



ITAG/SAGE



Affiliate of The National Association for Gifted Children

Whatever you are be a good one. ~Abraham Lincoln

What a strange narrowness of mind now is that, to think the things we have not known are better than the things we have known. ~Samuel Johnson

Time you enjoy wasting, was not wasted. ~John Lennon

There's a right way and a wrong way to do everything and the wrong way is to keep trying to make everybody else do it the right way. ~M*A*S*H, Colonel Potter

ITAG/SAGE website
www.itag-sage.org

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Journeys and Destinations Susan Wolfe

I'm excited to greet you, my fellow educators and colleagues, in this time of change and increasing challenge.

As we near the end of the first decade of the 21st century, we have witnessed economic hardship and the effect it has on our schools and the students we serve. State and federal economic concerns have caused a significant impact on the way we allocate scarce resources. We have welcomed a new era of governmental leadership in President Barack Obama. We can feel hope that he has repeatedly made clear that the democratic and economic future of America depends on the education of all children. The ITAG organization is committed to providing educators with the information tools and resources necessary to become effective leaders in education – not an education that helps a few, but an education that helps all students reach their highest potential.

ITAG's Role

Membership in Idaho-The Association for the Gifted is the greatest way to boost your professional skills and become a more informed practitioner. We remain committed to providing you with outstanding benefits that serve you now...and into your future. More than ever, we depend on your continued membership and support to be certain

we have the resources we need to achieve our goals on behalf of Idaho's Gifted children. We must continue to speak with a united voice as we meet the challenges before us. ITAG is a "we" not "me" organization that needs the support of all members. It is only through our collective efforts that we can grow, expand, and strive to address the educational needs of our benefactors – the students of the State Of Idaho.

During these tough times, it is not enough to just make promises. You deserve to know how your membership dues will be used this coming year. The Executive Board met in January to discuss both short- and long-term strategic needs and goals. We are living in the digital age and technology is changing the way information is shared.

In the New Year, you can expect important progress from your organization, including newsletter and website improvement, state and National Legislative Advocacy, curriculum resource, Listserve, and the co-sponsoring and continuation of high level professional development and networking opportunities such as Edufest and Council for Exceptional Children Sun Valley Conference.

Beyond membership renewal, there are a number of opportunities you can consider lending your talents.

Please take a few minutes to contact your Senators and Representa-

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tives and ask them to support gifted education. Visit the NAGC website for information on how you can help be a voice. Also, support ITAG sponsored professional development opportunities. Edufest is unparalleled for professional development. Bring a friend or colleague. The majority of the strands highlight best teaching practices for all.

As we continue to accept new challenges, you can count on ITAG to advocate and provide you with current and relevant resources to assure the best possible education and future for each one of your different students.

I am reminded that there are a number of reasons why people join organizations. Some desire the chain of command (though I'm sometimes at a loss for this reason, now that I'm at the helm). Some desire the opportunity to volunteer their time to benefit the vision of the organization. Some just want to stay "in the loop," to "keep the pulse" of the organization.

Whatever your desire...whatever your drive, the charter of leadership is to provide you with opportunities to define and progress down your path, as that's what it truly is: your path. I'm thrilled you're along for the ITAG ride, now let's collaborate on our destination, pour over our maps, and realize our mutual interest in the betterment of Idaho education.

Keep the Energy Flowing, Part II

Linda Hawley and Vicki Kragstrand

Thank you ITAG-SAGE for the mini grant to the District #91 PACE Program. The funds allowed us to purchase three hydrogen fuel cell cars so that our students could have a hands-on experience with this alternative energy source.

After extensive research on one alternative energy source (solar, wind, geothermal, hydroelectric, nuclear, hydrogen, or biomass) teams of three to five students built displays with both interactive and visual components.

Fifty-four groups presented their displays at an Energy Fair on April 9th. Community members, teachers, parents, and

school board members were very impressed by the quality of the displays and the knowledge of the students on their researched topics.

This year-long topic both engaged and challenged the students and the culminating Energy Fair demonstrated their enthusiasm and abilities.



Organized?! Amy Wiltrout

Park Ridge Elementary, Nampa, ID

Are gifted kids unorganized? Do they ever over schedule themselves? Do they have grand ideas for long-term projects but don't know how to break it down to manageable goals?

Anyone who has worked with gifted kids knows all the above is true. I have found some great resources for teaching gifted kids how to organize their time and work.

First, the book Get Organized Without Losing It by Janet S. Fox is a short, humorous handbook on how to organize desks, lockers, and backpacks. It also gives strategies on how to prioritize time and handle multiple assignments. As well Del Siegle has some wonderful lesson plans at <http://www.gifted.uconn.edu/siegle/SelfRegulation/section10.html> on self-regulation, such as setting short and long-term goals and test-taking strategies.

I have found combining these two sets of materials to be both easy to use with different age groups and flexible enough for teachers to use what fits the needs of their students. I encourage anyone with a disorganized kid to give it a look!



CEC Sun Valley Conference 2009

Professionals: Working for
Kids Today and Education
Tomorrow!!

October 1st, 2nd, and 3rd
Sun Valley, Idaho

ITAG Presents... *Dr. Ann Robinson*

Ann Robinson is Professor of Education and founding Director of the Center for Gifted Education at the University of Arkansas at Little Rock. She is a former editor of the *Gifted Child Quarterly*, serves on the Board of Directors for the National Association for Gifted Children as the Vice President and received the Early Leader, the Early Scholar, and the Distinguished Service Awards from the Association.



