



IOWA TALENTED AND GIFTED
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A Domestic Chore Meets Academia: Laundry and Unpacking Standards for Practical Application

By Lori Danker, Lori Ling, Julie Zastrow, Vicki Longley, Erin Hoffman, and Christine Mason: College Community School District Gifted and Talented/Differentiation Specialists

Editor's Note: The lead article in the newsletter and the president's column are encouraging us to start an initiative to change how gifted students are served in our districts. The lead article provides support, steps, and a creative analogy for aligning one's program to the NAGC Gifted Programming Standards. In his first column as ITAG president, Matt Robie offers ITAG members three challenges for making a real difference for gifted students.

Few could argue that vacations are popular, but no one really enjoys unpacking the suitcase once home. Though, if opening the suitcase means finding those cool seashells earlier collected, and all the other artifacts that remind one of the journey or experience, the task isn't undesirable. The same goes for unpacking standards. Yet, reorganizing in order to then reassemble, categorize, level, elevate, or discard takes time and attention; time and attention many educators are hard-pressed to create out of already hectic and often overwhelming days. We've all been there, and sympathize with each other when it comes to the task. Unpacking the standards of a discipline is a challenge many teachers are being tasked with. As teachers of the gifted we should welcome this stimulating experience to collaborate with our colleagues.

To begin means exactly that: start somewhere. Working styles vary, but the tasks can really be approached at one end or the other: either whole to part, or part to whole. Look for big ideas, concepts, and learning targets that fit within, or seek those targets that best describe what opportunities are

offered to students, and determine to which categories they belong. It may even be beneficial to have a brief conversation with your TAG colleagues, or if you "are your department," then, with yourself. Are you more of a holistic/synthetic thinker? Then look for categories of the NAGC standards first that you feel you want to tackle. Are you more of the analytical type? Check out specific learning targets or essential understandings you feel your assignments reflect. Either way, you'll end up dealing with both ends of the spectrum, but at least you'll feel you have some control over the process. It's kind of like learning to do the laundry that's been pulled from a suitcase. Focus on types of fabric or their colors? There are arguments for both, and I'm sure someone possesses the right answer. In the meantime, it's called "make a plan; get started, do the work."

Matching NAGC standards with student outcomes is like sorting socks. Look at the intended curricula and determine which categories, or NAGC standards, make the most sense in relation to big ideas or concepts that relate to established learning targets. Match them the best you can. This work cannot all be done well in one day, but it will be a start. Whenever possible, begin again, until tangible goals are achieved and soon you'll see matching outfits strewn in visible sight.

If analogies make you crazy, look at it this way: NAGC standards are categorized into 6 different parts: Learning and Development, Assessment, Curriculum and Instruction, Learning Environments,

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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, 509(c)2 and 501(c)3 organization which was organized more than 40 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; Friend - \$100-\$999; Sponsor - \$1000 or more; Affiliate Groups - \$35, Full-Time Undergraduate Student \$10, Retired Teachers \$125 (lifetime membership).

THE BOARD

meets during the months of November, January, April, June, 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.

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President's Message

Happy New Year from your ITAG Board of Directors! I'd like to start the New Year off with two thank you's. First, thank *you* for your ITAG membership, and the challenging work that you choose to do each day on behalf of the students you serve.

Also, thank you to conference organizers Ashley Delaney and Linda Telleen-Martens for putting together a fantastic 2013 ITAG Conference. 600+ educators and parents braved the hotel construction to learn, network, and collaborate around the gifted children about whom they care. Highlights for me were Lisa Van Gemmert's 5-Headed Dragon Keynote Address and Dept. of Education Director Brad Buck's genuine statement of support for Iowa's high-ability students. I also left the conference inspired to collaboratively develop professional development that will increase the effectiveness of cluster grouping in my elementary building. It is with this in mind, that I offer you the first of three challenges for the spring of 2014:

Challenge #1: Begin (or continue) a conversation with your building leadership about cluster grouping.

Cluster grouping involves a group of gifted-identified students clustered into a mixed-ability classroom with a teacher who is trained to differentiate curriculum and instruction for gifted students (Winebrenner & Brulles 2008). As Susan Winebrenner said at the ITAG Conference, it's a heterogeneous classroom (said with hands shoulder-width apart)... instead of a heterogeneous classroom (said with hands 4 feet apart)!

The research around cluster grouping not only shows positive effects for gifted students, but also for students who are not identified as gifted, and also for special education students. The positive effects occur across genders, cultures, and languages (Winebrenner & Brulles 2008). When implemented carefully, cluster grouping has the power to

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positively impact ALL students in your building. I'd encourage you to start a conversation with your building principal now, as class lists and class schedules will be on their minds soon!

Challenge #2: Ensure that the students we serve are on track to make a year's growth.

As we move past the midpoint of the 2013-2014 school year, PLCs in elementary and secondary schools all across Iowa are examining assessment data in an effort to determine whether students are on track to make one year's growth. This is easy to measure for students who enter a grade level exactly where they "should be". But as you know, kids aren't usually that cooperative. Let's look at a few:

Anne entered first grade this year reading independently at a level N (Fountas & Pinnell, 2010), two grade levels above typical peers. Her teacher knew this because she took the time to assess ALL of her students to frustration at the beginning of the year. The teacher also knows that to ensure a year's growth, Anne should be reading independently at a Q by year's end. A mid-year progress check shows that Anne is on track.

Mark entered geometry this year, and proved through a pretest that he already knew 75% of the material. His teacher called a child study team together, including the Algebra II teacher and the TAG teacher. Together, they formulated a plan to compact Mark's geometry class and concurrently accelerate him to Algebra II. Now, in January, Mark has proven mastery of all the geometry standards and two thirds of the Algebra II standards.

Kevin, through a series of assessments, proved that he had already mastered all of the 6th grade math standards and was a prime candidate to accelerate to pre-algebra. Through his accelerated placement and highly differentiated instruction, Kevin has now mastered all the pre-algebra standards that have been taught thus far.

What do all of these vignettes have in common? Pre-assessment, formative assessment, and a teacher that is not content to ignore the high ability students in his/her class. To differentiate for your students, you must first know your

students. Take that first leap with your colleagues. Maybe it's developing a pre-assessment to be used next year (or next unit!). Maybe it's developing and administering a common formative assessment that checks mid-year progress. Start small, with one student who needs your advocacy the most. But start somewhere.



Save the Date!

Challenge #3: Mark your calendars for the 2014 ITAG Conference.

We are excited to welcome Rick Wormeli to Des Moines for the 2014 ITAG Conference. Mr. Wormeli is a dynamic and engaging speaker that you won't soon forget. His common-sense approach to differentiated instruction and standards-based grading is refreshing, and his energy is contagious. Mark your calendars now for **October 13-14, 2014**.

Our 2014 conference chairs are poring over pages of your feedback and using that data to guide their planning. We're eager to experience the newly renovated Holiday Inn next year with its larger breakout spaces. If differentiation is a focus at your school building (and it should be!), plan to bring your colleagues in the fall.

In the meantime, thank you for your efforts on behalf of Iowa's gifted students. Keep asking the right questions and starting the right conversations.

