



**Join Us!**  
 Become a  
 Member,  
 Friend, or  
 Sponsor  
 of  
 ITAG

Help ITAG continue its support of gifted education for Iowa students. Please send your check for annual dues of:

\$45.00 - \$99 Member  
 \$100.00 - \$999 Friend OR  
 \$1,000.00+ Sponsor.

Make checks payable to:  
 Iowa Talented and Gifted Association, and mail to:

**ITAG TREASURER**  
 8345 UNIVERSITY BLVD., SUITE F-1  
 DES MOINES, IA 50325

Please check as many as apply:

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

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

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

\_\_\_\_\_ ZIP CODE

EMAIL: \_\_\_\_\_

PLEASE CHECK BOX IF NEW ADDRESS

**Membership Amount Enclosed:**

- \$45-\$99 Member  
 \$45 Institutional  
 \$100-\$999 Friend  
 \$1,000+ Sponsor

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

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

# ITAG NEWS MAGAZINE

*IS ONE OF THE TANGIBLE BENEFITS  
OF YOUR MEMBERSHIP IN THE*

IOWA TALENTED AND GIFTED ASSOCIATION

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

## WE INVITE YOU

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

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

## ITAG NEWS

8345 University Blvd., Ste F-1  
 Des Moines, IA 50325  
 or E-Mail: itag@assoc-serv.com

PRSTD  
 US POSTAGE PAID  
 DES MOINES IA  
 PERMIT NO 4824



8345 University Blvd., Suite F-1  
 Des Moines, Iowa 50325



# News Magazine

Volume 31, Number 4 - Winter 2006-2007

## New National Standards for Teachers of Gifted and Talented Students

During the past two years, the Association for the Gifted (TAG), a division of the Council for Exceptional Children, and the National Association for Gifted Children (NAGC) have been involved in the development and validation of initial standards for professionals in the field of gifted education (Johnsen, 2004, 2006). A work set team comprised of members from both organizations was formed. This team initiated a series of meetings to ensure that all stakeholders (e.g., PK-12 teachers and administrators, university professors, policymakers, professional organizations, and parents) were involved in the development and in the review of the emerging standards. After approval by the NAGC and CEC-TAG Boards, the Council for Exceptional Children disseminated a national survey, which was compiled, and ultimately reviewed and approved by CEC's Professional Standards and Practice Committee. These initial standards will now provide the framework for course development within universities or alternative preparation programs designed for individuals who need an entry-level certificate in gifted education. They may also be used in evaluating teacher performance in public or private school settings.

What do these new standards mean for our field? First and most importantly, we as a field agree that teachers in gifted education must adhere to standards similar to teachers in other fields (Johnsen, 2006). Not every teacher is qualified to teach gifted and talented students. Of the 21 states that mandate a certificate, a license, or an endorsement in gifted education, Texas has the least number of hours required by the law — 30 clock hours—fewer hours than one university course (National Association for Gifted Children, 2005). We must therefore continue to push for policies and laws that demand high quality teachers who have acquired the knowledge and skills identified in these standards.

Second, the standards, which are based on solid research, legitimize gifted education as a recognized field of study not only at the university level but also among our colleagues in other fields in public and private school settings (Johnsen, 2006). In revalidating the standards, the work set team identified three types of supporting research: literature/theory-based, research-based, and practice-based. Literature- and theory-based research included

knowledge and skills derived from sources such as position papers, policy analyses, and descriptive reviews of the literature. Research-based studies included peer-reviewed articles that use rigorous research methodologies to address questions of cause and effect and that have been independently replicated and found to be effective. Practice-based research included lighthouse studies, professional wisdom, and emerging practices that arise from teachers' classroom experiences and are validated through some degree of action research (all definitions are from the Professional Standards and Practice Committee of the Council for Exceptional Children). Research supported each of the 10 overarching standards, the 32 knowledge standards, and the 37 skill standards (see Standards in this issue).

Third, with 26 of the standards overtly addressing diversity, the standards reveal our field's commitment to all gifted students, particularly those from underrepresented groups (Johnsen, 2006). It reinforces the notion that diversity exists in our society and in each individual's expression of gifts and talents. This focus is particularly important in Texas where the "minority" is now a "majority" of the state population. We must actively work to guarantee that all groups have equal access to gifted and talented programs.

Fourth, these standards can act as a guide for professional development and evaluation (Downs, 2006). Using the following steps, a school district might develop a more standards-based assessment of teachers of gifted and talented. Initially the district would adopt these ten standards to establish a framework for a common understanding of the knowledge and skills needed to be a teacher of gifted and talented. Next, the district would collaborate with a university or independently develop a series of modules, workshops, or courses that might address each of the standards. These courses would be offered to teachers who are interested in teaching gifted and talented students. The district would then train assessors in observing and analyzing the standards-related skills to determine if the



# An affiliate of the National Association for Gifted Children

8345 University Blvd, Suite F-1  
Des Moines, Iowa 50325-1168

### 2006-2007 OFFICERS

#### President

Chris Schultz  
(cschultz@cbscd.org)

#### President-Elect

Mary Schmidt  
(mschmidt@aeal1.k12.ia.us)

#### Treasurer

Tony Voss  
(anthony.voss@dmps.k12.ia.us)

### BOARD OF DIRECTORS

Barb Buckton (bbuckton@norwalk.k12.ia.us)  
Christine Comito (cdcomito@mchsi.com)  
Jim Hanks (jhanks@ahlerslaw.com)  
Jean Johnson (johnsoj@sioux-city.k12.ia.us)  
Gail Kenkel (gkenkel@cbscd.org)  
Rosanne Malek (rosanne.malek@iowa.gov)  
Linda Moehring (lmoehring@aeal1.k12.ia.us)  
Joe Muetting (jmuetting@sheldon.k12.ia.us)  
Diane Pratt (dpratt@fort-dodge.k12.ia.us)  
Jolene Teske (jteske@po-1.iowa-falls.k12.ia.us)

### EX-OFFICIO BOARD MEMBERS

**National Gifted Organizations Liaison**  
Ella Mae Gogel

**Dept. of Education Liaison**  
Rosanne Malek

### ITAG LOBBYISTS

Paula J. Feltner  
Michael B. Heller

### BUSINESS MANAGEMENT FOR ITAG BUSINESS AFFAIRS AND PUBLIC RELATIONS

Alda Helvey, ITAG Executive Director  
Dynamic Resources, Inc.  
8345 University Blvd., Suite F-1  
Des Moines, IA 50325  
515-225-2323 515-225-6363 (fax)  
ITAG@assoc-serv.com OR IowaTAG@aol.com

### ITAG CONTACTS FOR SPECIFIC INFORMATION

**ITAG President** Chris Schultz  
321 Elliott, Council Bluffs, IA 51503  
1205 Bonham (w-ALHS) Council Bluffs, IA 51503  
712-323-3494 712-328-6481 712-328-6485 (fax)  
cschultz@cbscd.org cschultz@council-bluffs.k12.ia.us

**President-Elect** Mary Schmidt  
9291 Lakewood Pointe Dr, Norwalk IA 50211  
515-285-4960 515-270-0405 x4375 515-278-1049(fax)  
mschmidt@aeal1.k12.ia.us

**Treasurer:** Tony Voss  
2406 Glenwood Drive, Des Moines IA 50321  
641-751-6321 515-242-7727  
anthony.voss@dmps.k12.ia.us

**ITAG NEWS:** ITAG Office  
8345 University Blvd., Ste F-1  
Des Moines, Iowa 50325  
515-225-2323  
ITAG@assoc-serv.com

**Legislative:** Gail Kenkel  
712-323-3373  
gkenkel@cbscd.org

Tony Voss  
641-751-6321  
anthony.voss@dmps.k12.ia.us

**OUTREACH**  
**Educator Outreach:** Diane Pratt  
515-955-8620  
dpratt@fort-dodge.k12.ia.us

**Parent Outreach:** Jolene Teske  
641-858-5620  
jteske@po-1.iowa-falls.k12.ia.us

**Student Outreach:** Tony Voss, Eastern Iowa  
641-751-6321  
anthony.voss@dmps.k12.ia.us

**WEBSITE INFORMATION**  
**Website Facilitator:**  
Heather Paris  
http://lowatag.org

**ITAG Web Site**  
http://www.lowatag.org



### 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, 501C3 organization which was organized more than 25 years ago with a vision that gifted and talented children in the State of Iowa should receive an education commensurate with their abilities and needs. It promotes advocacy at the state and local level, pre-service and in-service training in gifted education, and parent/community awareness, education and involvement. ITAG is comprised of parents, educators, other professionals, and community leaders who share an interest in the growth and development of gifted and talented individuals in Iowa. ITAG annual membership dues are: Member, \$45; Friend, \$100-\$999; or Sponsor, \$1000 or more.

