in visual/spatial abilities) at the University of Iowa. Her research has been guided by her passion for art, interest in creative processes, and commitment to talent development. Before joining the Belin-Blank Center, Clar was a resource specialist and assessment facilitator for elementary gifted and talented

students in Cedar Rapids Community Schools. Responsibilities of this position included diversity and equity issues in gifted student identification. As assessment facilitator, she guided many child-study teams through the acceleration decision-making process. Clar began her teaching career in 1976. Early in her career, she spent 17 years teaching high school visual arts. Her extensive teaching experience has included many years of working with students at the elementary, secondary, post-secondary, graduate, and professional development levels in the fields of art, gifted education, and psychology. Her professional affiliations include UI COE Diversity Committee Co-chair, Iowa Gifted & Talented Association, National Association for Gifted Children (Arts, Creativity, & Special Population Networks), National Art Education Association, Art Educators of Iowa, Iowa Alliance for Arts Education, National Rural Education Association, Phi Delta Kappa appointed member of both the Midwest Regional College Board Advisory Council and The Alliance for Young Artists and Writers Regional Affiliate Advisory Council (Scholastic Art & Writing Awards).

**Sally M. Reis** is a Board of Trustees Distinguished Professor at The University of Connecticut and the past Department Head of Educational Psychology Department at the University of Connecticut where she also serves as a Principal Investigator for the National Research Center on the Gifted and Talented. She was a teacher for 15 years, 11 of which were spent working with gifted students on the elementary, junior high, and high school levels. She has authored or co-authored over 250 articles, books, book chapters, monographs and technical reports.



Her research interests are related to reading, talented readers and diverse groups of talented students. She is also interested in extensions of the Schoolwide Enrichment Model for both gifted and talented students and as a way to expand offerings and provide general enrichment to identify talents and potentials in students who have not been previously identified as gifted. She is the Co-Director of Confratute, the longest running summer institute in the development of gifts and talents. She has been a consultant to numerous schools and ministries of education throughout the U. S. and abroad and her work has been translated into several languages and is widely used around the world.

She is co-author of *The Schoolwide Enrichment Model*, *The Secondary Triad Model*, *Dilemmas in Talent Development in the Middle Years*, and a book published in 1998 about women's talent development entitled *Work Left Undone: Choices and Compromises of Talented Females*. Sally serves on several editorial boards, including the *Gifted Child Quarterly*, and is a past President of the National Association for Gifted Children. She recently was honored with the highest award in her field as the Distinguished Scholar of the National Association for Gifted Children and named a fellow of the American Psychological Association.



**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, Illinois 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 has delivered keynote addresses to organizations in Iowa, Texas, and Arizona. David is married to his wife Linda, and they have two grown children, Jasmin and Chaz.

The ITAG 2011 Conference Committee eagerly invites you to join us for the 2011 ITAG State Conference: **“Cutting Beyond the Edge: New Realities in Gifted Education;** As TAG educators, are we ready for a world in which the edge is dead, the box doesn’t exist, and the sky is no longer the limit?”

**October 17 -18, 2011, Airport Holiday Inn, Des Moines, Iowa**

With creativity as our focus, be prepared to look at the roles of gifted and talented students, teachers, administrators, consultants, classroom teachers, school counselors, and parents from an exciting new perspective.

## **ITAG 2010 Call For Presenters!**

Iowa Talented and Gifted Association invites 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 needs of gifted and talented students. In particular we are looking for sessions that have a creativity focus, including practices that are new and push conventional thinking, teaching, and learning opportunities.

### **Creativity Focus:**

- Infusion of technology: online instruction techniques, virtual field trips, interactive technology use, Moodle, apps, ipads, use of cell phones in classrooms, etc.
- Re-structure of schools: schools without walls, schools with a focus on the arts, etc., non-graded schools, multi-age classrooms, school within a school
- Iowa Core Universal constructs: 21st century skills embedded into learning opportunities
- Serving the often overlooked gifted populations: poverty, twice-exceptional, rural...
- Platform for rethinking: sessions that encourage “What would happen if.....?”
- Your imagination – it is a conference with a creativity focus!!!!

