



ITAG/SAGE



Each of us has a spark of life inside us, and our highest endeavor ought to be to set off that spark in one another.
-Jenny Ausubel

The whole purpose of education is to turn mirrors into windows.
-Sydney J. Harris

A mind stretched to a new idea never goes back to its original dimensions.
-Oliver Wendell Holmes

ITAG/SAGE website
www.itag-sage.org

Inside this issue:

CEC Fall Conference	2
State Department news	3
Idaho Future City Program	4
Congressional Update	5
Books for Gifted Readers	6
CEC-2007 NAGC Convention	7

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'07 Idaho State CEC Conference

October 4th – 6th, in Sun Valley, Idaho

ITAG Presents... Carolyn Coil

Are you looking for new techniques? Are you wishing to teach for greater rigor? Carolyn will be presenting sessions to bring sparkle to your planning, questioning strategies to add depth, and a diversified program to meet diversified needs. She will introduce expeditionary learning and 'Questivity' extensions.

Carolyn is an exceptional presenter that everyone will enjoy and definitely everyone will leave with a new look at the classroom! Author of new books, Successful Teaching in the Differentiated Classroom and Teaching for the 21st Century, Carolyn Coil is a master teacher, NAGC Conference favorite and listed in numerous "Who's Who" for the past ten years. Currently, she is a Professor of Education at the University of Georgia, and her current responsibility is chairing the Gifted and Talented Endorsement Program.

She has been an Adjunct Professor at several different universities and has worked in the United States, Australia, New Zealand, Bermuda, the Marshall Islands, Spain, Germany, Ecuador, Croatia, and South Korea. Carolyn continues to work diligently to change the face of gifted education for teachers, students, parents and administrators. We're fortunate to have her come to Idaho.

Thursday Morning: Expeditionary Learning – With Michelle Dunstan

Expeditionary Extraordinaire. This will be a terrific session learning her time tested methods to expand the walls of your classroom and welcome exploration of questioning strategies, following leads,

writing experiences, and technology applications.

Thursday afternoon: Sparking your 'Sparkle' Throughout the School Year -

Carolyn Coil Discover seven steps that will lead your students to higher achievement: developing self-confidence, setting short and long term goals, becoming motivated to learn, managing time and organizational skills, improving study skills, learning how to take tests and other assessments, and dealing with the system. In this practical and interactive workshop, there are a variety of proven strategies for the seven steps to use with your students immediately!

Friday morning: Using 'Questivities' to Develop Creative Thinking

is an easy-to-use format that encourages creativity in the differentiated classroom. It provides a way for students to brainstorm answers to creative thinking questions before beginning and project or research activity. These questions stimulate 'outside the box' thinking, give practice in research skills and extend any project activity.

More session and Saturday workshop information on page 2 or find the full conference information and registration forms at www.idahocec.org.



October CEC Conference

continued from page 1

Friday afternoon: Encouraging Achievement: Challenge, Responsibility and Persistence How can we encourage students to embrace academic challenges and choose demanding learning activities instead of the easiest ones? How do we encourage them to persist through times of stress, disappointment or failure and take responsibility for their own learning? How do we teach students to plan long-range assignments and independent study so that they make the best use of their time? How do we encourage discouraged students? Find answers to these and similar questions in this workshop.



Saturday AM: Post Conference training- Teaching Tools for the 21st Century provides practical, concrete methods for individualizing lessons and units. Carolyn will give specific teaching strategies and techniques to create opportunities for student choice, multiple intelligences, and teaching to students with different learning modalities. Come join us for a very practical morning learning new techniques, technology tweaking and alternative assessment strategies. Teachers attending will develop lesson plans for direct application to their classrooms.

*Must attend all sessions, Thursday, Friday, and Saturday to receive credit.

