

## Executive Director's Message:

ITAG recently announced changes for our 2020 and 2021 calendar of events. Of note, the 2020 ITAG Conference, our 48th annual conference, originally scheduled for October 18-20, 2020, will now be held on February 9-10, 2021.

ITAG's first annual conference was held in 1974 in March in Fort Dodge. The second conference in 1975, was also in March, but this time in Waterloo. In 1976 and 1977, the conference was moved to November, in Ames and Davenport, respectively. Since 1977, ITAG has held its annual conference in October. Since 2004, the conference has been in Des Moines exclusively.

The decision to break with 44 years of tradition and move the October 2020 conference to February 2021 was not taken lightly. After much consideration, the board wanted to err on the side of caution. We are concerned about the mental and physical health and safety of educators and families and feel there are too many unknowns with the potential spread of coronavirus going into the fall. We also recognize the many uncertainties surrounding the beginning of the 2020-2021 school year.

As the board president Lora Danker and I communicated through a letter to our members, we never could have imagined the circumstances we are facing today that are motivating us to reschedule our conference to February 2021. At the same time that we are adjusting our 2020 and 2021 calendars, we are also looking for ways to adapt to the virtual landscape so that we can continue to advocate for gifted education. Between weekly mailings on best practices, webinars, and informal chats, ITAG will continue to provide advocacy, education, and networking opportunities in Fall 2020 in the absence of the conference.

The COVID-19 closure of schools has brought financial, as well as schedule, changes to ITAG. We appreciate those who have maintained membership in ITAG, either with your conference registration or by separately signing up. If you are not yet a member of ITAG, please consider an annual [membership](#). If you are a member and want to make sure that ITAG has the funds to continue advocating for gifted education, we invite you to become a [Friend of ITAG](#) or to make a donation through [PayPal](#).

Please stay in touch and let me know how ITAG can support you. Keep an eye on your email messages and [Facebook](#) for virtual events and learning opportunities this summer and fall.

Maureen Marron, PhD  
ITAG Executive Director



June 5, 2020

Dear ITAG Members and Gifted Advocates:

We are writing to share some significant changes to ITAG's schedule of events for the remainder of 2020 and 2021. These changes reflect our deep concern about the health and safety of educators and families and the many uncertainties surrounding the process and procedures for the beginning of the 2020-2021 school year.

**The most significant change is the rescheduling of the 2020 ITAG Conference from October 18-20, 2020 to February 9-10, 2021.** We are grateful that the keynote presenters we had invited for October 2020– Dr. Richard Olenchak and Rosanne Malek– are able to be with us in February 2021. The February conference will be at the Airport Holiday Inn in Des Moines. We will continue to share conference planning updates with you and will reach out to those who submitted breakout session proposals.

Since 1977, ITAG has held its annual conference in October. We never could have imagined the circumstances we are facing today that are motivating us to reschedule our conference to February 2021. However, we will continue to provide advocacy, education, and networking opportunities through virtual channels.

Beginning next week, ITAG will send the first of its planned mailings on best practices in gifted education. The first message will detail points of intersection between your school district's Return to Learn plan and gifted education and provide advocacy strategies and best practices recommendations. Look for weekly mailings throughout the summer that provide one pagers on best practices in gifted education that you can use to support gifted learners this fall.

There are two events that are definite on the ITAG fall calendar. One is a webinar on Sunday, October 18, led by Kyra Wilcox-Conley, on conducting a self-audit of your gifted program. The other is a virtual Parent Day. ITAG is developing plans for additional webinars, virtual book clubs, and informal Zoom chats for the summer and early fall.

We value our members and gifted advocates. We wish everyone good health, a safe summer, and a transition to school in the fall that is as smooth as it can be in these circumstances. We hope to see many of you through virtual events this summer and fall. We will continue to speak up for gifted education. Please contact either one of us to share your ideas and suggestions for how ITAG can support its members as we together navigate an uncertain summer and school year.

Sincerely,

A handwritten signature in black ink on a light-colored background. The signature is cursive and reads "Lora Duffy Danker".

Lora Duffy Danker  
ITAG President

A handwritten signature in black ink on a light-colored background. The signature is cursive and reads "Maureen A. Marron".

Maureen Marron, PhD  
ITAG Executive Director

*Raisin' Brains: Surviving My Smart Family*  
By Karen L.J. Isaacson

Reviewed by Penny Watgen

Have you ever felt like you haven't found your match? According to author Karen L.J. Isaacson, she has spent her life looking for people who feel the same way as her, who have had the same experiences, who think like her. Occasionally, she has found someone who does feel like her in one or two aspects, but not a perfect match. In her preface, Isaacson describes her search and the desire to reach out to others to connect and find those that have always been a little different. She does this throughout her story of telling about raising her family of gifted children after being raised by gifted parents.

Through the use of humor and anecdotes, Isaacson gets through to the reader they are not alone and that if you have met one gifted kid, you have met one gifted kid. Even among her family of five children, she struggles to find that match she is looking for. Between the stories of growing up in a gifted household and being the matriarch of a gifted household, Isaacson uses humour to get through to her readers and make those connections she has sought throughout her life.

However, this story is not just an autobiography of Isaacson's life meant to make the reader laugh, though it does that in great quantities. Isaacson's book is also peppered with ways she handled topics many of us parents of gifted face, such as being out of sync, an advanced sense of humor, excessive creativity, asynchronous development, lack of need of sleep, and any other topics. This book is sure to make you feel less alone and like you have made a connection in some ways with the author.

## ITAG Legislative and Advocacy Committee

The IA Legislature returned to the State Capital June 1st after recessing due to the COVID-19 pandemic. Your state Senators and Representatives, while not in Des Moines, have still been working on the work of Iowa's citizens. The work of our governmental officials has drastically changed- there are no clerks to assist each legislature, social distancing is taking place with committee and subcommittee meetings being held in the larger chamber rooms and many legislators are wearing masks/face shields.

ITAG's Legislative Committee met several times with our lobbyists via Zoom to discuss opportunities or concerns related to ITAG's mission statement- to recognize, support, and respect the unique and diverse needs of talented and gifted learners. Adequate budgets that will facilitate meeting the needs of our gifted students are always a concern. The [May 2020 IA Revenue Estimating Conference Projection](#) reports that Iowa's income is down however we are hopeful that school's budgets will not be affected. Gifted funding in Iowa is in Iowa Code and we are encouraged that drastic overall cuts to education have not been mentioned.

With the shortened legislative session, we encourage you to contact your senator and representative to thank them for their work and to let them know the good work you are doing for the gifted students of their district. We will continue to monitor the legislature's work and coordinate our efforts with our lobbyists.



## Standards Up and Across in Mathematics

Using [www.achievethecore.org](http://www.achievethecore.org)

It's amazing how times have changed. When I was growing up, we drove everywhere on vacation. We had an atlas that was well used and weathered. It had annotations marking great parks and fun stops along with places to avoid. We also had several maps in the glovebox that were as tattered and torn. These maps were the ones of the states where we traveled most often, the states where we had family. Fast forward to the world we live in today, and those physical maps have become electronic maps in our vehicles and on our devices. While this change may seem extraordinary, the basic need for maps to use when driving has not changed, and the same is true in education for lesson planning. When I began teaching many years ago, we used scope and sequence charts and curriculum guides to drive our instruction. Today, at least for mathematics, we have an added resource for our planning: [www.achievethecore.org](http://www.achievethecore.org). Just like those maps in my glovebox, Achieve the Core provides us with a much larger lens for where we have been, where we are going, and how to make sure our students are moving forward.

One of the many roles of the GT Specialist is to assist teachers in differentiating instruction for identified students. This begins with unpacking the standards to determine what students need to know, understand, and be able to do at the end of the lesson or unit. Once these specifics are identified, pretesting will determine if students already have this knowledge and need differentiation – content, process, or product. This is where Achieve the Core can be powerful for teachers serving our student mathematicians because it provides us (yes, *us* = teachers) with a deeper understanding of math and how the standards are connected.

