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

# ITAG NEWS MAGAZINE

Is ONE OF THE TANGIBLE BENEFITS  
OF YOUR MEMBERSHIP IN THE

IOWA TALENTED AND GIFTED ASSOCIATION

In our **NEWS** magazine, we include: legislative updates; national and state conference information; news about programs and events of interest to gifted students, their parents, and teachers; articles for educators and parents about issues in gifted education; as well as reprints of material from state and national journals that may be of specific interest to gifted education advocates.

## WE INVITE YOU

to submit suggestions, concerns, and/or articles you have written or read which you would like to share with the ITAG membership through **ITAG NEWS**.

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

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# News Magazine

Volume 32, Number 3 - Summer/Fall 2007

## No Child Left Bored

On a wet gray day in November, Michael walked into his 2nd-grade classroom in Torrington, Conn., holding a recording of the music of Tchaikovsky's "Nutcracker Suite" carefully wrapped in plastic. Michael explained to his teacher that he wanted her to listen to this special music, which he'd been practicing on his piano at home because he had a question he wanted to discuss with her.

"I've been wondering," Michael said to his teacher. "There are some parts of this composition that are really happy, and some parts that are really sad. Do you think Tchaikovsky wrote the sad parts when he was really sad and the happy parts when he was really happy? Or do you think that when he was really sad, he wrote the happy music to cheer him up?"

The 2nd-grade teacher smiled and suggested he find the enrichment specialist in the school to see whether she could help him find answers to his questions. Her job was to work on talent development opportunities with all students. In addition to asking creative, thoughtful, advanced questions, Michael read several years above grade level, was advanced in math and excelled in music. Before the year was over, Michael produced a "talking" book and accompanying audiotape summarizing his research on Tchaikovsky.

### Continuum of Services

Michael's academic progress was a direct result of his school district's efforts to meet gifted students' needs by offering appropriate challenges, including an analysis of his interests and learning styles, differentiated instruction and accelerated content in advanced instructional groups in both math and reading with other 2nd-grade students from across four classes.

He also was engaged in enrichment clusters, where he worked during designated time blocks with students of various ages who shared his interests. An adult with advanced knowledge and expertise in his interest area provided guidance.

These enrichment clusters are part of an approach called the Schoolwide Enrichment Model developed by the University of Connecticut that is widely used in educational settings in the United States as well as other countries.

At the highest level, the pedagogy involved in Michael's education also changed as he moved beyond advanced lesson learning to the development of an independent study in his area of choice with individual research and the use of advanced research methods. His district's highly individualized curriculum modification procedures included curriculum compacting and acceleration as well as first-hand investigative opportunities.

### Underserved Students

The highly targeted array of learning opportunities that Michael enjoyed is not common practice in schools and districts across the country.

A few states have created separate schools for academically talented students in math and science such as the North Carolina School for Science and Mathematics. Some large districts have established magnet schools to serve the needs of academically talented students. In St. Paul, Minn., several magnet and theme schools are available for gifted learners, including schools with full-time programs for academically gifted and talented students with a focus on critical and creative thinking skills. Capitol Hill Gifted and Talented Magnet School is one of these, and services are provided for students in grades 1-8. Districts and states also have developed innovative programs that include mentorships, Saturday programs, after-school enrichment activities and summer internships.

However, recent experiences suggest strongly that this attention has decreased in the years following the implementation of No Child Left Behind. In a recent study that my colleagues conducted, across 92 observation days in all subject areas, gifted students experienced only minimal instructional or curricular differentiation.

For example, I observed two talented readers in one elementary school on nine separate occasions and never saw them receive any reading instruction at all. The



## An affiliate of the National Association for Gifted Children

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### THE MISSION STATEMENT

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

### THE ASSOCIATION

ITAG, an affiliate of the National Association for Gifted Children, is a tax exempt, 501(c)3 organization which was organized more than 25 years ago with a vision that gifted and talented children in the State of Iowa should receive an education commensurate with their abilities and needs. It promotes advocacy at the state and local level, pre-service and in-service training in gifted education, and parent/community awareness, education and involvement. ITAG is comprised of parents, educators, other professionals, and community leaders who share an interest in the growth and development of gifted and talented individuals in Iowa. ITAG annual membership dues are: Member, \$45; Friend, \$100-\$999; or Sponsor, \$1000 or more.

### THE BOARD

Meets during the months of November, January, March, May, August, and during the Annual Conference in October. Interested persons are welcome to attend meetings. Please contact a Board Member for the date, time, and location of a meeting if you plan to attend.

### The ITAG News

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**NOTE:** Please submit articles and announcements on a **PC (Personal Computer or IBM)** formatted 3.5" diskette or as an e-mail attachment in **Rich Text Format (RTF)** or **Generic Text Only**. *Questions:* please contact Heather Paris at e-mail: [ITAG@assoc-serv.com](mailto:ITAG@assoc-serv.com) or call 515-225-2323.

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ITAG does not endorse any specific perspective or methodology, but presents issues and articles that may be helpful in a variety of educational settings, and/or to many populations of gifted children.

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Check out ITAG's website at [www.iowatag.org](http://www.iowatag.org)!

Check out the conference page to keep up to date on details for the upcoming Fall ITAG Conference.



## Q&A Session with Senator Grassley July 27, 2007

**Q: What is being done for gifted and talented students?**

**A:** Iowa has long been considered a leader in education. This tradition of excellence is due in large part to the quality of the teachers within our schools. We must invest in our children's future by preserving this quality and making sure our teachers have all the tools necessary to prepare students for life in the competitive global economy. The Senate recently moved in the right direction by unanimously passing the Higher Education Authorization Bill. I pushed for provisions in this bill that would require teacher preparation programs receiving grants to improve the knowledge of new teachers about the needs of gifted and talented students. Gifted and talented children have different approaches to learning and have a different way of looking at the world. These students have unique learning needs, and these unique needs require unique teaching methods. The goal of my legislation is to provide teachers with adequate training in gifted and talented programming so they are prepared to enter classrooms with these able students. In the past, I have worked to create awareness about the needs of gifted students and worked to expand their available benefits through the No Child Left Behind Act. Improving gifted programming will help make sure our educational system engages students of all different learning levels.

**Q: How exactly does this legislation work?**

**A:** A recent survey of third and fourth grade teachers by the National Research Center on the Gifted and Talented found that 61 percent had no training whatsoever in teaching highly able students. This lack of training is compounded by the fact that gifted students spend 80 percent of their time in regular classrooms and the vast majority of teacher preparation programs do not require prospective regular classroom teachers to have coursework in gifted education. Current law provides funds to partnerships among teacher preparation institutions, schools of arts and sciences, and high-need school districts to strengthen new teacher education and allows these partnerships to use funds for preparing teachers to work with diverse populations. My provisions included in the higher education authorization bill require that any teacher preparation institution receiving a grant reform its curriculum to ensure that prospective teachers develop the skills to identify and meet the specific learning needs of gifted and talented students, as well as other special populations of students. Teachers who enter these training programs will be able to identify gifted students who would otherwise go unchallenged in regular classrooms. The programs will also arm teachers with the tools necessary to make sure these highly able learners reach their full potential. I will continue to support gifted and talented initiatives to make sure these students have every opportunity to excel.