In 2004, she and co-author Sidney Moon received the *Gifted Child Quarterly* Paper Year Award for a qualitative study, "The National Study of State and Local Advocacy in Gifted Education." With Shore, Cornell and Ward, Ann co-authored Recommended Practices in Gifted Education: A Critical Analysis which was identified as one of the 50 most influential works in Gifted Education by the Research and Evaluation Division of the National Association for Gifted Children.

In 2006, her text, Best Practices in Gifted Education: An Evidence-based Guide was published with co-authors Bruce Shore and Donna Enersen.

Ann is the President of the Arkansans for Gifted and Talented Education, the Immediate Past President of the Arkansas Association of Gifted Education Administrators, and is active in advocacy at the state and national levels. She has held visiting appointments at Cambridge University, at Brunel University near London and at the University of New South Wales in Sydney, Australia.

As a former classroom teacher, Ann is interested in curriculum, assessment and instruction for high ability learners, the role of the talented child in cooperative learning groups, the development and evaluation of teacher preparation and professional development programs, program evaluation in gifted education, and research-based best practices for high ability learners.

CEC Conference ITAG Strands

If You Build It, They Will Come
Exemplary Programs and Services
for Gifted Learners



Your field of dreams is possible. Building high quality programs and services for gifted and talented children and adolescents is a continuous process. What do strong programs and services for these learners look like? We'll focus on what works with talented youth and highlight specific evidence-based practices you can incorporate into your services to meet their needs.

Picture This! Evidence-Based Instructional Practices for High-Achieving Learners

Strong teaching and learning strategies are one way to differentiate for gifted learners. Try your hand with graphic models to guide instruction. Incorporate engaging primary sources in your classroom. Produce increased achievement with practices that are evidence based to back them up. Picture an engaged classroom where students and teachers enjoy learning.

Creative Learning with Creative Lives: Biography in the Classroom (Saturday Post Conference)

Engage your gifted learners with fascinating books, creative activities, and rich primary sources. Each year, children's authors write award winning biographies you can use to extend your curriculum. Artists, explorers, musicians, scientists, writers and a host of other remarkable people are the subjects of compelling life stories that help gifted children understand their own talents.

The Center for Gifted Education at the University of Arkansas at Little Rock has developed teacher guides or Blueprints that incorporate discussion questions, writing activities, primary sources and portrait study. In this session, we will engage in a hands-on investigation of the Center's collection of biographies for gifted learners and participate in creative learning activities from its Blueprints for Biographies guides.

Participants will leave the session with a template to create a Blueprint for biography of their own choosing, a bibliography of children's biographies recommended for talented learners in primary, elementary and middle school, and a chart of biography match-ups for popular unit topics in language arts, social studies, science and the arts.

Full conference registration and housing information available at www.itag-sage.org or on the Idaho CEC website www.idahocec.org.

State Department News *Val Schorzman*

Legislature Approved G/T Training Grant Money —\$1 million

The 60th Legislature in House Bill Number 324, Section 6, has allocated 1 million dollars for the G/T

Training Grant. Part "a" will be allocated for training general education teachers, gifted/talented facilitators, administrators and/or parents in the identification of or service to students in the five mandated areas.

In accordance with IDAPA 08.02.03, part "b" 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.

\$500,000 shall be distributed to train general education teachers, gifted/talented (G/T) facilitators, administrators and/or parents to better meet the needs of gifted/talented students.

Legislature makes General Education Teachers, GT Facilitators, Administrator, and/or Parents Training Grant Funds Available

One-half (1/2) of these funds shall be allocated pro rata based on each district's prior year total student enrollment compared to the prior year total statewide enrollment. One-half (1/2) of these funds shall be allocated based on the number of gifted/talented students identified and served as indicated on the prior year's December 1 child count.

The number of gifted/talented students identified for purposes of this section shall not exceed seven percent

(7%) of the district's total student enrollment. No district shall receive less than \$500.

Funds shall be distributed upon submission and approval of an application submitted to the State Department of Education demonstrating how in-service training will establish or improve identification and service of gifted/talented students in the five (5) mandated talent areas. The Superintendent of Public Instruction may reallocate any gifted/talented funds that are left unrequested by school districts to all other school districts that have requested gifted/talented funds, according to the distribution formula outlined in this section."

Information on the application process for the G/T Training Grant will be mailed from the State Department of Education to districts in the fall of 2009. Grants will be due November 15, 2009.

Advanced Placement Test Fee Reduction Grant

The Idaho State Department of Education will be assisting districts by paying for AP/IB exams for low-income students. The College Board will provide information on AP Central, the AP program's online resource found at www.apcentral.collegeboard.com. Once again, registration will be online.

The State of Idaho will pay \$56 per AP/IB Exam for public and private school students qualifying for the College Board fee reduction. The final AP fee for qualifying students is \$0. Therefore, AP exams are provided at no cost to students. For further information, please contact Dr. Val Schorzman at 208-332-6920 or VJSchorzman@sde.idaho.gov.



Additions to the State Department of Education Gifted Talented Lending Library

One of the most popular resources on the G/T website http://www.sde.idaho.gov/site/gifted_talented/lending_library.htm is the Lending Library. The library contains many valuable resources that can be checked out by district personnel across the state and by parents interested in learning more about their gifted children

What's New?