In addition to the need for a creativity focus, past conference participants and survey respondents requested the following sessions be offered by colleagues throughout the state:

### **General Interest PK-12**

- Sessions which illuminate the “cognition” of learning in all subject areas
- Virtual and hybrid learning opportunities, programs and courses
- Consulting with GT parents
- Successful options/programming for students from poverty
- Successful options/programming for ELL and refugee students
- Managing the small and/or rural GT program
- Personal Education Plans
- Individualized student planning and monitoring (contracts, etc.)
- Mental health concerns of GT students and their families
- Teaching GT students with ADD and ADHD
- Counseling and advising GT students
- How to get your building/district administrators on board
- How to provide quality GT staff development for regular classroom teachers
- Advanced differentiation strategies and lessons



## Elementary and Early Childhood Specific Interests:

- Early childhood GT identification
- Curricular ideas, particularly in math, creativity and science
- Curriculum Compacting
- Cluster Grouping
- Early childhood GT programming



## Middle school specific interests:

- Underachievement
- Curriculum compacting
- Cluster grouping/flexible grouping
- Curricular ideas in math and creativity
- 4 year plans, post-secondary and career planning

## High School specific interests:

- Career/college planning
- Underachievement
- AP and Honors courses
- Competitions and competition-based curricula
- Curricular ideas in science, math and social studies

## Arts Programs and how they support and enhance the needs of gifted learners:

- Those of you in the Arts can help us with ideas

## Also requested, seminar/facilitators leaders for:

- New GT consultants and all new to the field information and resource group
- Seasoned GT consultants issues and trends group
- Categorical funding review
- Small district and rural resource and information session
- Balancing it all – self care for the GT consultant
- Urban GT consultant information and resource sharing session
- Book review session – professional development and student favorites

If you have great ideas for any of these or other topics of interest, we welcome your participation! If you have colleagues who would be great presenters for any of these topics, please let us know and we will contact them or you could encourage them to submit proposals. Also, if you had a “full house” at a past session, please consider presenting the same session twice. Each session length is 60 minutes. A table is provided, and the presenter provides all other AV equipment. Presenters receive a reduced conference fee.

**Proposals should be submitted by Monday, June 8, 2011.**

**Thank you in advance to all of you who will consider this request to present at the ITAG Fall Conference!!!**

*Creative work is play. It is free speculation using materials of one's chosen form.*  
**Stephen Nachmanovitch**



# 2011 Call for Presenters Form

**“Cutting Beyond the Edge: New Realities in Gifted Education; As TAG educators, are we ready for a world in which the edge is dead, the box doesn’t exist, and the sky is no longer the limit?”**

October 17 -18, 2011  
Airport Holiday Inn, Des Moines, Iowa

## 2011 ITAG Conference Presentation Proposal

Mail to: ITAG, 200 W. 2nd Avenue, Indianola, IA 50125. Or Fax to: 866-442-6751.  
With questions, e-mail: 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  
                    Parents  
                    Administration  
                    Support Personnel  
                    Counselors

- Student Level:  Primary  
                    Middle School  
                    High School  
                    General

Session Preference:  Monday    Tuesday

Willing to present twice?  Yes    No

Name: \_\_\_\_\_

Home Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

School/Organization: \_\_\_\_\_

E-mail: \_\_\_\_\_

Position/involvement w/GT students: \_\_\_\_\_

Fax #: \_\_\_\_\_

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



# 2011 Registration Form



October 17-18, 2011 \* Airport Holiday Inn \* Des Moines, IA

Name \_\_\_\_\_  
(Please print name as it should appear on nametag. Each person attending must complete a Registration Form)