### Correction Note:

On behalf of the Iowa Alternative Schools Project (IASP) team, I would like to thank Chris Schultz for her kind words regarding the IASP in her "From the President" message in the ITAG Spring 2007 News Magazine. I also would like to clarify one of her statements. Chris wrote the "findings of the study included that almost half of the population at these schools had been identified for gifted programming in their younger years." Instead, the students involved in the IASP have all been nominated by school staff members as high-ability students and therefore, as nominated students, do not represent the general population of alternative school students. Of this group of nominated students, half have reported participating in gifted and talented programming services at various levels of their education. While this finding is very enlightening, it represents only those students who were nominated to participate in the project. For more information about the IASP, please visit the project's website at:

<http://www.education.uiowa.edu/belinblank/programs/altschools/>

Sincerely,  
David Rogers, IASP Project Manager  
Belin-Blank Center

## From the President

Greetings to both long-standing and new members.

I begin my final newsletter President's column with mixed feelings. I won't have to make Jean Johnson wait for any more of my columns, but I also will not have the freedom to "talk" to all who decide to read this! These past three years as president of ITAG has gone by so very quickly but I do believe that we are accomplishing some positive pieces. We now have an Institutional Membership that is growing very slowly. We have a board who is very passionate about the education of gifted children and all who are involved in making that happen. I do believe that we have a very self-directed board, people who respond to ideas and requests as well as come up with new insights on a regular basis. We have lobbyists who monitor the proposed legislation and report to us weekly about all matters that may affect the good that past legislatures have accomplished with the help of past ITAG boards. I have learned through our involvement with other state affiliates that Iowa's mandating and funding of gifted education makes us a leader in the nation. We have a new website as well as a new format for our newsletter. I feel we have a Board that recognizes the need for everyone to work together for the education of all children. Partnerships, both formal and informal are so important. We continue to stretch and grow!

I begin my 35<sup>th</sup> year of teaching this week! I continue to enjoy working with bright high school students. I am also excited to report that under the leadership of our principal, Melanie Shellberg, Abraham Lincoln High School has developed commendable building goals. We not only want to

decrease the number of students at 50<sup>th</sup> and below percentile we also want to increase the number of students above 80<sup>th</sup> percentile. Another way that students will demonstrate proficiency is by increasing the number of students passing AP exams as well as increasing the number of students taking dual credit classes and Advanced Placement classes. These goals truly reflect that we should leave no child behind. Our mantra is "Proficient is not Sufficient!"

Mistakes. I make them every once in awhile! My goal is not to make mistakes but I do. I guess I am human also! I share this because I want us never to forget that the bright students with whom we work are kids first. My many years as the teacher of Challenge Center Math students taught me that those students who were quite often "correct" could make a mistake now and then! My reply to them was "how human of you!" I would know that I had made my point when my very bright students would come to me and explain their incorrect answer and preface the explanation with "I am human. I made a mistake." Of course this is harder for some to accept than others but please remind them of it whenever it is appropriate.

Please join the ITAG Board in October in welcoming Mary Schmidt as our new president. I look forward to working as the past president under Mary's leadership this next year. She has already been so instrumental, along with Rosanne Malek, in developing the Administrative Strand that coincides with our conference in October.

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students had no challenging chapter books assigned and instead spent their time searching for websites about their favorite rock stars (Britney Spears and Christina Aguilera). During each observation, these talented readers were left to work on their own while they searched the web, chatted with each other, went to the library to wander and read easy books (such as the Babysitter's Club), which they selected without assistance from their classroom teacher or librarian.

When I questioned their teacher about whether this reading group ever received reading instruction, he sighed and responded: "I try to get to them at least once a week, but I am not always able to do that. You see, so many of my other students read below grade level that it is hard to justify not working with them. Many of these lower readers will be retained in this grade if they do not improve. The top group already reads at grade level so I rarely have any instructional time to give to them."

## Promising Practices

In the last decade, many promising practices have been implemented to challenge gifted and high potential students. Joseph Renzulli, director of the National Research Center on the Gifted and Talented, recommends developing a continuum of services to challenge the diverse learning and affective needs of all students at all grade levels. This continuum provides services that range from general enrichment for all students across all grade levels, to curriculum differentiation procedures including both enrichment and acceleration for rapid learners, advanced classes, individualized research opportunities for identified gifted and talented students, and counseling and other services to meet affective needs.

Some services are relatively inexpensive, some involve considerable time and funds, while others have no cost as they involve strategies for grouping and regrouping students, based on interests and achievement levels.

Two considerations exist when a districtwide continuum of services is developed. The first is organizational, relating to where and when students will be provided with services to meet their advanced learning needs. How and when will students at different grade levels be grouped together in or across different schools?

For example, gifted and talented students can be grouped by instructional level in both elementary and middle schools. They can be cluster grouped in one or more content areas across classrooms and assigned to classes with teachers who have had professional development and use strategies to meet their learning needs. Separate classes can be provided for gifted students at any grade level. Interventions to attempt to reverse underachievement can be incorporated into counseling options either during or after school at the high school level. Students can have opportunities for advanced project work after school or during a time that their curriculum has been compacted.

The second consideration in the development of a districtwide continuum of services relates to curriculum and learning opportunities as decisions must be made about what will be taught and why. Will acceleration opportunities be made available? Will the regular curriculum be extended with enrichment or will it be compacted and replaced with teacher-selected advanced content? Will students have the opportunity to pursue their personal interests using independent study?

Both considerations should be addressed as a continuum of services is developed. If organizational structures are the only component addressed in a districtwide continuum of services, little thought will have been extended to essential instructional and curricular decisions. For example, if students are grouped into a separate class for gifted students without any advanced or accelerated curriculum or instruction, little justifiable reason exists for that instructional grouping.

Establishing opportunities for enrichment across the grade levels and differentiation in all classrooms are one way to begin the development of a continuum of services that range from some level of service in the regular classroom setting to a separate school or center for gifted learners.

School-based gifted programs offer a diverse set of learning opportunities. Resource room programs enable teachers to send out students from their regular classrooms to spend time with other high potential students and to enable them to work on in-depth, advanced independent study projects and group projects in their interest areas. In some districts, students have the opportunity to travel to a center one day each week to work with other identified gifted and talented students on advanced curriculum or to pursue individual interests.

In St. Louis County, Mo., the Center for Creative Learning was established in 1990 as part of the Rockwood School

## NAGC-ITAG JOINT MEMBERSHIP

The National Association for Gifted Children is pleased to offer all parent members of the Iowa Gifted and Talented Association a Parent Associate Membership for \$10. Your membership affords you four (4) issues of Parenting for High Potential (PHP), NAGC's full-color, award-winning quarterly magazine and access to all resources on NAGC's website, [www.nagc.org](http://www.nagc.org).

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 Email: \_\_\_\_\_

### CHECK ONE

Teacher  Professor  Parent  Administrator  Counselor  
 Consultant  Gifted Education Coordinator  Other

### MEMBERSHIP BENEFITS

• Gifted Child Quarterly. Our quarterly journal reports on recent research and developments in the field of gifted education.  
**AND/OR:**  
 • Parenting for High Potential. Our quarterly full-color magazine provides information for parents relevant to issues they face with their children at home, in the community, and at school.