Of primary importance, we need to spend a little time exploring what Achieve the Core calls Focus. Go to [www.achievethecore.org](http://www.achievethecore.org) (I suggest you set up a free account, explore, and learn). Select Planning for Instruction > Mathematics: Focus by Grade Level. Select [Grade 1](#) (for now) because my example below is from first grade math. This provides a base understanding of which first grade math standards are in which clusters. The standards in the Major Clusters are the ones that cover the most important content in each domain. They require the most time and energy for most students. You will also notice Supporting Clusters and Additional Clusters that provide additional opportunities for student connections. Some of these are great for deeper learning or extensions for our advanced learners. Remember, the classroom teachers' primary goal is to ensure that every student in his or her classroom meets or exceeds the standards for the grade level. Our goal, as GT Specialists, is to ensure that our students, the advanced learners, are learning every day, which often means exceeding the standards for the grade level.

Another great resource from Achieve the Core is the [Coherence Map](#). This map helps teachers plan lessons that include standards above the grade level (Standards Up) and integrate others across domains within a grade level (Standards Across). Again, start at [www.achievethecore.org](http://www.achievethecore.org). Select Classroom Resources > Coherence Map > Get Started > Get Started (again). Select the grade level. As before, let's start with Grade 1 (I was an English teacher after all). Second, you must select the domain. Domains are the major learning areas (units) for each grade level. Let's look at Measurement and Data (MD). When selecting the domain, it will reveal the clusters and standards in each cluster. This domain offers examples of three different clusters for you to explore, but the most important in Grade 1

Measurement and Data is the Major Cluster (always most important) – Measure Lengths Indirectly and by Iterating Length Units.

Standards Up -- As you open the Map Standard in the Major Cluster (1.MD.A.1), you will see the map for this standard. You will see the standard from kindergarten that prepared students for this first grade standard on the left and the next standard on the right. In this cluster, the next standard is in the same grade level. You would start there. When the student masters both standards in this cluster, you should Standard Up to Grade 2 in this same cluster.

Standards Across – Consider how to connect the learning from Measurement and Data to Operations and Algebraic Thinking, another domain for first grade. Go back to the four domains for first grade. Selected Operations and Algebraic Thinking. Look at the Major Cluster Add and Subtract Within 20 (1.OA.C.5). How could we ask students to connect adding and subtracting to measurement so they develop a deeper understanding of both?

Knowing and understanding the standards is fundamental for instruction, and Achieve the Core is a great resource. An additional resource is the app *Common Core*. This is a user-friendly app for your smart phones and keeps the standards at your fingertips. It covers the national standards. Many states also have an app for their local standards. For those of you in Iowa, we have the app *Iowa Core Standards*.

**About the author:** Dr. Jolene Teske is the Supervisor of Gifted and Talented Programming for Des Moines Public Schools. She is a self-proclaimed nerd, passionate about equity, a strong believer in social and emotional development, and an advocate for deep and expansive curriculum for advanced learners. She is a member of ITAG, NAGC, and SENG; a former member of the ITAG Board of Directors; a member of the NAGC Diversity/Equity Committee and the NACG Leadership Development Committee; a facilitator for SENG Parent Groups; the State Director for Iowa Academic Decathlon and the President of the National State Directors' Association for United States Academic Decathlon; and a grateful professor of courses in gifted education through the Belin-Blank Center and formerly UNI. She has bachelor degrees in English and education, an endorsement in school counseling, a master's degree in gifted and talented education, and a doctorate in curriculum and instruction.

## Professional Development: Developing the Professional and the Profession During What Else?, a Pandemic

As I write this article, Iowa is approaching 'tres month' of fallout from the COVID-19 global pandemic. The "new normal" for me, and maybe for you, has become an "I feel as though I'm in a reality show" sort of feel, as I make daily commutes to Zoomland and Googleville. There is a little bit of unexplained weirdness about being less hands on; Jetson-ish.

I can do this. You can do this. We know, because we *have been and are doing it*. If you've been with me since January, I still believe that 'you've got this' and that we can rise 'one more degree' to greatness. Educators are nothing if not resilient.

Before I go any further, our socially-emotionally intense gifted and talented students may have been feeling higher anxiety or depression during this time of closure. That is not a good thing, for sure, and we hold great concern for those children, and should expect to provide them with additional SEBH (Social Emotional Behavioral Health) support upon return to school. Our academically strong students may be rejoicing in the fact that they are not sitting through instruction they don't need, doing work they've already mastered, and spending all day doing it. That *is* a good thing, and may help redefine the classroom experience as they know it when returning to school in the fall, if, of course, *that* happens. If pretesting and targeted instruction weren't infrastructural norms in their previous learning environment, these students may be aligned for a new experience.

Educators are tough. Educators of the gifted are super-saiyans, and should be *very* busy people. Now, busy can mean a lot of things, and we'll talk about that, but first:

If you are committed to gifted children, *this message is for you*.

If you are now having a "coming to Jesus" moment as an educator of the gifted and all that involves, *this message is for you*.

If you are a parent of a gifted child, and for the last nine-plus weeks or so have been homeschooling your children, ditch this read for now and go do something really nice for yourself.

Professional development, people. "PD" should be something that we have been busy about. Not because we have to, not because we might have had some extra time recently to research (though, okay, that helps), but because PD is a way of life for educators who want to perfect their craft. Emphasize the word "professional". Emphasize "development". Emphasize *learning* no matter which abbreviation you use. Research is the nature of the gifted educator beast.

PD will help each of us to prepare for those amazing children we work with, and for. PD will help us prepare *others* to do the same. Whether you are a teacher of the gifted for the right reasons or the wrong ones, professional development is not a waste of your time. In either instance, we are *in the job and therefore need to proceed with fidelity*. If you're in it, you are *IN* it.

I'll put myself out there to say that PD will help us to create the types of experiences our students need and deserve. Our program development for gifted children *should at least be given as much thought, research, and attention as the identification hoops that were developed to find these children in the first place*.

Let that last paragraph sink in just for a moment....

As we consider the debacle that 'return to learn' *could* be, we should rest assured, knowing that we have folks at the DOE who have developed a plan of attack that has been pushed out to school administrators and AEAs. We know that schools will make sense of those plans to match their culture and resources. We know that as responsible, professional educators, we can prepare ourselves for this new landscape.

If you've organized your spice rack, defrosted your freezer, cleaned out the hall closet, Shutterflied those photos, sorted the sock drawer, disinfected the laundry room, cleaned out the Gmail inbox, sorted your online documents into folders, rifled through those boxes in the garage, taken stock of your canned goods, begun a garden....then there is now more time for you to enhance your depth and breadth of 'all things gifted'. Of course when I say "you", I really mean "me", but that's just semantics.

While many of you may still be staying close to home, here are some ideas for making great use of that PD time, now and well into the summer:

Check out [iowatag.org](http://iowatag.org) if you haven't been on there in awhile. The Iowa Talented and Gifted Association's website holds information regarding conferences, legislation, resources, and previous newsletters, packed with informative articles. The new site is

under construction and will be launched July 1, bursting with added information and resources. Please watch for that as well.

ITAG holds three Facebook sites: our main organization's profile, our group devoted to mentors and mentees, and our parent group. Please consider visiting the sites to pick up notices about events and to participate in meaningful dialogue around advocacy for gifted children and programs. We hope you "like" us.

ITAG's Twitter handle is @IowaGifted. Please jump in and "Follow" ITAG on Twitter.

lowacore.gov is a site you also need to visit. Look for the gifted icon, and within you'll see resources aligned with instruction, assessment, and professional development. Check out [educateiowa.gov](http://educateiowa.gov) for the state of Iowa's launch guidelines for returning to school in the fall.