CEC Sun Valley Conference Registration

October 4 - 6, 2007



See more details at idahocec.org

(Rates increase after September 17, 2007)

Name _____

Position/district _____

Address _____

Phone _____

Email _____

CEC ID number _____

Preregistration with meals

(Thursday banquet and Friday luncheon)

____ CEC Member: \$150

____ Non CEC member: \$180

Conference preregistration without meals

____ CEC Member: \$125

____ Non CEC member: \$155

Thursday ITAG luncheon

____ CEC-TAG division member: free

____ Non CEC-TAG: \$30

Saturday ITAG workshop preregistration

____ CEC member: \$40

____ Non CEC member: \$55

Total due _____

Check # _____ PO # _____

Send check /PO with registration to:

Vicki Kulm PO Drawer T, Filer, ID 83328

Kulmvi@filertel.com (208) 326-5988

Questions or more info:

www.idahocec.org or contact

Michelle Doty at mddoty@lsc.edu

Thursday keynote: Success for all Students Begins with Positive Motivation Laura A. Riffel

Laura Riffel is a behavior specialist who has trained thousands of teachers, parents, counselors, psychologists, administrators, and bus drivers how to make data based decisions way to change behavior. Her trainings are filled with humor and make data collection easy to understand and use in the classroom.

She also serves as the webmaster for the National Technical Assistance Center on Positive Behavior Interventions and Supports sponsored by the Office of Special Education Programs. Laura is the president of Behavior Doctor Seminars, a company dedicated to sharing the science behind changing behavior. She is also a consultant for the Bureau of Education.

In the early 1970's, she began her career as a volunteer at the Kansas School for the Blind, which led to her interest in special education. She received her bachelor's degree in elementary education from Kansas State University with a minor in special education. Her Master's Degrees were in: 1) special education with an area of concentration on learning disabilities and mental retardation; 2) special education consulting; and personal counseling. Her Ph.D. from the University of Kansas is in Cognitive and Multiple Disabilities with a minor in research.

Friday Keynote Speaker

John Marshall Irvin

John Irvin is the founding President of Lifestyle Enhancement Services, a motivational, training and speaking firm. John holds his degree from the University of Tulsa and has been active in creating opportunities for personal and professional development for over twenty-five years. He is a Certified Speaking Professional (C.S.P.) from the National Speakers Association

John's purpose is clear, that each of us is capable of achieving great things, that we can do more and be more than what we currently are, and most importantly, we can have great fun while doing it!

Sun Valley Lodging Reservations for October CEC Conference



Contact Sun Valley Resort for lodging information and reservations or check www.idahocec.org for more info

Special room rates are available

Call the Sun Valley Resort

Reservations office at

800-786-8259.

Reserve your accommodations ahead of time - rooms fill up fast!

State Department News

Gifted/Talented District Plan Now Part of CIP Tool Due October 15th

Val Schorzman

G/T is now part of the Continuous Improvement Planning Tool. The CIP Tool has been developed to assist districts in meeting their required state and federal planning processes. In 2007, the G/T Plan will be submitted in the CIP Tool.

When is the G/T District Plan due?

October 15, 2007--Idaho Administrative Procedures Act 08 Title 2 999.03 states: "District Plan. Each school district shall develop and write a plan for its gifted and talented program. The plan shall be submitted to the Department no later than October 15th, 2001. The plan shall be updated and submitted every three years (3) years thereafter."

What elements must be part of the G/T District Plan?

- Philosophy statement
- Definition of giftedness
- Program goals
- Program options
- Identification procedures
- Program evaluation

How is the plan submitted in the CIP Tool?

Each district has a password to log into the CIP Tool. Upon entering the CIP Tool, you will see "State & Federal Requirements" on the upper tool bar. Click on this and then scroll down to "Gifted & Talented." A box with "Gifted Talented District Plans" will appear. Click on this to go to the area where the plan will be written. There are six text boxes, one for each required element. Be sure to save often as you are inputting the plan. Upon completion, save one last time and exit.

Do I need to wait until October 15, 2007 to submit it?

No, you may submit the plan at any time.

What do I do if the technology is not working correctly?

If the technology is not working correctly, you may attach the plan to an e-mail and send to VJSchorzman@sde.idaho.gov or fax to 208-334-4664. You may also send it in the mail.

What if our plan is too big to submit on-line?

Write a synopsis in the text boxes and then mail the plan to:
Dr. Val Schorzman.

Who can I contact for further information?