### CHOOSE ONE OPTION

Gifted Child Quarterly (GCQ)  Parenting for High Potential (PHP)  Both Magazine Options

### MEMBERSHIP OPTIONS

1 Year Membership  One Magazine \$65  Both Magazines \$85  Parent Associate limited membership, ~~\$25~~ \$10 - non voting, PHP only  
 Graduate Student limited membership, \$25 - GCQ only  
 Please contact NAGC at [nagc@nagc.org](mailto:nagc@nagc.org) for more information on Canadian / Foreign Membership.

### DIVISIONS

Please join any or all of the NAGC Divisions and participate with colleagues in working on issues of special interest to you. You must be a NAGC member to join our Divisions. Division membership fees run concurrent with NAGC membership.

\$10 per division / \$5 per division for Graduate Students

Arts  Creativity  Middle Grades  Special Populations  
 Computers and Technology  Curriculum Studies  Parent and Community  Special Schools and Programs  
 Conceptual Foundations  Early Childhood  Professional Development  
 Counseling and Guidance  Global Awareness  Research and Evaluation

### PAYMENT METHOD

Personal or Institutional Check #  
 Purchase Order # (a copy of the purchase order must be attached)  
 Please make check payable to:  
 National Association for Gifted Children  
 Attention: MEMBERSHIP  
 1707 L Street, NW  
 Suite 550  
 Washington, DC 20036  
 Credit Card Options  
 VISA, MasterCard, American Express, Discover

Credit Number: \_\_\_\_\_  
 Exp. Date: \_\_\_\_\_  
 Name on the Credit Card: \_\_\_\_\_  
 Credit Card Billing Address: \_\_\_\_\_

### REFERRED BY

### MEMBERSHIP DUES CALCULATION

1) MEMBERSHIP \$  
 2) DIVISION TOTAL \$  
 3) DONATION\* \$  
 GRAND TOTAL (1, 2, & 3) \$  
 \*\*\*We urge you to consider making an additional donation to NAGC to assist in our advocacy programs. NAGC is a 501(c)(3) non-profit organization and your donation is tax deductible to the extent the law allows.

### ANNUAL CONVENTION DATES

November 1-5, 2006  
 Charlotte, NC  
 Charlotte Convention Center  
 November 7-11, 2007  
 Minneapolis, MN  
 October 29-November 2, 2008  
 Tampa, FL

Each November 3,000+ convene and discuss the latest in the gifted field. Be there.



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(202)785-4268  
FAX: (202) 785-4248  
[www.nagc.org](http://www.nagc.org)

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

Check one:  Teacher  Professor  Parent  Administrator  Counselor

Consultant  Coordinator  Other \_\_\_\_\_

**QUESTIONS? Please contact NAGC at: (202) 785-4268 or [nagc@nagc.org](mailto:nagc@nagc.org)**

**1) U.S. MEMBERSHIP**

**Choose one option:**

- Gifted Child Quarterly
- Parenting for High Potential
- Both Magazines Option

- 1 Year Individual  \$ 65.00  \$ 85.00
- 1 Year Institutional  \$ 65.00  \$ 85.00
- 2 Year Indiv. or Inst.  \$ 125.00  \$ 163.00
- 3 Year Indiv. or Inst.  \$ 185.00  \$ 242.00
- CONTRIBUTOR (1 year)  \$ 100.00
- LIFE MEMBER (US & Ind. only)  \$ 700.00 (GCQ Only)
- \*Parent Associate (Limited)  \$ 25.00 *-non voting, PHP only-*
- Graduate Student (GCQ only)  \$ 25.00 ----->

**CANADIAN/FOREIGN MEMBERSHIP**

**Choose one option:**

- Gifted Child Quarterly
- Parenting for High Potential
- Both Magazines Option

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- 1 Year Institutional  \$ 75.00  \$ 100.00
- 2 Year Indiv. or Inst.  \$ 144.00  \$ 191.00
- 3 Year Indiv. or Inst.  \$ 215.00  \$ 285.00

Graduate Student (GCQ only)  \$ 25.00 -----> Graduate Advisor's Signature \_\_\_\_\_  
Name of School \_\_\_\_\_

**PLEASE NOTE: YOU MUST INDICATE WHICH MAGAZINE YOU PREFER. IF NO BOX IS CHECKED YOU WILL RECEIVE GCQ ONLY.**

**2) DIVISIONS: (\$10 per Division per year / \$5 for graduate students ONLY) Please check which Division(s) you would like to join:**

- Arts
- Creativity
- Middle Grades
- Special Populations
- Computers & Technology
- Curriculum Studies
- Parent & Community
- Special Schools/Programs
- Conceptual Foundations
- Early Childhood
- Professional Development
- Counseling & Guidance
- Global Awareness
- Research & Evaluation

\*\*Personal Check # \_\_\_\_\_

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I do not wish to have my name used for other mailing lists.

\*\*There will be an additional \$30 fee for returned checks; \$20 for declined credit cards.

**MEMBERSHIP**

**FULL MEMBERSHIP\* INCLUDES:** Magazine of your choice: *The Gifted Child Quarterly* (GCQ) or *Parenting for High Potential* (PHP). In addition, you receive *Compass Points* newsletter, a discount on materials, discounted Annual Convention registration, and a free information service. For an additional fee, you may receive **both** magazines. *(Please note: Institutional Membership includes a discount for only one (1) attendee at the NAGC Annual Convention.)*

\*A Parent Associate Membership is available to parents and grandparents ONLY. This limited membership category is available to assist families who are interested in receiving *Parenting for High Potential* magazine, but otherwise cannot buy a full membership. **Home address is required for this category. No purchase orders are accepted - personal check or credit card only.**

**DIVISIONS:** All members may join any or all of the NAGC Divisions and participate with colleagues on issues of special interest to you. Division membership costs \$10 per Division per year.

# No Child Left Bored Continued



District's commitment to meeting the learning needs of its most advanced students. The center supplements the regular school program by providing differentiated educational opportunities for academically gifted students in grades K-5. Students spend one day each week at the center studying advanced content and exploring personal interests through independent study. While at their home schools, these same students receive enrichment and acceleration experiences through the efforts of their regular classroom teachers. Still other gifted programs incorporate innovative mentorship opportunities in which a bright student is paired with an older student or adult with both an interest and expertise in the same area.

**Differentiated Learning**

Curriculum compacting and differentiated instruction are two essential services for our most advanced students. With training, teachers can use curriculum compacting to differentiate curriculum and eliminate previously mastered work. In a national study, we found that with only a few hours of training classroom teachers learned to eliminate between 40 and 50 percent of the previously mastered regular curriculum for both high-ability and gifted students. Interestingly, no differences were found between students whose work was compacted and students who did all the work in reading, math computation, social studies and spelling. In fact, in some content areas, scores were actually higher when this elimination of previously mastered content took place.

Some schools use cluster grouping to enable students who are gifted or academically advanced in a certain content area to be grouped in one classroom with other students who are talented in the same area. When cluster grouping is used, one 5th-grade teacher may have a group of six advanced math students clustered in a classroom, instead of distributed among four different classrooms, enabling more in-depth and complex differentiated learning opportunities to be targeted by a teacher with advanced training to meet the needs of these students.

Research by both Marcia Gentry from Purdue University and James Kulik from the University of Michigan has found cluster grouping and other instructional grouping with differentiated instruction and content benefits gifted and talented students and helps challenge other students across all levels of achievement. Many principals and superintendents urge classroom teachers to use differentiated instruction and curriculum compacting across all grade levels to ensure sufficient

challenge to all students and to eliminate content that students already have mastered.