As we keep making lemonade out of that dump truck full of lemons that arrived back in March, we do need to remember that as resilient educators, we *use our resources*. Educators can also be good at hiding our insecurities and lack of confidence. Here are some additional resilience-developing resources that ITAG has been working on:

- Weekly e-mailings from ITAG starting in early June and throughout the summer. Look for all kinds of best-practice, one-pagers that provide a "less is more" approach, helpful in propulsion towards building practitioner confidence
- Four webinars, each focusing on a PLC question (prominent in the DOE plan for returning to school) and tactical approaches for the gifted educator in the workplace.
- Additional self-care webinars, co-sponsored with the Belin-Blank Center and with Prairie Lakes AEA contributions. To date, the events have involved social/emotional focus for practitioners with Dr. Susannah Wood from the University of Iowa and Emily Kircher-Morris; and our Supporting Sole-Practitioner event, with panelists from the ITAG Board of Directors and Brianna Maschman, consultant from PLAEA.

We are confident. We are resilient. We are professional. As the pandemic evolves, we have found ourselves in the midst of a dynamic "new normal". Whatever the weeks, months, and even years to come bring, remember: 'we've got this', we can push 'one

more degree' to greatness, and we are 'nothing if not resilient, committed, and advanced in our understandings and applications of best practices in gifted education'.

And....as the smoke finally clears and the confined will hopefully become unconfined once again, it's a welcome moment to have the hair tinted and trimmed, Instagramming photos *with* our friends, and sipping from that margarita fountain (in a real restaurant, not just the one at home) that we've been dreaming about since mid-March. It will be a *very* welcome moment to return to our natural habitat, not 'naked and afraid' (with a strategically placed burlap bag), but with confidence and resilience that comes from personal and professional preparation.

Lora Danker  
ITAG President

## Prufrock Press's Webinar Series: a Review

*Note: All views expressed are the opinion of the author and not necessarily those of ITAG.*

In the midst of the pandemic, there have been a host of organizations that have attempted to reach out to members and customers and provide content online. [Prufrock Press](#), who many of you will know from the variety of gifted content they offer, did a series of free webinars by their authors that I've found to be helpful in increasing my understanding of various current topics in gifted education. Prufrock offered webinars before the pandemic, but the frequency has increased since March.

If you register in advance to participate in one of their webinars, you will receive a Zoom link. During the webinar, the presenters are the only ones with active webcams and audio, with participants being able to use the Q&A and chat functions. Generally, the presentations last roughly 45 minutes, with the last 5-10 minutes being reserved for Q&A. If you participate in a live webinar, Prufrock will email a certificate of participation, and sometimes offer a discount on the content being covered. The certificate does NOT include any continuing education credits, but could be useful if one needs to watch the webinar during the school day, and wants to provide documentation to an administrator. If the live webinar doesn't work for your schedule, or if you want to see their library of previously recorded presentations, you can find them [here](#). In the webinar archive, you'll find presentations on issues like identification, higher order thinking skills, social-emotional learning and underachievement. Notable presenters include Todd Stanley, Emily Mofield, Colin Seale and James Delisle. Many of the participants of the live webinars I've participated in are elementary gifted facilitators, but presentations also include content for parents and secondary educators. The makeup of the participants is most noticeable during the Q&A section, and the presentations themselves aim to be accessible to as large a swath of interested parties as possible.

By Brett Monnard, ITAG Board Member

## SENG Group Participant Viewpoint

In early February, I joined a local SENNG class for the first time.

SENG, for those who don't know about this organization already, is an acronym for Supporting the Emotional Needs of the Gifted. The purpose of the class was to bring parents together, one evening a week for five weeks, to discuss aspects of parenting gifted children in an open, nonjudgmental, and supportive atmosphere.

Little did I know then just how much I would depend on the knowledge gained during those sessions, within just a few weeks of their conclusion.

In SENNG sessions, parents are encouraged to share their experiences, their parenting approaches, their successes and their failures in raising a gifted child. Facilitators lead and nurture discussion within the group, but are careful not to interfere or override the conversation by attempting to deliver expert advice. From the beginning, they stress that the experiences and emotions shared should remain confidential within the group.

Within minutes of the start of the first session, I felt camaraderie with the other parents in the room. We came from different backgrounds, represented multiple area school districts, and had children of varying grade levels and ages. However, we had a couple of key characteristics in common: we cared deeply for our children's welfare and we admitted to often feeling overwhelmed by the challenges of meeting their particular needs.

Each week, we discussed chapters from [\*A Parent's Guide to Gifted Children\*](#) (by James Webb, Janet Gore, Edward Amend, and Arlene DeVries). Each chapter dives into a different aspect of giftedness and child development, including learning styles, motivation, achievement, emotional intensities, perfectionism, friends and peers, family relationships, and educational fit. We were assigned "homework," which primarily consisted of committing to trying, during the normal course of parenting in the following week, to implement one of the strategies discussed. We reported back our

experiences as we attempted our homework — often encouraging each other and sometimes finding some humor in our attempts (or in the realization we had taken some missteps in the past). As our familiarity with each other and our children grew, our discussions became increasingly supportive and encouraging.

I took far fewer notes than I should have. However, a few of the tips I gleaned from other parents during the meetings included views on:

- Separating behavior, good and bad, from the worth of the child (for example, praising positive behavior, not the child)
- Not always resolving conflict at the end of every discussion and allowing for the possibility for the conflict to be resolved at a later time
- Choosing which arguments to engage in, and at what appropriate times
- Sometimes having discussions shoulder-to-shoulder instead of eye-to-eye
- Soliciting advice from your child as a way to show your respect for their perspective
- Adapting to your child's learning style (for example, visual-spatial or audio-sequential)
- Allowing your child to start multiple projects at once — even if it makes a space messy
- Finding ways to help your child find peers and a supportive community based on interests and talents, even if they may have differences in age or grade

Every child is unique, with specific needs, individual circumstances and experiences — and gifted children are no exception. The SENG sessions are not able to — or meant to — provide solid answers to every challenge families with gifted children face. They can, however, keep us from feeling alone in our parenting journey and offer a forum for personal support and human connection like few other networks can.

Here are a few reasons why joining a SENG group can benefit you and your family:

- A feeling of community. To share with others that you have a gifted child, and might even be struggling to meet that child's needs, can involve an emergence from isolation. The complexity and "differentness" of a gifted child sometimes prevents us from sharing our parenting experiences with others. The ability to be open about feelings of worry and pride in a trust-filled environment is incredibly valuable.
- Opportunity to more deeply understand the emotional needs of your child(ren). Few people outside the gifted community understand the complexity of raising a gifted child. Most primarily see the child's talents (and may not even understand the accompanying challenges in those areas). But gifted kids often desperately need their family members to acknowledge their reality, validate their feelings, and help them navigate intense emotions and aspects of their development that might make them feel separate from their age and grade-level peers. Intentionally focusing on these needs and sharing similar experiences with a like-minded, sympathetic cohort helps boost more learning — and opportunities for practical application as a parent.
- Tools to advocate for your child. Your child might need advocacy in their educational setting — or they might need an advocate in a family situation or a peer situation. Or you might be considering enlisting the help of a therapist for your child's intensities. The greater your understanding of your child's needs, the better you will be able to identify resources to help your child overcome challenges and flourish in the future.
- A chance to help others. We're all at different points in this parenting adventure. And we've all had failures and successes. Joining a SENG group gives you the opportunity to not only gain advice from those who have gone before you, but also to offer encouragement to those alongside you.