BOOKS

- Adams, C. & Pierce, R. (2006). *Differentiating instruction: A practical guide to tiered lessons in the elementary grades*. Waco, TX: Prufrock Press.
- Blaz, D. (2008). *Differentiated assessment for middle and high school classrooms*. Larchmont, NY: Eye on Education.
- Campbell, B. (2008). *Handbook of differentiated instruction using the multiple intelligences: Lesson plans and more*. Boston, MA: Pearson, Inc.
- Hamm, M. & Adams, D. (2008). *Differentiated instruction for K-8 math and science: Ideas, activities and lesson plans*. Larchmont, NY: Eye on Education.
- Lewis, J. (2008). *Advocacy for gifted children and gifted programs*. Waco, TX: Prufrock Press.
- Montgomery, J. (2007). *Characteristics and development of male adolescent students who are gifted, gifted twice-exceptional, or attention defi-*

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- cit: *A mixed-methods study*. University of Idaho dissertation.
- Roberts, J. & Inman, T. (2007). *Strategies for differentiating instruction: Best practices for the classroom*. Waco, TX: Prufrock Press.
- Rogers, K. (2006). *A menu of options for grouping gifted students*. Waco, TX: Prufrock Press.
- Silverman, S. & Weinfeld, R. (2007). *School success for kids with Asperger's syndrome*. Waco, TX: Press.
- Strickland, C. (2007). *Tools for high quality differentiated instruction*. Arlington, VA: Association for Supervision and Curriculum Development.
- Tomlinson, C. (2003). *Fulfilling the promise of the differentiated classroom: Strategies and tools for responsive teaching*. Arlington, VA: Association for Supervision and Curriculum Development.
- Turville, J. (2007). *Differentiating by student interest*. Larchmont, NY: Eye on Education.
- VanTassel-Baska, J. (2005). *Acceleration strategies for teaching gifted learners*. Waco, TX: Prufrock Press.
- Waterman, S. (2007). *The democratic differentiated classroom*. Larchmont, NY: Eye on Education.
- Weinfeld, R., Barnes-Robinson, L., Jeweler, S., & Shevitz, B. (2006). *Smart kids with learning difficulties: Overcoming obstacles and realizing potential*. Waco, TX: Prufrock Press.
- Westphal, L. (2007). *Differentiating instruction with menus: Social studies*. Waco, TX: Prufrock Press.
- Westphal, L. (2007). *Differentiating instruction with menus: Science*. Waco, TX: Prufrock Press.
- Westphal, L. (2007). *Differentiating instruction with menus: Math*. Waco, TX: Prufrock Press.
- Westphal, L. (2007). *Differentiating instruction with menus: Language Arts*. Waco, TX: Prufrock Press.
- Winebrenner, S. & Brulles, D. (2008). *The cluster grouping handbook: How to challenge gifted students and improve achievement for all*. Minneapolis: Free Spirit Publishing, Inc.

VIDEOS/DVDs

- Differentiated Instruction in Action Elementary School*, Association for Supervision and Curriculum Development, DVD code #606765
- Differentiated Instruction in Action Middle School*, Association for Supervision and Curriculum Development, DVD code #606758
- Differentiated Instruction in Action High School*, Association for Supervision and Curriculum Development, DVD code #606175
- Differentiated Instruction, Understanding by Design, What Works in Schools*, Association for Supervision and Curriculum Development, DVD code #607458

If you are interested in checking out these or other titles, please send an e-mail to Dr. Val Schorzman at VJSchorzman@sde.idaho.gov stating the author and title of the book or video. Materials checked out may be kept for one month. If you have questions, please contact Val at 208-332-6920.



Memo Regarding Awarding High School Credit in Junior High

To: Marti Pike, Gifted and Talented Coordinator, Twin Falls School District

From: Nick Smith, Deputy Superintendent, Division of School Support Services

Date: February 13, 2009

Re: Interpretation of IDAPA 08.02.03.107 and Earning High School Credit in Junior High

This memo is designed to clarify IDAPA 08.02.03.107 as it pertains to earning high school credit in Math and Science courses before entering grade nine. According to the rule, students may only earn high school credit in Math and Science courses before entering grade nine. No other content area courses qualify under this provision of the rule.

To receive high school credit, the student must complete the course with a grade of C or higher and the course must meet the same content standards that are required in high school. By completing a math or science course before entering 9th grade, the student will have met the high school content area requirements for that course but must still complete six credits of high school math and six credits of high school science in addition to the courses completed in middle school.

This rule change was approved as part of the High School Redesign package and was intended to allow high performing student the opportunity to complete lower level Math and Science courses before entering high school. The intent was to free students up to take advanced placement and concurrent credit courses once they entered high school.

Thank you for the opportunity to clarify this rule. If you have any questions, or if I may be of any assistance, please do not hesitate to contact me.

Sincerely,

Nick Smith
Deputy Superintendent
Division of School Support Services
Idaho State Department of Education



Congressional Update

NAGC Urges President Obama to Reverse Proposed Termination of Javits Program

WASHINGTON (May 7, 2009) - The National Association for Gifted Children is urging President Obama to reconsider

his proposed termination of an invaluable gifted education research program.