Various forms of acceleration also are used in schools, including the most common form, grade skipping, as well as early entrance to kindergarten or 1st grade, content-level acceleration (enabling students who are advanced in reading to work at an advanced level that is commensurate with their reading comprehension level) and curriculum compacting. A recent report by Professors Nicholas Colangelo and Susan Assouline at the University of Iowa, titled "A Nation Deceived," provides research support for the many different types of acceleration that are successful with gifted learners.

Some districts have adopted policies that enable acceleration to be more widely used in schools. The Ohio State Department of Education suggests its local districts consider adopting a comprehensive model policy for advanced learners ([www.oagc.com/Documents/GiftedPolicies\\_andPlan/AccelerationPolicy4\\_12\\_06.pdf](http://www.oagc.com/Documents/GiftedPolicies_andPlan/AccelerationPolicy4_12_06.pdf)).

Services for gifted and high-potential learners also can include a number of challenging curriculum content options implemented in classrooms. Several research-based curriculum and instructional options have been developed under the auspices of the federal Jacob Javits Education Act that also produced the most recent federal report on what is happening with academically talented students in America.

Professor Katherine Gavin and her colleagues at University of Connecticut have developed exciting advanced math curriculum in a program called Project M3, Mentoring Mathematical Minds, for academically talented elementary students. Curriculum in science and social studies has been developed by Professors Sandra Kaplan at University of Southern California and Joyce Van Tassel-Baska, at the College of William and Mary.

National programs also have been developed for high-ability students, such as Future Problem Solving, conceived by E. Paul Torrance at the University of Georgia. These programs have enabled hundreds of thousands of students to apply problem-solving techniques to real-world problems in society and in their communities. Although not intended solely for academically talented and advanced students, Future Problem Solving is widely used in gifted programs because of the curricular freedom and academic challenge associated with the problems that students pursue.

**Continued on page 6**



**Continued from page 5**

Likewise, programs such as Odyssey of the Mind and Destination Imagination encourage teams of students to use creative problem solving to design structures, vehicles and solutions to problems such as designing a vehicle that uses a mousetrap as its primary power source. Many gifted students have the opportunity to participate in National History Day, in which they work individually or in small groups on a project about an historical event, person or event related to a theme that is determined each year. Using primary source data such as diaries or other archives gathered in libraries, museums and interviews, students prepare research papers, projects, media presentations or performances as entries.

**Computer Diagnostics**

The latest innovation to challenge gifted and talented learners in classrooms and in separate gifted programs is a new online system designed to use strength-based assessment and differentiated learning experiences for gifted and talented students. Renzulli Learning [www.renzullilearning.com](http://www.renzullilearning.com) provides a computer-based diagnostic assessment and then creates an individual profile of each student's academic strengths, interests, learning styles and preferred modes of expression.

The online assessment, which takes about 30 minutes, results in a printed profile that highlights individual student strengths. It is accompanied by a differentiation search engine that selects hundreds of resources that relate specifically to each student's interests, learning styles and product styles. The search engine matches student strengths and interests to an enrichment database of 16,000 enrichment activities, materials, resources, contests and competitions, independent studies and opportunities for research and follow-up.

A project management tool called the Wizard Project Maker guides students and teachers to use specifically selected resources for assigned curricular activities, independent or small-group investigative projects and research studies. Students' work can be saved in an electronic portfolio. The system also offers many tools for teachers to more easily differentiate instruction and curriculum and to group students by interests, abilities and learning styles.

**Summer Programs**

National programs called Talent Search exist at the Center for Talented Youth at Johns Hopkins University and Northwestern University that actively recruit and provide testing and program opportunities for academically talented youth. These students generally have scored highly on standardized tests and are recommended by teachers or counselors to participate in early assessment and may be eligible for multiple options, including summer programs, acceleration and college courses. Other summer programs like Mentor Connection at the University of Connecticut focus on in-depth investigative experiences for students in the summer under the mentorship of doctoral-level professors or researchers.

In other states, advanced, intensive summer programs are provided by Governor's Schools in specific content areas. The Pennsylvania Governor's Schools of Excellence, for example, offer five-week-long summer residential programs on college campuses committed to meeting the educational needs of artistically or academically talented high school students, including one in science and technology at Carnegie Mellon University. The National Association for Gifted Children's website provides a comprehensive list of summer programs for academically talented students as well as a comprehensive list of parent recommendations and research findings that district administrators can recommend to parents of talented students.

The goal for each superintendent and administrator is to work with teachers and parents to develop a program and a continuum of services that is appropriate for each individual school, taking into account the unique learning needs of the students, the programs and services already in place and what is needed to challenge every child. For every child deserves the opportunity to make continuous progress in learning.

By Sally M. Reis

Sally Reis, a former school district administrator, is a professor of educational psychology in the Neag School of Education at the University of Connecticut, Gentry Building, Storrs, CT 06269. E-mail: [sally.reis@uconn.edu](mailto:sally.reis@uconn.edu)

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"Nurturing Hearts, Brains, and Courage Among the Gifted" came to life July 13 – 15, 2007, in Overland Park, Kansas, as over 400 parents, educators, professionals and young people gathered for the 24<sup>th</sup> SENG conference. Drs. Barbara Kerr, Barbara Clark, James Webb, and Dennis Higgins and Elizabeth Nielsen were the featured keynoters along with presenters of 42 break-out sessions. The half-day training in leading SENG Model Parent Discussion Groups was once again enthusiastically received.

Dr. Gerald Grobman, a practicing New York City psychiatrist and member of SENG's Professional Advisory Committee, conducted a seminar, "Psychotherapy of Gifted Adolescents and Adults," and Dr. James Webb and Dr. Nadia Webb led two sessions in which psychologists obtained CE credits from the American Psychological Association. Dr. Rosina Gallagher facilitated special sessions for Latino parents, leading to one of SENG's new initiatives, Nos Apoya, which will develop bilingual training and materials for Spanish speaking parents.

The Sunday brunch concluded with a multi-media presentation by Dennis Higgins, featuring his inspiring songs and guitar music, and Elizabeth Nielsen, who reminded us that, "Moral courage, rarer than great intelligence, is the essential quality that each of us must find if we wish to make a difference in the world."

As always the 100 children (and teens, a new program this year) were delighted to be learning from each other and making new friends. One mother wrote that her daughter "can't wait to do it again!" She found a new friend who, she said, "gets me," unlike home where she is the "odd duck." And then the climax . . . a stupendous children's production of "The Wizard of Oz" complete with music, costumes, and scenery, all done with one day's rehearsal! We were all inspired to nurture our "hearts, brains, and courage," and return next year to Park City, Utah, July 18 – 20, to celebrate SENG's 25<sup>th</sup> anniversary.

By Arlene DeVries, Conference Chair



*Some of you may have seen this on the NAGC website; however, since they will continue to accept contributions after August 15th, we felt that all should have an opportunity to participate.*

**Dear Affiliate:**

A small glimpse into the world of a gifted child can make a big impact.