You may contact: Dr. Val Schorzman
Idaho State Department of Education
Phone 208-332-6920, Fax 208-334-4664, VJSchorzman@sde.idaho.gov or
Cheryl Kary, Administrative Assistant, 208-332-6913,
MKary@sde.idaho.gov

Advanced Opportunities Funding

The 59th Legislature in Senate Bill number 1235, Section 6, in accordance with IDAPA 08.02.03, has allocated \$500,000, which will be distributed to train teachers to provide advanced learning opportunities (College Board Advanced Placement, pre-Advanced Placement, International Baccalaureate, Tech Prep, and concurrent enrollment with colleges or universities) for students. As many of the Advanced Placement institutes, and other advanced opportunity conferences are held in the summer, it is imperative that the information on the availability of the funding be disseminated in the spring for districts to plan for summer advanced learning opportunity training for teachers.

Distribution to Districts and Charter Schools for Advanced Learning Opportunities:

Using the senior count total from the state for the 2006-2007 school year, the money will be divided at an equitable rate among all districts. All districts and all charter schools will receive a minimum of \$500. The intent of Advanced Opportunities is to focus on raising the rigor of courses offered in high school. The senior count is used in the formula, as the definition of a high school is a school with grade 12.



Elementary districts and charters will be provided a minimum of \$500. Research has shown that in order for high school students to be ready to take and succeed in higher level course work, students must be prepared. By training lower-grade teachers in pre-Advanced Placement, vertical alignment of curriculum and raising the level of rigor in lower grade courses, students will be better prepared for high school advanced opportunities.

Training Opportunities: Funding Available for Training Beginning July 1, 2007

The following web sites list training in advanced opportunities: Advanced Placement Institutes, Pre-Advanced Placement Institutes, Vertical Teaming Institutes, On-line Training Institutes
<http://apcentral.collegeboard.com/apc/public/teachers/34486.html>

Concurrent Enrollment Conference
<http://www.nnu.edu/32/>

Tech Prep Information
<http://www.pte.state.id.us/techprep/tphome.htm>

International Baccalaureate Information
<http://www.ibo.org/>

If you have questions contact: Val Schorzman at 208-332-6920 or VJSchorzman@sde.idaho.gov . Or Cheryl Kary at 208-332-6913, CMKary@sde.idaho.gov .

Idaho Future City Program *Lynn Olson*



The mission of the National Engineers Week Future City Competition is to provide a fun and exciting educational engineering program for seventh- and eighth-grade students that combines a stimulating engineering challenge with a "hands-on" application to present their vision of a city of the future.

This is done by fostering engineering skills, such as teamwork, communication and problem solving skills; providing interaction among students, teachers, and engineer mentors; informing the community about the multi-disciplines within the engineering profession; and inspiring students to explore futuristic concepts and careers in engineering.

A great program that combines problem-solving, team work, research and presentation skills, practical math and science applications and computer skills all into one. More than 25 schools registering the last two years in Idaho, the minimum number required by Nationals for funding so that the costs of the winners hotel and airfare to the finals is covered by national sponsorship.

With the official registration deadline October 15th, schools begin working on the competition in early to mid August when registration materials are available with submittals required in late November and December for portions of the program leading up to the final presentations at the Idaho Regional.

The 4th Idaho Regional Competition will be held in Boise at BSU, January 12th, 2008, and the top school will advance on to the 16th National Future City Competition in Washington DC to represent the Idaho Region. The Idaho Region itself has in the past included teams from Montana, Utah, Oregon and Idaho.

Though this program is tailored such that any level of student could participate, often students involved in Gifted and Talented programs are the most interested. The FCP steering committee is always looking for opportunities to present information about this program to teachers and students which is organized entirely by volunteer engineers within the community. There is information ranging from an overview cd ROMs, DVDs of a PBS "Zoom" program show on Future Cities, and past year's Teachers manuals along with posters that area available upon request. You can also visit the Idaho Regional Future City Website at www.futurecityidaho.org or the National Future City website at www.futurecity.org for details.

A recap of last year's national finals can also be found at http://www.futurecity.org/home_press_02-21-2007_p.shtml and a last is a link from a 2/26/07 USA Today article titled "Future engineers think up cities". <http://www.usatoday.com/news/education/2007->

3RD REGIONAL COMPETITION

The City of Zeymous from Flathead Valley Montessori School in Kalispell, Montana, took 1st Place in the Idaho Regional Competition. They went on to compete at the National Future City Finals in Washington D.C. and won the Special Award for the "Most Innovative Design of Infrastructure Systems" sponsored by the American Society of Civil Engineers.