Funded through the Jacob Javits Gifted and Talented Students Education Act, these "Javits Grants" support research projects aimed at enhancing how our schools identify, assess and educate our nation's gifted children from disadvantaged backgrounds."

"Despite being chronically underfunded, the Javits program has made a marked difference in how our nation educates our most promising students, especially those gifted students from underserved populations," NAGC Executive Director Nancy Green said.

"Instead of proposing to scrap the program in its entirety, the Administration should instead seek to provide full funding for the Javits program to expand the scope and breadth of research so more promising interventions can be applied to help students in classrooms throughout the nation," she added.

For more than 20 years, the Javits program has led the way in identifying best practice and academic rigor for high-ability learners from disadvantaged backgrounds - critical research that is not being conducted elsewhere. All too often, the gifts and talents of economically disadvantaged students go unrecognized and undeveloped because challenging educational experiences are unavailable. The Javits program has been instrumental in changing this dynamic so that high-ability learners from poverty no longer fall through the cracks.

"Ending the Javits program will eliminate the only federal support provided for gifted students. Considering that Washington invests less than 3 cents of every \$100 dollars in education funding in gifted students, this is exactly the wrong move for the Administration to make.

"On behalf of all gifted students - especially those from disadvantaged backgrounds - I urge the President to reverse his proposed termination of the Javits program and call upon the Administration and Congress to reinstate AND fully fund this critical initiative."



Jane Clarenbach, Director, Public Education, NAGC

Federal Stimulus Funds Available For Gifted

Gifted education supporters should be advocating with their local school district leaders to spend a portion of the federal stimulus money to support gifted and talented programs and services.

The U.S. Department of Education has begun to distribute funds for K-12 and higher education, and at least two of the funding streams -- the State Stabilization Fund and Title I funds -- could be used to support gifted education students.

Stabilization funds could be used to restore budget cuts and teacher positions, or the funds could be used to expand or create new services. Title I funds could be used to support gifted students from low-income families. Additionally, gifted education advocates should know that \$100 million in stimulus funds will support Teacher Quality Partnership grants in Title II of the Higher Education Act, which will require university teacher preparation programs to increase new teachers' exposure to the needs of gifted and talented students.

Check the NAGC website www.nagc.org, to download a memo with more details to help you with your advocacy and for samples of letters to send to your local newspapers.



Gateway to Gifted

NAGC 56th Annual Convention & Exhibition

St. Louis, Missouri
November 5-8, 2009
www.nagc.org

National Education Think Tank Aimed at Parents

Dear Parents,

I'm writing to share information about new resources for parents of gifted students.

Like you, I'm a parent advocate for gifted students. After serving as the president of our local PAGE chapter (Ventura (CA) Parents and Advocates for Gifted Education), I started advocating on the national level by writing op-eds about gifted education for newspapers such as the Washington Post. I then heard from a flood of parents across the country.

In response, I've started a national education think tank, the California Learning Strategies Center (www.LearningStrategiesCenter.com) to help parents get their gifted children's needs met, both inside and outside the classroom.

Among other services, the Center offers a free e-newsletter for parents.

The Center's website provides more advice from mathematicians, authors, poets and scientists about how parents can keep their gifted children chal-

lenged and enthusiastic about learning, both at school and at home, at www.LearningStrategiesCenter.com/resources.html

The website also provides information on our Parent Guides, which include: *The Parent's Guide to Getting your Advanced Math Student the Education He or She Deserves* and *The Parent's Guide to Educating Advanced Readers/Writers*.

These 40-45 page Guides are packed with advice about resources, innovative learning options and negotiation tips to help parents get their child an appropriately challenging and enriching education. For more information on our Parent Guides, please go to www.LearningStrategiesCenter.com/products.html

I can be reached by e-mail or by phone at 805-642-6686.

Thank you, and I look forward to hearing from you.

Susan Goodkin
Executive Director, California Learning Strategies Center



ITAG/SAGE OFFICER NOMINATIONS

ITAG/SAGE is now accepting nominations for two positions

- Vice-President** duties and responsibilities are:
 1. Take charge in the absence of the president and president-elect
 2. Prepare for the future presidency
 3. Begin making arrangements for the CEC conference program to be held in two years
- Secretary** duties and responsibilities are:
 1. Keep official records and send copies to board members
 2. Serve as chairperson on the membership committee and keep track of the committees and membership
 3. Attend board meetings and assist the president in the operation of the organization

Nominate yourself or another individual by sending the following information.

- A. Name of Nominee, work role/title, address, phone number, school district, and email. Please be sure this person accepts the nomination to office.
- B. Indicate the position to be considered for: Vice President, or Secretary
- C. Please provide the information listed below.
 - 1) Career experiences and highlights
 - 2) Leadership positions held and/or other professional activities
 - 3) Contribution to the gifted and talented field
 - 4) A tidbit of personal info for a publicity bio
- D. Name of person making nomination, phone, address, and email address

Send nomination information before August 15th to:

Marti Pike
551 Magnolia Ave.
Twin Falls, Idaho 83301
pikema@tfsd.k12.id.us



WANTED: Edufest Special Topic Presenters - Something old, something new, something for many or for a few.

Edufest is currently looking for people who will share hands-on, fun activities and/or informative and innovative ideas.

Sign up now to be an Edufest Special Topic Presenter. Special Topics will be held at Edufest on Monday—Wednesday, July 27, 28, and 29th from 3:30—5:00 p.m., at the Boise State Student Union Building, Boise, Idaho.