That's why NAGC would like to showcase the classroom experience as told, through cartoons, verse or short poems, by the children themselves or by their parents and teachers. We believe these can communicate in ways a narrative might not. Will you please help us solicit submissions from your members and supporters through your newsletter and email communications or on your website? These cartoons and poems will provide a concise and moving way to express the benefits of quality gifted education services, or the consequences of the failure to provide services, with educators and policy makers at our convention, via our newsletters, and in correspondence and meetings with Members of Congress. We will be happy to share any submissions with state groups for use in your own advocacy efforts. The deadline for receipt of the poem or cartoon is August 15 so that we can begin compiling them for the NAGC convention.

We will accept any beyond that point, however, and add them to what we hope to be a growing gallery of "In Our Own Words."

If you have any questions, please call me at 202-785-4628 or email me at [ckaye@nagc.org](mailto:ckaye@nagc.org).

By Carolyn Kaye

**President's message continued from page 3**

Mary is so very knowledgeable about the education of our most able learners. She is up to date with the research, shares it very succinctly, and reaches metacognition quickly! She is also a very nice lady.

I do appreciate all of the support I have had these past years and all of the conversations that have made certain aspects more clear to me. I'm excited about our upcoming conference and hope that we can help put together the pieces of the puzzle of educating our gifted students, especially for our newest teachers and administrators.

On a more personal note, I am working to stay healthy and my three children are getting very independent. My three grandchildren are all in school so I have been enjoying all of their progress. I also enjoy my few trips a year to Independence to play Scrabble with my 89 year old Mom. Life is definitely a process.

By Chris Schultz, ITAG President



This year, the National Association for Gifted Children will hold its 54<sup>th</sup> Annual Convention in Minneapolis, MN. This presents a unique opportunity to hear from the authoritative voices in gifted education. The program is rich in content and scope with presentations focusing on differentiation, rigorous curriculum and the social and emotional needs of high-ability learners.

The world of gifted education will gather for three days to listen, learn, relax, and revive, surrounded by colleagues who are all striving to ensure that the unique educational needs of gifted children are met. More details can be found at <http://www.nagc.org/index.aspx?id=1357>.

## DMTAG 2007-2008 Meeting Calendar

You are invited to attend our monthly DMTAG meetings. The business meetings are from 6-7 pm, and programs (shown below) run from 7 to 8:30 pm. All are located at the Pappajohn Education Center, 1200 Grand Ave, unless otherwise noted. Students are welcome to attend any meetings with their parents.

For more information, please call DMTAG president Graham Gillette at 244-1900 or 274-3538.

**Thursday, September 13, 2007**

Dr. Nancy Sebring, Des Moines Public Schools superintendent, on her vision for G/T programs. Also, an introduction to G/T programming in DMPS.

**Monday, October 8, 2007, 7-8:30 pm**

Hotel Fort Des Moines, 1000 Walnut. ITAG Conference keynote speaker Dr. Nicholas Colangelo, director of the Belin-Blank Center will speak to parents on "Anti-Intellectualism: How It Affects Our Children" and will give an overview of the services, resources and programs available for children at the Belin-Blank Center.

**November 2007**

(Date and location TBA) Community-based G/T opportunities, with representatives of the city's key cultural institutions.

**Thursday, January 10, 2008**

"Living in the Gifted Family", G/T consultant and author Arlene DeVries.

**Thursday, February 7, 2008**

"Growing Up Gifted: Experiences and Challenges," with a panel of G/T Central Academy students.

**Thursday, March 6, 2008**

Summer opportunities for G/T students. Also: a discussion of our vision of the future of DMTAG (moderated by G. Gillette)

## A National Center's Resources

School districts can take advantage of an array of free resources developed by the National Research Center on the Gifted and Talented at the University of Connecticut.

The center's website ([www.gifted.uconn.edu](http://www.gifted.uconn.edu)) provides free information about hundreds of studies that have been conducted, as well as information about exemplary curriculum for gifted learners in math and reading, information about how to reverse underachievement in gifted students, middle school initiatives, a bimonthly newsletter with updates about grants and new research, journal articles, resources for parents and a large section about best resources for families. In addition, information about professional development opportunities for teachers is available.

Using this website, school leaders can read the most recent research, investigate new initiatives, learn about resources and access information to develop their own district-level continuum of services.

Funded under the Jacob K. Javits Gifted and Talented Students Education Act to support systematic national research, the center represents a consortium of the universities of Connecticut and Virginia and Yale University, state departments of education, parent groups and 300 collaborating school districts. The center attempts to pursue educational research grounded in the realities of school districts and classrooms and its work is readily accessible to practitioners.

By Sally M. Reis

Reprinted with permission from the February 2007 issue of *The School Administrator* magazine.



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

### Friends of ITAG

- Susan Assouline, Iowa City
- Sally Beisser, Des Moines
- Barb Buckton, Norwalk
- Julia Burton, Des Moines
- Bobbi Chester, Manchester
- Christine & Brendan Comito, Des Moines
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- Alda Helvey, Des Moines
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- Kit Weston, Cedar Rapids
- Ankeny Association for Talented & Gifted
- Audubon Association for Talented & Gifted
- Des Moines TAG
- Friends of Johnston ELP
- TAG 267, Cedar Falls
- Urbandale Academic Boosters
- Dynamic Resources, Des Moines

Check out our exciting ITAG website at [www.iowatag.org](http://www.iowatag.org)!

## If Dr. Seuss had a gifted child ....

Dear Mom-I-am, dear Mom-I-am, we have a problem, Mom-I-am. Your son won't do what he must do. He drives me crazy, yes it's true! He will stall and squirm and hum, and leave all of his work undone. He dreams and will not pay attention, have you considered medication?

With other kids he does not play, he is alone much of the day. Something does not seem quite right, because I know he must be bright. He seems to learn, despite the rest, but the work is not his best. He is disruptive, yes it's true. He just won't do what he must do!

Yes, teacher, I can really see, how frustrating all this must be, A child who does not meet the norm, a child whose mold won't fit the form. I've had him tested on WISC-III, by your approved test agency. He scores far higher than the mean, there's more to this that can be seen.

So help us, help us find the way, to teach this child best if we may. He is not like the rest you see, he acts and thinks far differently. We need another way to teach him, another way to finally reach him. Not the normal thing you do, but something altogether new!

What! Something new - go bar the door! We've not done it that way before! If we do this thing for you, then all the rest will want it too! Change our ways, that can't be done. Same for all, not changed for some. All children are gifted, yes it's true! Just MAKE him do what he must do!

Please, please, teacher, hear me through. The laws say you must help us, too. His needs are different than the rest, we CAN help him to do his best. We can make this easy too, it will not be more work for you. This can work out, you will see. Try it, try it, please, for me?

All right, all right, if I must. I still maintain this is not just. But first there is red tape you see, tests and checks and IEP. And after weeks and months of proving, finally we can begin moving. Then I'll try it and we'll see, if this method is the key.

Hey, I see something, yes I do! We have found something he will do! No more fiddle, squirm and hum, no more

worksheets left undone. He's zipping through, he's learning fast, he's doing his best work at last. Why did I put up a fight? I guess dear Mom, that you were right.

by Mary Beth Northrup  
Permission to reprint granted by author.

### Online Survey Request

The Institute for Research and Policy on Acceleration (IRPA) at the University of Iowa's Belin-Blank Center for Gifted Education invites you to participate in an online survey about academic acceleration.