I've often stated that any effort that involves learning how to parent a gifted child is simply *good* parenting. You're learning how to meet your child in the place he or she is at, emotionally, academically, developmentally. A SENG course, at its core, is much

more about discovering who our children are and what they might need, and how we can better understand, connect with, and support them than it is about pursuing achievement or advancing any individual's particular talent.

I was inspired by the other parents in my SENG group. I came away feeling encouraged and more optimistic about raising my own intense, explosive, extraordinarily gifted little human. And in some of the frustrating moments that arrived with the global pandemic and all the societal change that accompanied it, as we waded through our first days of homeschooling, struggled with increased anxiety and adapted to new routines, I had more tools in my parenting toolbox to recognize and address the needs of my children. And, with the SENG sessions still fresh in my memory, even though we became more physically isolated during that time, I felt a little less alone as a parent.

*Iowa has a number of [trained facilitators](#), including ITAG board members, who can lead SENG Model Parent Groups in a face-to-face or online format.*



IOWA TALENTED AND GIFTED ASSOCIATION



## Professional Development Opportunities For Summer 2020

ITAG has compiled a list of professional development opportunities for Summer 2020. The institutions that offer the gifted and talented endorsement for Iowa were invited to submit course offerings or program information. Professional development opportunities from other institutions in Iowa, institutions outside of Iowa, and national organizations are included as well.

If you know of a professional learning opportunity for Summer 2020 that is not listed here, share it with ITAG at [info@iowatag.org](mailto:info@iowatag.org) so that we can update the list.

As this list was being compiled in late March 2020 and updated in early June, many institutions are still developing course offerings with an eye toward potential schedule changes and course format adaptations necessitated by COVID-19. Contact programs directly for the most current information on deadlines and course schedules.

*ITAG is sharing these PD resources for informational purposes only. Posting or sharing of these resources does not imply an ITAG endorsement or recommendation.*

<b>Iowa Institutions that Offer the <a href="#">Gifted Endorsement</a> and other gifted PD.</b> <i>Course offerings and descriptions are below.</i>	<b>Iowa Institutions that Offer Gifted PD (but not the gifted endorsement)</b>
<u><a href="#">Belin-Blank Center, University of Iowa</a></u>	<u><a href="#">AEA Learning Online</a></u> - anytime
<u><a href="#">Buena Vista University</a></u>	Check with your <u><a href="#">AEA</a></u> for in-person offerings. AEA PD catalogs are listed at the bottom of <u><a href="#">this page</a></u> .
<u><a href="#">Drake University</a></u>	<u><a href="#">Heartland AEA Gifted Academy</a></u> - check on course schedule

<a href="#">Morningside College</a> - information on endorsement and on the <a href="#">Master of Arts in Talented and Gifted Education</a>	Gifted in the Iowa Core at the Iowa DE- <a href="https://iowacore.gov/content/gifted-resources">https://iowacore.gov/content/gifted-resources</a>
<a href="#">Upper Iowa University</a>	

### Other PD opportunities in Iowa (not specific to gifted and talented)

- [Iowa STEM Teacher Externships Program](#) through the Governor's STEM Advisory Council
- [Science Center of Iowa- Educators](#)
- From IowaCore.gov:
  - [Professional Learning Events in Social Studies](#)
  - [Professional Events in Literacy](#)
  - [Professional Development in Mathematics](#)
  - [Professional Learning in Science](#)
- [ISEA Academy](#)

### PD from Institutions Not Based in Iowa

- [NAGC](#) Professional Learning- [micro-credentials](#). Some [e-learning](#) Mini-Courses are restricted to members.
- [University of Connecticut- Confratute](#), Summer 2020
- [Viterbo University](#)
- [The Hormel Foundation Gifted and Talented Symposium](#) (Austin, MN)
- [Renzulli Learning- Become a Renzulli Learning Certified Educator - Enrichment for All Students: From Foundational Methods to Practical Strategies with Renzulli Learning](#)

### General PD resources

- PD and other opportunities related to COVID-19 and online learning- see list of resources on ITAG website at [www.iowatag.org](http://www.iowatag.org)
- Extensive list of [professional development](#) from the [Davidson Institute](#)
- Courses offerings from institutions that have a center for gifted education or organizations specializing in the needs of gifted students
  - [Center for Gifted Education, College of William & Mary](#)
  - [Johns Hopkins Center for Talented Youth](#)
  - [Northwestern Center for Talented Development](#)
  - [Center for Gifted Education, University of Louisiana at Lafayette](#)
  - [Center for Gifted and Talented Education, University of Northern Colorado](#)
  - [Gifted Education Research and Resource Institute, Purdue University](#)
  - [Center for Gifted Education and Talent Development, Baylor University](#)
  - [The Center for Gifted Studies, Western Kentucky University](#)

- [Vanderbilt Gifted Education Institute](#)
  - [Gifted Development Center](#)
  - [Supporting Emotional Needs of the Gifted](#)
  - [CEC-TAG](#) (Council for Exceptional Children- The Association for Gifted)
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### **Belin-Blank Center, University of Iowa**

For more information: <https://belinblank.education.uiowa.edu/educators/endorsement/>

Earn the State of Iowa Talented and Gifted Endorsement in One Accelerated Summer Program!

Chautauqua:

*(We will know early in April about the status of face-to-face summer classes; if Chautauqua can't meet face-to-face, we will continue the same synchronous meeting times via Zoom, with the same benefits in terms of scholarships^^.)*

#### *Week 1*

July 6-7 – July 24: EDTL:4096:0WKB Special Topics: *Personal Learning Plans* (Lori Danker)

July 8-9 – July 28: EDTL:4021:0WKA *Science for High-Ability Learners* (Hallie Edgerly, PhD)

July 10-11 – July 30: EDTL:4073:0WKA *Programming/Curriculum for High Ability: Real-World Problem Solving* (Kristine Milburn, EdD)

#### *Week 2*

July 13-14 – July 31 EDTL:4065:0WKA *Social Studies for High-Ability: Explorer Mindset* (Stacey Snyder)

July 15-16 – Aug 4 RCE:5238:0WKA Advanced Seminar: *Solution-Focused Skills for Working with Common Concerns of Gifted Students* (Susannah Wood, PhD)

July 17-18 – Aug 6 EPLS:4133:0WKA *Staff Development for Gifted Programs* (Laurie Croft, PhD)

^^Participations who enroll at the graduate level for three workshops in either weeks receive an automatic tuition scholarship for the cost of one of the three workshops; those who enroll at the graduate level for three workshops in BOTH weeks receive an automatic tuition scholarship for the cost of two of the three workshops.

## Online:

### Extension class:

June 8 – July 27 RCE:4137:0EXW *Intro to Educating Gifted Students* (Susannah Wood, PhD)

### Workshops:

#### June

June 8 – 26 EDTL:4096:0WKA *Special Topics: Understanding and Addressing the Unique Needs of Gifted LGBTQ Students* (Haley Wikoff, PhD)

June 15 – July 6 EDTL:4085:0WKA *Current Readings and Research* (Laurie Croft, Ph.D.)