### THE BOARD

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

### THE ITAG NEWS

Is published in January, May, and September, by the Iowa Talented and Gifted Association, 8345 University Blvd., Suite F-1, Des Moines, Iowa 50325. Please send mailing address corrections to this Des Moines address. For information regarding content of ITAG NEWS and/or submission of articles and announcements, please contact: Jean Johnson, **ITAG NEWS Editor**, 5207 Wellington Court., Sioux City, Iowa 51106. e-mail: johnsoj@sioux-city.k12.ia.us or itag@assoc-serv.com.

**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** or call 515-225-2323.

**Please contact individual authors for permission to reprint their articles.**

Permission to reprint non-author articles from the **ITAG NEWS** is given to local ITAG chapters and G/T organizations in other states. Please credit both the article and the **ITAG NEWS** and send two (2) copies of the reprint to **Jean Johnson, ITAG NEWS Editor**, at 5207 Wellington Court, Sioux City, IA, 51106. The opinions expressed in articles do not necessarily reflect the positions or policies of the Iowa Talented and Gifted Association.

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

### ITAG NEWS Editorial Staff

Jean Johnson - News Editor  
Heather Paris - Graphic Artist

### Future Submission dates are:

March 31, 2007 for the Spring Issue  
July 31, 2007 for the Summer / Fall issue  
November 30, 2007 for the Winter 2007-08 issue

# AEA Contact Information



**George Holland**  
**Keystone AEA I**  
1400 2nd Street NW  
Elkader, Iowa 52043  
Ph: 563-245-1480  
E-mail: gholland@aeal.k12.ia.us

**Laurie Hayzlett**  
**AEA 267**  
3712 Cedar Heights Drive  
Cedar Falls, Iowa 50613-6290  
Ph: 319-273-8200  
E-mail: lhayzlett@aea267.k12.ia.us

**Craig Edmondson**  
**AEA 267**  
3712 Cedar Heights Drive  
Cedar Falls, Iowa 50613-6290  
Ph: 319-273-8200  
E-mail: cedmondson@aea267.k12.ia.us

**Darrin Strike**  
**AEA 267**  
3712 Cedar Heights Drive  
Cedar Falls, Iowa 50613-6290  
Ph: 319-273-8200  
E-mail: dstrike@aea267.k12.ia.us

**Jerry Brock**  
**Northwest AEA**  
1382 4th Avenue NE  
Sioux Center, Iowa 51250  
Ph: 712-722-4378  
E-mail: jbrock@aea4.k12.ia.us

**Linda Linn**  
**Prairie Lakes AEA 8**  
23 East 7th Street  
Spencer, Iowa 51301  
Ph: 712-262-4704  
E-mail: llinn@aea8.k12.ia.us

**Sandra Campie**  
**Mississippi Bend AEA 9**  
729 21st Street  
Bettendorf, Iowa 52722  
Ph: 563-359-1371  
E-mail: SCampie@aea9.k12.ia.us

**Phyllis Anderson**  
**Grant Wood AEA 10**  
1120 33rd Avenue SW  
Cedar Rapids, Iowa 52404  
Ph: 319-399-6408  
E-mail: panderson@aea10.k12.ia.us

**Mike Macklin**  
**Grant Wood AEA 10**  
4401 6th Street S.W.  
Cedar Rapids, Iowa 52404  
Ph: 319-399-6525, Ext 6525  
E-mail: mmacklin@aea10.k12.ia.us

**Mary Schmidt**  
**Heartland AEA II**  
6500 Corporate Drive  
Johnston, Iowa 50131  
Ph: 515-270-9030  
E-mail: mschmidt@aeal1.k12.ia.us

**Linda Moehring**  
**Heartland AEA II**  
6500 Corporate Drive  
Johnston, Iowa 50131  
Ph: 515-270-9030  
E-mail: lmoehring@aeal1.k12.ia.us

**Sue Chartier**  
**Northwest AEA**  
1520 Morningside Avenue  
Sioux City, Iowa 51106  
Ph: 712-274-6000  
E-mail: schartier@aeal2.k12.ia.us

**Carma McLaren**  
**Loess Hills AEA 13**  
24997 Highway 92  
Council Bluffs, Iowa 51502-1109  
Ph: 712-366-0503  
E-mail: cmclaren@aeal3.k12.ia.us

**Walter Bahniuk**  
**Green Valley AEA 14**  
1405 North Lincoln  
Creston, Iowa 50801-1199  
Ph: 641-782-8443  
E-mail: wbahniuk@aeal4.k12.ia.us

**Nancy Bell**  
**Green Valley AEA 14**  
1405 North Lincoln  
Creston, Iowa 50801-1199  
Ph: 641-782-8443  
E-mail: nbell@aeal4.k12.ia.us

**Nancy Lindgren**  
**Green Valley AEA 14**  
1405 North Lincoln  
Creston, Iowa 50801-1199  
Ph: 641-782-8443  
E-mail: nlindgren@aeal4.k12.ia.us

**Dona Goettsche**  
**Southern Prairie AEA 15**  
2814 North Court Street  
Ottumwa, Iowa 52501  
Ph: 641-682-8591  
E-mail: goettsched@aeal5.k12.ia.us

**Eve Schindler**  
**Southern Prairie AEA 15**  
2814 North Court Street  
Ottumwa, Iowa 52501  
Ph: 641-682-8591  
E-mail: eschindler@aeal5.k12.ia.us

**Kathy Mainz**  
**Great River AEA 16**  
3601 West Avenue Road  
Burlington, Iowa 52601  
Ph: 319-753-6561  
E-mail: kmainz@aeal6.k12.ia.us

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

Check out the resources page and there you will find links and information about the upcoming Spring Classes and online course.

Upcoming events include:  
Drake Online Courses  
Iowa East/West Spring Workshops  
Opptag 07 Classes

Please send changes in the above information to Alda Helvey at ITAG@assoc-serv.com



# Parenting

for high potential  
developing your child's gifts & talents

**YES,** I would like to join NAGC as a Parent Associate for \$25 (U.S.) and receive *Parenting for High Potential*, and benefit ITAG as well.

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

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

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

Daytime Phone: (\_\_\_\_) \_\_\_\_\_ Evening Phone: (\_\_\_\_) \_\_\_\_\_

Personal Check to NAGC: # \_\_\_\_\_ Payable in U.S. funds

\_\_\_ VISA \_\_\_ MasterCard (Purchase Orders **not** accepted.)

Card #: \_\_\_\_\_ Expiration Date: \_\_\_\_\_

Signature: \_\_\_\_\_

**Iowa Talented and Gifted #03209**

Complete and Mail to: NAGC Membership  
1707 L Street, NW, Suite 550, Washington, DC 20036

## 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.

**THANK YOU!**

## From the President



Hello to all ITAG members and other readers. Our school year is well underway with only 4 weeks left in our first semester as I write this. Our October conference was great and I would like to publicly express my gratitude to Nancy McGill, Cindy Pottebaum, and Mitzi Hetherton for chairing this conference. I'm always amazed at how it all comes together, but I know that we have these three busy people to thank along with Alda Helvey and her crew at Dynamic Resources Inc. as well as some very helpful board members. We have read your evaluations and believe it or not, we are excitedly preparing for next October 8<sup>th</sup> and 9<sup>th</sup>

I am in my 34<sup>th</sup> year of teaching and I am amazed at how much more there is to learn in this field of education and especially gifted education. Attending our ITAG conference as well as the NAGC conference confirmed this! I have also just completed a three year project earning my Professional Achievement Certificate through NAGC. I worked with my mentor, Dr. Carolyn R. Cooper, who was a godsend in asking me questions and setting my deadlines and correcting my punctuation on my 14 pages of references!!! I researched and developed a plan for identifying and serving bright high school students who are English Language Learners. I received my certificate on Friday evening at the Awards Ceremony at NAGC. This ceremony was made even more special as my oldest daughter, Dawn Canova, flew out from Ankeny to surprise me and to be with me for the ceremony. My other two children and Dawn's family also sent their congratulations. I'm so fortunate to have children who honor hard work and achievement. There are currently 21 PAC graduates from around the country including Kathy Paul (2004) from Johnston Community Schools.

I extend my congratulations to Rosanne Malek, Iowa Department of Education, Gifted/Talented Consultant. She is the president-elect of State Consultants at the national level. She is so very capable of leading this group and is able to bring them her very unique perspective. I'm also very proud to say I'm from Iowa and we are so very fortunate to have the Belin-Blank Center and all of their talented and dedicated people so close by. They had a definite presence at NAGC and it was very evident that they care so much for bright students.

This newsletter is loaded with many professional development opportunities. In 1992, the State of Iowa approved the requirements for a pre-K through 12 Talented and Gifted (TAG) Endorsement for anyone designated as a teacher and/or coordinator of programs for the gifted. It is also one of ITAG's goals to have teachers who are trained working with our young people. Whether you are working through the Belin-Blank Center, Drake, Morningside or your local AEA's, you now have many opportunities to stretch professionally. With so many options around the state, we will put the HOTTAG classes on the back burner at this time.

I would also like to thank Walt Johnson for accepting the challenge to write about his experience at NAGC from a school board member's perspective. I am amazed at all he has absorbed.

On that note, I extend my heartfelt hope that your days are filled with joys and celebrations as we work together to help our young people grow.