Other Top 5 Teams from the 3rd Idaho Regional Finals:

2nd Place - Bell's Island - North Junior High (Boise)

3rd Place - Puakai - Beehive Academy (Salt Lake City)

4th Place - Geuwa - Greenleaf Learning Club (Wilder)

5th Place - Hydropolis - Classical at Home (Eagle)

Best Residential Zone - Meadow Springs - TVMSC

Most Innovative Infrastructure System - Zeymous - Flathead Valley

Best Use of Fuel Cells as Energy Source - Ratak - Cascade Jr. High

Competent & Ethical Engineering - Metropolis - Grace Lutheran

Best Management of Water - New Girish - Emmett Jr. High

Most Environmentally Friendly Design - Bell's Island - North Junior High

Materials Exotica - Britomarus - Emmett Junior High

Best Project Team - Sunnville - Middleton Middle School

Best Personal Transportation System - K'Ville - Hometechnies

[02-25-future-engineers_x.htm](http://www.futurecityidaho.org/02-25-future-engineers_x.htm)

For more information contact Lynn Olson, Idaho Regional Co-Coordinator National Engineers Week Future City Competition, 9777 Chinden Blvd. Boise, ID 83714, tel - 208/323-1578 ext. 255, fax - 208/323-2399, lolson@toengrco.com, or at www.futurecityidaho.org.

GT State Endorsement Coursework Opportunities

Jo Henderson

Teachers wanting to work toward their GT Endorsement have more opportunities than ever! First of all, **Edufest 2007**, provides a wonderful opportunity to complete any one of the required Endorsement classes or electives. In addition, GT Endorsement classes are available online through Boise State University and Northwest Nazarene University.

For Fall Semester, 2007, "GT Curriculum" will be available online through BSU, and "Foundations of GT Education" will be available online through NNU.

"G/T Practicum" will also be available Fall, 2007 through NNU. Endorsement classes for the **Spring, 2008** semester will be announced at a later date. The **online classes** will be taught by Jo Henderson and you can register for these classes through the universities' websites— www.boisestate.edu, www.nnu.edu.

For more information, contact Jo Henderson, at johender@gmail.com.

Required classes for the Idaho GT Endorsement (20 Credits) :

- Foundations of Gifted and Talented Education – 3 credits
- Creativity and Critical Thinking Skills – 3 credits
- Social and Emotional Needs of Gifted and Talented Learners – 3 credits
- Curriculum Adaptations for Gifted and Talented Students – 3 credits
- Practicum in Gifted and Talented Education – 3 credits
- Electives in Gifted Education – 5 credits

PAGE Meeting

(Parent Advocates for Gifted Education) will be Tuesday, September 18th, at 7pm at Jackson Elementary School in Boise. The topic will be "Gifted 101" for parents new to programs and the arena of gifted education and parent advocacy. Naturally, our seasoned parents are welcome to attend and contribute from their experience. More information at Nancy Gregory, negregory@gmail.com, H 323-8354



There are several issues being discussed now in Congress that are connected to gifted learners. Here are a few that you might want to keep your eye on.

Competitiveness: There is much debate swirling about how best to meet the nation's future security and economic needs. Clearly, the pipeline of talent that will produce the next generations of scientists, mathematicians, and professionals in other critical areas are today's K-12 gifted children. The federal government needs to focus resources to support these learners early – well before they reach college.

Accountability: No Child Left Behind (NCLB) is scheduled for reauthorization and as gifted education advocates know, the law's laser focus on the achievement of struggling learners has resulted in a shifting of resources and attention away from students and curriculum not included in the accountability provisions. I'm sure that you have local examples and concerns that your Members of Congress should hear about. Urge them to ensure that districts are held accountable for the learning of all students.