Home address \_\_\_\_\_

City, State, Zip \_\_\_\_\_

Home phone: \_\_\_\_\_ Work phone: \_\_\_\_\_

School/Organization \_\_\_\_\_ Position \_\_\_\_\_

AEA # \_\_\_\_\_ E-mail \_\_\_\_\_

**CONFERENCE FEES:** (Please check appropriate box. Only ONE box in the CONFERENCE FEES section should be checked. Each option includes beverage breaks, continental breakfast and lunch Monday/Tuesday)

- TAG Teacher Full Conference – Monday and Tuesday \_\_\_\_\_ \$225
- TAG Teacher Monday Only \_\_\_\_\_ \$125
- TAG Teacher Tuesday Only \_\_\_\_\_ \$125

- Full-time College Student, Guest Artist or Legislator Full Conference – Monday and Tuesday \_\_\_\_\_ \$70
- Full-time College Student, Guest Artist or Legislator Monday Only \_\_\_\_\_ \$35
- Full-time College Student, Guest Artist or Legislator Tuesday Only \_\_\_\_\_ \$35
- If guest artist or legislator list the name of the teacher who invited you \_\_\_\_\_

- Special Invitation or Parent Full Conference – Monday and Tuesday \_\_\_\_\_ \$90
- Special Invitation or Parent Monday only \_\_\_\_\_ \$45
- Special Invitation or Parent Tuesday only \_\_\_\_\_ \$45

**SPECIAL INVITATION:** Content Area/Classroom Teachers, Principals, Curriculum Directors, Superintendents and Administrators can attend with a teacher who pays the conference registration fee.

If special invitation list the name of the teacher who invited you \_\_\_\_\_

**ADDITIONAL FEES AND CREDITS:**

- LATE REGISTRATION (**Postmarked after September 16, 2011**) \_\_\_\_\_ **ADD \$25**
- CREDIT (Board members, presenters and conference committee members apply credit. Anyone may bring an artist or legislator as a guest and apply credit also. Please mark applicable box.)
- Only one deduction is allowed.** \_\_\_\_\_ **SUBTRACT (\$25)**

- ITAG Board Member
- ITAG Presenter
- ITAG Conference Committee
- Bringing Guest Artist
- Bringing Legislator

TOTAL CONFERENCE FEE \$ \_\_\_\_\_

**Mail Registration with Check** payable to: ITAG, 200 W. 2nd Avenue, Indianola, IA 50125

**Fax Registration with Purchase Order to:** 1-866-442-6751

**NOTE: If processing of PO is required a \$3.00 processing fee will be added to the invoice.**

**Please provide a separate PO number for EACH registration.**

With questions please email: itag@assoc-serv.com





**Please mail your nominations to:**  
**Kenn Wathen**  
**1400 Main Street**  
**Hamburg, IA 51640**

**If you have questions, please contact Kenn Wathen at [kwathen@hamburg.k12.ia.us](mailto:kwathen@hamburg.k12.ia.us)**

**Nominations must be received by June 30, 2011**

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 \_\_\_\_\_

# Administrator of the Year Award



ITAG is proud to announce its second Administrator of the Year award to be given in 2011! We will be recognizing a building level or district office administrator who supports and advances ITAG's mission in his/her school or district. As you consider your nomination, please refer to the ITAG Mission (see below) and describe the ways this administrator furthers that mission and contributes to meeting the needs of the gifted learners in your school, district, and community.

Full details and the nomination form are found on the ITAG Website under the Conference and Resource tabs or at <http://www.iowatag.org/DOCUMENTS/AdminofYear.pdf>

## 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 stake holders 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 at <http://www.iowatag.org/DOCUMENTS/AdminofYear.pdf>
3. Submit to Kenn Wathen by **June 4, 2011**.  
E-mail: [kwathen@hamburg.k12.ia.us](mailto:kwathen@hamburg.k12.ia.us)  
1400 Main Street, Hamburg, IA 51640

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

## Period: The Magic of a Mark By David Williamson

I've spent 62 years pursuing it. It seemed like such a small thing at first, yet it's become a huge deal. It's not random like spatter from black ink or spilt ground pepper. Hardly more noticeable than a flyspeck, it's the thing which continues to put real buzz in my career. I pursue its implications each day. It? A period. The simple dark blemish at the end of a sentence appearing on paper or the screen.