Matt Robie
President, ITAG

Resources:

Fountas, I. C., & Portsmouth, N. (2010). *Fountas & Pinnell benchmark assessment system 1* (2nd ed.). Portsmouth, NH: Heinemann.

Winebrenner, S., & Brulles, D. (2008). *The cluster grouping handbook: a schoolwide model : how to challenge gifted students and improve achievement for all*. Minneapolis, MN: Free Spirit.

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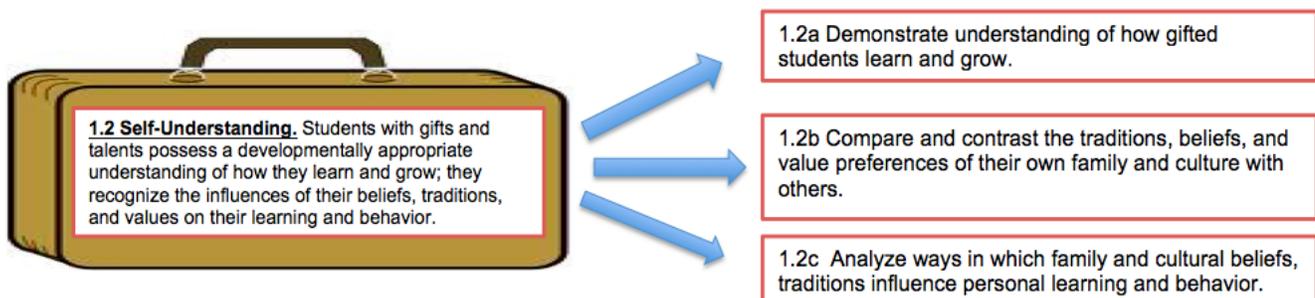
Programming, and Professional Development. Select the category that has the MOST to do with what the STUDENTS will do: Curriculum (and Instruction). After identifying each standard and its learning targets, cut those standards and benchmarks into strips. Then, cut apart the components and continue with all the sorting. Line table surfaces at the top with the categories, or if your district purchases poster paper with sticky backing, tape a “category strip” to the top of each poster and, for now, leave it on the tabletop. As the learning targets of each standard are selected based on what you feel is currently taught (or have taught as student needs demand), sort the “benchmarks/learning target strips” according to where they best fit. This will mean further cutting, as some components of the standard may fit in various levels of the students’ experience (i.e., grade levels) in order to create a scaffold. When finished, tape down the strips, hang the posters, and gaze. Take pride in the fact that, though rarely if ever “perfect”, you have worked through a complex task and are somewhat organized. Yes, one strip might belong under several categories, but you put it where you felt it best fit. Yes, things change, and next year perhaps some of this work will need to be modified, but we already know that because we work with gifted kids, and because the field of education runs on a continuous improvement cycle. We adjust, because if we didn’t, we wouldn’t still be here.

Here are the steps again, with a few more essential tasks to round out the process:

1. “Unpack” NAGC standards related to student outcomes
2. Group unpacked learning targets under logical headings
3. At each grade level, determine which standards best fit your existing curriculum.
4. Check vertically to see that all standards are covered somewhere within the K-12 program.
5. For standards addressed in multiple grade levels, write scaffolded learning targets to show how student learning will progress across years.
6. Integrate unpacked NAGC targets into your curriculum-mapping tool, connecting standards to Iowa Core wherever possible.
7. Determine how to address standards that do not integrate well with the Iowa Core.

Remember, “unpacking” takes a look at the learning targets within a standard, for example:

Standard “1.2 Self-Understanding” looks like this: “Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on their learning and behavior.”



“Scaffolding a target” across multiple grade levels needs to be a collaborative effort, though, again, even if that “group” is you. Which of these learning targets is best covered earlier in a child’s experience because s/he is ready for it? Which are best for later?

Another example is the standard, “Gifted students recognize the influences of their beliefs, traditions, and values on their learning and behavior” (2.2), which could fit almost anywhere within a GT student’s experience. Where is it best emphasized? If it is a skill taught, say, in grade 4, then where should it be mastered? Reviewed? We know that many skills “spiral” or build upon one another, so should a learning target that addresses a more basic component of the standard be met at an earlier level, while a more complex component of the standard be addressed later in the child’s experience? The answer is “most likely.” Scaffolding with more sophistication as the student becomes wiser is acknowledgement of that student’s readiness.

Following steps of unpacking, one should have a list of learning targets for a given grade level. Examine the existing core curriculum to find places where you, as the specialist, can best fit your learning targets into what’s already going on in the core classroom. Instruction could be delivered using any service model (push in, pull out, other) but will now be more connected to what students are learning in their regular classes. Of course, there is an assumption. The assumption is that others around you are doing their own laundry. (Here we go again...) Do you work with *one teacher* who has his/her standards identified? Even if you have only one unit or even a few lessons in common, hooking elbows with a classroom teacher makes for much, much lighter work. Who has identified the Common Core Standards for one unit? Within that unit are there lessons you teach or assist with that potentially satisfy Common Core, your district standards (which are most likely heavily overlapped if not essentially the same), and NAGC

standards in terms of instruction of curriculum? The next task, unless you started from there, is the big idea of “how to assess.” Again, from whichever end you started, all tasks need to be completed.

You will note that some NAGC targets will not fit easily into the existing core curriculum, but will need to be addressed through other avenues, such as those pullout academic or affective lessons, independent study, or individual conferences. For example, if the 4.1 Personal Competence learning target of “viewing a struggle as an opportunity to learn” is best met in a small group pull out, that may be the perfect scenario for the specialist to design a challenging lesson that lends itself to struggle and triumph. A Leadership target, 4.3, that calls for “identifying opportunities that demonstrate leadership” may be incorporated well into an affective lesson. In the end, we all want to engage in best practice to enhance the growth and development of our bright gifted learners. We should not be surprised when NAGC standards supersede the Core; we’ve known for eons that gifted children need more than advanced curriculum. This is why when the majority of standards and learning targets are matched with core curriculum and there are NAGC standards left that have no “mates,” as TAG specialists we create opportunities for our students to find success with those standards.

RTI of Gifted Education (Boswell and Carlile) notes independent projects as the top of the pyramid- a way to meet the needs of gifted children. Dr. George Betts refers to independent work, at its highest scaffolding point, in his Autonomous Learner Model as the “In-Depth Study.” There are hosts of other experts to research, and we’ve found Joyce Van Tassel-Baska’s work to be most helpful in suggesting analysis of standards. Whichever expert serves as your guide, it should be expected that some curriculum will be developed by you, the specialist, to meet the needs of your gifted children if nothing currently exists. Why you? Invariably because you know your students better

than anyone. If not, work with someone who really knows that child and can provide insight.

Dirty laundry? None of us want to admit it, but we all have it. Professionals all work through difficult tasks and sometimes are not pleased with our results, and need to begin again. It is the nature of our work that through complex multi-tasking we find ourselves sometimes less than satisfied. However, modeling for our students and colleagues risk-taking and the sharing of our work that we feel might be helpful, is professionalism. Successful “strategies” used to meet the standards may vary from one district to another. Unpacking and sorting constitutes work, no matter to what we attribute it, but there is a definite feeling of achievement for our students and ourselves until the next journey, which will undoubtedly involve a suitcase only waiting to later be sorted.