The purpose of the survey is to learn more about prevailing national acceleration practices and attitudes. The survey is available at: [https://bbcddata.honors.uiowa.edu/irpa/acceleration\\_survey/survey.asp](https://bbcddata.honors.uiowa.edu/irpa/acceleration_survey/survey.asp).

The survey takes approximately 10 minutes to complete. All responses are anonymous. For more information, contact Maureen Marron, Ph.D., at [maureen-marron@uiowa.edu](mailto:maureen-marron@uiowa.edu).

### ITAG Partners

PLEASE HELP!!! We are still in need of experienced TAG/ELP educators who could serve as a mentor/partner with a less experienced colleague.

This connection may be based on e-mail correspondence, but could develop into whatever relationship the two teachers decide. We currently need experience at all instructional levels. Please consider guiding a new colleague in uncharted territory!

E-mail Diane Pratt, Educator Outreach, [dpratt@fort-dodge.k12.ia.us](mailto:dpratt@fort-dodge.k12.ia.us) if you would be willing to help.

## "Tag-A-Long" Brings Educators, Students and Legislators Together



Sen. Michael Connolly (D-14) talked with students who benefit from funding for talented and gifted. He joined students at Sageville and Bryant Elementary schools in Dubuque on May 18.

Sageville and Bryant Elementary Schools in Dubuque and Ames High School held Tag-A-Long events earlier this spring and visited with several Iowa Legislators. The campaign was created to express appreciation to Iowa's lawmakers and give students an opportunity to demonstrate some leadership skills. Members of the Education Committee were invited to lunch and "Tag-A-Long" with students through part of the day. This was a time for teachers to showcase their schools and school programs and let legislators mingle with our best and brightest students.

As is often true with so many of us and so many issues, we seem to hold the most interest and are the most vocal when things are absent or of poor quality, especially in education. It was that mindset that helped the gifted and talented students in Iowa schools receive legislation that supported them both academically and financially. Time escapes us quickly. It does not take long before we lose the appreciation for the things we have grown to take for granted. ITAG wanted to remind our legislators how much we have benefited from and continue to appreciate the support that has been given to gifted and talented students.

Sageville and Bryant Elementaries welcomed Senator Connolly at Sageville Elementary on May 18. After formal introductions, the Bryan students shared the short and long term effects of gifted programming through personal narratives. Next, the Sageville students provided an overview of their gifted and talented programming opportunities, which are representative of those throughout the Dubuque Community School District. They used a Jeopardy format incorporating SMART Board technology. Afterwards, students

ate lunch with Senator Connolly and engaged in normal conversations. The day ended with photos and a short dialogue with the Telegraph Herald reporter. An article appeared in the Telegraph Herald that week.

Ames High School scheduled a number of activities with Sen Herman Quirmbach and Legislator Lisa Heddens on May 22. The day's events included an extended learning powerpoint presentation, overview of Advanced Placement online courses in the Media Center, group lunch with legislators and students with topics covering AP funding for tests, post secondary enrollment, ELP program and internship opportunities through the World Food Prize (Iowa State University). In the afternoon the students and legislators discussed questions with Mr. Mooney's Advanced Placement U.S. History Class and included short presentations on "No Child Left Behind" and the role in the Iowa Legislature. The day concluded with a visit to Mr. Walter's Advanced Placement Biology class and an opportunity to see student research presentations.

ITAG will hold another Tag-A-Long campaign for the 2007-2008 school year. Please watch your mail for details. If you would like additional information, please contact Tony Voss at [anthony.voss@dmps.k12.ia.us](mailto:anthony.voss@dmps.k12.ia.us) or Gail Kenkel at [gkenkel@cbscd.org](mailto:gkenkel@cbscd.org).

By Tony Voss, ITAG Board Member  
and Gail Kenkel, ITAG Board Member



Sen Herman Quirmbach and Rep. Lisa Heddens participated with Ames High School students on May 22 as part of the Tag A Long program. They discussed advanced placement, extended learning and enjoyed lunch with the students.



The Iowa Talented and Gifted Association seeks to promote research about talented and gifted students and/or related activities in the state of Iowa. Any Iowa resident and/or student enrolled in an Iowa high school, college, or university is eligible to apply. Research should be deemed appropriate if it is useful to the furthering of talented and gifted education in Iowa.

**In the High School Division**, students may submit research in any area of interest or study. The research must have been initiated while the applicant was enrolled in a state-approved public or private high school.

**In the Classroom Teacher Division**, teachers from state-approved public or private schools are encouraged to submit research conducted in the classroom or community. Action research is encouraged.

**In the Advanced Degree Division**, Iowa residents with or without school affiliations may apply. Out-of-state residents must be enrolled in an Iowa post-secondary school, college or university. There are no age restrictions.

Research must be submitted on the application blank which can be found on the ITAG webpage or a copy requested from the ITAG office. The application consists of:

- (1) Title of Research
- (2) Abstract of research
- (3) Identification of the problem
- (4) Review of the literature
- (5) Research method(s) used
- (6) Significant findings or outcomes
- (7) Conclusions
- (8) Instructions for attachments
- (9) Assurance statement and signature

Complete applications must be sent by first class mail. At the August board meeting the Educator Outreach committee will screen applications and select from one to three recipients in each division. They will be invited to present their research at the next ITAG Conference in October. The finalists in the High School Division will be presented a \$50 award and a framed certificate of recognition. The Classroom Teacher and Advanced Degree Division recipients will receive a recognition plaque and a cash award of \$100 and \$200 respectively. All awards, plaques, and certificates will be presented at the ITAG conference.

The ITAG Board hopes this activity will encourage research in the field of talented and gifted education in the Advanced and Classroom Divisions, support high school students in their research endeavors, and provide a showcase for all groups.

**Application Deadline: Friday, August 8, 2008**

You may download the application form via the ITAG web site: <http://www.iowatag.org> or applications are available from:

**Diane Pratt**  
 1851 Ninth Ave. No., Fort Dodge, IA 50501  
 Phone: (515)955-8620 FAX: 515-576-0501 Email: [dpratt@fort-dodge.k12.ia.us](mailto:dpratt@fort-dodge.k12.ia.us)

**ACTION RESEARCH explores the unity between educational research and practice**

According to one definition, action research is inquiry-based research conducted by teachers that follows a process of examining existing practices, implementing new practices, and evaluating the results, leading to an improvement cycle that benefits both students and teachers. It can also be called Practitioner Research, Teacher Research, Site-based Research, or Action Science. It is a systematic inquiry designed to yield practical results capable of improving a specific aspect of practice and made public to enable scrutiny.

ITAG wants to encourage EACH OF YOU to develop what you do and what you practice into research. As you study what is working and what is not and recognize which strategies lead to greater student achievement or success, reflect and identify the reasons for the positive results. Contribute to a shared knowledge base on gifted and talented learners in Iowa.

## Ballot 2007



Please complete this ballot and return it to ITAG, 8345 University Blvd., Suite F-1, Des Moines, IA 50325. Due October 5, 2007.

Sealed ballots received in the U.S. Mail will be delivered to the ITAG Nominations Committee for tallying. Results will be announced at the 2007 ITAG Annual Conference. Candidate biographical information is included on page 10.

*A simple plurality of votes shall constitute election to office.*

President Mary Schmidt, Norwalk

### Candidates for Election to the Board 2007 – 2009

Please vote for 5 by checking the box located to the left of their name.