June 29 – July 17 PSQF:4125:0WKA *Cognitive and Affective Needs of Gifted* (Megan Foley Nicpon, PhD)

#### July

July 6 – 14 EDTL:5080:0WKA *Teacher Training Advanced Placement Courses* (Laurie Croft, PhD) #*We will know more about the ability to host APTTI on campus early in April.*

\*\*Automatic Tuition Scholarship for %50 percent cost of graduate tuition (those enrolled at the undergraduate level pay the same \$280 as those enrolled at the graduate level, thus receiving a smaller scholarship)

July 8 – 28 EDTL:4076:0WKA *Differentiation at the Secondary Level* (Kristine Milburn, EdD)

\*\*Those enrolled in the Advanced Placement Teacher Training Institute receive an automatic Tuition Scholarship for 50 percent cost of graduate tuition (those enrolled at the undergraduate level pay the same \$280 as those enrolled at the graduate level, thus receiving a smaller scholarship)

July 15 – August 4 EDTL:4096:0WKC *Special Topics: Giftedness 101* (Anna Payne)

July 27 – August 14 PSQF:4128:0WKA *Neuroscientific Implications for Gifted*, for those attending the #2E Summit--scholarship (Laurie Croft, PhD). #*We will know more about the ability to host the 2E Summit on campus early in April.* (The University of Iowa: Summit on the Neuroscience of Twice-Exceptionality:

<https://belinblank.education.uiowa.edu/research/summit.aspx>)

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## Buena Vista University

For more information, see

<https://www.bvu.edu/programs/graduate/education/talented-and-gifted-teacher>

Classes for the TAG endorsement will begin August 31 with BV's term 1 start. Anyone interested in more information about our programs reach out to Laura Todd, student success specialist for graduate programs ,toddl@bv.edu or call or text at 712.749.2638. Anyone on the graduate program's team would be happy to help too, grad@bv.edu or 712.749.1000.

Courses are offered every eight weeks and our cost per credit hour for the 2020-21 is \$260.

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## Drake University

For more information,

<https://www.drake.edu/soe/endorsements/gifted/>

[https://www.drake.edu/media/collegesschools/soe/documents/tag/TAG\\_Schedule\\_2019-2020v2.pdf](https://www.drake.edu/media/collegesschools/soe/documents/tag/TAG_Schedule_2019-2020v2.pdf)

All courses are online and lead to the TAG endorsement. The program contact is Sally Beisser, Ph.D. at sally.beisser@drake.edu or 1-800-44-DRAKE X 4850.

**EDUC 193/293 Creativity and Gifted** (June 8-July 19th; 2 credits). This course is designed to be an overview of creativity to include definitions and theories of creativity, characteristics of the creative person, models of the creative process, techniques of creative thinking, metaphorical thinking, creative dramatics, tests of creativity, and developing personal creativeness.

**EDUC 195/295 Curriculum & Assessment** (June 8-August 2nd; 3 credits). This course provides an understanding of developing, selection, and implementing appropriately challenging curriculum for the gifted. A practical application includes reviewing both a curricular unit and an existing gifted program. Curriculum design areas including resources will be explored. The role of assessing student learning and best practice to implement curriculum will be addressed.

**EDUC 192/292 Social-Emotional Needs of Gifted** (June 15-July 26th; 2 credits). This course will explore social and emotional issues facing gifted and talented individuals. Current research, basic counseling techniques, and effective classroom strategies will be presented. Some topics include perfectionism, motivation, underachievement, self-esteem, gender bias, depression, stress management, and over-excitabilities.

**EDUC 196/296 Differentiation for the Gifted** (June 22- July 19th; 1 credit). This course provides the specific tools and techniques to meet the needs of the gifted through adapting the curriculum.

Content, process, and product differentiation will be examined as well as strategies such as pre-assessment, flexible grouping, independent study, compacting, centers, and tiered instruction. Students will learn how differentiation is effective in the regular classroom through classroom management and proper assessment.

**EDUC 190/290 Administration of Gifted Programs** (July 6- August 2nd; 1 credit). This 1 hour course is designed to develop an understanding of program policy, administration and evaluation related to gifted education. Relevant research on definition, mission statements, and goals of programming will be reviewed. State policy and regulations regarding identification, programming, licensure, and funding will be addressed. Advocacy and communication, professional development and in-service design will be examined to further the development of a school program.

### Morningside College

For more information, see

<https://www.morningside.edu/academics/graduate/graduate-education/iowa-endorsements/>

Morningside College offers a [Master of Arts in Teaching: Talented and Gifted](#) as well as the endorsement.

#### Course Rotations

	FALL – September to December	SPRING – January to April	SUMMER – June and July
<b>CORE</b>	EDUC 584 Psychology of the Talented and Gifted (3)		EDUC 584 Psychology of the Talented and Gifted (3)
<b>CORE</b>	EDUC 580 Development & Management of Gifted Programs (4)	EDUC 580 Development & Management of Gifted Programs (4)	
<b>CORE</b>		EDUC 581 Curriculum & Methods for the Gifted (3)	EDUC 581 Curriculum & Methods for the Gifted (3)
<b>CORE</b>	EDUC 582 Practicum: Gifted (2) <small>(By application after completion of 580, 581, &amp; 584)</small>	EDUC 582 Practicum: Gifted (2) <small>(By application after completion of 580, 581, &amp; 584)</small>	

	FALL – October to December Second Half of Term	SPRING – March and April Second Half of Term	SUMMER - July Second Half of Term
<b>SUPPORT</b>	EDUC 587 Challenging the Secondary Talented & Gifted Learner (2)	EDUC 588 STEM for the Talented & Gifted Learner (2)	EDUC 585 Social Emotional Needs of the Talented & Gifted Learner (2)
<b>SUPPORT</b>	EDUC 589 Challenging the Younger Talented and Gifted Learner (2)	EDUC 590 Creativity and the Talented and Gifted Learner (2)	EDUC 586 Talented & Gifted Special Populations (2)

### Upper Iowa University

For more information, see

<https://www.uiu.edu/academics/graduate/documents/TalentedGifted-8-10-17.pdf>

EDU 541 Administration and Supervision: Gifted Programs (3 credits) offered session 5 from May – beginning July each year

Catalog Course Description: This course explains the process of identifying gifted students and how to respond with appropriate programming. Designing, conducting, and reporting program evaluation and assessment are also explained.

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## **Professional Development from Other Colleges, Universities, and Institutions**

### **Viterbo University**

For more information, see [Viterbo GT information](#).

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### **University of Connecticut**

For more information, see <https://gifted.uconn.edu/#>.

**GCT@UCONN:** UCONN offers a hybrid distance/on campus Educational Psychology MA program focused on Giftedness, Talent Development and Creativity. Formerly called Three Summers, the program features a blend of face to face coursework during two weeks on campus in the summer, with online coursework during the academic year. The program culminates in a comprehensive exam, rather than a thesis. Noted instructors include Joe Renzulli and Sally Reis, who created the Schoolwide Enrichment Model, Del Siegle, Director of the National Center for Research on Gifted Education, and Sue Baum, Director of The 2e Center for Research and Professional Development. As part of the program, students also attend Confratute, a week-long conference that takes place at the University of Connecticut Storrs Campus. Applications are due April 1st for the summer session.

**Confratute:** Confratute is a week-long conference that takes place at the University of Connecticut Storrs Campus. Each day begins with a keynote, and three programming strands are offered during the late morning and afternoon. Special Topic Sessions are offered before dinner, and evening forums are also featured. Participants have the option to stay in the dorms, so there are plenty of opportunities for socializing and networking during off hours. There are also planned roundtables

during meals, and social opportunities in the evening, culminating with a Confratute Talent Show and performance by the Confrachorus. Discounted registration is available through June 1st.



## Supporting Gifted Learners in Your District's Return to Learn Plan

*Advocacy and Instructional Strategies for TAG Teachers, TAG Coordinators, Instructional Coaches, Administrators, and Parents*

Iowa school districts will submit Return to Learn plans to the Iowa Department of Education on July 1 to explain how student learning will be supported in the 2020-2021 school year following the mid-March closure of schools because of coronavirus. *ITAG and gifted stakeholders\* want to make sure that the needs of gifted learners are part of all district plans so that all students are learning every day.* We want to support educators in making instructional and curricular decisions based on best practices in gifted education. We want to encourage families to advocate for strong gifted programming in their district. [Authentic community engagement makes a difference in students' educational lives.](#)

To this end, ITAG has prepared this document based on the Iowa DE's [Return to Learn Support document](#), created by the Iowa DE " [as]... a companion support document to the Return-to-Learn guidance document. Districts and nonpublic schools are encouraged to use this support document in the development, implementation, and monitoring of their Return-to-Learn plans."