Come share your expertise, gain professional recognition, and be considered as a candidate for a future strand presentation.

Special Topics are 90-minute presentations, showcasing great ideas, hands-on activities, individual programs, student opportunities, curriculum extensions, unique projects, or passions of the heart.

For more information and to submit a proposal, visit the Edufest website, www.edufest.org, scroll to the bottom of the page and fill out the Special Topic form.

We are hoping you consider sharing your expertise with your colleagues and fellow participants this year.

The Impact of Gender Differences on Achievement and Aptitude Test Results: Perspectives from the Recent Literature *Diane Boothe, Professor/Dean, Boise State University*

The performance of highly gifted students has been documented and analyzed for decades by leaders of the gifted child movement throughout the United States and the world. Gender has often been identified as a critical factor when identifying multidimensional perspectives of giftedness. Often, mixed messages are received regarding expectations and academic achievement of male and female students. The results assessed according to gender have proven to be of great interest to researchers. Are gender stereotypes directly related to student performance, or is it simply a fact that males and females display different aptitudes? An examination of research relating to gender differences found among intellectually gifted students addresses males and females in a variety of dimensions of cognitive giftedness, but most frequently those related to manifesting quantitative gifts. This is often a controversial topic. Gender-related differences are not always embraced with enthusiasm.

Eighty-six nationally standardized aptitude and achievement tests were examined over several years for the purpose of considering gender differences on a wide variety of cognitive tests (Stanley, et al., 1992). It was determined that with few exceptions, the scores of the males exceeded those of females. The majority of comparisons included large groups of examinees, so questions of statistical significance are not relevant. Females excelled in Spelling (effect size .50) on the Differential Aptitude Test in the twelfth grade. Males (effect size .89) were strongly favored for mechanical reasoning on the same battery of tests (Stanley et al., 1992). On the advanced examination of the Graduate Record Examinations, males were furthest ahead on Political Science (effect size .76), followed by Mathematics (.71) (Stanley et al., 1992).

The researchers noted that there was a strong tendency for tests taken predominately by males to result in the largest effect sizes, while those taken predominately by females yielded smaller effect sizes. In this case, females scored higher on certain verbal measurements. Males scored considerably higher than females on all six physics tests and on 11 of 16 quantitative tests. Stanley and his fellow researchers also point out that the results revealing male scores ahead of female scores in history and computer science were among the most surprising of the study because it was expected that females would receive similar scores to males on those tests (1992, Stanley et al.). They further comment that these results are perplexing in light of research indicating that girls and young women tend to be better students in school. Another question that arises is whether differences in test-taking skills may be a partial explanation of these results.

Halpern (2000) reviews current research that reveals intricate gender differences. She explains that women score higher on tests of memory, production, and comprehension of complex prose. Females also excel in fine motor tasks and speech articulation. Halpern further indicates that men score higher on tests of fluid reasoning, tasks that involve moving objects, transformation of objects, and tasks that require aiming. It is interesting to note that Halpern and others have determined that females on average receive better grades in every subject in school, and males are in the majority in both gifted and mentally disabled populations (Halpern, 2000).

It is worthwhile to note that more than 50% of gifted kindergarten students are girls, yet only 30% of female eighth graders are identified as being gifted (Koppel, 1991). To what can we attribute this decline? Does the asynchronous development that challenges all exceptionally able students take a particularly devastating toll on gifted females? If a disproportionate number of identified gifted females are under-achieving, what physiological, social, and psychological factors could be contributing to these outcomes? Giftedness is often evident at an early age in girls, who are likely to speak, read, and write sooner than males of the same age (Silverman, 1986). Girls often demonstrate precocious reading skills when quite young (Kerr, 1997), yet these skills do not necessarily translate into identification as exceptionally able learners. Often public schools in the United States tailor literacy programs to the reading readiness levels of male students who may have been delayed entering kindergarten due to a parental decision based on social, emotional, and physical attributes. In the case of academically gifted youngsters, their intellectual abilities often exceed these other developments.

Once exceptionally able students embark on their educational careers, a variety of interesting patterns emerge. Teachers have been observed to interact differently with male and female gifted students, and their expectations also vary according to gender (Sadker and Sadker, 1985). In a recent study addressing the ways that a teacher's gender affects students, the findings suggest that the teacher's gender shapes communication between teacher and pupil and students' outcomes are often better when taught by a teacher of their same gender (Dee, 2006). There is evidence that boys often dominate classroom discussions, and that this is accepted by teachers (Sadker and Sadker, 1985). On the other hand, when girls are required to raise their hand, they do not participate in class to the extent that their male counterparts do, and they may even avoid responding to questions (Kramer, 1985). It is reasonable to suspect that girls' perceptions of this favoritism toward gifted males and the suggestion of males' superior intellectual capability does not result in positive long-term effects for female students' self concept or academic success. These perceptions certainly have the potential to impact their motivation and perception of classroom interaction negatively. These differences in classroom situations may also affect the students' selec-

tion of the mathematics and science curriculum and eventually their career success.