By Chris Schultz

### NAGC Membership Application

Name \_\_\_\_\_

Address \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Phone (W) \_\_\_\_\_ (H) \_\_\_\_\_

Check one:  Teacher  Professor  Parent  Administrator  
 Counselor  Consultant  Coordinator  Other

New  Renewal (# \_\_\_\_\_) E-mail: \_\_\_\_\_

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

#### U.S. MEMBERSHIP

Choose one option:

- 1 Year Individual
- 1 Year Institutional
- 2 Year Indiv. or Inst.
- 3 Year Indiv. or Inst.
- CONTRIBUTOR (1 year)
- LIFE MEMBER (U.S. & Ind. only)
- Graduate Student (GCG only)
- OR "Parent Associate" (PHP only)

#### Gifted Child Quarterly

Parenting for High Potential

Both Magazines

- \$ 50.00
- \$ 90.00
- \$ 95.00
- \$ 140.00
- \$ 100.00
- \$ 700.00 (GCG only)
- \$ 25.00
- \$ 70.00
- \$ 70.00
- \$ 133.00
- \$ 197.00

Graduate Advisor's Signature \_\_\_\_\_

Name of School \_\_\_\_\_

#### CANADIAN/FOREIGN MEMBERSHIP

Choose one option:

- 1 Year Individual
- 1 Year Institutional
- 2 Year Indiv. or Inst.
- 3 Year Indiv. or Inst.

#### Gifted Child Quarterly

Parenting for High Potential

Both Magazines

- \$ 60.00
- \$ 60.00
- \$ 114.00
- \$ 170.00
- \$ 85.00
- \$ 85.00
- \$ 161.00
- \$ 240.00

**MEMBERSHIP INCLUDES:** Choice of the Gifted Child Quarterly (GCG) or Parenting for High Potential (PHP). In addition to the magazine you choose, you receive Communicate, NAGC's newsletter, discounts 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 year, per division.

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

Personal Check # \_\_\_\_\_ Institution Check # \_\_\_\_\_

Purchase Order # \_\_\_\_\_

Visa  MasterCard Expiration Date \_\_\_\_\_

Credit Card # \_\_\_\_\_

Signature \_\_\_\_\_

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

- 1) Membership \$ \_\_\_\_\_
- 2) Division TOTAL \$ \_\_\_\_\_
- 3) Donation \$ \_\_\_\_\_
- TOTAL (1, 2, & 3) \$ \_\_\_\_\_**

Make check payable (U.S.\$) to: NAGC Membership

1707 L Street, NW, Suite 550

Washington, DC 20036

Note: \$30 return check fee \$20 declined credit card fee 202/785-4288

#### In this Issue:

New National Standards for Teachers of Gifted and Talented Students .....	1, 4
Contact Information .....	2
From the President .....	3
National Standards .....	5, 6, 7, 8, 9
NAGC Conference Highlights .....	9
High School Programming .....	10
Drake Online Gifted and Talented Endorsement/MSE Degree .....	11
Morningside Grad Classes .....	12
Iowa East/West Gifted Education Spring Workshops .....	13
The ITAG Teaching and Learning Center .....	14
Distinguished Service Award .....	15
The Endorsement in Gifted Education From the University of Iowa .....	16, 17
Character Counts Information .....	17
Parenting Strategies to Motivate Underachieving Students .....	18, 19
Legislative News .....	19
Guest Article .....	20
ITAG Conference Highlights .....	21
NAGC Membership Application Form .....	22
AEA Contact Information .....	23
ITAG Membership Form .....	24



teacher was implementing the knowledge and skills in the classroom. Finally, these observations would be used as the basis for professional development and/or for evaluations.

Last but not least, these standards have the potential of raising the quality of services provided to gifted students and their families (Johnsen, 2006). In her multivariate analysis, Darling-Hammond (2000) reported that in all cases teachers with full certification status are "by far the most important determinant of student achievement" (p. 30). We know that teachers with limited training do not differentiate instruction for high-ability learners (Archambault, Westberg, Brown, Hallmark, Zhang, & Emmons., 1993; Gentry, Rizza, & Owen, 2002; Starko & Schack, 1989; Westberg, Archambault, Dobyins, & Salvin, 1993). On the other hand, teachers who are prepared in gifted education lecture less, emphasize more higher level thinking, and conduct more discussions (Hansen & Feldhusen, 1994). Students are therefore the ultimate beneficiaries of high standards for teachers.

I want to publicly acknowledge the members of the work set team who committed their time and energy to the standards development process: Joyce VanTassel-Baska, President of the National Association for Gifted Children; Diane Montgomery, President of the Association for the Gifted, Council for Exceptional Children; Susan Johnsen, Margie Kitano, Rick Olenchak, and Karen Rogers. Now it is our job to make sure that we advocate for high quality teachers of gifted and talented by disseminating and using these new national standards.

**References**

**Archambault, F. X., Westberg, K. L., Brown, S. W., Hallmark, B. W., Zhang, W., & Emmons, C. L. (1993).** Classroom practices used with gifted third and fourth grade students. *Journal for the Education of the Gifted*, 16, 103-119.

**Darling-Hammond, L. (2000).** Teacher quality and student achievement: A review of state policy evidence. *Educational Policy Analysis Archives*, 8(1). Retrieved October 15, 2003, from <http://epaa.asu.edu/epaa/v8n1>.

**Gentry, M., Rizza, M. G., & Owen, S. V. (2002).** Examining perceptions of challenge and choice in classrooms: The relationship between teachers and their students and comparisons between gifted students and other students. *Gifted Child Quarterly*, 46, 145-155.

**Hansen, J. B., & Feldhusen, J. F. (1994).** Comparison of trained and untrained teachers of gifted students. *Gifted Child Quarterly*, 38, 115-121.

**Johnsen, S. (2004).** National standards for teachers of gifted and talented students: Becoming involved. *Gifted Child Today*, 27(3), 5.

**Johnsen, S. (2006).** New national standards for teachers of gifted and talented students. *Gifted Child Today*, 29.

**National Association for Gifted Children (2005).** *2004-2005 State of the states: A report by the National Association for Gifted Children and the Council of State Directors of Programs for the Gifted*. Washington, DC: Author.

**Starko, A. J., & Shack, G. D. (1989).** Perceived need, teacher efficacy, and teaching strategies for the gifted and talented. *Gifted Child Quarterly*, 33, 118-122.

**Westberg, K. L., Archambault, F. X., Dobyins, S. M., & Salvin, T. J. (1993).** The classroom practices observation study. *Journal for the Education of the Gifted*, 16, 120-146.

National standards listed on pages 5-9

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

*A new opportunity has opened up on our website for ITAG Institutional Members!*

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

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



ITAG President Chris Schultz (left) presents the Distinguished Service Award to Patricia Flater. Diane Pratt (far right) is the Award Chair.



Jean Sunde Petersen presenting in small group.



Pam Pfitzenmaier, Administrator, Division of P-K-12 Education, accepts the ITAG DSA award for Judy Jeffrey, Director, Iowa Department of Education.



Linda Sheffield presenting in small group.

*23rd Annual Write Women Back Into History Essay Contest*

To give students a deeper and more relevant appreciation of women's roles in history and celebrate March as Women's History Month, the Iowa Commission on the Status of Women, Iowa Department of Education, and the State Historical Society of Iowa invite teachers to sponsor the 23rd Annual Write Women Back Into History Essay Contest in their classrooms.

To find the 2007 Guidelines and rules please visit the women's history page on the website, [www.state.ia.us/government/dhr/sw/wom\\_history/index.html](http://www.state.ia.us/government/dhr/sw/wom_history/index.html).

As a member of the Sioux City School Board, I admire the professionalism, dedication and high quality of work exhibited by today's educators towards their students and their profession. One of the exemplary fields of education with truly dedicated educators is gifted education and I feel compelled to expound on some of my thoughts, observations and concerns.

Nearly a century ago, educators of advanced learners realized that there were differences in student abilities and that by understanding those differences the educational needs of those learners could be more effectively addressed. While educational strategies for the advanced learner were being developed and validated, many "traditional" educators at that time did not appreciate the work or understand its significance and applicability to all students.

In the 1920's, Lewis Terman, the "father" of gifted education, published his first of many studies characterizing the gifted learner. Through his work and others in the following years, it was revealed these learners had many similar characteristics. They exhibited intellectual capabilities greater than the average student; each student was unique and learned best in his/her own particular learning style. Other studies at that time showed that the education of gifted learners was most successful when the family held education and family values in high regards. Studies also showed that often expectations were too low for gifted learners and they must be raised.

While these findings were significant at that time, what is amazing to me is that the applicability of educational strategies used with the gifted learner were not realized and, therefore, were not used with the general student population. Later, when the US had to react to the 1950's threat by the Soviet Union and Sputnik, learning strategies for gifted children began to be recognized as socially significant educational strategies. It was during this decade that NAGC was founded and resources for gifted education became available. Progress was made, but unfortunately the country slowly entered into a period of "ambivalence" and the US nearly lost its perspective of the significance of gifted and talented education. Late in the 20<sup>th</sup> century alert minds recognized again that our gifted and talented children were national resources that needed to be developed and cultivated. Federal funding surfaced and, this time, a "critical mass" of educators had been established so that gifted programs would not be allowed to slip out of the consciousness

of educators' minds ..... and, as a result, gifted programs continued to gain recognition and credibility with all educators.