**We have identified sections relevant to gifted and talented education in the [Return to Learn Support document](#) and have shared suggested advocacy and instructional strategies.** The Return to Learn plans will be decided by local school districts, and your advocacy effort should be directed toward local district officials. To begin your advocacy efforts, you may wish to become familiar with the DE's [Education COVID-19 Guidance and Information](#). You also may wish to review the suggestions in this document and opt to focus on one or two of the issues that are most relevant to your district's plan. Your district may be using something other than the Return to Learn guidance to create and document their plans for the 2020-2021 school year.

*\* This document reflects the collaborative efforts of ITAG, Jolene Teske, GT Supervisor for Des Moines Public Schools, and Diane Pratt, independent consultant for gifted and talented.*

# 1. Leadership

DE Guidance: Action	DE Guidance: Considerations	ITAG Recommendations for Strategies and Advocacy
<p><b>A. Establish a district leadership team.</b></p> <p>A-1. Establish a District Leadership Team (DLT).  <i>Note that this team should not be separate from, or additional to, any existing DLT focused on district-wide work/continuous improvement (e.g., ESSA and/or work stemming from the District Self-Assessment of MTSS Implementation (District SAMI)). However, there are additional considerations for team members that may not be on traditional DLT (i.e., experts in each area of the Return-to-Learn Plan).</i></p>	<p>(third bullet)</p> <p>☐ A DLT is identified with appropriate representation and voice regarding impact and support needed across buildings based on the delivery model selected. Roles/functions include:</p> <ul style="list-style-type: none"> <li>• Equal representation across the district such as leaders who are representative of buildings taking into consideration age/subject expertise and representatives that are across all required offerings including: special education, English learners, early childhood including preschool community partners (i.e., SWVPP, ECSE), <b>gifted and talented</b>, literacy, mathematics, career and technical education (CTE), and social-emotional learning competencies and behavioral expectations (e.g., principals, assistant principals, curriculum directors, school counselors, instructional leaders/coaches, teachers). <i>(Bold added.)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Volunteer to serve as the GT expert on your district’s leadership team.</li> <li>• Resources to consult <ul style="list-style-type: none"> <li>○ <a href="#">Gifted education resources during the time of COVID-19</a></li> <li>○ <a href="#">Iowacore.gov</a> and <a href="#">Gifted Resources at iowacore.gov</a></li> <li>○ <a href="#">MTSS Guide for Advanced Learner</a></li> <li>○ <a href="#">NAGC PK to Grade 12 Gifted Programming Standards</a></li> <li>○ <a href="#">Karen Rogers’ study of effects of best practices</a></li> </ul> </li> <li>• Talking points <ul style="list-style-type: none"> <li>○ Every district is mandated and funded for a GT program. Every district in Iowa has GT students who learning needs should be addressed in the district plan.</li> <li>○ GT may be at or beyond grade level when school resumes in Fall 2020. Districts should shares GT best practices with classroom teachers, GT teachers, and instructional coaches so that all learners show growth.</li> </ul> </li> </ul>

## 2. Infrastructure

DE Guidance: Action	DE Guidance: Considerations	ITAG Recommendations for Strategies and Advocacy
<p><b>C. Develop, implement, and support efficacy of professional development</b></p>		
<p>C-1. Develop professional development based on identified needs</p> <p><i>Note that the developed professional development plan should not be separate from district-wide PD plans focused on Continuous Improvement (e.g., Professional Development Plan component of the larger MTSS/ESSA Plan); rather, the PD should be embedded directly into existing district-wide PD plans.</i></p>	<p>(first bullet point)</p> <p><input type="checkbox"/> Develop a professional development plan based on the identified needs of teachers/staff.</p>	<ul style="list-style-type: none"> <li>● Provide or <a href="#">arrange</a> professional development based on unpacking standards and pre-assessment               <ul style="list-style-type: none"> <li>○ <a href="#">Unpacking Standards /Learning Circuit Assessment Development</a></li> <li>○ <a href="#">Pre-assessment Learning Circuit</a></li> <li>○ <a href="#">Professional Learning Resources for Gifted</a> at iowacore.gov.</li> </ul> </li> <li>● Plan a workshop and facilitate professional learning about a relevant aspect of gifted education for teachers, administrators, and school board members (e.g., social-emotional needs of GT students; incorporating advanced learners in your district’s MTSS plan; or a topic suggested by the <a href="#">NAGC Standards for All Teachers</a>).</li> <li>● Communicate with staff and colleagues (check in via rotations with PLCs, weekly email, building blog, weekly newsletter) with strategies for working with gifted students.</li> </ul>

#### 4. Iowa Academic Standards

DE Guidance: Action	DE Guidance: Considerations	ITAG Recommendations for Strategies and Advocacy
<b>A. Assess Initial Student Learning Needs</b>		
<p>A-1. Collect initial student learning data to determine student learning needs at the beginning of the 2020-2021 school year.</p>	<p>(first and fourth bullets)</p> <ul style="list-style-type: none"> <li>❑ Identify what sources of data will be used to determine initial student learning needs, using the RIOT framework (Review, Interview, Observe, Test), with consideration for any necessary differences for Remote Learning, Hybrid, and On- Site Learning delivery models.</li> <li>❑ Ensure teachers and other necessary educators have the knowledge and skills they need to collect student learning data.</li> </ul>	<ul style="list-style-type: none"> <li>● At the beginning of the school year, be prepared with suggestions and resources for teachers to use assessments that do not have a ceiling and that standard up.</li> <li>● Begin cycle of using a variety of assessments, such as pretesting, above-level testing, and ceiling-free assessments, to determine and respond to student readiness.</li> <li>● Emphasize that this is the beginning of the assessment cycle. Formative assessment is an ongoing process. Students must be reassessed through the year, not just assessed once at the start of the school year.</li> <li>● See recommendations below for B-1.</li> </ul>
<b>B. Match Curriculum to Student Learning Needs</b>		
<p>B-1. Identify a process to adjust the students within sections, grade levels, or across buildings to be instructed by educators in classrooms and courses with an appropriate scope and sequence according to the <b>pace and depth</b> of their needs.</p>	<p>(second Consideration; third bullet point)</p> <ul style="list-style-type: none"> <li>❑ Identify a process to adjust the scope and sequence if prolonged Required Continuous Learning is needed due to school closures. <ul style="list-style-type: none"> <li>● Identify a process to adjust the students</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Rely on formative assessments to determine what a student already knows in regular classrooms and TAG programming. <ul style="list-style-type: none"> <li>○ See <a href="#">Unpacking Standards /Learning Circuit Assessment Development</a></li> <li>○ See <a href="#">Pre-assessment Learning Circuit</a></li> </ul> </li> </ul>

	<p>within sections, grade levels, or across buildings to be instructed by educators in classrooms and courses with an appropriate scope and sequence according to the pace and depth of their needs.</p>	<ul style="list-style-type: none"> <li>● Review <a href="#">Best Practices in Assessment for Gifted</a> at iowacore.gov</li> <li>● Review <a href="#">Standardized Assessment for Gifted</a> at iowacore.gov</li> <li>● With the information provided by formative assessments, consider grouping strategies to encourage student learning. Be aware that not all teachers are familiar with or comfortable with grouping strategies.</li> <li>● See <a href="#">explanation of grouping</a> from Susan Wouters, ITAG Past-president</li> <li>● See grouping strategies in the <a href="#">MTSS Guide for Advanced Learners</a> <ul style="list-style-type: none"> <li>○ <a href="#">Flexible grouping</a></li> <li>○ <a href="#">Ability grouping</a></li> <li>○ <a href="#">Cluster grouping</a></li> </ul> </li> </ul>
<p><b>C. Accelerate student learning using effective instruction matched to student needs</b></p>		
<p>C-1. Identify and use effective instructional resources and practices.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Content leadership teams regularly collaborate with horizontal and vertical teacher teams to support decisions about aligning resources and supports.</li> <li><input type="checkbox"/> Identify instructional resources that are designed to be used for online and other remote learning settings or can be modified for that purpose. Attend to appropriate use per copyright requirements.</li> </ul>	<p><b>Modified DE Considerations for C-1 to focus on GT:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Work with teachers to map the Standards with the schedule to allow for continued progress for students who work at a faster pace.</li> <li><input type="checkbox"/> Assist teachers with ideas for high leverage instructional practices to increase student</li> </ul>