Christine Comito, Des Moines

Matt Robie, Ankeny

Claudia Koch, West Bend-Mallard

Jolene Teske, Eldora

Linda Moehring, Carlisle

\_\_\_\_\_ (write in candidate and city)

Kathy Paul, Clive

\_\_\_\_\_ (write in candidate and city)

**Return by October 5, 2007 to:**

**If you have questions, please call  
(515) 225-2323**

**ITAG  
8345 University Blvd., Suite F-1  
Des Moines, IA 50325-1168**



**President Mary Schmidt** is a School Improvement/Gifted Education Consultant at Heartland AEA II in Johnston. She has been an educator in Iowa for 27 years and during that time has taught high school and junior high English and speech, served as a middle school and high school teacher of gifted children, and spent the last four years as a consultant at AEA II. Mary is a National Board Certified Teacher in the area of Early Adolescent Generalist and holds a Masters Degree in Gifted Education from the University of Northern Iowa.



**Board Member Christine Comito** has been working with gifted children for 13 years, but didn't know it until they started school! Christine has three gifted children in Des Moines Public Schools. Recently, Christine served three years as the President of Des Moines Association for Talented and Gifted. Her school-oriented volunteer work includes Battle of the Books, Spelling Challenge, Literacy Army, mentoring guidance, and PTA. She earned her Bachelor's Degree from Boston College and did post-graduate work at George Washington University.



**Claudia Koch** has been involved in the field of gifted education for the past 23 years. She received a B.S. from Southern Illinois University in 1970 and an M.A. in Gifted Education from Western Illinois University in 1990. For the past 15 years, Claudia has served as the K-12 Gifted Coordinator at the West Bend-Mallard Community School District. She also serves as the High School Gifted Coordinator for the Twin River Valley High School. Claudia is a member of NAGC, ITAG and Lakeland TAG, an ITAG Affiliate serving both gifted professionals and gifted children in North Central, Iowa. She has held several offices in that organization. Claudia has also taught several gifted endorsement classes.



**Board Member Linda Moehring** has been involved in the field of gifted education for 14 years. She started Odyssey of the Mind, Destination Imagination, Academic Decathlon, GT Retreat for secondary students, and HS courses for credit while in her district. She is a proponent of early programming and identification, and gifted education programming that has rigor and relevance. She is starting her sixth year as a School Improvement Consultant for Heartland AEA II and is serving on the differentiation team for the agency.



**Kathy Paul** has been in the field of gifted education for 27 years, including 23 years as coordinator/teacher of Gifted Education in Johnston. With a background in Elementary Education, she holds a Masters in Educational Psychology with an emphasis in Gifted Education. She has the NAGC Professional Achievement Certificate, specializing in the area of differentiation. She has presented at state and national conferences over the past 20 years and is a past chair of the ITAG conference. Kathy especially enjoys working with middle level students with National History Day and Mock Trial. Her latest challenge is to develop and teach online gifted courses for Drake University.



**Matt Robie** is a K-5 Talented and Gifted Teacher for the Ankeny Community School District. He received his B.A. in elementary education from the University of Northern Iowa, and his Masters Degree in education from Michigan State University. Matt previously taught sixth grade for eight years at North Polk Schools, and holds endorsements in reading, K-8 science, and coaching. Professional areas of interest include problem-based learning, and the integration of science and technology into elementary gifted education.



**Board Member Jolene Teske** is currently the high school guidance counselor at Iowa Falls-Alden High School in Iowa Falls. This is her second year as counselor and her fifteenth year in education. Her first 13 years were spent educating students in English and working with gifted students, including experience in Des Moines. She has been a member of ITAG for 15 years and a board member for the past two years, was a member of the 2003 planning committee, worked as exhibit chair for a previous conference, was a Belin Fellow at the Belin-Blank Center at the University of Iowa, and is currently the Secretary for the Iowa Academic Decathlon State Board.

PRESENTING

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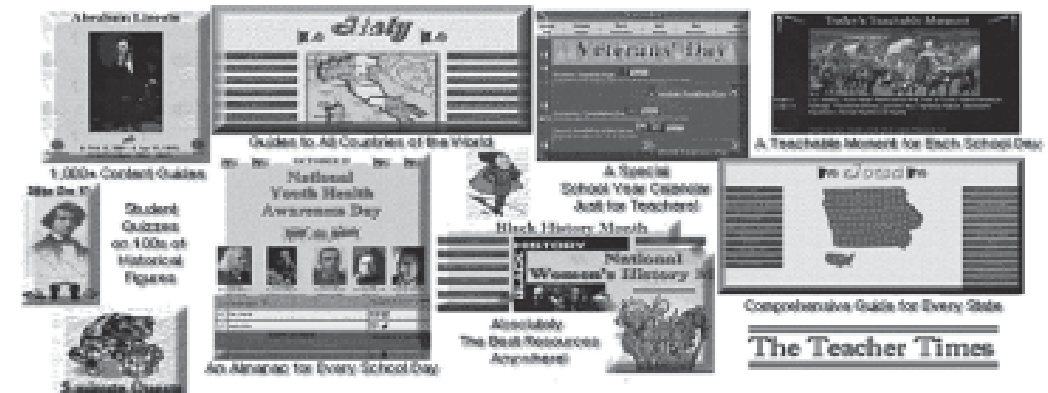
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ITAG Conference October 8-9, 2007

Name \_\_\_\_\_  
(PLEASE PRINT AS TO APPEAR ON NAME BADGE.)

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

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

Home phone ( ) \_\_\_\_\_ Work phone ( ) \_\_\_\_\_

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

Position \_\_\_\_\_

AEA # \_\_\_\_\_ Email \_\_\_\_\_

**CONFERENCE FEES** (Please Check appropriate boxes)

- Full Conference - Monday, Tuesday ..... \$225.00  
(Includes beverage breaks and lunch Monday and Tuesday.)
- Monday Only: ..... \$125.00  
(Includes beverage breaks and lunch on Monday.)
- Tuesday Only: ..... \$125.00  
(Includes beverage breaks and lunch on Tuesday.)
- Full-time college student
  - One Day Only ..... \$35.00
  - Two Days Only ..... \$70.00
- Special Invitation to Principals, Curriculum Directors, Superintendents and Administrators:  
Attend one day with a teacher who pays the conference registration fee.  
**(One day guest pass for each registered teacher attending)**  
\_\_\_\_\_ Name of Teacher Attending \_\_\_\_\_ guest pass per day ..... \$20.00
- Monday Only  Tuesday Only
- LATE REGISTRATION (Postmarked after September 21, 2007) ..... \$25.00

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

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

\$ \_\_\_\_\_  
\$ \_\_\_\_\_  
\$ \_\_\_\_\_

TOTAL CONFERENCE



Make check or purchase order payable to: ITAG  
Mail registration to:  
ITAG Conference 2007  
8345 University Blvd. Suite F-1  
Des Moines, IA 50325-1168  
or fax to 515-225-6363



**\*Monday, October 8, 2007**  
**7:00 - 8:30 p.m.**  
**Dr. Nicholas Colangelo**  
**Hotel Fort Des Moines, Des Moines, Iowa**  
**Sponsored by DMTAG**

Conference keynote speaker Dr. Nicholas Colangelo, director of the Belin-Blank Center will speak to parents on "Anti-Intellectualism: How it Affects Our Children: and will give an overview of the services, resources and programs available for children at the Belin-Blank Center.