NAGC President, Joyce Van Tassel-Baska welcomes conference attendees.

If I had to identify the most important and applicable aspect of gifted programs to not only gifted students, but also the general student body, it would be

the teaching philosophy of differentiation. This is a philosophy shared by all exemplary teachers as was evidenced at the 2006 NAGC Conference in Charlotte, North Carolina.

While, gifted educators can take great pride for their contributions to our children and our nation, we must remember that we cannot rest on our laurels if we want to maintain our position in the world. India and China are aggressively challenging the US for supremacy. China considers its gifted and talented children as its greatest intellectual resource. With approximately 8 million Chinese students with very high potential, China understands the necessity to fully develop their gifted children and is actively pursuing how best to educate them ... and are doing so by learning from us.

We, as a nation, must constantly excel to maintain our position and standard of living in the world. We must continue to nurture and develop our gifted and talented children and also our general student population. This can be accomplished by 1) continuing to embrace the philosophy of differentiation so that all students may learn to their full potential and 2) continuing to be actively involved in the educational development of the gifted learner.

Finally, in retrospect, it has been quite a journey for gifted programs and educators. It has been a journey often without the recognition rightfully due. Insurmountable challenges were met and conquered. The reward for gifted educators has always and is still great – the satisfaction that you are enabling gifted children to reach their full potential and live productive lives. For this, I thank you.

Walt Johnson  
School Board Member  
Sioux City Community School District

## Standard 1: Foundations

Educators of the gifted understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues. These perspectives continue to influence the field of gifted education and the education and treatment of individuals with gifts and talents<sup>2</sup> both in school and society. They recognize how foundational influences affect professional practice, including assessment, instructional planning, delivery, and program evaluation. They further understand how issues of human diversity impact families, cultures, and schools, and how these complex human issues can interact in the delivery of gifted and talented education services.

GTIK1: Historical foundations of gifted and talented education including points of view and contributions of individuals from diverse backgrounds.

GTIK2: Key philosophies, theories, models, and research supporting gifted and talented education.

GTIK3: Local, state/provincial and federal laws and policies related to gifted and talented education.

GTIK4: Issues in conceptions, definitions, and identification of gifts and talents, including those of individuals from diverse backgrounds.

GTIK5: Impact of the dominant culture's role in shaping schools and the differences in values, languages, and customs between school and home.

GTIK6: Societal, cultural, and economic factors, including anti-intellectualism and equity vs. excellence, enhancing or inhibiting the development of gifts and talents.

GTIK7: Key issues and trends, including diversity and inclusion, connecting general, special, and gifted and talented education.

## Standard 2: Development and Characteristics of Learners

Educators of the gifted know and demonstrate respect for their students as unique human beings. They understand variations in characteristics and development between and among individuals

with and without exceptional learning needs and capacities. Educators of the gifted can express how different characteristics interact with the domains of human development and use this knowledge to describe the varying abilities and behaviors of individuals with gifts and talents. Educators of the gifted also understand how families and communities contribute to the development of individuals with gifts and talents.

GT2K1: Cognitive and affective characteristics of individuals with gifts and talents, including those from diverse backgrounds, in intellectual, academic, creative, leadership, and artistic domains.

GT2K2: Characteristics and effects of culture and environment on the development of individuals with gifts and talents.

GT2K3: Role of families and communities in supporting the development of individuals with gifts and talents.

GT2K4: Advanced developmental milestones of individuals with gifts and talents from early childhood through adolescence.

GT2K5: Similarities and differences within the group of individuals with gifts and talents as compared to the general population.

## Standard 3: Individual Learning Differences

Educators of the gifted understand the effects that gifts and talents can have on an individual's learning in school and throughout life. Moreover, educators of the gifted are active and resourceful in seeking to understand how language, culture, and family background interact with an individual's predispositions to impact academic and social behavior, attitudes, values, and interests.

The understanding of these learning differences and the interactions provides the foundation upon which educators of the gifted plan instruction to provide meaningful and challenging learning.



Continued on page 6

**Continued from page 5**

GT 3K1: Influences of diversity factors on individuals with exceptional learning needs.

GT3K2: Academic and affective characteristics and learning needs of individuals with gifts, talents, and disabilities.

GT3K3: Idiosyncratic learning patterns of individuals with gifts and talents, including those from diverse backgrounds.

GT3K4: Influences of different beliefs, traditions, and values across and within diverse groups on relationships among individuals with gifts and talents, their families, schools, and communities.

GT3S1: Integrate perspectives of diverse groups into planning instruction for individuals with gifts and talents.

**Standard 4: Instructional Strategies**

Educators of the gifted possess a repertoire of evidence-based curriculum and instructional strategies to differentiate for individuals with gifts and talents. They select, adapt, and use these strategies to promote challenging learning opportunities in general and special curricula and to modify learning environments to enhance self-awareness and self-efficacy for individuals with gifts and talents. They enhance the learning of critical and creative thinking, problem solving, and performance skills in specific domains. Moreover, educators of the gifted emphasize the development, practice, and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in society for individuals with gifts and talents.

GT4K1: School and community resources, including content specialists, which support differentiation.

GT4K2: Curricular, instructional, and management strategies effective for individuals with exceptional learning needs.

GT4S1: Apply pedagogical content knowledge to instructing learners with gifts and talents.

GT4S2: Apply higher-level thinking and metacognitive models to content areas to meet the needs of individuals with gifts and talents.

GT4S3: Provide opportunities for individuals with gifts and talents to explore, develop, or research their areas of interest or talent.

GT4S4: Preassess the learning needs of individuals with gifts and talents in various domains and adjust instruction based on continual assessment.

GT4S5: Pace delivery of curriculum and instruction consistent with needs of individuals with gifts and talents.

GT4S6: Engage individuals with gifts and talents from all backgrounds in challenging, multicultural curricula.

GT4S7: Use information and/or assistive technologies to meet the needs of individuals with exceptional learning needs.

**Standard 5: Learning Environments and Social Interactions**

Educators of the gifted actively create learning environments for individuals with gifts and talents that foster cultural understanding, safety and emotional well being, positive social interactions, and active engagement. In addition, educators of the gifted foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Educators of the gifted shape environments to encourage independence, motivation, and self-advocacy of individuals with gifts and talents.

GT5K1: Ways in which groups are stereotyped and experience historical and current discrimination and implications for gifted and talented education.

GT5K2: Influence of social and emotional development on interpersonal relationships and learning of individuals with gifts and talents.

GT5S1: Design learning opportunities for individuals with gifts and talents that promote self-awareness, positive peer relationships, intercultural experiences, and leadership.

GT5S2: Create learning environments for individuals with gifted and talents that promote self-awareness, self-efficacy, leadership, and lifelong learning.



It's important for parents to share their positive work experiences as well as how they persist in spite of the inevitable negative aspects of the work world. Individuals who struggle but succeed build confidence in themselves; they also offer others a better lesson in how

success is usually won than those who simply glide to it.

Finally, students must expect to succeed and know that those around them will support their work. They must learn to trust that their efforts, even if momentarily thwarted, will pay off in the end. To help their children gain this trust, parents can do the following:

- Create opportunities for their children to interact with role models. Students' expectations are based on the experiences of their parents and role models.
- Discuss cause-and-effect relationships with their children. In particular, parents can counsel children faced with difficult situations on how to change the environment to fit their needs, how to achieve success by adjusting to the existing environment, or when to let go of a fruitless idea or hopeless situation.

Comments such as "My teacher doesn't like me," "I can't learn this way," and "This stuff is too easy" are indicative of students who see their environment as unsupportive. Sometimes the limiting situation is beyond the control of the student, and parents may need to intervene and work with the school. The teacher might be persuaded to adjust the level of the curriculum, modify the learning environment, or change the way he or she interacts with the student. At other times students may need to adjust their behavior to be successful. Underachieving students, their parents, and their teachers must work together if the school environment is not optimal.

There is no silver bullet to motivate gifted children; however, parents can use the strategies mentioned here to begin to create an environment in which their children feel confident about themselves and value achievement. By helping them realize that they have a role in their own talent development, parents can promote their children's motivation and self-determination.

*Del Siegle is associate professor of educational psychology at the University of Connecticut, where he has been honored as a teaching fellow. He is president-elect of the National Association for Gifted Children and serves on the board of directors of the Association for the Gifted; he also writes a technology column for Gifted Child Today. In addition to motivation of gifted students, his research interests include Web-based instruction and teacher bias in the identification of students for gifted program.*

By Del Siegle

Reprinted with permission from the author

First appeared in the Summer 2006 Issue of **Duke**

**Giffed Letter: A Newsletter for Parents of Gifted Children**

**Legislative News  
The Votes are In. Now What?**

It's a new day in our Iowa Congress! Elections may have changed some of the faces representing you. It's time to get to know your legislators, and what better way than meeting them in their hometown forums? Council Bluffs' legislators have bi-monthly coffees at our public library. It's a chance to hear what the Congressmen and women have to say, and it's equally important for them to hear from their constituency. Where and when do your legislators meet with their voting public? Call or email your state representative and find out.