Teacher Training: Whether the topic is NCLB or pre-service teacher training in the Higher Education Act (HEA) (which is also scheduled for reauthorization this year), it is important for policy makers to understand that all classroom teachers have not received training on meeting the needs of gifted learners – this, in spite of the fact that gifted students are found in every classroom. Whether we're talking about "highly qualified" teachers or refer-

Congressional Update

Jane Clarenbach

encing teaching skills that we feel all teachers should have, it's important to emphasize that high quality teaching includes not only subject matter expertise, but also the ability to address special learning needs, including those of gifted children.

I hope that you'll take advantage of any opportunity to speak directly with your elected officials while they're back in the state this summer. Of course you don't have to wait until August – most Members of Congress are home frequently during the year. One U.S. Senator told a group I was with recently that in a representative form of government such as ours, "the advocate's responsibility is to bring issues to elected officials; our job is to listen. We need to work together." I urge you to heed those comments and actively participate in the legislative process for the benefit of our gifted learners.

Jane Clarenbach, Director, Public Education—National Association for Gifted Children



Have you checked out the Idaho State Department's Gifted and Talented website lately? It has a new look and new information. <http://www.sde.state.id.us/GiftedAndTalented/default.asp>

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Boise's Karen Smith Reports on the World Council for the Gifted 17th Biennial Conference

August 5-9, Warwick, UK hosted the World Council for the gifted with a focus on the ways global cultures conceptualize gifted education. Karen Smith, GATE facilitator in the Boise School District, attended on a combination of teacher grants that supported the Boise School District's effort to better meet the needs of its high potential culturally diverse population.

If the ways nations choose to identify and serve gifted students reflects current values and future aspirations then, worldwide, it appears the



successful pursuit of the sciences, engineering and technology pro-

grams (STEP) is the pinnacle of achievement. Currently, STEP are viewed as the means to economic independence, nationalistic pride and ultimately, collective self-determination.

While every nation has its own place in the evolutionary spectrum of gifted program development, the US leads the pack in terms of seeking to meet the needs of gifted learners in an equitable and comprehensive manner. Poland, for example, is just beginning to acknowledge the existence of giftedness. China, India and Saudi Arabia are clamoring to enhance the opportunities of students highly able in math. Delegates from the Sudan, shared with great pride, nearing amazement, the biographies of their gifted children. Ireland is still contending with a church-related anti-intellectualism movement from before the 1960's. Great Britain shares many of our ideals including an overwhelming concern for providing services to "disadvantaged" students but not before offering a \$2,000 stipend for any college student that chooses to pursue a degree in the sciences, engineering or technology. No matter which nation was represented, all were energized and highly motivated to provide for high potential students.

The 17th Biennial Conference provided an opportunity to challenge the notions of how the US, itself, conceptualizes giftedness and how best to advocate for our students within a global community.

Book Reviews & etc.

Books for Gifted Readers *Laura DeLaney*

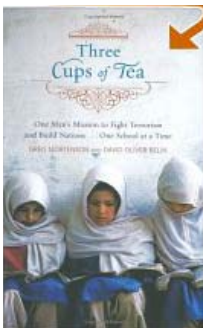
Looking for great titles to put in the hands of gifted readers? I'd like to help. I'm Laura DeLaney, parent of 2 gifted children, former teacher, and current owner of the Rediscovered Bookshop in Boise, ID. There are more and more titles that appeal and speak to high ability readers and I want to make it easier for you to find them.

The number one book for gifted readers right now is **The Invention of Hugo Cabret** by Brian Selznick (544 pages \$23.99). Unlike any other book published, Selznick has created a silent movie in a printed format. Hugo, who lives in the walls of a French train station at the turn of the 20th century, finds purpose in his life by fixing an automaton of great complexity. As he repairs the robot he encounters Georges Melies, an early French filmmaker and there begins the mystery and the quest. This book is told as much through pictures as words and is a truly extraordinary book.

Next on my list is **The Mysterious Benedict Society** by Trenton Lee Stuart (484 pages, \$16.99). Children are given a series of mysterious, mind-bending tests, and four exceptionally bright children are inducted into the Mysterious Benedict Society. Their purpose is to infiltrate the Learning Institute for the Very Enlightened

and sabotage the dastardly plot being hatched. Somewhat reminiscent of Roald Dahl this is a great adventure filled with puzzles and plots that the reader can solve along with the characters.