References

Betts, George T., and Jolene K. Kercher. *Autonomous Learner Model: Optimizing Ability*. Greeley: ALPS, 1999. Print.

Boswell, Cecelia, and Vowery Dodd Carlile. *RTI* for the Gifted Student*. Hawthorne: Educational Impressions, 2010. Print.

“Pre-K-Grade 12 Gifted Education Programming Standards.” www.nagc.org. National Association for Gifted Children, 2008. Web.

VanTassel-Baska, Joyce. *Curriculum Planning & Instructional Design for Gifted Learners*. Denver: Love, 2003. Print.

Looking for ways to measure the effectiveness of your gifted program? Check out the NAGC position paper on Measuring Growth in Gifted Students

<http://nagc.org/index.aspx?id=6296>

Did you know that excellence gaps exist when looking at the achievement of gifted learners? Check out this report from the University of Connecticut

<http://cepa.uconn.edu/mindthehegap/>

Want to read more about the NAGC Programming Standards? Check them out here:

<http://www.nagc.org/ProgrammingStandards.aspx>.



ITAG is Proud to Present
SENG Model Parent Group Facilitator Training
April 24-25, 2014

Do you want to help
parents understand and
develop skills for
nurturing
the development of their
gifted children?



Become SENNG Model Parent
Group Facilitator!

SENG Model Parent Groups are structured to bring together 10 to 20 interested parents of gifted and talented children to discuss such topics as motivation, discipline, stress management, and peer relationships. The co-facilitators of the group, though they are knowledgeable about parenting and about educating gifted/talented children, do not attempt to give expert advice to families. Instead their facilitation provides a non-judgmental and nurturing atmosphere. The parents of the high ability children are themselves a rich resource of information, and they are able to get fresh ideas from other parents and from *A Parent's Guide to Gifted Children*, the book around which the sessions are organized. The groups meet weekly for 8-10 weeks.

Facilitator training will include:

- Objectives of SENNG Model Parent Groups (SMPGs)
- Characteristics of Parents in SMPGs
- The Role of SMPG Facilitators
- Group Facilitation Techniques
- Content Learning of Session Topic Areas:
 - Characteristics,
 - Motivation,
 - Discipline,
 - Stress Management,
 - Peer Relations and Sibling Rivalry, and
 - Tradition Breaking.
- Practice of Facilitation Techniques
- Potential Problems and Solutions in SMPGs
- How to Organize a local SMPG

Facilitator Trainers: Arlene DeVries, Dalbert and Jackie Drummer

When/Where for SENNG training: April 24: 8:30-5:00pm and April 25: 8:30-1:00pm at ITAG, 200 W. 2nd Avenue, Indianola, IA 50125

When/Where for Parent Night: April 24: 7:00-9:00pm at Walnut Creek Campus, 815 8th Street, West Des Moines, IA 50265

Logging: Reservations can be made at [Apple Tree Inn](#), 1215 North Jefferson Way, Indianola, Iowa 50125

Special Rate applies until March 24, 2014: \$63.00 for single queen, and \$70.00 for double queen rooms so RESERVE EARLY. Call (515) 961-0551. Please indicate you are with ITAG, SENNG Training.

Cost: Registration \$250.00. College credit will be available.

Materials: *A Parent's Guide to Gifted Children*, and *Gifted Parent Groups: The SENNG Model*, 2nd Edition will be provided to each participant.

Register now, space is limited to 25 participants!

Click to register or cut/paste link into browser:

<https://2014springsengtraining.eventbrite.com>

With questions email: itag@assocserv.com

Where do I find more information?

<http://www.sengifted.org/programs/seng-model-parent-group>

<http://iowatag.org/>

It Begins With Identification: A Focus on Hispanic Immigrant Students

By: Dr. Jamie A. Castellano

Hispanic immigrant populations continue to impact our schools across the country, representing all 22 Spanish-speaking countries and territories of the world. Increasing numbers of students are coming to live in America from Mexico, El Salvador, Guatemala, Honduras, and other countries, with the greatest growth occurring in young school-aged populations. In response, schools are scrambling to determine how best to meet their needs. However, despite more than 5 million English language learners (ELL) in our schools, the majority of which are Hispanic, ELLs continue to be over-represented in special education programs and under-represented in classrooms serving gifted, advanced, and high-ability learners. Perhaps one way to reverse this trend is to begin looking at the skills and abilities they do have, rather than what they do not have when they arrive in our schools.

The Struggle for Identification

The identification process for Hispanic immigrant students should include a combination of qualitative and quantitative data that embraces a multi-criteria philosophy. There is a wealth of research-based identification materials appropriate for ELLs, and other culturally and linguistically diverse gifted learners readily available (see resource listing). Districts who value ELL students' inclusion and make a conscious effort to identify them recognize the multifaceted approach needed. Many believe that these children also bring prior knowledge and a view of the world that enriches the cognitive, academic, social, and emotional environment for their classmates.

Despite this published knowledge of how to identify, many districts continue to struggle to increase access to gifted education programs for ELL students through successful identification. The many reasons for this failure are enough for three columns worth of material, but I believe that by embracing the cultural differences and family dynamics of Hispanic students, educators and administrators can move one step closer to understanding the needs of ELL students.

Hispanic Immigrant Parents

Parents across all ethnic, cultural, and linguistic groups want their children to do well in school. Obtaining an education prepares children for optimistic futures, making it possible to secure meaningful employment and to contribute to society. Parents commonly share their own stories—often containing personal struggles and barriers—with their children in an effort to motivate and encourage them and in some cases, to prevent the recurring consequences of not seeking a formal education. Parents of gifted ELLs support the school their children attend and want to foster the academic achievement of their sons and daughters, but language barriers and thus poor or misunderstood communication about gifted identification opportunities and procedures often result.

Keeping language barriers in mind, schools and gifted education program leaders should make every effort to ensure that

written communication from schools occurs in the heritage language of their students' families. Additionally, onsite translators are critical for informational workshops and meetings addressing availability of services and the referral and identification processes. Speakers presenting to parents and caregivers on gifted talented issues and should also be persons who are knowledgeable and respectful of the Hispanic culture. Addressing language and cultural issues is the first step in forming a bond of understanding that can lead to effective partnership with the families of ELL gifted and high-potential children.

Looking Ahead: Increasing Access for ALL Diverse Populations

Our schools need to revisit the policies, practices, and processes that are preventing not only Hispanic immigrant students, but also other diverse gifted learners from accessing a rigorous and relevant curriculum. The nation's needs dictate that we increase our expectations, support high academic achievement, and identify high achievers as early as possible, putting into place the support systems that help them sustain success. This also means an investment in research and training on giftedness as it relates to diverse student populations. The success of our nation demands that we make fundamental changes in our beliefs, values, and attitudes in how we create access for all of our nation's best and brightest.

Resources

- Castellano, J. A. (2003). *Special populations in gifted education: Working with diverse gifted learners*. Boston, MA: Allyn and Bacon.
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Dr. Jaime A. Castellano is the chair of the NAGC Diversity & Equity Committee. He is one of the nation's leading authorities on the identification, assessment, recruitment, and retention of low-income, culturally and linguistically diverse gifted students. His expertise and success has been in working with school districts across the nation to increase the number of Hispanic/Latino students, as well as English language learners in gifted education programs. He can be contacted at jaime.castellano@yahoo.com.