Kerr (1994) investigated the factors that set the eminent women in her study apart from other women who were not gifted or who were identified as gifted, yet did not achieve to their level of capability. Experiences that strengthened self-esteem were key factors that led to feelings of being special or different, reading and falling in love with ideas, and being capable of establishing relationships without sacrificing personal identification or goals. This led to convictions that their values were worthy and guided by their own actions and beliefs. These gifted females who were empowered, developed relationships aligned to their passion for their work, and assumed equality with men.

It is interesting to note that Kerr (1994) also found that many experienced an awkward or socially difficult adolescence and were often educated in a same-sex environment. They also tended to spend time alone and received individualized instruction as children. These factors indicate that these young women were unusual and provided with opportunities that led to eminence and reinforced successes. Kerr (1994) points out that they had mentors to nurture their talents and provide access to professional involvement. The gender gap in the United States has been closed in numerous ways (Campbell & Clewell, 1999). An examination of current textbooks reveals that gender bias in print and illustration has decreased significantly. As educators transform the curriculum and include materials that eliminate stereotypes and incorporate meaningful perspectives, gifted students of both genders will be motivated to excel. Are teacher-training programs keeping pace with the needs of gifted students? Do school districts implement identification procedures in a timely manner and apply methodology appropriately designed to meet these unique needs?

Kerr and Niepon (2003) point out that where intellectually gifted eighth-grade girls are on a par with boys in math achievement, they are taking more challenging high school courses in the areas of math and science. Many efforts are under way to encourage girls to raise their career aspirations and select more rigorous course work (Kerr & Niepon in Colangelo & Davis, 2003). The common goal for both males and females is to provide challenging and quality programs that lead to maximum utilization of talent and inspire intellectually gifted students. As Stanley (1994) has noted, "We have a sizable set of information that defines the fact of gender differences regarding quantitative excellence." What is missing is any clear explanation as to why this is manifested in standardized tests and tests for definition of giftedness.

Note 1. For more detailed information on the calculation of effect size, and an explanation of its significance, see web.uccs.edu/lbecker/Psy590/es.htm.

Note 2. This article consists of content found in Chapter 13 from *In the Eyes of the Beholder: Critical Issues for Diversity in Gifted Education* edited by Diane Boothe and Julian Stanley.

PAGE

June PAGE Family Pot-luck Picnic on June 16th at 6:30 at Municipal Park in Boise on Walnut street between Warm Springs Ave and Park.

Nancy Gregory 323-8354, negregory@gmail.com or Barb Minton, 344-0916, minmay@cableone.net

The May PAGE meeting

was held on Tuesday, May 19th, 7pm, at Grace Jordan Elementary in Boise. We invited State Superintendent Tom Luna to come for a listening session.

This was a great opportunity to have the ear of one of the top education officials in the state. The discussion was held around several topics including:

- importance of teacher training
- flexible options that have been successful for gifted students
- challenges for 2e students
- scarcity of appropriate interventions for gifted students in various districts
- differences in program options/ pros and cons of those options
- importance of early intervention yet scarcity of services
- impact of gifted services on children

Along with parents and teachers, students from gifted / highly gifted programs and TVMSC came to participate.

I know this was a busy month. We hope many of you can join us in June for our annual Picnic in the Park.

Nancy Gregory

ITAG/SAGE Membership

ITAG/SAGE, Idaho the Association for Gifted Education, is an organization whose mission is to improve the availability and quality of information, programs and training for gifted and talented education in Idaho. Members are people who, like you, believe in gifted education. ITAG/SAGE is an active organization supporting many worthwhile initiatives. ITAG/SAGE is an affiliate of The National Assoc of Gifted Children Affiliate of Council for Exceptional Children

For membership, fill out the form below and send it, along with your membership dues to Linda Hawley, secretary. If you have questions or need additional information, please feel free to contact an officer or regional representative.

Name _____
 Home Address _____
 City/State/Zip _____
 School Address _____
 City/State/Zip _____
 Home Phone _____ Work Phone _____
 E-mail _____
 CEC member # (if it applies) _____
 (If you are a CEC-TAG member, you are a member of ITAG.)

_____ I want to contribute \$1 to the Nicholas Green Distinguished Student Fund (\$31.00total).

Are you: Parent - GT Facilitator - Classroom Teacher - Administrator - Counselor - Ancillary Staff - Other

Send \$30.00 check to:

ITAG/SAGE: Linda Hawley

578 E 49th Street., Idaho Falls, ID 83404

hawllind@gmail.com

2009 ITAG/SAGE Mini Grants

Mini-grants at \$200 each, are available for innovative ideas that promote gifted education in schools and benefit gifted children.

The grants are to help fund projects that provide direct support for programs and/or materials for gifted children. Ideas that indirectly benefit gifted children will also be considered. Applicants must be ITAG/SAGE members.

To find out more about the mini grants and to download an application, visit www.itag-sage.org.