I'm an artist. Contemporary sculptor and poet. Many of my peers have chosen the phrase *art projects* to define their work. That has never been my focus. I put a period at the end of those two words. When we speak of *art projects*, we often are talking about something material . . . physical objects. If we place a period at the end of two words, they become a sentence. Art projects. Art = subject. Projects = verb. Add the period and we've started talking about process as a product.

I know many artists who've spent the past 40 years in the process of making their art public. That's not what I do. I've pursued the art of making the process public. Instead of selling product and giving away the process, I do the reverse. I sell the process and give away product. Think about it this way . . . General Motors sells things. What does Microsoft sell? Certainly a plastic disk isn't worth the hundreds of dollars we pay for computer software. Microsoft sells process, and they give away the plastic. Which company has experienced more growth . . . General Motors or Microsoft?

As an artist, I don't burn exotic algorithms onto plastic discs or stand for hours at an easel to paint miniature images into a USB memory stick. I use a forge, a foundry, a welder, a torch . . . I work with metal. Often reprocessed metal, but I'm not a junk sculptor. I work just as easily with new steel, brass, or aluminum. The creative processes I use reflect the realities of emerging science and contemporary business practice. For example, when does a Wal-Mart Supercenter close? Where is the end of the Internet? What time does an electronic bank shut its doors? When the sign at the entrance to a drive-thru at McDonalds declares, "Any lane. Any time." what does that mean for the concept of 'regular business hours'?

Sculpture is a journey of at least three dimensions. How we measure space, time, or any other dimension can be of interest to a sculptor. So if we grab a ruler and start measuring chunks of steel plate, things can get a little crazy if we keep making our quantitative increments smaller and smaller. In

fact, the smaller the ruler the larger the object becomes. For example, if a tape measure is used to mark out 3 ft. of steel on a worktable, that will get us one quantity we can identify with a number. If we take that same 3 ft. piece of steel and put it under a basic optical microscope, the edges start to look like mountain ranges with peaks and valleys. Our standard ruler won't fit into any of those tiny crevices. We need a smaller ruler to measure a miniature mountain range. The next measurement we get will be larger because when we take smaller increments and measure all the ups and downs along that formerly 3 ft. long piece of steel, we now measure more surfaces than we could access with a standard ruler. If we convert to inches whatever smaller units of measure we chose, the edge will be longer than the 36 inches we first confronted.

An even smaller ruler with even smaller measuring units is needed if we view the same 3 ft. chunk of metal through a composite view created by an electron microscope. All of a sudden the peaks and valleys are now reduced to fuzzy clumps. As we examine and measure those tiny clusters, we are seeing the actual molecules which make up the iron, carbon, hydrogen, and oxygen along the steel's evasive edge. The problem complicates further when we dive into the subatomic structure of an iron atom, or any other element on the Periodic Table. We know that every atom is in fact over 99% space. The electrons orbiting the nucleus of each atom have dominion over spaces which are much larger than each particle's actual size, but the territory covered is space activated by rapidly shifting electromagnetic impulses. So if the atom is over 99% space, what happens to the edge of a piece of steel? Where does it go? Of course the truth is, it never existed. That's why I say the edge is dead as a design concept. It also renders the phrase 'cutting edge' a useless misnomer. The edge just appears to exist in our hand because the measurement tool we started with is one of our appendages, also: our foot. If, at the core of reality, edges don't really exist, it's important to invent new phrasing for this enlightened foundation on which we are creating a new century. Over 20 years ago, I addressed that verbiage problem by inventing the phrase *cutting beyond the edge*. That's where the 2011 ITAG conference title comes from: ***Cutting Beyond the Edge: New Realities in Gifted Education.***