Growing Diversity One Student at a Time, Sioux City Community Schools

By: Jean Johnson

I remember the email very well. Maria's ESL teacher, in advocating for her participation in TAG programming, indicated that Maria was reading grade level texts with about 60% comprehension by the end of her first year as an ELL student. Her writing and math skills were also progressing at "lightning speed". She further writes, "She is an extraordinary child who should be given more opportunities. Maria is quiet and may not get the challenge she deserves and needs if I let this go."

Upon this strong recommendation by the ESL teacher, I began looking at Maria's ability and achievement data. Indeed, her scores were quite high in relation to others in her subgroup population. Taking her strong math scores into consideration, Maria was promptly placed in a math enrichment group. She was also given an opportunity to further pursue her interest in creative writing. Her writing samples showed much promise as she began taking command of the English language.

Fernando's fourth grade classroom teacher stopped me in the hall one day early in the school year to boast about his reading and math abilities. However, his achievement scores were not reflective of these abilities. She invited me in to observe his inquisitiveness, his insightfulness, and his charm. It was evident that his classroom performance did not match his achievement scores. But, looking back at his previous achievement scores, he did show significant growth in reading, which indicated to me that he, too, was learning at a fast rate. He was placed in both a reading enrichment group with a focus on inquiry learning and a math enrichment group focusing on algebraic reasoning. I soon discovered the charm his teacher was talking about as we worked together that year. His motivation and his perseverance through challenging tasks were evident. This student really did need a challenge or two! Maria and Fernando are perfect examples of why we need to consider alternate criteria and tools to identify ELL students (and all students, for that matter)

for Talented and Gifted programs and services.

Before 2008, our district's TAG population was made up of kids who achieved at high levels without thought to the talented students whose emerging proficiency with language or other factors could mask their giftedness. Our school board was concerned when they reviewed our TAG practices and recommended that we look more closely at specific diverse populations within our schools to make sure our identification measures weren't culturally biased. We began by looking at ability and achievement data by subgroup populations. Looking at the top 7-9 % of the subgroup data, we identified potentially gifted students who may benefit from gifted programs or services. We also began to look at other indicators that may reflect the need for additional challenge – student work, classroom observations and performance, and district level assessments. In doing so, our TAG population report for 2008-09 showed over a 4.5% increase in our Hispanic TAG population.

With a more diverse TAG population comes the need for more flexibility and a wider range of programs and services that build on the abilities, knowledge, and skills of our students. After researching several program models and much discussion within our TAG Department, it became apparent that we needed to consider improving and expanding our current program offerings to better meet the diverse needs of gifted and potentially gifted learners at the elementary level in our district. By starting with our youngest potentially gifted learners, we could provide the challenges and supports through structured learning opportunities in order to further identify students' talents in our subgroup populations by working with those students directly or indirectly through the classroom teacher.

Implementation of our K-5 Talent Development Model began at the beginning of 2011-12 school year. The



Growing Diversity One Student at a Time, Sioux City Community Schools, cont.

development of this model addressed another one of our School Board's TAG program review recommendations – ***Programming structures for the district's Talented and Gifted population should continue to be studied, with changes implemented to form a flexible structure that advances student achievement.*** During the first year of implementation, our Elementary TAG Specialists worked closely with classroom teachers, ESL teachers, and resource teachers to identify and serve students in various capacities: flexible reading and math groups, differentiation in the classroom by providing higher level resources and activities for students, curriculum compacting, independent studies, enrichment, and single subject/whole grade acceleration. This change resulted in yet an even more diverse TAG population. Once again, we saw a significant gain in our Hispanic TAG population – an additional three percent. In four years, the number of Hispanic students served went from 64 to 160. In 2012-13, that number rose to 219. We are not yet where we need to be but continue to work towards our goal of matching our district's demographics.

This year, we are taking further steps to ensure that our ELL students who need additional challenge in middle school are identified for TAG programming and higher level classes. **All** of our fifth grade students will take the Cognitive Abilities Test, Form 7. This assessment is different from its earlier versions as it was specifically designed by Dr. David Lohman (University of Iowa) to be more appropriate for ELL students. Fewer of the subtests require comprehension of oral language. The result is a more meaningful assessment of a student's reasoning ability. The data from this assessment along with our interactions, experiences, and observations with students participating in TAG services through the K-5 Talent Development Model will be helpful in assuring that their learning needs will be addressed down the road.

As for Maria, currently a 6th grade student in one of our middle schools, she is now participating in higher level math classes and is continuing to show growth in

achievement in all content areas. I would love to read some of her writing now. I am confident that she will be an incredible author some day. Fernando is an 8th grade TAG student participating in higher level reading and math courses with much success. He has shown continued growth in reading through the past few years. His strengths as well as his wit and charm will take him wherever he wants to go.

Research and best practice should serve as the basis for identifying students for gifted programming and services. Two excellent resources that give more insight into the identification of gifted ELL students are: ***Discovering and Developing Talents in Spanish-Speaking Students*** by Joan Franklin Smutny, Kathryn P. Haydon, Olivia Bolanos, and Gina Estrada Danley (2012) and ***Identifying Gifted and Talented English Language Learners Grades K-12*** by the Iowa Department of Education and The Connie Belin and Jacqueline N. Blank International Center for Gifted Education and Talent Development (2008).

For more information about our District's K-5 Talent Development Model, you may contact me at johnsoj@live.siouxcityschools.com.

Jean Johnson is the K-12 TAG Coordinator for Sioux City Community Schools.

Looking for more resources on how to best serve and identify culturally and linguistically diverse students?

Check out these FREE resources:

NAGC Position Paper on Serving Culturally and Linguistically Diverse Students

<http://nagc.org/index.aspx?id=9430>

Iowa Department of Education Identifying Gifted and Talented English Language Learners

<https://www.educateiowa.gov/documents/advanced-learning-opportunities/2013/03/identifying-gifted-and-talented-english-language>

By: Robert A. Schultz

Gifted and talented students are the most disabled group in schools. Their education is often directed by well-meaning but untrained people focused on raising test scores, or guided by policies that are detached from common sense. Let me tell you a little story that illustrates how a highly able child can slowly become disabled.

Once upon a time, there was a fourth-grade girl thrilled to have been identified by her local school district as superior in overall cognitive ability, but with a distinction in mathematics. Due to her performance on various screening and identification tools, Lucy was invited to take part in the TAG program, which was a pullout enrichment classroom with a teacher trained in the nature/needs of gifted children.

Lucy was excited and looked forward to having many questions answered now that she was in a class where things were sure to be better than the worksheets that had previously filled her school days. She could hardly wait for that first Tuesday—TAG happened just one day a week for the fourth graders. And, all was well that first year. Lucy was happy to have a place where she was accepted for who she was—quirks and all.

It didn't matter much that the dreaded packet of worksheets was waiting for Lucy when she got back to her regular classroom at the end of each Tuesday. Lucy was happy to put up with a few annoyances as long as she was able to be with other kids like her.