		<p>learning during the year (e.g., feedback, modeling, high student engagement, etc.).</p> <p><input type="checkbox"/> Support teachers in successfully using effective instructional resources and practices to meet student learning needs.</p> <p><b>Recommendations</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Pivot Instruction to Focus on Need</a>, a visual created by ITAG President Lora Danker</li> <li>● See <a href="#">Standards Up and Across in Mathematics Using Achieve the Core</a> by Jolene Teske.</li> <li>● See <a href="#">Achieve the Core</a> for support on unpacking standards to enable differentiation.</li> <li>● See also the <a href="#">Iowa Core Standards app</a> and the <a href="#">Common Core</a> app.</li> <li>● Try strategies for instruction at <a href="#">Curriculum Modification for Gifted</a> from iowacore.gov</li> <li>● Review instructional models at <a href="#">Instructional Delivery for Gifted</a> from iowacore.gov</li> </ul>
<p>C-2. Collect ongoing student learning data to determine student learning progress and needs throughout the 2020-2021 school year.</p>	<p>(seventh bullet point)</p> <p><input type="checkbox"/> Collect student learning data and ensure it is accessible to those that need it to make curriculum and instructional decisions.</p>	<ul style="list-style-type: none"> <li>● <a href="#">See map created by ITAG President Lora Danker</a> for when a teacher realizes she has student learning needs that should be addressed, and that most students indicate through her checks that they are not getting something.</li> </ul>

<p>C-3. Use data to differentiate instruction based on student needs</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure teachers and other necessary educators have the knowledge and skills they need to determine how to use student learning data to <b>differentiate instruction</b>. (bold added)</li> <li><input type="checkbox"/> Educators should seek information from students on what can make instruction more effective for them (student voice).</li> <li><input type="checkbox"/> Scaffold up age- and grade-level learning by incorporating standards not, or minimally, addressed from the previous school year</li> <li><input type="checkbox"/> Scaffold across standards by designing learning experiences that address multiple standards at the same time using strategies like bundling.</li> <li><input type="checkbox"/> Ensure teachers and other necessary educators have the knowledge and skills they need to determine how to use student learning data to differentiate instruction.</li> </ul>	<ul style="list-style-type: none"> <li>● Review <a href="#">Instructional Practice for Gifted</a> at iowacore.gov</li> <li>● Read <a href="#">Differentiation: It Starts with Pre-Assessment</a></li> <li>● Read <a href="#">Assessment and Student Success in a Differentiated Classroom</a></li> <li>● See <a href="#">Tapping into the individual learner and making strides</a> by Lora Danker</li> <li>● Consult <a href="#">Karen Rogers' study of effects of best practices</a></li> </ul>
<p>C-4. Facilitate student engagement during online learning.</p>	<p>(second and fourth bullets)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure teachers use ongoing student learning data to develop and implement differentiation strategies that are effective in an online learning environment.</li> <li><input type="checkbox"/> Educators should seek information from students on what can make instruction more effective for them (student voice).</li> </ul>	<p><b>Online learning</b>  <a href="#">See Teaching Online: Best Practices, Technology, &amp; Tools</a> from NAGC</p> <p><b>Student voice</b></p> <ul style="list-style-type: none"> <li>● Helping Gifted Kids Become Self-Advocates- <a href="#">podcast</a>, <a href="#">parent TIP sheet</a>, <a href="#">book summary</a>.</li> <li>● June 2020 Parenting for High Potential - <a href="#">student voice</a>.</li> </ul>

<p>C-5. Collect ongoing student learning data throughout the 2020-2021 school year to make summative decisions about student learning (first and second bullet points).</p>	<p>(first and second bullets)</p> <ul style="list-style-type: none"> <li>❑ Identify a system for making summative decisions about student progress in Iowa’s Iowa Academic Standards at key points in the school year (e.g., quarters, semesters, end of courses).</li> <li>❑ Determine how data for summative decision-making impacts decisions about progression through grades, credit accrual, and graduation.</li> </ul>	<ul style="list-style-type: none"> <li>● Become familiar with the students that are being served in the district’s program, finding similarities and noting patterns in student data. Collaborate with colleagues (including counselors) regarding student profiles, reach out to parents, and check student records.</li> <li>● Monitor the progress of identified students in alignment with the district monitoring tools to ensure needs are being met.</li> <li>● Monitor the use of differentiation strategies.</li> </ul>
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## 6. Equity

DE Guidance: Action	DE Guidance: Considerations	ITAG Recommendations for Strategies and Advocacy
<b>A. Ensure Equity Supports for All Students</b>		
A-1. Identify and meet the needs of target subgroups (e.g., students with IEPs, English language learners, <b>gifted and talented</b> )	<input type="checkbox"/> Assemble list of learners in specific subgroups along with individualized learning needs and supports being provided prior to school shutdown.	<ul style="list-style-type: none"> <li>● Create and implement a plan for identifying and meeting the needs of advanced learners with pre-testing, grouping, differentiation, acceleration, and multiple assessments</li> <li>● Monitor student progress to ensure learning is continuous.</li> </ul>
A-4. Ensure <b>engagement of all learners</b> across the sections, grades, and buildings (second bullet point).	(second bullet) <input type="checkbox"/> Plan differentiated learning opportunities to address the range of learner needs (including those who are “at-risk,” EL, IEP).	See recommendations in Heacox and Cash (2020) <i>Differentiation for Gifted Learners</i> : <ul style="list-style-type: none"> <li>● <a href="#">Ten Tips for Creating Complex Learning Tasks</a></li> <li>● <a href="#">Ten Strategies to Differentiate Pace</a></li> </ul>
<b>E. Ensure Equity for Gifted and Talented</b>		
E-1. Ensure the SEBH needs of <b>gifted and talented</b> learners are addressed.	<input type="checkbox"/> Provide learning opportunities and communication that sets a calm reassuring tone: <ul style="list-style-type: none"> <li>● Engage learners in the formative assessment process by having them help</li> </ul>	<b>Advocacy suggestions for parents</b> <ul style="list-style-type: none"> <li>● See NAGC’s <a href="#">Social-Emotional Support</a> resources.</li> </ul>