Within the scientific community, references to the fractal qualities of the natural world were originally posed by scientists like Benoit Mandelbrot whose query about the length of the coastline of Great Britain was a clever question. Of course, the coastline gets larger and larger using smaller and smaller rulers until we realize the correct answer is that it is

impossible to measure the coastline of Great Britain because at its sub-atomic core, it doesn't exist. Again we find the edge is dead. During the 2011 ITAG conference, we will explore how the creative process is maximized by embracing this powerful concept. It also means abandoning outdated linear or circular global models. The new global model is a network model. The network model has some fractal characteristics and is not limited by imaginary boundaries. Students today need to understand how *the network has become the new work*. TAG educators need to understand *why the network is your new net worth*.

Creativity can be maximized by linking our science literacy to our daily behavior. With talented or gifted students, it's important to assist them in transcending various biases toward linear and circular thought they might encounter or even fabricate themselves. Often these TAG students are identified by their capacities as learners . . . that doesn't ensure they are thinkers. Creativity is the venue which will empower TAG students to jump the fence and explore their indigenous vision. Creativity forces them to shift from answering all the questions to questioning all the answers each time they explore the unknown.

With the advance of screen-based technologies, it's important to affirm the need for verbal literacy to work the keyboard. Verbal answers and verbal questions are necessary parts of design conversations. It takes another kind of literacy to unlock the power of the screen: visual literacy. Yet many educators and students I work with still don't grasp the difference between a visual answer and a visual question. We will confront this challenge during my sessions at the 2011 ITAG conference.

Eventually, any person choosing to maximize their creative potential will intuit new solutions. In recharging the creative power of any human being, it is sometimes necessary to start by spelling *intuit* a different way. Intuit sometimes begins as *into it*. During the conference, we will get into several tool kits I've invented which will unlock the creative potential of any student. More about that at the conference. At this point, just know that I've come to believe innovation is a numbers game. Using the mathematics of complementation, I will demonstrate at the conference that even a bad strategy (one that fails 90% of the time) can have a success rate of over 92% . . . if you use the strategy 25 different ways. The hard part is not coming up with a new answer. The hard part is coming up with 25 different ways to look at something. This wasn't always a difficult task; it just became one about 10,000 years ago.

Roadblocks to seeing one thing many different ways aren't built overnight. The capacity to see things through

a wilder eye remains inside each of us and our students. In over 35 years of working with kindergarten students, I've yet to meet a five year old who might turn toward me and confess, "I'm not creative!" However, after 25 years of working with a variety of companies, it's scary how many people in mid-career believe they aren't creative. It's almost sad. However, in reality, it's actually more than that, it's dangerous. We are in a global economy driven by innovation. It's a paradox that in an economic period of increasing technical sophistication, the skill which can give students and U.S. businesses a strategic advantage is a primal skill. Creativity.

When I speak at park & recreation conferences, I often ask, "How can we successfully manage wilderness areas, if we can't manage to get to those areas inside ourselves that are still wild?" Wild is where fences have yet to intrude. Wild is where boundaries aren't delineated in ways which limit what we might explore. No fences, no boundaries? Sounds like a place where the edge is dead . . . and that's where we're headed during the 2011 ITAG conference.