For high school readers, I'd suggest **Three Cups of Tea** by Greg Mortenson & David Oliver Relin. This book tells the true story of how Greg Mortenson, an former climbing bum, built schools in remote Afghanistan and Pakistan since the late 1980's. A powerful book about how one person can make a difference.



For the younger set, I recommend **Mom and Dad Are Palindromes** by Mark Shulman a fabulous picture book that showcases the fun of palindromes and the many ways they can appear in our language.

There are many more titles that I'd like to share. If you have specific questions or a particular reader, please e-mail me at laura@rediscoveredbookshop.com I love to read and match people to books. Happy Reading! Laura Delaney, Rediscovered Bookshop "New Ideas Arriving Daily" 208/376-4229, www.rediscoveredbookshop.com.

Help Idaho Kids Out of Their Jam *Karen Smith*

PBJ Day is coming Saturday, October 20. The week of October 15-20, gifted students, grades K-12, across Idaho will lead campaigns in their communities to generate awareness of the problem of childhood hunger in Idaho.

Saturday, October 20 will be the culminating activity when peanut butter and jelly, only, food drives are held to benefit Idaho Food Bank.

PBJ Day was selected as the 2006 NAGC Community Service Project of the year for the real world experience in leadership that it provides gifted children. It has grown to become Idaho Food

Bank's second most high yield drive each year due to the effort and compassion of our gifted children.

Supporting PBJ Day promises to be an easy and worthwhile leadership activity for individual students, as well as, groups.

To find out what you can do to help put the crunch on childhood hunger in Idaho, please contact Karen Smith at cyberkarensmith@yahoo.com or call 208-724-1151.



Great Web Resources

Scholar Holler—

Check out this new resource - <http://scholarholler.com>, created by 2005 Davidson Fellow, John Zhou. John writes, "Having had a successful high school career, I know that external support such as that by the Davidson Institute is absolutely integral to flourishing academically and otherwise.

Because education is so important to me, I have recently created a website made by myself and other top students around the nation which brings the brightest young minds in the nation to

mentor younger students.

The website name is Scholar Holler and the URL is <http://scholarholler.com>. I think it's a very exciting idea and members of the online community will receive advice on a variety of topics including on academics, college admissions, contests, research, scholarships, test preparation, etc. Moreover, there is real, live interactions online between students and students/mentors. Best of all, all the information is available for **free!**



ITAG/SAGE Helps Fund Regional Meetings

ITAG has appropriated \$100 annually per region to help support regional facilitator meetings. Regions are divided roughly as North, Eastern, and Southwestern.

Regional meetings are usually held two or three times a year, hosted by a different district each time. The meetings are a time when area facilitators can network, share information, bring in speakers, and do planning for regional

activities.

To apply, send your name, address, phone, email, district # and write a brief description of intended meeting dates, location, and topics of discussion to: Scarlett Randall Scarlett.randall@boiseschools.org 2389 W. Cogburn, Meridian, ID 83642



Mini Grants Available

Up to six mini-grants in the amount of \$200 or less will be provided this year for innovative ideas that promote gifted education in schools and benefit gifted children.

The grants are intended to help fund projects that provide direct support for

programs and/or materials for gifted children. However, ideas that indirectly benefit gifted children will also be considered. Applicants must be ITAG/SAGE members to be considered.

Check the ITAG/SAGE website for more information and application forms. www.itag-sage.or



NAGC 54th Annual Convention

Minneapolis, Minnesota
November 7-11, 2007

Take away insights and answers from 300+ sessions brought to

you by NAGC Divisions, bringing you the latest updates for 53 years. The **Regular Convention** consists of: 350 breakout sessions, three general sessions, The Signature Series, a Pre-convention, Focus Sessions, and Action Labs

Information and register online at www.nagc.org

Something for everyone in every subject area:

45 CURRICULUM STUDIES SESSIONS

ON- curricular and instructional strategies that respond to the learning needs of gifted students issues in curriculum and instruction for gifted learners including grouping practices, acceleration, and differentiation connections between best practices in gifted ed and general education the development of high quality curriculum to stimulate and inspire advanced learners in a range of academic disciplines

12 ARTS SESSIONS ON- visual and performing arts all facets of creative writing practical strategies and resources to foster artistic expression increasing awareness of artistic expression, aesthetic perception, valuing, and appreciation