In fifth grade, TAG moved to Wednesdays. Projects were the focus of the year, with an ample supply of worksheets providing guidance in higher-order thinking skills and logic. Lucy remained open-minded, but as the year went on and the supply of worksheets seemed to proliferate, some trouble began brewing among the TAG students.

Many kids were getting stressed because they had a hard time keeping pace with the worksheets and the packets of missed work given by the regular teachers. By winter break, a few kids left the program.

Lucy enjoyed the social aspect of TAG more than the work being done. This was a place she could relax and share her interests and ways of thinking about life. But, the workload was becoming a bit overwhelming.

In sixth grade, students transitioned into another building with the focus on a fully departmentalized and integrated curriculum. The district did not officially have TAG for the middle-schoolers, but did offer honors courses open to all, with the caveat being that anyone interested in honors coursework would be required to take entry tests to qualify. Performance on these tests, along with teacher recommendation, would determine who got in. There were no automatic enrollments in the honors courses, even for identified TAG students.

During the year, Lucy crossed another developmental threshold—she began getting interested in boys and she wanted to

be received positively by her peers. She began to dress to fit in, and the social scene of school was gaining importance. Emotions were important; schoolwork was drudgery. By the time the honors placement tests were given, quite a few of the TAG students—including Lucy—were feeling it was better not to be “smart.”

The results from the placement test came back “average.” Lucy did not qualify for the honors mathematics class, and her parents were totally bewildered. After all, math had always been a strength for Lucy. What could have happened?

Lucy's father overheard a discussion she had with friends one afternoon. She confided that she had answered the easy problems wrong on purpose so she wouldn't be put in the “nerd class.” She didn't want any part of sticking out in mathematics heading into middle school.

And, thanks to the policy, regardless of the available information about Lucy's measured abilities, there was no recourse available. Policy was policy. Lucy had successfully sabotaged her academic advancement in order to fit in. Where was a school-based advocate for Lucy?

When policies and practices of schooling focus on completing volumes of worksheets and test performance rather than the individual needs of children, society loses. Unwittingly, Lucy had become an academic casualty of the accountability system. She will likely do well on standardized tests of performance, but she won't be stimulated or challenged to develop a strong work ethic, tenacity, and resiliency. She will probably get by without much effort or emphasis.

How many GT kids have a similar story? How many endure a curriculum that is neither interesting nor appropriate for their advanced abilities? How many have succumbed to fitting in at the expense of achievement? How much more of this dis-abling will (can) we endure?

Robert A. Schultz, Ph.D., is professor of gifted education and curriculum studies at the University of Toledo in Ohio, where he directs the CIGI (Curriculum and Instruction Gifted) program and coordinates doctoral programs in curriculum and instruction and early childhood education. He can be reached at robert.schultz@utoledo.edu.

Looking for ways to advocate for different grouping practices in your district? Check out the NAGC position paper on grouping practices found here: <http://nagc.org/index.aspx?id=4450>

The following individuals were elected to the ITAG Board of Directors this fall. Congratulations and welcome to the Board!

Vickie Henningson has been involved in Gifted Education for 17 years having been a K-12 TAG Coordinator in several districts in northwest, central and eastern Iowa. She holds a Bachelor of Science in Education with a History Major from the University of South Dakota, endorsements in 5-12 American History, World History, Sociology, and she also has K-12 TAG Endorsement and 33 graduate hours from Morningside College. In her gifted classrooms students are involved in Project-Based Learning, with a heavy emphasis on Creativity and the higher levels of Bloom's Taxonomy. Vickie has administered a DE School-to-Work Grant as K-12 Curriculum/School to Work Coordinator. Other accomplishments include her work with, coordinating and assisting high school students taking On-line Advanced Placement Classes, organizing and facilitating several high school Quiz Bowl Teams, mentoring one high school student who won a state History Day award and as TAG coordinator/mentor; also supervised this student in attending National History Day at University of Maryland, June, 1998. Vickie has co-authored an Original Work— and compiled historical and other trial curriculum materials for an Iowa Sesquicentennial mock trial presentation (non-competition) based on the first case before the Supreme Court of the Iowa Territory.



Maureen Marron, Ph.D. is an assistant professor of education at Iowa Wesleyan College. She worked at the Institute for Research and Policy on Acceleration (IRPA) at the Belin-Blank Center for Gifted Education from 2006-2013. While at IRPA, she advocated for academic acceleration by consulting with parents and teachers, promoted acceleration policy development, and taught a course on acceleration. She is a co-author of Guidelines for Developing an Academic Acceleration Policy and multiple books chapters on acceleration. She has presented at numerous district, state, and national conferences. Maureen has been an ex officio ITAG board member since 2009, representing the Belin-Blank Center. During this time, she has served on ITAG's Legislative and Advocacy Committee and has made advocacy visits as part of the ITAG team to Washington, DC, on behalf of Iowa's gifted students and their teachers. Maureen also serves on ITAG's Communications committee, on which she helps edit the ITAG newsletter. She is completing her first term of service on the Legislative and Advocacy Committee for the National Association for Gifted Children. Maureen received her B.S. in Psychology from the University of Oregon and her Ph.D. in Cognitive Psychology from the University of Pittsburgh.



Debra Mishak currently serves as the Supervisor of Gifted and Talented Education for the Des Moines Public Schools, Des Moines, Iowa. She received her BA in Music Performance and Pedagogy, her M.A. in Counselor Education and College Student Development, and her Ph.D. in Curriculum and Supervision from The University of Iowa, and holds endorsements in educational administration, gifted education, school counseling and music. Prior to moving to Des Moines, Debra was a clinical professor of school counseling in the College of Education at The University of Iowa, a consultant and administrator with the Connie Belin and Jacqueline N. Blank International Center for Gifted Education and Talent Development, a PK-12 school counselor, a gifted education coordinator and grant writer, and a high school choral director. Debra continues to present and consult regionally, nationally and internationally on the social and emotional challenges of gifted and talented students, post-secondary planning for gifted secondary students and young



adults, and on educator and administrator mental and emotional health. This fall Debra will be opening a coaching/consulting practice for gifted, talented and creative adults.

Barbara Butler has been teaching gifted students in Sioux City for the past 20 years. Most of her experience has been at the middle school level; however, she has worked with students from kindergarten through eighth grade. Throughout the years with the Sioux City TAG Department, she has been involved with writing curriculum, developing Standards and Benchmarks, mentoring new TAG teachers, testing students, and designing TAG informational materials. In addition, she served on the State Accreditation Review Panel and the district TAG Review Committee. She received her BS from Iowa State University and her MA/Reading Specialist from Morningside College and has taken TAG classes from Drake University.



Linda Telleen-Martens currently serves as the Talented and Gifted Coordinator for the Ames Community School District and is an Ames High School ELP instructor. In the last 12 years Linda has helped develop and implement a new ELP program for the Ames Community School District. Linda has been involved in the field of gifted education for the past 25 years. She facilitates gifted education staff development locally and for other school districts. Linda began the TAG program at Paton-Churdan and developed the secondary TAG program at Prairie Valley. While at Prairie Valley, Linda's students started one of the first student-based internet businesses serving several state organizations as well as local businesses. Linda has presented at numerous state conferences and serves on committees at the district and state level. Linda holds a Master's degree from Iowa State University with an emphasis in gifted education.