It's important to remember that for over 400,000 years of human evolution, we were a hunting and gathering economy. That meant humans were as easily prey as predator while moving with primitive or few tools among a complex global network of herbivores, carnivores, and omnivores. Humans needed to be constantly mindful of both the predator and the prey components of their lives as they calculated the equations of their existence. The skill that ensured success for hunting groups was collaboration. Groups working together with sophisticated signals and signs as they approached their target became more successful. That system faced a challenge about 10,000 years ago. Somebody got the idea of gathering a few seeds and planting them near the campsite. That was followed by: let's find a few slower animals with no fangs and no claws, lure them into an area near the campsite, then secure the spot, and take our pick of the critters when it comes time to feed the tribe. It was a shift from territory to turf. The force driving that decision was no longer collaboration. It was control. Today's farmer has a myriad of genetic, chemical, and technical tools with which to increase the control over what will be allowed to grow and what will not. That transformation from hunting and gathering into an agrarian economy is probably irreversible. So a human species that spent 400,000 years fine tuning sympathetic and parasympathetic nervous systems to manage both sides of the predator/prey equation soon began eliminating threats of becoming prey by spending more time near the campfire and controlling the food source at one location: the farm with its crops and livestock. The economic model switched from collaboration to one of control, but our recent 10,000 years of human biology may

Continued from page 23

not have erased the imprint of 400,000 years of hunting and gathering behavior patterns. It seems evolutionary transformation may be a much slower process than social/economic transformation.

What are the implications of this for educating today's TAG students? If a modern human's neurological system is still hard-wired to manage both sides of the predator/prey equation, what happens when we no longer need to worry about becoming prey in an invented rather than indigenous world? It is my opinion, that in order to keep our bio-evolutionary levers in a state of readiness, our sympathetic nervous system encourages us to invent imagined threats . . . just to keep that part of our survival gear intact. This ensures ancient survival patterns remain viable should they actually become needed. However, in the increasing absence of real animal predators, the sympathetic system seems to focus on imagined threats discovered among the largest number of life forms we encounter each day: other humans. It can encourage us to quickly interpret anyone or anything different from the pattern of ourselves to be an outsider or potential enemy . . . a 'predator.' The old hunting and gathering prey system is then preserved by identifying these imagined predators, but the new agricultural system may be jeopardized by the same trigger. Creativity is driven by collaboration. Collaboration was the tool used to eliminate the fear of both hunger and hurt during the hunt as groups discovered food sources in real time. Now that control is the tool for feeding most of today's humans, our ability to create can be hampered in a world where most spaces, including the one inside our head, are fenced or boxed in. Compound that with the preservation of the prey portion of the predator/prey equation, and we are faced with a serious structural challenge to maximizing our creative potential.

Absent daily opportunities to interact with real animal predators, we continue to insist on practicing our skills via imagined threats in a variety of ways. For example, we've traded the real lions, tigers, and bears in our midst for iconic sport logos so our socially sanctioned models of human vs. human conflict can manifest themselves via a 'placebo effect' as we watch from the safety of our seat during real or televised entertainments which feature human conflict. It means that both parts of the predator/prey system inherited from hunting and gathering remain activated. Yet it also means the hunting and gathering survival skill of collaboration (the concept of We) embedded by 400,000 years evolution eventually gets supplanted by the cooperation/competition models of agriculture (the concept of Us vs. Them). It's not that agriculture is bad. It's that we have been unable

to leave behind the prey side of the predator/prey equation from the earlier era. Combining a fear reaction to imagined threats with the control model of agriculture presents a serious psychological challenges to the creative process.

This system shift resulting in increasing fear about other humans could become a default response. As fear inputs rise, our sympathetic nervous system kicks in more often, and the need for short-term psychological certainty becomes the new normal. The mantra of 'This is what we look like. That is what they look like.' becomes the soundtrack for a societal storyline based on labels and stereotypes. That encourages a lot of 'quick answers now, maybe a little time for a few questions later' approach via a matrix which squelches curiosity. For today's students with TAG skills, the capacity for learning how to construct compelling questions may become increasingly devalued by anyone or any group whose default reaction to variations in tribal patterns would most likely be translated as . . . footsteps of a potential predator.