Teachers, invite your students and their parents to join you at such a meeting! Identify yourself as a TAG teacher. Let students identify themselves as TAG students. Have parents identify themselves as TAG parents. Encourage parents and students to ask questions about how government works, as well as what legislation is being considered. Thank your representatives and senators for supporting education.

Together we can make a difference!

Gail Kenkel  
Legislative Co-Chairman

## Parenting Strategies to Motivate Underachieving Gifted Students

The underachievement of capable children is an area of concern for many parents and educators. Although the study of student underachievement has a long educational history, it is more productive to consider what motivates students to do well. Students tend to be motivated when they find a task meaningful, believe that they have the skills to do it, and find their efforts supported by those around them.

Unfortunately, many gifted students do not view their school experience as meaningful. For instance, they may not find school intellectually stimulating, because they have already mastered the content or can master it quickly. Repetition bores many of these students, and once they have learned to expect boredom in class, they will fail to embrace new learning experiences when they arise. Other gifted students find school topics uninteresting regardless of the level of challenge, because they have developed a well-defined area of interest that is not matched by what happens in school. This leaves them "turned off" to what is taught. Still others do not appear to be interested in anything, either because their early school experiences failed to nourish their natural curiosity or because they doubt their ability to do well. Generally, a student views tasks as meaningful if they gratify a personal interest, are tied to the child's identity, have an immediate use, or will clearly be useful in the future. Parents can help their children find school meaningful in the following ways:

- By modeling their own curiosity about the world around them. However, parents must demonstrate how curiosity is transformed into action. For example, a question about the number of moons orbiting Saturn might lead to looking up the answer on the Internet or in an encyclopedia.
- By nurturing their children's curiosity and love of learning through opportunities outside school that help them explore their interests.
- By letting their children know that they value school and showing them how their school experiences are important now and will prove useful in the future.
- By monitoring their children's homework, which again sends the message that parents value what their children do in school.

- By sharing their children's interests with the school and working with the school and their children to tie these interests to school projects.

In addition to valuing school, motivated students believe that they have the skills to do well in school. It is imperative also that children recognize their own role in developing these skills. Students who believe that their abilities are not innate but have been developed are more likely to attempt challenging tasks. Gifted students are at risk for believing that their abilities are simply given, particularly if others in their lives have not discussed their giftedness with them. Parents can try a number of approaches:

- Talk about their children's giftedness with them by helping them recognize that they are continually changing and growing and that they have a hand in their own accomplishments and growth.
- Document their children's growth by saving their schoolwork or videotaping them performing various tasks and sharing these items with them later. The children will be impressed with how much progress they have made.
- Help them understand that challenging situations are opportunities to acquire or improve skills and that encountering difficulty does not mean that they are not intelligent.
- Help children recognize the part that effort has played in their growth by complimenting them with specific examples. A general compliment such as "Good work" is not as effective as "Your studying paid off — now you really know the periodic table."

Parents should also talk about their daily lives and emphasize how their own efforts lead to benefits. Parents who only complain that their supervisors do not appreciate them may send their children the message that putting forth effort is a waste of time.

## Standard 7: Instructional Planning

Curriculum and instructional planning is at the center of gifted and talented education. Educators of the gifted develop long-range plans anchored in both general and special curricula. They systematically translate shorter-range goals and objectives that take into consideration an individual's abilities and needs, the learning environment, and cultural and linguistic factors. Understanding of these factors, as well as the implications of being gifted and talented, guides the educator's selection, adaptation, and creation of materials, and use of differentiated instructional strategies. Learning plans are modified based on ongoing assessment of the individual's progress. Moreover, educators of the gifted facilitate these actions in a collaborative context that includes individuals with gifts and talents, families, professional colleagues, and personnel from other agencies as appropriate. Educators of the gifted are comfortable using technologies to support instructional planning and individualized instruction.

GT7K1: Theories and research models that form the basis of curriculum development and instructional practice for individuals with gifts and talents.

GT7K2: Features that distinguish differentiated curriculum from general curricula for individuals with exceptional learning needs.

GT7K3: Curriculum emphases for individuals with gifts and talents within cognitive, affective, aesthetic, social, and linguistic domains.

GT7S1: Align differentiated instructional plans with local, state/provincial, and national curricular standards.

GT7S2: Design differentiated learning plans<sup>3</sup> for individuals with gifts and talents, including individuals from diverse backgrounds.

GT7S3: Develop scope and sequence plans for individuals with gifts and talents.

GT7S4: Select curriculum resources, strategies, and product options that respond to cultural, linguistic, and intellectual differences among individuals with gifts and talents.

Continued on page 8

GT5S3: Create safe learning environments for individuals with gifts and talents that encourage active participation in individual and group activities to enhance independence, interdependence, and positive peer relationships.

GT5S4: Create learning environments and intercultural experiences that allow individuals with gifts and talents to appreciate their own and others' language and cultural heritage.

GT5S5: Develop social interaction and coping skills in individuals with gifts and talents to address personal and social issues, including discrimination and stereotyping.

## Standard 6: Language and Communication

Educators of the gifted understand the role of language and communication in talent development and the ways in which exceptional conditions can hinder or facilitate such development. They use relevant strategies to teach oral and written communication skills to individuals with gifts and talents. Educators of the gifted are familiar with assistive technologies to support and enhance communication of individuals with exceptional needs. They match their communication methods to an individual's language proficiency and cultural and linguistic differences. Educators of the gifted use communication strategies and resources to facilitate understanding of subject matter for individuals with gifts and talents who are English learners.

GT6K1: Forms and methods of communication essential to the education of individuals with gifts and talents, including those from diverse backgrounds.

GT6K2: Impact of diversity on communication.

GT6K3: Implications of culture, behavior, and language on the development of individuals with gifts and talents.

GT6S1: Access resources and develop strategies to enhance communication skills for individuals with gifts and talents including those with advanced communication and/or English language learners.

GT6S2: Use advanced oral and written communication tools, including assistive technologies, to enhance the learning experiences of individuals with exceptional learning needs.

**Continued from 7**

GT7S5: Select and adapt a variety of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content.

GT7S6: Integrate academic and career guidance experiences into the learning plan for individuals with gifts and talents.

**Standard 8: Assessment**

Assessment is integral to the decision-making and teaching of educators of the gifted as multiple types of assessment information are required for both identification and learning progress decisions. Educators of the gifted use the results of such assessments to adjust instruction and to enhance ongoing learning progress. Educators of the gifted understand the process of identification, legal policies, and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with gifts and talents, including those from culturally and linguistically diverse backgrounds. They understand measurement theory and practices for addressing the interpretation of assessment results. In addition, educators of the gifted understand the appropriate use and limitations of various types of assessments. To ensure the use of nonbiased and equitable identification and learning progress models, educators of the gifted employ alternative assessments such as performance-based assessment, portfolios, and computer simulations.

GT8K1: Processes and procedures for the identification of individuals with gifts and talents.

GT8K2: Uses, limitations, and interpretation of multiple assessments in different domains for identifying individuals with exceptional learning needs, including those from diverse backgrounds.

GT8K3: Uses and limitations of assessments documenting academic growth of individuals with gifts and talents.

GT8S1: Use non-biased and equitable approaches for identifying individuals with gifts and talents, including those from diverse backgrounds.

GT8S2: Use technically adequate qualitative and quantitative assessments for identifying and placing individuals with gifts and talents.

GT8S3: Develop differentiated curriculum-based assessments for use in instructional planning and delivery for individuals with gifts and talents.

GT8S4: Use alternative assessments and technologies to evaluate learning of individuals with gifts and talents.

**Standard 9: Professional and Ethical Practice**

Educators of the gifted are guided by the profession's ethical and professional practice standards. They practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to professional and ethical considerations. They engage in professional activities that promote growth in individuals with gifts and talents and update themselves on evidence-based best practices. Educators of the gifted view themselves as lifelong learners and regularly reflect on and adjust their practice. They are aware of how attitudes, behaviors, and ways of communicating can influence their practice. Educators of the gifted understand that culture and language interact with gifts and talents and are sensitive to the many aspects of the diversity of individuals with gifts and talents and their families.

GT9K1: Personal and cultural frames of reference that affect one's teaching of individuals with gifts and talents, including biases about individuals from diverse backgrounds.

GT9K2: Organizations and publications relevant to the field of gifted and talented education.

GT9S1: Assess personal skills and limitations in teaching individuals with exceptional learning needs.

GT9S2: Maintain confidential communication about individuals with gifts and talents.

GT9S3: Encourage and model respect for the full range of diversity among individuals with gifts and talents.