Are you interested in working with this exciting group of professionals? If you'd like to run for a position on the board, please send a picture and brief biography to Sue Chartier at schartier@nwaea.org.

Linda Moehring passes the gavel to Matt Robie, new ITAG president. Thanks to Linda for her service as president the past two years. Please [click here](#) to view Linda Moehring's final President's message.



2014 ITAG Young Scholars Conference

Tuesday, April 15, 2014

On the campus of Iowa Wesleyan College

Gifted and talented high school students from throughout Iowa are invited to the campus of Iowa Wesleyan College in Mount Pleasant for a day of career exploration, information gathering about college, and interactions with college faculty and professional staff.

Young Scholars will meet with Iowa Wesleyan College professors to learn about majors in art, education, English, exercise science and wellness, music, or psychology. Young Scholars also have the option to meet with IWC professional staff to learn about financing college, being a student-athlete, and participating actively in community service through IWC's Service Learning and Civic Engagement program. Students will be encouraged to ask questions of the presenters.

Students and their chaperones will enjoy a full day of events, which include a continental breakfast, a keynote address, career workshop sessions, lunch, visits with college representatives from sponsoring colleges and universities, and campus tours. The cost of this event is \$10 for adult chaperones and \$25 per student.

Schedule of events

9:00am–9:45am	Registration and Complimentary Continental Breakfast <i>Social Hall, Howe Student Activity Center</i>
9:45am–10:00 am	Proceed to Chapel for opening address
10:00am–10:45am	Welcome Opening Address, Dr. Steven Titus, President, Iowa Wesleyan College <i>Chapel</i>
11:00am–11:50am	Breakout Session 1: Exploring College, Majors, and Careers <i>See schedule for room listings.</i>
12:00pm–1:15pm	Complimentary Lunch and College Fair <i>Lunch in Social Hall, Howe Student Activity Center</i> <i>College Fair in Ruble Gym, Holland Student Union</i>
1:30pm–2:20pm	Breakout Session 2: Exploring College, Majors, and Careers <i>See schedule for room listings.</i>
2:20pm–2:55pm	Campus Tour <i>IWC Student Ambassadors will meet Young Scholars in Breakout Session 2 rooms and lead a brief campus tour.</i>
3:00pm–3:15pm	Closing Remarks, Dr. Linda Buchanan, Vice President and Dean for Student Life, Iowa Wesleyan College <i>Chapel</i>

2014 ITAG Young Scholars Conference

To attend this year's conference, students must be enrolled as a high school freshman, sophomore, junior or senior during the 2013-2014 school year and must meet any one of the following criteria:

1. Be identified eligible for a gifted/talented education program.
2. Rank in the top 5% of their freshman, sophomore, junior or senior class.
3. Be recommended by a letter of recommendation from the school.

Follow this link to register for this year's conference: <https://2014youngscholarsconference.eventbrite.com/>

This year's **registration deadline is March 31st, 2014.**

More information about the Young Scholars Conference can be found here:

<http://www.iowatag.org/2013/01/13/youngscholars/>



Congratulations to the ITAG Distinguished Service Award Recipient, U.S. Representative Tom Latham

U. S. Representative Tom Latham was acknowledged for his support of gifted education with the Distinguished Service Award at the 2013 ITAG conference.

Here is an excerpt from the nomination letter:

Congressman Tom Latham has reached across the aisle to work on a bipartisan bill and introduce the TALENT Act in the House of Representatives. His recognition and support of the needs of gifted children in Iowa and across the nation is needed and appreciated by our ITAG Legislative team, our ITAG board and our ITAG members. We are so pleased to have an Iowa Congressman take the lead on this important bill. To recognize his leadership in this role and the potential for federal recognition and support of gifted children, we, the ITAG Legislative Committee, recommend Congressman Tom Latham for the 2013 ITAG Distinguished Service Award.



Federal recognition for gifted education reached a low point in 2011 when the Javits Act, the only federal support for gifted education, was reduced to zero funding. ITAG, together with NAGC and other state affiliates, has worked since that time to maintain awareness of the needs of gifted students and their teachers with ongoing advocacy.

Congressman Latham has provided federal leadership during a time when the inclusion of gifted education in educational reform has sometimes been contentious and partisan. Congressman Latham was one of only 7 Members of Congress who co-sponsored the 2012 version of the TALENT Act.

Congressman Latham demonstrated strong leadership this year as the Republican sponsor of the 2013 TALENT Act. The legislation -To Aid Gifted and High-Ability Learners by Empowering the Nation's Teachers or the TALENT Act, was introduced on June 12, 2013 by Congressman Latham, together with Jared Polis, a Democrat from Colorado.

In a May 2012 address to graduates of Iowa Western Community College in Council Bluffs, Congressman Latham verbalized the importance of each student reaching his or her maximum potential: “The forces of change will necessitate a lifetime of education and learning to adapt and excel in our increasingly global and increasingly competitive economy.” By co-sponsoring the TALENT Act, he recognizes that including high ability learners in any education bill is a necessity so all students can be taught in a way that ensures they are learning something new each day.

To read the nomination in its entirety click: http://www.iowatag.org/wp-content/uploads/2012/08/Congressman_Tom_Latham_Service_award_final.pdf

Follow this link to the DSA Nomination form to nominate someone for next year's award: http://www.iowatag.org/wp-content/uploads/2012/08/Distinguished_Service_Award_FINAL.pdf

Congratulations to the ITAG Administrator of the Year, Nicole Herdrich

Every year the Iowa Talented and Gifted Association (ITAG) recognizes an Iowa administrator who supports and advances its mission throughout their district. The mission of ITAG is to recognize, support, and respect the unique and diverse needs of talented and gifted learners through advocacy, education, and networking. Nicole Herdrich, principal of Central Lee Elementary, was selected by ITAG as this year's recipient. Hollie Weber, ELP Coordinator at Central Lee, nominated Nicole for this award.

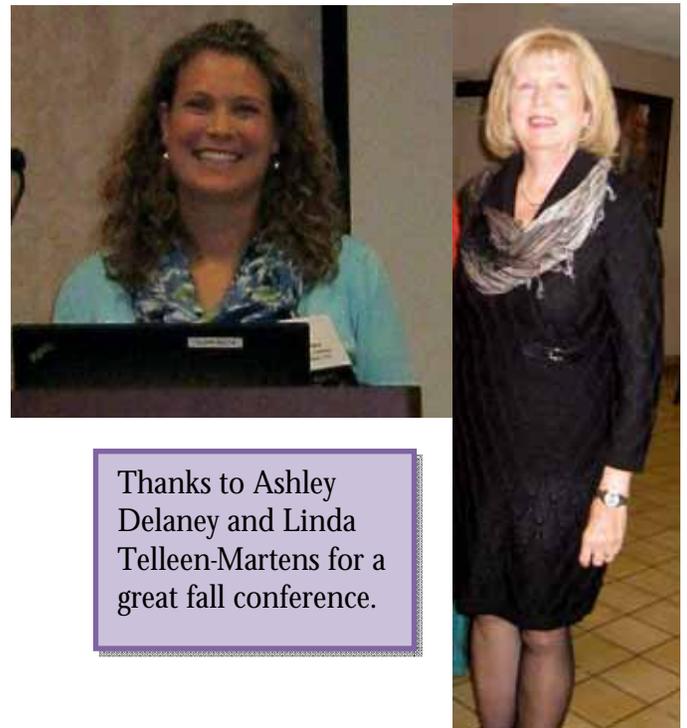
In nominating Nicole, Hollie emphasized Nicole's advocacy for quality instruction for students at their readiness level. This has resulted in all students experiencing new learning and growth in the classroom everyday. Nicole's advocacy and support of cluster grouping helps teachers target their instruction to the learning needs of the students in each elementary classroom, again resulting in growth for all students.