**Monday October 8<sup>th</sup>**

***Anti-Intellectualism***  
***Dr. Nicholas Colangelo***

This keynote will focus on the concept of anti-intellectualism in American society, schools, and gifted education. I will define the concept and give examples of its various forms. The essence of my talk is on the consequences of anti-intellectualism on gifted students and the educators and parents who advocate on their behalf.

***A Statewide View of Gifted Education***  
***Rosanne Malek***

This keynote will focus on the state of gifted in Iowa. The presentation will include trends in identification, district programming to meet student needs, program evaluation and professional development and how to move from a focus on compliance to best practice in meeting student needs.

**Tuesday October 9<sup>th</sup>**

***Using CogAT as Part of a Talent-Identification System***  
***Dr. David F. Lohman***

Abilities Test (CogAT) has been used by educators in many countries to assist in the identification of academically gifted and talented students. In this presentation, I summarize some common misconceptions about what ability tests measure, describe procedures that we have developed to insure the integrity of the test scores, review how to interpret and use score profiles, and show how to use CogAT in conjunction with the ITBS to identify academically talented students from different ethnic groups and language backgrounds.

**Graduate Credit**

Conference Credit will be available through the Drake University School of Education, @ \$90/hour (one or two credit hours available). Students registering for either one or two graduate credits hour must attend the full conference (Monday and Tuesday). Students pay the appropriate conference registration fees, pay tuition at the Graduate Credit Session, then complete session summaries and a pre-approved (by the instructors) graduate credit project by the end of fall semester. Guidelines for graduate credit will be available at the registration table, the Drake booth, or by attending the Graduate Credit Session from 12:15-12:45 pm on Monday, October 8. For additional information contact the office of Dr. Sally Beisser at 515-271-4850 or sally.beisser@drake.edu or Jean Saveraid at saveraid@huxcomm.net.

The Iowa Talented and Gifted Association invites all teachers, administrators, parents and friends of gifted children to attend the annual conference October 8 and 9. The variety of breakout sessions and keynote speakers will offer professional development for new teachers as well as experienced educators. The conference will be held at the Hotel Fort Des Moines in Des Moines, IA.

## Monday, October 8, 2007



### Creativity

Paula Lawson-Moore  
*Future Problem Solving for Beginners*  
 Jenelle Nisly  
*Problem Solving Skills, Creativity, Science Learning through Lego Robotics*  
 Jay Swords  
*Instant Challenges: An Exciting Way to Teach Creative Problem Solving*



### Curriculum

Clar Baldus  
*Putting The Adv Placement (AP) Pieces Together For High Ability Student*  
 Sally Beisser, Ph.D.  
*Inspiring Active Learning*  
 Catherine Blando  
*Curriculum Compacting & Curriculum Differentiation*  
*The Iowa Excellence Program: A Middle School Math And Science Program*  
 Melanie L. Bondy  
*Differentiation Within A Structured Individualized Program*  
 Laurie Croft  
*Relevant Enrichment For Gifted Kids: Spatial Analysis*  
 Kate Hansen  
*No Guns Allowed!*  
 Jenny Schiltz  
*The Battle Of The Books*  
 J.M. Seymour  
*How Can We Teach Kids To Be Money Smart?*  
 Jay Swords  
*Philosophy and Mass Media*



### Gifted Essentials

Sally Barber  
*Back To Basics! The Basics Of Differentiation, That Is!*



### Gifted Essentials Continued

Gail Beermann, Pam Nichols, Diana Wells  
*Tricks Of The Trade*  
 Sally Beisser, Ph.D.  
*Gifted And Talented Endorsement Online*  
 Laurie Croft  
*TAG: You're It*  
 Maureen Marron  
*The Institute For Research And Policy On Acceleration*  
 Jay Swords  
*Do You Stop Being Gifted After High School?*



### Social Emotional

Nicole Gisolfi-Umland  
*Tools, Strategies, and Programming Tips to Engage Verbally Gifted Students In A Mentoring Environment*  
 Susannah Wood  
*Gifted Educators Experiences with School Counseling*



### Special Population

Susan Assouline, Ph.D.  
*Best Practices for Working with Gifted/Talented Students on the Autism Spectrum*  
 SaDohl Goldsmith  
*The Forgotten Few: Meeting the Needs of African American Twice Exceptional Learners*  
 Malik S. Henfield, Ph.D.  
*Ethnic Minority Students' Perceptions of their Education Experience*  
 Tarrell Portman, Ph.D., NCC, LMHC  
*Developing Programming for American Indian Gifted Students*

Conference registration materials were mailed out in August including the administrative strand insert. Materials are also available on the conference page of the ITAG website at [www.iowatag.org](http://www.iowatag.org).

## Tuesday October 9, 2007



### Creativity

Jay Swords  
*Instant Challenges: An Exciting Way To Teach Creative Problem Solving For K-12 Students*



### Curriculum

Melanie L. Bondy  
*Differentiation Within A Structured Individualized Program: Grades 3-6*  
 Marilyn Buxton  
*Math Mania!*  
 Christine Joslin  
*Enriching The Curriculum With Google*  
 Naomi Peuse  
*National History Day: An Introduction*  
*National History Day: Beyond The Basics*  
 Richard Safris  
*Extraordinary Claims Require Extraordinary Proof*  
 Mary Schmidt  
*Collaboration In Gifted Programming*  
 Chris Schultz  
*Math Strategies For Gifted Learners . . .*  
 Cindee Schneklath  
*Best Practice For Spelling Success*  
 Janey Swartz  
*Global Ecology: Interdisciplinary Curriculum Connections and Resources*  
 Jay Swords  
*Philosophy And Mass Media: Using Popular Culture To Teach Deep Meanings*  
 Karlen Uhde  
*Soaring High*  
 Colleen Wilber  
*Travel Tutors: Creating Journeys Of Discovery*



### Gifted Essentials

Maureen A. Marron  
*The Institute For Research And Policy On Acceleration: A Resource For Educators, Parents, And The Public*  
 Carma McLaren  
*Who?*  
 Kathy Paul  
*Just The Basics-Beginning In Gifted Education*  
 Diane Pratt  
*Putting The Action Into Action Research*



### Gifted Essentials Continued

Mary Schmidt  
*G/T Program Evaluation*  
 Jay Swords,  
*Do You Stop Being Gifted After High School?*



### Social Emotional

Sally Barber  
*Let Them Be Themselves . . .*  
*Meeting Affective Needs*  
 Heather Berg  
*Perfectionism: What's Good About It?*  
 Yi-Lung Kuo  
*Self-Concept, Perceived Peer Perception, And Social Attributes - Middle School Accelerated Students In Taiwan*  
 Mary Kay Shanley  
*Survival Secrets Of College*



### Special Population

Chris Schultz  
*Gifted English Language Learners in High School and Their Need For A TAG Strategist*  
 Sam Shepard  
*Exploring Masculinity Among Gifted Boys And Adolescents*

## Young Scholars Conference

October 16, 2007  
 Coe College, Cedar Rapids, IA

November 1, 2007  
 Briar Cliff University, Sioux City, IA

Watch your mail for details and be sure to check out our website later this fall to get the latest news about the upcoming fall Young Scholars Conference.