Moving from the classroom to the nation, I believe this trend is problematic for the U.S. economy because as Dr. Richard Florida has established with *The Rise of the Creative Class* and Daniel Pink with *A Whole New Mind*, in order for regions in the U.S. to establish themselves as talent magnets, they must be communities which foster the creative process. Creative professionals get paid to invent, innovate, and question via design conversations. Dr. Florida's book is replete with examples of how the employment pools of Creative Economy workers are highly mobile and will collect only in places inside and outside the U.S. where diversity of thought is encouraged and various cultural lifestyles are welcomed. The Creative Economy is a system of value in which intellectual property is the new gold standard. As Iowa's gifted students mature into talented adults, the cost of missed opportunities may be impossible to calculate. How can we maximize the opportunities for Iowa talent to develop in-state? What should we do to attract other talent to Iowa to complement our native talent pool? ITAG educators will be better positioned to guide the creative lives of their students and better comprehend Iowa's emerging economy after experiencing Cutting Beyond the Edge: New Realities in Gifted Education. The conference will be preparing us for global economic opportunities in which gifted students should become key players. It is an economy in which creativity is a survival skill, and Iowa kids must be ready for a world in which the edge is dead, the box doesn't exist, and the sky is no longer the limit.

**See you at the 2011 ITAG Conference!**

By David Williamson,  
2011 ITAG Conference Keynote Speaker  
329 200th, Ogdon, IA 50212  
(E) rancho\_w@mchsi.com





National Association for Gifted Children  
 1331 H Street, NW Suite 1001  
 Washington, DC 20005  
 www.nagc.org  
 202/785-4268

# Membership Application

Join Online at [www.nagc.org](http://www.nagc.org)

Name \_\_\_\_\_  
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 Phone \_\_\_\_\_ (h) \_\_\_\_\_ (w)  
 E-mail \_\_\_\_\_

New  Renewal (# \_\_\_\_\_)

What is your primary role in gifted education?

Select two:

- |   |   |
|---|---|
| <input type="checkbox"/> Classroom Teacher            | <input type="checkbox"/> Superintendent           |
| <input type="checkbox"/> Gifted Education Coordinator | <input type="checkbox"/> Assistant Superintendent |
| <input type="checkbox"/> Principal                    | <input type="checkbox"/> Faculty                  |
| <input type="checkbox"/> Psychologist                 | <input type="checkbox"/> Consultant               |
| <input type="checkbox"/> Counselor                    | <input type="checkbox"/> Student                  |
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|   | <input type="checkbox"/> Resource Partner         |

Referred by \_\_\_\_\_

## 1. Membership Category/Annual Dues

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 Choose \*  Gifted Child Quarterly **OR**  Parenting for High Potential  
 Add \$10 for Canadian or Foreign Membership

\* If no box is checked indicating publication preference, you will receive GCQ only.

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 includes Parent & Community Network Membership

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**Details on Membership Categories and Benefits at [www.nagc.org/membershipcategories.aspx](http://www.nagc.org/membershipcategories.aspx)**

If you wish to join for a three-year term, please apply online, or call NAGC.

**Subtotal** \_\_\_\_\_

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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.**

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| <input type="checkbox"/> Creativity             | <input type="checkbox"/> Parent & Community |   |

Need more info on NAGC Networks? Visit [www.nagc.org/networks.aspx](http://www.nagc.org/networks.aspx)

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## 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) \_\_\_\_\_

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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 \_\_\_\_\_

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Name on Card \_\_\_\_\_

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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

# AEA Contact Information



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Terri McClure  
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Burlington, Iowa 52601  
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E-mail: sandy.morrison@gpaea.k12.ia.us

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

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DES MOINES, IA 50325

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	_____
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<input type="checkbox"/> Administrator	_____
<input type="checkbox"/> Parent	_____

NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

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**Membership Amount Enclosed:**

\$45-\$99 Member  
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\* \$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:

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5619 NW 86th St., Ste. 600  
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or E-Mail: itag@assoc-serv.com