



IOWA TALENTED AND GIFTED ASSOCIATION



Identifying and Serving Underrepresented Gifted Students

Spring 2019 Workshop

Wednesday, April 17, 2019

8:00AM–4:00PM

Central Rivers AEA

1521 Technology Parkway, Cedar Falls, Iowa

Schedule at a Glance

8:00AM–8:45AM	Registration and continental breakfast
8:45AM–8:55AM	Welcome
9:00AM–12:00PM	Workshop with Dr. Tamra Stambaugh
12:00PM–12:30PM	Lunch provided on site
12:45PM–1:45PM	Breakout sessions
1:55PM–2:55PM	Breakout sessions
2:55PM–3:10PM	Break
3:10PM–4:00PM	Student panel with Dr. Stambaugh, moderator

Schedule

8:00 am–8:45 am	Registration in AEA lobby Continental breakfast
8:45 am–8:55 am Rooms B, C1, & C2	Welcome from ITAG
9:00AM–12:00PM Rooms B, C1, & C2	Workshop with Dr. Tamra Stambaugh, Vanderbilt University Breaks will be worked into the session by Dr. Stambaugh

“But We Don’t Have Any Gifted Students in Our School”: Strategies for Finding and Serving High Ability Students from Low Income Households

Gifted students who are from low income households may not show their potential in traditional ways that are detected in school. They may also have gaps in their learning due to lack of access to advanced talent development opportunities and these gaps may overshadow their strengths. Synthesizing research from the past two decades we will discuss variety of evidence supported strategies, programs, and models found successful in finding and developing talents of gifted students from low income households both in and out of the classroom and school setting.

12:00PM–12:30PM Rooms B, C1, & C2	Lunch Catered by Randall’s Stop ‘N Shop (Hudson, Iowa)
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12:45PM–1:45PM **Breakout sessions**
Choose to attend one of the five breakout session presentations.

Breakout 1, Room B
Scaffolding Instruction Using the Jacob’s Ladder Framework Across Multiple Disciplines

Dr. Tamra Stambaugh

In this session we will build upon the conversation from this morning's keynote about the importance of providing scaffolding as way to support students' thinking in varying content disciplines. While many know and use Jacob's Ladder as a reading comprehension program, the ladder framework can be used to scaffold questions and activities across multiple content areas. After a review of the ladder framework and examples of ladders activities in a variety of content areas, time will be allotted for hands-on practice writing questions in a variety of content areas.

Breakout 2, Room C1

A Unique Program Strategy to Support Gifted Students in Underrepresented Populations

Dr. Jolene Teske and Stephanie Davis, Des Moines Public Schools

Many districts have worked to improve gifted and talented identification and programming for underserved populations. "Years of distinctly different opportunities, levels of support, and levels of resources – all against the backdrop of racial, socioeconomic, and perhaps gender bias (some unintentional, some not) – create very different educational experiences for talented students" (Plucker & Peters, p. 5). Because of these excellence gaps, efforts beyond simple awareness are imperative. The Des Moines Public School District in Des Moines, Iowa, has taken a progressive step toward the inclusion of underserved populations with a Gifted and Talented Program called Prep Academy. This program identifies underserved students, students qualifying for free and/or reduced lunch (FRL) as well as students identifying as a minority race or ethnicity, at the end of sixth grade for programming beginning in seventh grade. The intention is to provide opportunity to students who might not have had such opportunities before.

Breakout 3, Room C2

Linking Talent Domains with Career Exploration among Underrepresented Students in Gifted Education

Dr. Saba Ali, Dr. Duhita Mahatmya, Dr. Susan Assouline, Dr. Megan Foley Nicpon, Belin-Blank Center for Gifted Education, University of Iowa

The Talent Identification and Career Exploration (TICE) program, which is funded through the Jacob K. Javits Gifted and Talented Students Education Program, implements an expanded talent development model and a career intervention program to improve identification and programming for underrepresented talented students. This program directly addresses the critical national and state need to diversify gifted education. We will review the identification model, which focuses on discovering strengths and talent domains to prepare students for college readiness and career success. We will discuss the career intervention curriculum, which consists of nine modules covering identification of career interests, world of work information, matching talents

to careers, career influences, understanding strengths, and synthesis/goal setting. We will conclude by reviewing preliminary successes and challenges, and future project directions.