The schedule of upcoming coursework is always available at the Center's Website (<http://www.education.uiowa.edu/belinblank/professional/schedule.asp>). Upcoming Spring courses include:

- **Introduction to Educating Gifted Students** (Psychology Strand), a three-credit-hour independent study facilitated by Nicholas Colangelo, Ph.D.;
- **Administrative and Policy Issues in Gifted Education** (Administrative Strand), a one-credit-hour workshop with Catherine Blando, Ed.S., offered online from January 10 — February 16 (flexible work schedule);
- **Assessment of Giftedness and Academic Talent** (Psychology Strand), a three-credit-hour Spring-semester course offered on campus on Wednesday evenings, 4:30–7:00 p.m., by Susan Assouline, Ph.D.;
- **Program Models in Gifted Education** (Programming Strand), a three-credit-hour Spring-semester course available either on campus on Monday evenings, 6:30–9:00 p.m. *or* completely online, facilitated by Laurie Croft, Ph.D.;
- **Iowa Acceleration Scale** (Programming Strand), offered in conjunction with the Saturday, January 27, IAS training available via ICN; the one-credit-hour workshop itself is offered completely online, and previous IAS training can substitute for the January session (partial scholarship available!);
- **Talent Development Through Models of Innovation** (Programming Strand), a new one-credit-hour workshop with Lois Roets, Ed.D., available via ICN on Saturdays, February 10 and 24, 9:00 a.m.–4:00 p.m.;
- **Differentiated Curriculum for the Gifted** (Programming Strand), a one-credit-hour workshop with Nancy Grimes, M.A., available via ICN on Saturdays, March 31 and April 14, 9:00 a.m.–4:00 p.m.;
- **Leadership in Gifted Education** (Administrative Strand), offered in conjunction with the Gifted Education Spring Workshop (April 23 and 24); conference registration required; additional information available

from Dr. Phyllis Anderson ([panderson@aeal0.k12.ia.us](mailto:panderson@aeal0.k12.ia.us)); partial scholarship available!

Registration for the Summer schedule will be available online in January; as well, the Belin-Blank Center will mail brochures to all schools early in the Spring semester. For additional information, please visit the Website at [www.education.uiowa.edu/belinblank](http://www.education.uiowa.edu/belinblank), or contact Dr. Laurie

By Laurie J. Croft, Ph.D.  
Administrator, Professional Development/Endorsement

*CHARACTER COUNTS is the nation's most widely used framework for character development and is based on beliefs and values that include trustworthiness, respect, responsibility, fairness, caring, and citizens. Upcoming events are listed below.*

*For more information go to the CHARACTER COUNTS website: [www.IowaCharacter.org](http://www.IowaCharacter.org).*

- February 1 Character in Service Learning  
Keynote Speaker: Dr. Cathryn Berger Kaye
- February 23 Character and Brain-based Instruction  
Keynote Speaker: Marcia Tate
- March 27 Character in High Schools (Smart & Good)  
Keynote Speakers: Dr. Thomas Lickona and Dr. Matt Davidson
- Sept 27 Character Through Youth Leadership  
Keynote Speaker: Mr. Sven Olsen,
- Nov. 2007 Pursuing Victory with Honor Summit  
Character in Athletes
- Dec. 2007 CHARACTER COUNTS! in Iowa  
Practitioner Networking Exchange



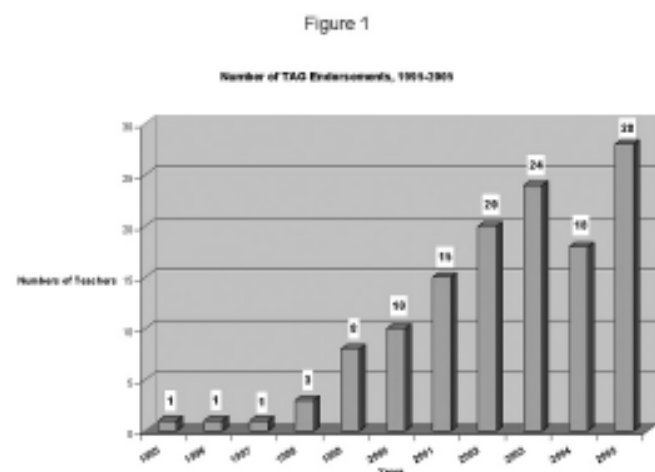
*The Endorsement in Gifted Education from The University of Iowa, the College of Education and the Belin-Blank Center*

The State of Iowa is a model for providing full support for gifted education: the identification of gifted students, K-12, is mandated by Iowa Code; programming for identified students is also mandated, and state funding is provided to support the mandate; teachers designated as teachers of the gifted or as gifted coordinators are required to earn an endorsement in gifted education. While these seem both logical and essential to Iowa educators, the level of coherence in provisions is far from universal. You can see the national patchwork quilt of provisions by visiting [www.geniusdenied.com](http://www.geniusdenied.com), and following the link to the map that shows Iowa as only one of six states with a programming mandate and full funding. According to various *State of the States in Gifted and Talented Education Reports* (Council of State Directors of Programs for the Gifted), states that mandate identification don't always insist on programming for those students—and states that mandate programming don't always ensure that teachers are fully prepared to provide for the needs of their gifted students.

The endorsement in gifted education has been an emphasis at the Belin-Blank Center since the legislature approved general requirements for the K-12 program in 1991. Teachers earn at least 12 credit hours from a wide array of courses and workshops available through The University of Iowa; at least 1 credit hour must be from each of 4 different strands. The four strands, including the Psychology of the Gifted, Programming for the Gifted, the Administration of Gifted Programs, and the Practicum in Gifted Education, facilitate a comprehensive understanding of the nature and needs of gifted learners, ways to meet those needs, and ways to ensure the best programs possible. The courses sponsored by the Belin-Blank Center are all graduate-level courses, but the Center lobbied the state to change Iowa code, and now undergraduates are allowed and encouraged to enroll and learn more about gifted children — or even earn their endorsements — before they assume their first professional positions. Details are available on the Center's Website at: <http://www.education.uiowa.edu/belinblank/professional/endorsement.asp>.

Twelve hours sounds so modest. Think about the actual time required: for those 12 credit hours, teachers have approximately 180 contact hours and somewhere

between 180–360 additional hours of reading, research, projects, and other types of preparation. In other words, from 360 to 540 hours of their personal time is invested in learning. That could equate to as many as 45 8-hour days, or 9 full-time weeks of work. Teachers participate in these classes during their evenings, their weekends, or during their summers, attending courses available on campus, at extension sites around the state, via the Iowa Communications Network (ICN), and online; enough courses are now available online that educators can complete the endorsement online, if preferred. Since 1995, The University of Iowa College of Education has nominated 129 teachers for endorsement (See Figure 1).



All of the coursework sponsored by the Belin-Blank Center encourages teachers to meet the Standards in Gifted Education articulated by the National Association of Gifted Children (NAGC), found at <http://www.nagc.org/index.aspx?id=546>. As well, all are under review to ensure that the array of courses meet the new standards for teacher education in gifted, collaboratively developed by both NAGC and the Council for Exceptional Children (CEC); these new standards can be found at: [http://www.nagc.org/uploadedFiles/Information and Resources/NCATE\\_standards/final%20initial%20standards%20\(4.14.06\).pdf](http://www.nagc.org/uploadedFiles/Information%20and%20Resources/NCATE_standards/final%20initial%20standards%20(4.14.06).pdf). As Joyce VanTassel-Baska (2006) has suggested, "Without a systematic model for personnel preparation and delivery, a field has no coherent way of communicating its message nor of establishing its credibility and rightful place in . . . the place called school" (p. 4).

Continued from page 8

GT9S4: Conduct activities in gifted and talented education in compliance with laws, policies, and standards of ethical practice.

GT9S5: Improve practice through continuous research-supported professional development in gifted education and related fields.

GT9S6: Participate in the activities of professional organizations related to gifted and talented education.

GT9S7: Reflect on personal practice to improve teaching and guide professional growth in gifted and talented education.

**Standard 10: Collaboration**

Educators of the gifted effectively collaborate with families, other educators, and related service providers. This collaboration enhances comprehensive articulated program options across educational levels and engagement of individuals with gifts and talents in meaningful learning activities and interactions. Moreover, educators of the gifted embrace their special role as advocate for individuals with gifts and talents. They promote and advocate for the learning and well being of individuals with gifts and talents across settings and diverse learning experiences.

GT10KI: Culturally responsive behaviors that promote effective communication and collaboration with individuals with gifts and talents, their families, school personnel, and community members.

GT10SI: Respond to concerns of families of individuals with gifts and talents.

GT10S2: Collaborate with stakeholders outside the school setting who serve individuals with exceptional learning needs and their families.

GT10S3: Advocate for the benefit of individuals with gifts and talents and their families.

GT10S4: Collaborate with individuals with gifts and talents, their families, general, and special educators, and other school staff to articulate a comprehensive preschool through secondary educational program.

GT10S5: Collaborate with families, community members, and professionals in assessment of individuals with gifts and talents.