13 CONCEPTUAL FOUNDATIONS SESSIONS ON- definition and/or identification of giftedness in various populations implications of theoretical research the perceptions of gifted individuals or those who interact with them the effects of policies and laws on the field of gifted education

25 CREATIVITY SESSIONS ON- creativity as an aspect of giftedness practical strategies and activities that foster creative thinking the creative process and how to foster creative talent programs that initiate, develop, and implement practices that support creative thinking for advanced learners

19 EARLY CHILDHOOD SESSIONS ON- information about creating contexts for individualized learning best practices for working with preschool and primary-aged gifted children working with families to foster talent development for young learners

6 INTERNATIONAL SESSIONS ON- collaborations between educators in the US and other countries identification and program design in multicultural contexts

26 MIDDLE GRADES SESSIONS ON- strategies for working with gifted middle schoolers from special populations curriculum development for advanced learners instructional strategies used in middle grades collaboration to meet advanced learners needs

24 PROFESSIONAL DEVELOPMENT SESSIONS ON- in-service and staff development leadership and administration college and/or university programs professional standards best practices in administration and personnel preparation

29 SPECIAL POPULATIONS SESSIONS ON- the *Mary Frasier Scholarships for Gifts in Diversity Training and welcoming first-time and returning convention attendees from Title I schools* successful strategies for identifying traditionally underserved gifted

learners success stories from Javits-funded grants research-based instructional strategies teacher preparation exemplary programs that recruit and support gifted students from diverse backgrounds

14 SPECIAL SCHOOL/PROGRAMS SESSIONS ON- innovative and effective ideas and practices in gifted education successful implantations of gifted education models programs designed to meet the needs of advanced learners developing schools and programs based on the NAGC Pre-K-Grade 12 Gifted Program Standards

19 RESEARCH AND EVALUATION SESSIONS ON- methods assessments instrumentation literature synthesis theoretical as well as applied studies

20 PARENT-COMMUNITY SESSIONS ON- effective communication and parenting skills to support gifted children a knowledge base that nurtures gifted and talented children and youth the importance of collaboration, communication, advocacy, and diversity in nurturing gifted and talented children and youth parent/community support and involvement

26 MATH AND SCIENCE SESSIONS ON- a greater understanding of the need for academic challenge and support within disciplines innovative strategies and research on successful programs and curriculum teaching strategies that promote critical thinking in math and science classrooms encouraging young scholars in the STEM fields

13 GLOBAL AWARENESS SESSIONS ON- service learning strategies for empowering gifted students developing resilience educational programs that foster positive social action

22 COUNSELING AND GUIDANCE SESSIONS ON- the social and emotional development and concerns of gifted children innovative topics that relate to counseling and guidance of the gifted counseling initiatives to serve specific populations of children (i.e., boys, girls, low-income, twice exceptional, underachievers, etc.)

15 COMPUTERS AND TECHNOLOGY SESSIONS ON- technology/internet as tools in educating gifted students technology as an integral part of the curriculum skills required to gather, select, and report information use of multimedia



For your info:
The 2007 NAGC
president and
program chairman
is our good friend Del Siegle

PACE Studies Forensic Science

Linda Hawley

Third through Sixth Grade



Gifted and Talented students in Idaho Falls School District #91 (PACE) have participated in a study of Forensic Science. Each year the facilitators choose a science-focused topic for the students in order to develop their higher level thinking skills. The students are required to analyze evidence by: observing, classifying, comparing, using numbers, measuring, predicting, gathering and interpreting data, and drawing inferences.

Various scenarios are presented in which the students have had to use their senses of observation, both visual and non-visual, and learn methods of collecting evidence, including:

- ◆ taking and identifying fingerprints
- ◆ identifying tool marks
- ◆ comparing lip prints and teeth impressions
- ◆ identifying animal and human hair with the use of microscopes
- ◆ using "foot to height" ratios to determine the height of the suspect.

A forensic detective from the Idaho Falls School Police Department visits the classes and shares information regarding his job, giving the students the opportunity to ask specific questions related to the study and application of forensic science in our community. The PACE students have shown a great deal of interest in this area of science and its realistic application.

ITAG/SAGE Officers



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