	<p>develop goals and expectations, engaging in the feedback cycle and recognizing accomplishments; and</p> <ul style="list-style-type: none"> <li>● Provide opportunity to recognize feelings and provide affirmation.</li> </ul> <ul style="list-style-type: none"> <li>❑ Develop clear schedules and expectation</li> <li>❑ Consider how to support personalized education plans for identified gifted students.</li> <li>❑ See the Iowa Academic Standards and SEBH sections for additional considerations.</li> </ul>	<ul style="list-style-type: none"> <li>● Consider <a href="#">forming a parent group</a> to engage parents in advocacy. See <a href="#">How to Start a Parent Support Group-NAGC</a></li> <li>● Bring in speakers to discuss SEBH needs. Use <a href="#">ITAG's Speakers Bureau and Expert Speakers List</a>.</li> <li>● Arrange a facilitator for a <a href="#">SENG Model Parent Group</a>.</li> </ul> <p><b>Advocacy suggestions for educators</b></p> <ul style="list-style-type: none"> <li>● See the NAGC resources on <a href="#">Social-Emotional Support</a></li> <li>● Support the <a href="#">whole gifted child</a></li> <li>● Become a trained facilitator for <a href="#">SENG Model Parent Groups</a>.</li> <li>● Visit with school counselor(s) about the SEBH needs of gifted and talented students. See <a href="#">NAGC resources</a>.</li> <li>● Allow students time to reflect about a question or event in a journal.</li> </ul> <p><b>Personalized Education Plans (PEPs)</b></p> <p>PEPs can involve developing goals around academic and also other areas- SEBH, career, leadership, service, etc. Students can check <a href="#">NAGC Programming Standards</a> to focus on those that align with their goals. Students monitor their progress- as does GT Specialist- and learn to adjust their goals based on their achievement.</p>
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		<p>PEPs in Iowa Administrative Code <a href="#">281.59(4)</a>. Two resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">How to Create a Gifted Individualized Education Plan</a></li> <li>• <a href="#">The Heartland AEA has shared 5 example PEPs from Iowa districts</a></li> </ul>
<p>E-2. Establish accelerated/enriched learning opportunities.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Extend project based/experiential learning opportunities through pacing, depth, and complexity.</li> <li><input type="checkbox"/> Involve families in goal planning and development of enrichment opportunities.</li> </ul>	<p><b>Advocacy</b></p> <ul style="list-style-type: none"> <li>• See interventions at the universal, supplemental, and intensive tiers in the <a href="#">MTSS Guide for Advanced Learners</a>.</li> <li>• Review your district’s academic acceleration policies. Revise using best practices as outlined in <a href="#">Developing Academic Acceleration Policies</a>.</li> <li>• Incorporate recommendations from the <a href="#">American Psychological Association</a>.</li> </ul>



## UConn: Summer Professional Development

*Note: All views expressed are the opinion of the author and not necessarily those of ITAG.*

There are many fine opportunities for professional development within Iowa, many of which I've participated in. When searching for a Master's program, however, I decided to go a bit further afield. The University of Connecticut offers the GCT@UConn (formerly known as the Three Summers Program). The program is a 30 hour hybrid of online and in-person classes. During the school year, students take one or two classes online, and then come to campus for two weeks during the summer where they take two classes one in the morning and one in the afternoon. Additionally, students choose a summer to attend "Confratute," which I will talk about later. During the two week summer session, the workload is intense, but manageable. Students generally stay in undergraduate apartment-style housing on campus. If one already has a gifted endorsement, it is possible to transfer in credits from other institutions, assuming they are recent enough and meet other requirements. There is also a practicum associated with the Master's, and students are given a comprehensive exam, rather than writing a Master's thesis.

The in-person aspect of GCT is what initially drew me to the program. The chance to have discussions with my classmates face to face, and the community which formed over lunch and in the evenings increased both my retention of the material, and my enjoyment of the courses. During my first summer on campus, I was amazed at how quickly close knit friendships formed. The cohorts are small enough that students get to know everyone well, and many of us have stayed in touch outside of classes. There's a gift swap and getting to know you dinner when students first arrive. Additionally, since the program usually happens in late June and early July, the faculty hosts a backyard cookout for the holiday. The student body is diverse, both in terms of geography and experience. While roughly half of the people in my cohort were from the Northeast, there were students from across the country, as well as two international students. There were also a wide range of experience levels, from people just out of undergrad to people with more than a decade in the classroom. In any given course, there will be additional students who are not enrolled in the GTC program, which increased the diversity of experiences and viewpoints present.

The program specifically offers a Master's in Educational Psychology, with a concentration in giftedness, creativity, and talent development. This afforded an opportunity to delve deeper into gifted-specific content than some other programs I

looked at that offered degrees in Curriculum and Instruction with a gifted emphasis. The faculty was also a draw. My Creativity course was taught by Dr. Susan Baum, who directs the 2e Center for Research and Professional Development at Bridges Academy, and the seminar is co-taught by Dr. Joe Renzulli and Dr. Del Siegle. Additionally, I was excited to learn more about the Schoolwide Enrichment Model. Even if a district doesn't use the model, individual components are easily used in any gifted program.

Another summer offering at UConn is Confratute. While attending Confratute once for credit is a requirement for the GCT program, it can also be a standalone professional development opportunity. Participants can choose from a variety of strands during three sessions throughout the day. Strands are minicourses that meet four times throughout the week. The instructors for various strands range from faculty from UConn and other institutions, to practicing teachers. The evenings offer forums on special topics. Additionally, there are a number of social events that take place throughout the week.

While I haven't personally attended Confratute yet, friends in the GCT program have lauded the small sizes of the breakouts, and the extended contact with the instructors. Participants generally stay in the dorms, and there are opportunities to meet with instructors for breakfast and lunch during the week. Since strands meet for a total of eight hours, it is possible to dig deeply into the topics, as well as getting to know the instructors. Specific strand topics vary from year to year. The 2020 Confratute has been canceled due to COVID-19, but dates have already been selected for the summer of 2021.

By Brett Monnard, ITAG Board Member

*Brett is currently halfway through his master's program. Feel free to contact him at [brettmonnard@hotmail.com](mailto:brettmonnard@hotmail.com) with any additional questions you may have regarding GCT or Confratute.*



IOWA TALENTED AND GIFTED ASSOCIATION



*On Monday, June 8, ITAG shared [Supporting Gifted Learners in the Fall 2020 Return to School](#), a document with suggestions and instructional strategies for including gifted learners in your district's Return to Learn plan.*

*This is the first of ITAG's weekly mailings this summer that takes a deeper look at one of the suggestions or strategies in Supporting Gifted Learners. Thanks to ITAG President Lora Duffy Danker for preparing this week's message on Using Iowa Core Standards to Guide Instruction.*

### **Using Iowa Core Standards to Guide Instruction**

State of Iowa educators: ITAG hears you loud and clear. The longest end to the shortest school year is providing, and will continue to provide, a wealth of opportunity for creative solution-finding to surface in ways we have not before imagined.

Let's start with what we know: using the Iowa Core Standards to guide instruction.

The State of Iowa's Return to Learn planning documents advise to start with current grade level standards and to address student needs as they arise. Establish an environment in your classrooms early on where you know the learner. The importance of knowing the learners is often under-rated or overlooked. Check for understanding often. Your students will also be more apt to come to you as they need because you've, from the get-go, started to develop a safe learning environment and ongoing relationships through your kind words of reassurance and helpful examples.

“Unpacking standards” really means looking for each component of a standard that needs to be

taught, learned, and assessed that culminates in a greater depth of understanding of the standard as a whole. Determine the most essential learnings from each standard that carry the most cognitive weight for the next new learnings. We can't prioritize everything, and so work with your administration and PLC to determine which components of the standard are most essential. Those are the ones that get the attention.

Once it is determined which student outcomes are most important, develop lessons to engage students in work that requires them to provide confirmation that they understand and can evidence the essential components of the standard. Those students who struggle will need additional opportunities to learn and practice the material, while those who have mastered the material should be provided more challenging opportunities to enrich, extend and enhance their understandings.

The [NAGC PK to Grade 12 Gifted Programming Standards](#) provide refreshing, creative, authentic, and student-centered opportunities to engage those learners who have proven, even before the closure, that they are ready, willing, and able for new and exciting learning. Gt Specialists: consider how your identified students' Personal Education Plans can launch and document NAGC standards-based learning, and evidence student progress with this challenging work. Reach out to classroom teachers and share NAGC standards that complement core standards as a way to advance those highly-able learners. Work with those teachers. During the return to school, collaborating with teachers- and not working in a vacuum, will be more important than ever.

For additional information:

[Iowa Core](#)

[Gifted Resources](#) for the Iowa Core

[Unpacking Standards Visual](#)