GT10S6: Communicate and consult with school personnel about the characteristics and needs of individuals with gifts and talents, including individuals from diverse backgrounds.

By Susan Johnsen  
Reprinted with permission from the author  
Article appeared in the Summer 2006 Issue of *TEMPO*

*NAGC Conference Highlights*



Jerilyn Fisher and Catherine Blondo at the Belin-Blank booth



Professional Achievement Certificate Program Graduates (Chris Schultz, Susan Brewer, Linda Hensley)



Catherine Blondo and Bertie Kingore at the Belin-Blank reception

## High School Programming

How do we identify and serve gifted students in high school? I recently presented on this topic at the ITAG conference but I was not completely satisfied with my session, especially for those who are just beginning. In other words, I have a few more pieces to share!

The first part of identification is the easiest. The majority of districts in Iowa do an excellent job of identifying students at the elementary level. In my opinion, those students are still gifted. Their levels of service will vary but they should all be considered and someone should be checking in with them. We call that person a TAG Strategist here in Council Bluffs and for consistency, I will continue to discuss the TAG Strategist's role. There may be additional students identified, but making sure that those who have been identified and served in the past are continued to be served is the TAG Strategist's first job.

How to serve? There are as many answers to this question as there are TAG students, and it is compounded by the number of high schools!! However one of my first pieces of advice is to establish a written, board approved program and make sure that a Challenge Option is included. The Secondary TAG Program for Council Bluffs Community Schools suggests "that a successful challenge be commensurate with a typical performance by a student exiting the course at the end of its regular time." The TAG Strategist does not determine this criteria. The content area specialists do. It can be as easy as a semester final and performance based assessment. What the teacher expects from any other student at the end of the semester would be appropriate. Ideally there is an evaluation team made up of department members. The student then earns a "P" and the credit for this class and buys time to pursue another more appropriate use of his/her time.

Twenty years ago our Board of Education approved the philosophy for talented and gifted education. This included that "Education should provide an opportunity for each student to advance toward his/her fullest potential. For talented and gifted students the regular educational program is frequently inappropriate because student needs, interests, and readiness require special education.... a responsibility to provide a flexible environment for the development of

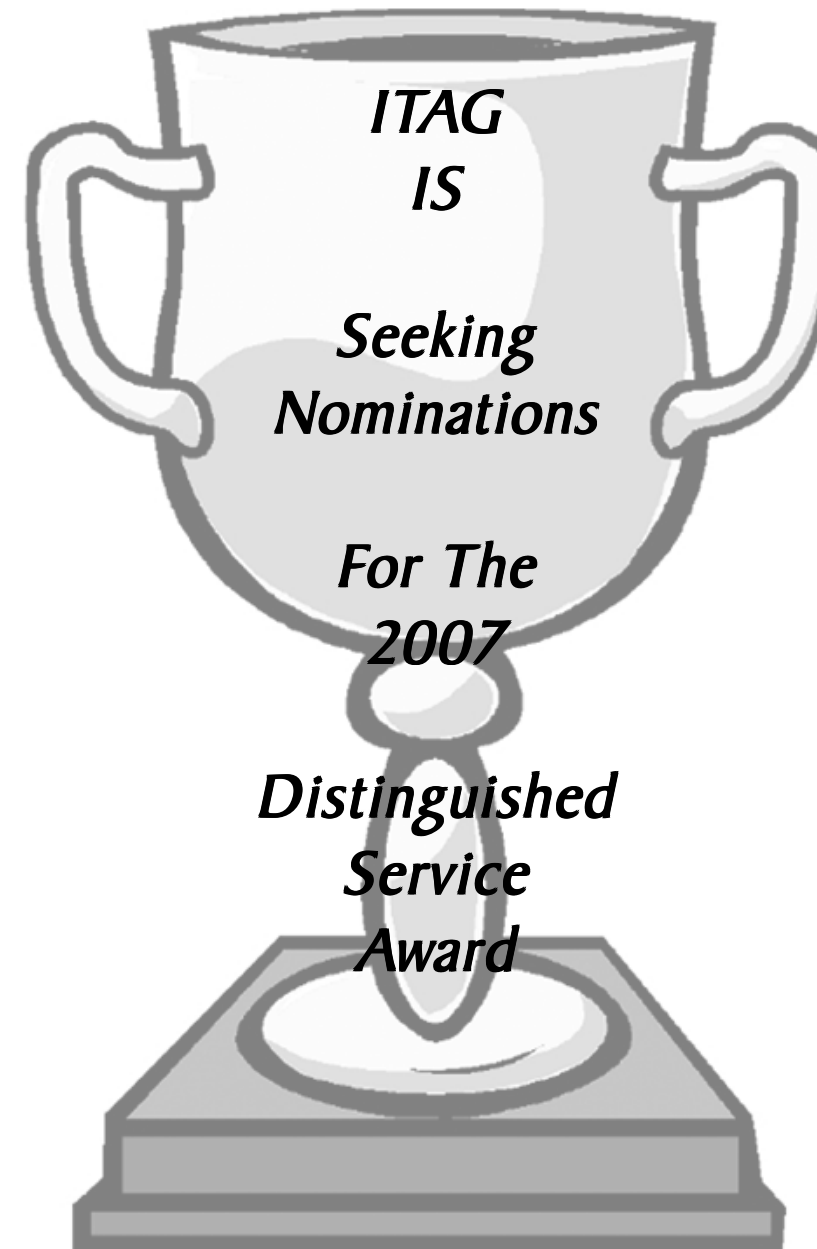
these students as learners and creative producers." Our secondary faculty had the insight to notice that there were students who could successfully challenge our Honors level classes and that their needs exceeded what had "always been done." Thus classes for TAG students were developed by these departments.

If numbers do not warrant a special section for very capable students, there are so many more options with the ICN, IOAPA, Iowa Learning Online, NAAASE, and Post Secondary Options Act. Our students take advantage of community college options as well as classes from Iowa State University. A TAG Strategist's role is to make sure that students adjust to a more difficult load now that they are probably "hitting the wall" as they have not in the past. Students need to understand that it is okay not to understand immediately and that learning strategies of asking questions, finding a study buddy, and reading ahead of time as well as after the lecture may be necessary to achieve at their expected level.

High School gifted students and their parents need an endorsed TAG Strategist who will listen to them. They need to share their plans and their needs and how they see the school is meeting these needs (or not). One example is when two junior students came to me in January from their AP US History class and said, "Mrs. Schultz, we need an AP Government class." After a few discussions, my next stop was with the head of the department as well as my principal, and then two teachers were trained in the summer, books and other support materials were ordered and 20 seniors rose to a new challenge.

Even with the approaching rigor and relevance focus we will still need to look outside the box for TAG high school students. They must have someone who believes in them and advocates for them.

By Chris Schultz



Please mail your nominations to:  
**Diane Pratt**  
 1851 Ninth Ave. N  
 Fort Dodge, IA 50501

If you have questions, please contact Diane at [dpratt@fort-dodge.k12.ia.us](mailto:dpratt@fort-dodge.k12.ia.us)

Nominations must be received  
 by June 29, 2007

The Iowa Talented and Gifted Association Distinguished Service Award is presented in recognition of an individual's exemplary service, contribution, and commitment to Iowa's talented and gifted students. This includes parents, teachers, administrators, or others who have demonstrated effort to positively impact services and opportunities for gifted learners.

Anyone may make a nomination for the award. Affiliate chapters are especially encouraged to submit nominations. Since only one award is usually given each year, many exceptional nominees are yet to be recognized. Current ITAG Board Members are not eligible for this award.

Please use the nomination form on the ITAG website: <http://www.iowatag.org> (resources page) or duplicate this form. Additionally, please include a statement (500 word limit) explaining your reasons for nomination. You may attach other supporting documents and letters of support from administrators, teachers, parents, or students.

No materials will be returned.

Nominee name \_\_\_\_\_

School district \_\_\_\_\_

Street address \_\_\_\_\_

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

Number of years of service to gifted and talented \_\_\_\_

Nominated by \_\_\_\_\_

Daytime phone number \_\_\_\_\_

Evening phone number \_\_\_\_\_

Address \_\_\_\_\_

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

Relationship to nominee \_\_\_\_\_

PRESENTING

# THE ITAG Teaching Center & Learning

IOWA TALENTED AND GIFTED ASSOCIATION

[www.k12tlc.net](http://www.k12tlc.net)

Great Quality, Great Value – Just for ITAG Members!