ITAG/SAGE Officers



President Susan Wolfe, Boise
 susan.wolfe@boiseschools.org
 H 429-9641

Past President Marti Pike, Twin Falls
 pikema@tfsd.k12.id.us
 H 404-1660

President Elect Angela Young, Middleton
 ayoung@msd134.org
 H 631-6104

Vice President Bob Bishop
 OLA@cableone.net
 887-4806

Secretary Linda Hawley, Idaho Falls
 hawllind@gmail.com
 H 524-7099

Treasurer Scarlett Randall, Boise
 scarlett.randall@boiseschools.org
 H 895-9548

Parent Rep Nancy Gregory, Boise
 negregory@gmail.com,
 H 323-8354

Regional Representatives

Region One Beth Brubaker, Hayden
 bethbr@jrca.com
 H 772-4312

Region Two Marci Barrett, Mullen
 marci.barrett@ksd391.org
 249-7053

Brandi Maynard, Albion, WA
 bmaggard@vallivue.org
 509-334-5872

Region Three Amy Wiltrout, Nampa
 A_Wiltrout@yahoo.com
 467-1663

Region Four Kim Dahlquist, Jerome
 324-3081

dahlquistki@tfsd.k12.id.us
 Sue Bixler, Twin Falls
 bixlers@tfsd.k12.id.us
 733-1217

Region Five Cathy Kratz, Pocatello
 kratzca@ds25.k12.id.us
 H 233-5352

Region Six
 Vicki Krogstrand, Idaho Falls
 krogvick@d91.k12.id.us
 H 346-6729

Vicki Chase, Blackfoot
 jv6467@cableone.net
 H 589-6288

Webmaster Dave Grindle, Meridian
 webmaster@itag-sage.org
 H 895-6612

Edufest Coordinator /Newsletter Editor
 Sherrie Bosserman, Kuna/Boise
 sbosserman@gmail.com
 H 344-1761

Edufest 2009

July 26-31 Boise State University Student Union Building
 Featuring a Week of Keynote Presentations by Internationally and Nationally
 Recognized Experts in Gifted and Talented Education
 Plus 41 week-long workshop presentations and 36 Special Topic sessions



Sunday, July 26
 Dr. Marcia
 Gentry
 Total School
 Cluster
 Grouping:
 Rationale,
 Reason, &
 Research

Monday, July 27
 Dr. Joyce
 VanTassel-Baska
 What Works: 20
 Years of Curriculum
 Research and
 Development for

Tuesday, July 28
 Dr. Karen L. Westberg, Dr. Jann H.
 Leppien, Dr. Marcia B. Imbeau, and
 Kim Paris
 The Real Stories of Academic
 Acceleration

Thursday, July 30
 Dr. Susannah
 Richards
 Digest It, Don't
 Dissect It!
 Implications for
 Developing
 Lifetime Readers

Friday, July 31
 Cloyce Weaver
 MA Finding
 Your Magnetic
 True North

Registration Form for the weeklong conference

Edufest 2009

Registration Deadline - July 17, 2009

Name Mr. /Mrs. /Ms. /Dr. _____
 First Name to be Used as Your Badge Name _____
 Home Phone _____
 Home Address _____
 City _____ State _____ Zip _____
 Email Address _____
 School _____
 School Address _____
 City _____ State _____ Zip _____
 School Phone _____

(\$100 deposit per person with this form)

Method of Payment

_____ Check payable to Edufest 2009
 _____ Purchase Order Number _____ Amount _____

Registration Deadline -- July 17, 2009 (Deduct \$25 per person if registration is post-marked by June 1, 2009)

Four Options - Select the one that meets your needs

- _____ **\$455 Commuter.** Includes conference, Thursday banquet, no other meals
- _____ **\$570 Commuter with meals.** Includes conference, lunches, and dinners
- _____ **\$600 Resident without meals.** Includes conference, Thursday banquet and no other meals, and double occupancy dorm room without private bath
- _____ **\$715 Resident with meals.** Includes conference, all meals, and double occupancy dorm room without private bath
- _____ **I wish to have a private dorm room, please add \$80 to my registration fee** (Sorry...none of the dorm rooms have private baths).
- _____ **Female** _____ **Male**

Preferred Roommate _____
School District/Affiliation _____

All options include a snack before Sunday evening's keynote and a Thursday evening banquet.

**Make check or purchase order payable to Edufest 2009 and mail to
 Edufest 2009, PO Box 45086, Boise, ID 83711-5086
 Fax 208-378-0579**

NOTE: Edufest participants may register for one to three graduate credits for an additional fee. Course registration and payment occur during the Edufest conference. These courses meet the requirements for the Idaho gifted and talented endorsement requirements.

General Information

Conference check-in is from 2 to 4 p.m. on Sunday, July 26. The first session begins Sunday evening at 5 p.m. The conference ends on Friday, July 31 at noon. Email info.edufest@gmail.com or call 208-378-0579 for additional information.

Fees

Registration fees include all cost of instruction, morning and afternoon refreshment breaks, materials packet, a snack on Sunday before the keynote, and Thursday evening's dinner. The residential packages can include all meals and overnight accommodations. Only breakfast is served on Friday. A deposit of \$100.00 per person is required with each registration form. Payment in full or a purchase order is required BEFORE Edufest 2009 begins.

Special Discounts

Deduct \$25 per person if registration is postmarked by June 1, 2009.

Refunds and Cancellations

All monies will be refunded if paid registrations are cancelled by 4 p.m. MDT, July 17. If the participant does not attend and does not cancel on or before the above date, the \$100.00 deposit will be surrendered. All requests for refunds must be submitted by September 1, 2009. Edufest 2009, PO Box 45086, Boise, ID 83711-5086, Fax 208-378-0579, or email info.edufest@gmail.com

Housing

Accommodations will be provided in the Boise State University residence halls. Some single rooms are available for an additional \$80 fee. We will assign you a roommate if you do not specify a roommate on the registration form. Registrations must be received by July 11 in order to stay in the BSU dorms.