Nicole has also worked to deepen teachers' understanding of the needs of gifted learners through professional development. The needs of TAG students are integrated in the building-wide action plan and teachers are supported in meeting the advanced learning needs of those students with opportunities to collaborate with each other in Professional Learning Communities. She finds ways to provide the resources needed to meet students' needs, whether those be curricular materials or time. ITAG honors her with respect and gratitude for her support for high ability students.

If you know of a deserving administrator for next year's award, follow this link:
http://www.iowatag.org/wp-content/uploads/2012/08/ITAG_Administrator_of_the_Year_Final.pdf



Doreen Underwood, Nicole Herdrich, and Hollie Weber pose for a photo after Nicole was presented with the ITAG Administrator of the Year Award.



Thanks to Ashley Delaney and Linda Telleen-Martens for a great fall conference.

Congratulations to the ITAG Research Award Winner, Niky Monaco

Niky Monaco, 7th Grade Language Arts teacher at Waukee Middle School, has been awarded the Iowa Talented and Gifted Association Research Award. The award was presented to Niky at the ITAG state conference on October 21, 2013 held in Des Moines. The ITAG Research Award seeks to promote research about talented and gifted students and/or related activities in the state of Iowa and deemed appropriate to the furthering of talented and gifted education in Iowa.

Niky's research investigated the effects of cluster grouping on talented and gifted students in the middle school classroom. Her research findings indicated cluster grouping can provide a positive benefit for gifted students in the areas of motivation and engagement levels, as well as social and emotional needs. Also noted were the high levels of student enthusiasm in regards to being cluster grouped, as well as a high level of agreement among teachers that clustering is a useful model for meeting the needs of gifted learners. Niky's findings suggests that when gifted students are grouped with like-ability peers, they engage at a higher level, are more motivated to achieve, and feel better understood and supported.

Niky's research found some areas of concern evident in the teacher responses gathered. Previous research showed that teacher training and support was a critical element in the success of gifted cluster group models. Teachers in this survey overwhelmingly responded that their needs were not yet being met when it came to support and training. Teachers had good intentions but felt that they did not have all the tools and resources needed to meet the needs of clustered students.

Congratulations to Niky on her outstanding research. The Iowa Talented and Gifted Association would like to thank Niky for her contribution to the field of gifted education through her research pertaining to the effects of cluster grouping and gifted middle school students.



Linda Moehring presents Niki Monaco with the 2013 ITAG Research Award.



Niki shares her research findings with ITAG members at lunch on Tuesday.

Are you conducting research and interested in applying for next year's award? Follow this link for the nomination process.
<http://www.iowatag.org/communication/administrators/>

Grant applications are due May 31, 2014

Retirement! That one word can mean many things. We all look forward to a time of relaxation and opportunities to pursue all those things you never seemed to have time to do. It also means a transition from one's life work and passion, interaction with peers, and that feeling of accomplishment and value as a result of your daily efforts.

To meet the needs of our retired and soon to be retired members, ITAG is reaching out to those many, highly qualified individuals by adding a new membership category of "Lifetime Retiree." For a one-time fee of \$125, this membership allows you to stay in touch and support your profession. Lifetime Retiree Membership allows you to receive all ITAG communications including our Newsletter, as well as the opportunity to attend our annual conference for the lowered price currently reserved for parent members. What better way to stay in touch with friends and hear of new trends and successes of our field than to attend one or both day of our conferences?

Another benefit of our Lifetime Retiree Membership is the opportunity to stay as active as you wish in the ITAG organization. Retired members have often asked us if there are ways of staying active or "giving back" to ITAG. The answer is a definitive "YES!" As a Lifetime Member you will be given opportunities to work on committees, mentor our newer members and act as an ITAG spokesperson and advocate.

In an effort to "get the word out" on this new opportunity, we are asking our members to help spread the word to those they might know that have retired in the past. Questions can be directed to the ITAG office itag@assocserv.com or Board Member Claudia Koch cdkoch@mchsi.com.

Are You Retiring?

Are you planning on retiring? If so, ITAG would like to honor your accomplishments. Please email us at cdkoch@mchsi.com and tell us about your career working with gifted children. Please include where you have worked, what levels, and the number of years you have been an ITAG member. If you would like, please add some insight on your accomplishments, or moments that have brought joy and a sense of satisfaction to your work. Please send this, along with a home email address, to board member Claudia Koch, cdkoch@mchsi.com.



Looking for handouts from the Fall conference? Check out this website:

<http://goo.gl/ufwi21>.



Connect with ITAG and your gifted colleagues with social media. Follow ITAG on Facebook at: <https://www.facebook.com/Iowa.Talented.and.Gifted?fref=ts> and on Twitter @IowaGifted or use the hashtag #IowaGifted to share ideas and resources with the on-line community.



Your Invitation to “TAG-Along!”

Back in 2006, then-ITAG board member Tony Voss wanted to find a way to let legislators experience what we see every day: the power and potential of our gifted students. His vision was to have TAG students from across the state spend one day with legislators from their district. He cleverly named this program TAG-Along. The goal for TAG-Along was to express our appreciation to our lawmakers for their support of gifted education AND give students an opportunity to demonstrate some leadership skills.

The current ITAG legislative team wants to reignite this great idea! You can do this in 2 ways. First, for those of you who live in the Des Moines area, we encourage you to make contact with your legislator and visit the state Capitol in Des Moines while the legislature is in session, January 13 through mid April. To schedule the visit, call the Senate and House switchboard (Senate: 515-281-3371; House: 515-281-3221) and leave a message for your state legislator with a list of possible dates and times.

Second, for those of you who cannot make it to Des Moines, invite your legislators to visit your school and “TAG-Along” with the students through part of the day. Invite them to lunch as well! Make it a time to showcase your school and school programs and let the legislators mingle with our best and brightest students. A form letter seems too impersonal, so we are asking, as part of their growth and learning, that you sit down with your students and create that correspondence that will include the “TAG-Along” invitation, itinerary, time, date, meeting, location, etc.

Find your legislator at this address:
<https://www.legis.iowa.gov/legislators/find>

Once you have issued the invitation, you may need to follow up with a phone call as a reminder to your legislator. ITAG wants to track the success of this event. Please email Gail at gkenkel@cbscd.org with the name of the legislator, the date they visited your school (or the date you visited the Capitol), names of students involved, and a brief summary of the day’s

visit. Also email any photos you have taken. We will post them on the ITAG website.

Thank you for your support and all you do for gifted students. We appreciate the time and effort you will be taking to make TAG-Along a success!