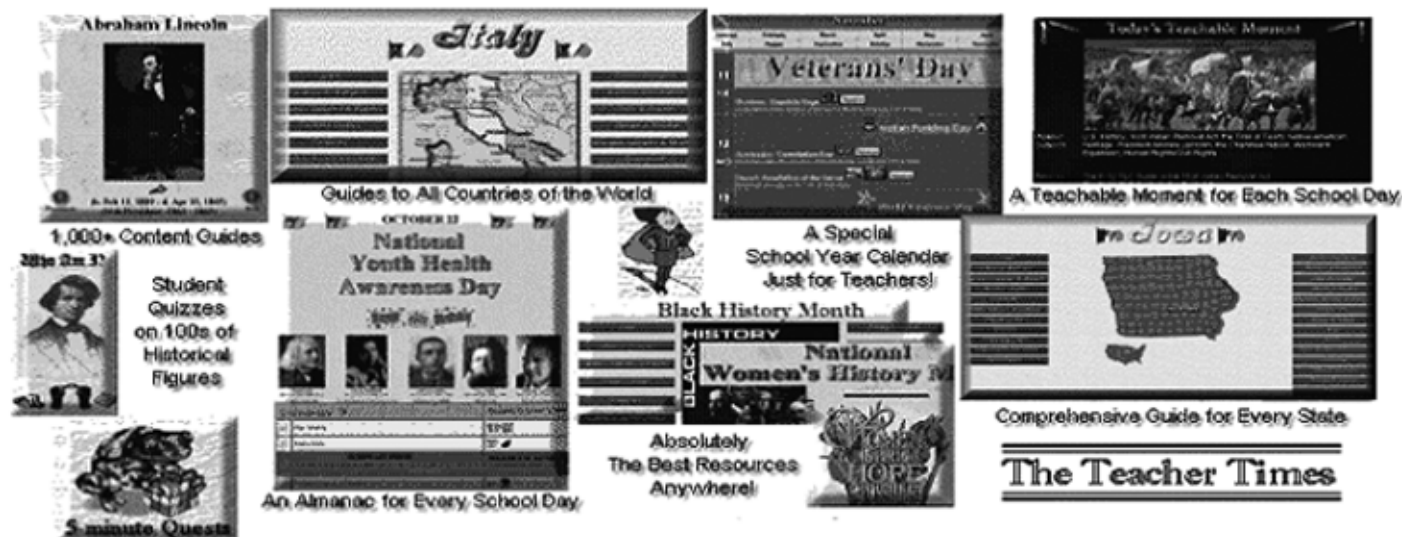
Creative Resources for Teachers and Families of the Talented and Gifted

- We organize the Internet for you into guides for over 1,000 instructional topics.
- The perfect place to gather background information for new lesson plans and units.
- In-depth resources for multicultural instruction, cultural diversity and minority studies.
- Comprehensive guides for all countries of the world, all 50 states plus D.C. and Puerto Rico.
- Extensive resources for scientists, mathematicians, inventors and inventions.
- An exhaustive resource library for authors and illustrators at all levels.
- An on-line almanac for every day of the school year.
- A calendar of world holidays, anniversaries and special events for every school day.
- E-mail lists to keep you current and informed on over 100 different instructional topics.
- Five news articles each day that bring current events into your classroom.
- Daily activities to develop student research skills and enrich their cultural literacy.
- Much, much more!

All for ITAG Members - Only \$30/year – Unlimited Access

Want to know more? Go on line to [www.k12tlc.net/itag.htm](http://www.k12tlc.net/itag.htm)

Want to subscribe now? Go on line to [www.k12tlc.net/join/ia/itag.htm](http://www.k12tlc.net/join/ia/itag.htm)



## Drake Online MSE Degree



### DRAKE Online Gifted and Talented Endorsement/MSE Degree

The School of Education faculty and administration at Drake University are pleased to announce that approval for the PK-12 Talented and Gifted Endorsement ENDORSEMENT NO. 107 IAC 14.140(13) has been approved by the Iowa Department of Education. Twelve (12) hours from the list below are required with courses required in each area of Programming, Psychology of Gifted, Administration, and Practicum for the endorsement.

### Schedule summary of G/T graduate courses at Drake University

#### I. Spring 2007 (5 semester credit hours total)

- EDUC 291 Intro to Gifted Education (3 hrs online)
- EDUC 292 Social Emotional Needs of Gifted (1 hr online)
- EDUC 296 Differentiated Instruction for Gifted Learners (1 hr online)

#### II. Summer 2007 (4 semester credit hours total)

- EDUC 293 Creativity and Gifted (1 hr online)
- EDUC 294 Special Populations of Gifted (1 hr online)
- EDUC 290 Administration & Supervision of G/T Programs (1 hr online)
- EDUC 298 Gifted Learners: Math Strategies (1 hr online)

#### Fall 2007 (5 semester credit hours total)

- EDUC 295 Curriculum & Assessment of Gifted (3 hrs online)
- EDUC 297 Gifted Learners: Literacy Strategies (1 hr online)
- EDUC 210 Practicum in Gifted Education (1 hr online)

**Can I transfer courses for G/T endorsement?** Yes. Students may transfer graduate coursework from other institutions for the endorsement (see advisor). You can take classes for the endorsement only or (good news) combine the endorsement in a Masters of Science in Education (MSE) degree program in Effective Teaching. Elective hours may also be transferred to your masters program (see advisor as each student's case is special).

**Who benefits from G/T courses?** Courses are designed for gifted education specialists, coordinators, practicing teachers interested in G/T leadership in their schools, or classroom teachers, counselors, or administrators who want to meet the needs of high ability learners. Many students have requested the online classes as elective courses in various graduate programs.

**Who teaches the classes?** Courses may be taught by Drake faculty members in the School of Education or instructors with expertise in gifted education and content.

**Can I get a Masters Degree with G/T Endorsement?** Yes. This 32 credit, two-year program is offered in a learning community environment that incorporates CORE courses that include contemporary issues, technology, educational research, methods & models of instruction and assessment, action research, and teacher leadership. CORE courses are offered on campus or at satellite cities as week-end based courses for busy practicing teachers. Drake has offered the MSE degree since 1987. Over a thousand successful graduates value the "Drake Difference."

**How long does it take?** Most students will take one or two courses each semester and more in the summer (especially if taking one credit courses) to complete the masters degree in two years. The G/T endorsement takes three semesters to complete or less with transfer hours.

**Where do I get more information?** For complete program information, please visit the School of Education website at <http://www.educ.drake.edu>

Sally R. Beisser, Ph.D. Associate Professor Director of Effective Teaching  
Dr. Janet McMahill, Dean School of Education

In the state of Iowa, all Gifted and Talented (TAG) teachers and coordinators must be licensed practitioners and must possess the proper endorsement from the Iowa Board of Educational Examiners. The specifics of the endorsement are in 282 Iowa Administrative Code 14.140(13).

During the summer of 2007, Morningside College is pleased to offer the following graduate classes necessary for the Gifted and Talented endorsement:

**EDUC 401G Introduction to Teaching the Gifted  
{Psychology strand – 3 credit hours}**

An analysis of the issues related to educating gifted students with a focus on definitions, identification, characteristics, and strengths/weaknesses of ability grouping, acceleration, and enrichment. Also included are methods of better serving the gifted in general education classrooms.

**EDUC 581 Curriculum and Methods for the Gifted  
{Programming strand – 3 credit hours}**

Specific curriculum and methods of teaching that are appropriate for gifted students

**EDUC 580 Development and Management of Gifted Programs  
{Administration and Supervision strand – 2 credit hours}**

An examination of the major educational approaches in providing programs for gifted students and models for each that have been successful. A focus on establishing criteria for selection, program models, effective ways to implement, and follow-up.

Morningside College is fully accredited by the North Central Association of Colleges and Secondary Schools. All Teacher Education programs offered by Morningside College are fully approved by the Iowa State Department of Education. The Education Department is fully accredited by the National Council for Accreditation of Teacher Education (NCATE).



*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
- Arlene DeVries, Des Moines
- Karen Garvin, Cedar Falls
- Senator Charles Grassley, R-Iowa
- Jim Hanks, West Des Moines
- Kim Hefley & Mark Sprick, Cedar Rapids
- Alda Helvey, Des Moines
- Randy Krejci, Cedar Rapids
- Nancy McGill, Nevada
- Carma McLaren, Farragut
- Kay North, Ames
- Diane Pratt, Fort Dodge
- Lois Roets, Des Moines
- Jean Saveraid, Huxley
- Mary Schmidt, Norwalk
- Chris Schultz, Council Bluffs
- Marjorie Spevak, Des Moines
- Jolene Teske, Eldora
- Kit Weston, Cedar Rapids
- Arlie Willems, Anamosa
- Ankeny Association for Talented and Gifted
- Des Moines TAG
- Dynamic Resources, Des Moines
- Friends of Johnston ELP
- TAG 267, Cedar Falls
- Urbandale Academic Boosters

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

Former name "Spring Amana Workshop" for Gifted Education Advocates



**FEATURING**

**Carol L. Tieso, Ph.D.**

*The College of William and Mary*

**Topic will be "Differentiation: Curricular adjustments and grouping practices that increase student achievement."**

This workshop will be presented in Coralville on April 23th and 24th.  
East contact person: Phyllis Anderson • [panderson@aea.k10.ia.us](mailto:panderson@aea.k10.ia.us).

This workshop will be replicated in Sioux City on April 26th and 27th.  
West contact person: Sue Chartier • [schartier@nwaea.k12.ia.us](mailto:schartier@nwaea.k12.ia.us).

For registration information please go to the resources page on the ITAG website.