Academic Credit

You may elect to receive one to three graduate-level credits from Northwest Nazarene University or Boise State University for an additional fee. The graduate-level credits meet course requirements (or an elective course requirement) for the Idaho gifted and talented endorsement, as well as the requirements for recertification and pay scale increases. **Credit registration and payment occur during Edufest 2009. NNU also will offer course registration on their website.**

Edufest 2009 Parent Day

Saturday, July 25, 2009

And

Administrators', Counselors', Special Education and Gifted Educators' Institute

Monday, July, 27, 2009

Boise State University Student Union Building, Boise, Idaho



Presenter *Jean Sunde Peterson, Ph.D.*

Jean Sunde Peterson, Ph.D. is an associate professor and coordinator of school counselor preparation at Purdue University. A licensed mental health counselor with considerable experience counseling gifted youth and their families, she conducts school-based workshops on academic underachievement, listening skills for teachers, and social and emotional development of high-ability students. She is author of *The Essential Guide to Talking with Gifted Teens* and co-editor of *Models of Counseling Gifted Children, Adolescents, and Young Adults*, among over 80 publications.

Kidfest
Available to children whose parents are attending the **Parent Institute**. Same site, same time.
Check the website www.edufest.org for information and registration forms.

Edufest Parent Day

Saturday, July 25, 2009 8:30 AM-3:00 PM

A Counselor's Perspective on Parenting Gifted Children and Adolescents

Dr. Peterson will offer perspectives related to parenting, based on her extensive work as a counselor of gifted children, adolescents, and adults. Giftedness can be both boon and bane, asset and burden, comfortable and uncomfortable. However, others may not see beyond a student's performance or non-performance, and some students themselves may not reveal much beyond those. The social and emotional development of gifted kids is usually not a major focus during identification for gifted programs, nor is it usually addressed directly in those programs. Yet it is certainly related to school performance and well-being. The non-asset side of giftedness is also not discussed much. This presentation will look at sensitivities, intensities, perfectionism, anxieties, high achievement, underachievement, and parenting through a developmental lens.

Administrators', Counselors', Special Education and Gifted Education Specialists' Institute

Monday, July, 27, 2009 9:00 AM-3:30 PM

Helping Them Deal with the Burdens of Capability

This session will raise awareness about social and emotional concerns associated with high ability. Whether achieving or not, whether interpersonally adept or not, and whether from mainstream or nonmainstream cultures, gifted children and adolescents are not exempt from stressful life events and certainly can be distressed about school and family, developmental transitions, and their own and others' expectations. Yet gifted individuals often are denied information about normal development and opportunities to discuss developmental and other personal challenges. Some are not seen as having social and emotional concerns at all. Dr. Peterson will share observations, insights, and strategies based on her work with gifted youth. She will describe characteristics that have been associated with giftedness, including some that represent the "dark side" of high ability. Credit available with onsite registration and additional fee.

Edufest Parent Day Registration Separate from weeklong *Edufest* registration (Includes materials, lunch, and parking)

_____ Before July 15: \$55 one parent \$75 two people interested in the same child

_____ After July 15 and on-site: \$60 one parent, \$80 two people interested in the same child

Administrators', Counselors', Special Education and Gifted Educators' Institute Registration

(Includes materials, lunch, and parking pass) Registration could be combined with weeklong *Edufest*. Contact info.edufest@gmail.com

_____ Before July 15: \$100 per person

_____ After July 15 and on-site: \$105

Name(s) _____ Title _____ District/School _____

School Address _____ Home Address _____

City _____ State _____ Zip _____

Phone _____ Fax _____ E-mail _____

Special needs or considerations _____

Method of Payment: Check payable to Edufest _____ Purchase order number _____

Make check or purchase order payable to Edufest and mail to:
Edufest, PO Box 45086, Boise, ID 83711-5086 or Fax 208-378-0579

www.edufest.org

(Edufest is a gifted and talented conference affiliated with CEC-TAG (Council for Exceptional Children) and ITAG (Idaho Talented/Gifted Association).)

Idaho Gem Award

Idaho Gifted Education Milestone

ITAG/SAGE would like to recognize and honor educators and/or community members who, through their dedication and advocacy, have helped improve gifted and talented education.

Nominations are open for: Educators—Facilitators, classroom teachers, principals, program coordinators, counselors, administrators and/or Community Members—Parents, legislators, elected officials, media people, authors, businesses, and etc.

Nominations must be submitted no later than July 30. The recipients will be announced during the ITAG/SAGE luncheon at the October CEC Conference in Sun Valley.

Please include the following information:

I. Nominator's name, Address/City/Zip, Telephone, and Email addresses

II. Nominee's name, Address/City/Zip, Telephone, and Email addresses

III. Category: Educator or Community Member

IV. Description (250—300 words) of the reasons this person should receive the ITAG/SAGE Idaho.

Send nomination information to Susan Wolfe,
585 N. Morningside Way, Boise, ID 83712
susan.wolfe@boiseschools.org.

ITAG/SAGE 2009 Spring Newsletter

*Challenging all Children to
Maximize their Potential*



ITAG/SAGE
STATE ADVOCATES FOR THE GIFTED/
IDAH0, THE ASSOCIATION FOR THE GIFTED/

ITAG/SAGE
2420 SPAULDING
BOISE, IDAHO 83705