ITAG Legislative Committee:
Gail Kenkel
Linda Moehring
Maureen Marron



Here’s a link to an article from the New York Times that does a great job explaining the need for gifted programs and services:

http://www.nytimes.com/2013/12/15/opinion/sunday/in-math-and-science-the-best-fend-for-themselves.html?_r=2&



Does **your child** have **star potential** in **math and science**? How can you make the most of that **talent**?

Your child does things that amaze you all the time. Have you ever wondered if his or her young mind is naturally predisposed to solving complex problems?

Just as with sports, academic talent has to be developed. The Institute for Mathematics and Computer Science (IMACS) does just that with unique online courses developed specifically for gifted children. Think of us as a team of strength and conditioning coaches for your child's mind.

"I have personally examined some of the teaching concepts and materials that have been developed by IMACS. I have determined that they are of outstanding quality."
— *Professor Gerald J. Sussman, MIT*

IMACS students stand out from the crowd in today's globally competitive college experience. They regularly go on to outperform their classmates at top universities such as Harvard, Stanford, MIT, Caltech and Yale.

"Our program in mathematics is the strongest in the nation and for an IMACS student to be able to jump in with our best students and perform at the highest level is ample testimony of the strength of the program."
— *Professor Andrew M. Gleason, Harvard University*



Elements of Mathematics: Foundations www.elementsofmathematics.com

For ages 10-14, approximately.

A self-study, online program that provides talented students with a deep and intuitive understanding of foundational concepts in mathematics, including many topics neglected in the standards-based curriculum.

Have your child take our FREE Aptitude Test at www.elementsofmathematics.com.

eIMACS Online Education Program www.eimacs.com

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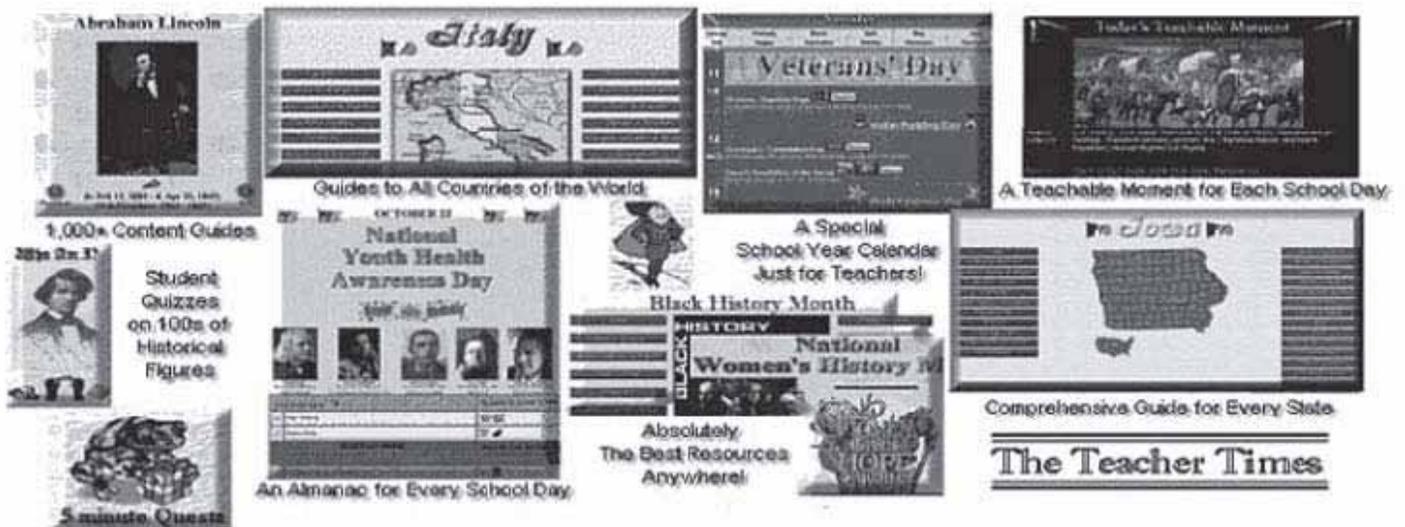
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Want to know more? Go on line to <http://www.k12tlc.net/itag.htm>. Want to subscribe now? Go on line to <http://www.k12tlc.net/join/ia/itag.htm>.



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

Name _____
 Position _____
 Institution/Organization _____
 Home or Work
 Address _____
 City/State/Zip _____
 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
<input type="checkbox"/> Administrator	<input type="checkbox"/> Parent
	<input type="checkbox"/> Resource Partner

Referred by _____

1. Membership Category/Annual Dues

Individual One-Year Membership \$99 U.S.
 Choose * Gifted Child Quarterly **OR** Parenting for High Potential
 Add \$10 for Canadian or Foreign Membership

Individual One-Year Membership \$119 U.S. (2 publications)
 Gifted Child Quarterly **AND** Parenting for High Potential
 Add \$15 for Canadian or Foreign Membership

Individual Two-Year Membership \$193 U.S.
 Choose * Gifted Child Quarterly **OR** Parenting for High Potential
 Add \$20 for Canadian or Foreign Membership

Individual Two-Year Membership \$213 U.S. (2 publications)
 Gifted Child Quarterly **AND** Parenting for High Potential
 Add \$27 for Canadian or Foreign Membership

Graduate Student Membership \$59 U.S. Name of School _____
 includes Gifted Child Quarterly only - Non-voting member Graduate Advisors Signature _____

Associate Parent Membership \$30 U.S.
 includes Parenting for High Potential only - Non-voting member - Restricted to parents and grandparents
 includes Parent & Community Network Membership

Lifetime Membership \$1000 U.S.
 includes Gifted Child Quarterly and Parenting for High Potential

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

Details on Membership Categories and Benefits at www.nagc.org/membershipcategories.aspx

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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ITAG Membership Information

JOIN US!

Become a Member, Friend, or Sponsor of ITAG

ITAG Membership Enrollment

Your support of ITAG is critical to furthering our mission and the education of gifted students in Iowa. To join ITAG, enclose this completed form in an envelope along with a check for the appropriate membership designation and mail both to ITAG, 200 W. 2nd Avenue, Indianola, IA 50125. Please make checks payable to Iowa Talented and Gifted Association. You may also pay your dues online at <http://itagannualmembership.eventbrite.com>.

Membership Designation

- Membership \$50
- Parents \$35
- Friends \$100
- Affiliate Groups \$35
- Sponsors \$1000
- Retired Teacher Life-Time \$125
- Students \$10

Mailing Address:

Name _____
 Address _____
 City/State/Zip _____
 H Phone (____) _____
 W Phone (____) _____
 E-mail _____

In addition to my dues, please accept my tax deductible** donation to ITAG in the amount of \$ _____.

** ITAG dues are not tax deductible as a charitable contribution for federal tax purposes but may be partially deductible as a business expense. A portion of your dues is not deductible because of lobbying activities on behalf of ITAG members. As a result, an estimated 42.4% of ITAG dues for 2012 cannot be deducted as a business expense for federal income tax purposes.

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

200 W. 2nd Avenue
Indianola, IA 50125
or E-Mail: itag@assocserv.com