Breakout 4, Iowa River Room

Underrepresented Populations in Advanced Programs: How the Waterloo Schools Took Deliberate Measures to Focus on Improving Equity in Advanced Programs

Sherice Ortman and Panel, Waterloo Community Schools

A panel of elementary, middle and high school ELP, AP and IB teachers will discuss their work in the area of identifying, supporting, and building subgroup populations in gifted, talent development, and advanced pathways in the Waterloo Schools. District equity data will be shared during this session.

Breakout 5, Cedar Rivers Room

Serving Gifted Students through a Rural Lens

Hollie Weber, Central Lee Community School District

Learn how being RURAL (Resourceful, Unwavering, Resilient, Advocate, Leadership) can be an asset in providing services. Small districts and single-practitioner program models have both unique challenges and opportunities in serving their gifted students. Information will be included on universal screening, identifying areas students need access to services, as well as identifying resources that exist outside of the program that serves those needs. Central Lee continues to work to develop a sustainable, balanced approach to programming provided by and coordinated through their ELP program. Come ready to ask questions and share your insights on how rural districts can learn from each other to develop programs that serve their populations of gifted students.

1:55PM–2:55PM

Breakout sessions

Choose to attend one of the five breakout session presentations.

Breakout 1, Room B

A Practical Guide to Universal Screening: Using the Online Cognitive Abilities Test to Increase Underrepresented Populations in Gifted Education

Chad Hageman, Cedar Rapids Public Schools

We all face the battle of identifying more students in our underrepresented populations. This session will take you through the practical process of getting universal screening for all students. Creative ideas of how to get administration on board with universal screening, setting up the process of doing the online versions of CogAT, and what to do with the results once you get them. Discover how Cedar Rapids went through the process and what it did for our underrepresented populations of African American, Hispanic, Free and Reduced and English Language Learners in regards to talented and gifted services.

Breakout 2, Room C1

STEM Talent Identification and Development for Students Under-represented in Advanced STEM Careers

Dr. Lori Ihrig, Belin-Blank Center, University of Iowa

Middle school programming to find and develop STEM talent is crucial to support students' academic and social development. We will discuss effective models for seeking out rural youth with STEM strengths. Examples of programming that creates access to talent development opportunities for underrepresented students will be shared. These programs create space for students to socialize with equally capable peers, engage in advanced STEM learning, and develop identities of STEM leaders.

Breakout 3, Room C2

Increasing Minority Students' Participation in TAG: An Ongoing Journey

Randy Peterson and Kevin Vidergar, Perry Community School District

How might we improve our district's identification system to identify more minority students? Has this question been on your mind lately? Learn how one district, Perry Community School District in Perry, Iowa, is on a journey to create a more equitable TAG identification system. We began our journey 6 years ago and will share the path we've taken as well as the various parts in our current system. We will share several forms we use for identification as well as some of what we see as our next steps.

Breakout 4, Iowa River Room

Cross-Age Peer Mentoring: Cultivating a System of Academic Excellence

Casey Dunley and Student Panelists, Des Moines Public Schools

How can a district use cross-age peer mentoring to support students from historically underserved populations in gifted and talented? Participants in this session will hear how one Des Moines Public High School piloted a course for credit in collaboration with one of their feeder pattern elementary schools. Hear firsthand from a few of the high school students involved.

The purpose of the GT Leadership and Mentoring course is to provide leadership opportunities for the GT high school students. The idea is that by being mentors/role models the GT students help their mentees to foster a positive attitude and enthusiasm for high level academic pursuits as well as increasing their confidence and self-efficacy. The positive outcome for the mentors is to develop confidence and leadership skills, foster empathy and patience for others, cultivate cultural capital, and expand the connection to their community.

The course was created to connect to both NAGC programming standards and to the Iowa Core, using available staff and resources.

Breakout 5, Cedar Rivers Room

Addressing the Needs of Gifted and Talented English Learners

Megan Ringen and Stephanie Thompson, Drake University

Against a backdrop of critical demographic information regarding English learners (ELs), this practical session will focus on areas of giftedness as applied to ELs. Key considerations in identifying gifted ELs will be addressed with reference to Iowa's *Identifying Gifted and Talented English Language Learners* document. Next, presenters will highlight needs of gifted ELs in the areas of social and emotional growth and English language development.

Then the presentation will address culturally responsive parent communication. Recommendations for teachers of gifted ELs will round out this research-based interactive session.

2:55PM–3:10PM

Cookie break. Courtesy of Waterloo CSD

3:10PM–4:00 pm

Panel discussion

Rooms B, C1, & C2

Reflections on Talent Development: Lessons from High Achieving Young Scholars

University of Northern Iowa students, panelists, and Dr. Stambaugh, moderator

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