Workshops in Gifted Education

All courses provide one semester hour of academic credit, unless otherwise noted, and apply toward the State of Iowa Talented and Gifted Endorsement as designated by its corresponding endorsement strand:

Psychology Strand (Psych)
Programming Strand (Prog)
Administrative Strand (Adm)

Practicum requires prior approval before enrollment; contact Ellen Henning (ellen-henning@uiowa.edu), Graduate Assistant for Professional Development, or Laurie Croft (laurie-croft@uiowa.edu), Associate Director for Professional Development.

Winter 2015 Workshop

*EDTL:4085:0WKA Current Readings & Research in Gifted Education (Prog, Psych, or Admin, depending on emphasis, 1 sh)

This workshop will encourage participants to develop greater expertise in finding and analyzing research-based articles in the field of gifted education. Participants will practice evaluating and synthesizing evidence in an effort to better understand and implement best practices in the field.

Instructor: Dr. Laurie Croft
Dates & Time: December 28 – January 15
Platform: ICON (https://icon.uiowa.edu/)

Spring 2016 Workshops

Courses and workshops within the Psychology of the Gifted strand include:

- PSQF/RCE:4121:0EXW Identification of Students for Gifted Programs (3 s.h.)
- PSQF/RCE:5226:0EXW Assessment of Giftedness (Psych, 3 s.h.)
- PSQF:4123:0EXZ Academic Acceleration (1 s.h.)
- *PSQF:5194:0WKA Continuing Education: Nurturing the Potential of Twice-Exceptional Students: Practical Guidelines for Understanding and Supporting 2e Students (1 s.h. available with Webinar)

Workshops in the Programming for the Gifted strand include:

- EDTL:4066:0EXA/0001 Curriculum Concepts in Gifted Education (3 s.h.)
- EDTL:4026:0WKA Reading for High Ability Students (1 s.h.)
- *EDTL:4096:0EXW Topics in Teaching and Learning: Cluster Grouping for Gifted Students (2 s.h.)
- PSQF:4123:0EXZ Academic Acceleration (1 s.h.)
Workshops in the **Administration and Supervision of Gifted Programs** strand are:

- [EPLS:4110:0EXA](https://www.continuetolearn.uiowa.edu/) Administrative & Policy Issues in Gifted Education (2 s.h.)
- [*PSQF:5194:0WKB*](https://www.continuetolearn.uiowa.edu/) Continuing Education Individual Study: Leadership in Gifted Education (NAG Conference; 1 or 2 s.h.)
- [PSQF:4123:0EXZ](https://www.continuetolearn.uiowa.edu/) Academic Acceleration (1 s.h.)

Workshops in the **Practicum for Gifted Programs** strand are:

- [*EDTL:4188:0001/EDTL:4189:0WK/RCE:4188:0EXW*](https://www.continuetolearn.uiowa.edu/) Practicum (for special permission to enroll please email ellen-henning@uiowa.edu or laurie-croft@uiowa.edu)

*may be taken more than one time (varying subject areas) for the Talented and Gifted Endorsement.*

The fourth strand necessary for the Talented and Gifted Endorsement involves an individualized program planned for each teacher who arranges the Practicum experience directly with Ellen Henning, Graduate Assistant for Professional Development, or Laurie Croft, Administrator for Professional Development.

**FIRST STEP:** Visit [http://www.continuetolearn.uiowa.edu/readytoenroll/index.asp](http://www.continuetolearn.uiowa.edu/readytoenroll/index.asp), and indicate an interest in enrolling as a Continuing Education student (not pursuing a degree or certificate). Complete this process, indicating your choice of "graduate" or “undergraduate” status for this semester (undergraduate status is satisfactory for the endorsement). You must complete this step before you can enroll credit. **You do NOT need to complete this process more than one time per year.**

**Spring Online Classes**

**EPLS:4110:0EXA** Administrative & Policy Issues in Gifted Education (Admin, 2 s.h.)
Policy, administrative, evaluation issues in developing and maintaining gifted programs in a school setting will be discussed. Development and policy issues are particularly relevant in an era of NCLB, changing state laws, and varying requirements for school improvement.

- **Instructor:** Dr. Randy Lange
- **Completion of this course requires Internet access.**
- **Time & Location:** January 25 – April 22, online (ICON)
- **Platform:** ICON ([https://icon.uiowa.edu/](https://icon.uiowa.edu/))

**PSQF/RCE:4121:0EXW** Identification of Students for Gifted Programs (Psych, 3 s.h.)
Identification of Students for Giftedness (PSQF/RCE:4121) is open to upper-level undergraduates and graduate students. This course offers students a comprehensive Introduction to the multiple issues surrounding identification of students for gifted programs. This is accomplished through hands-on exposure to a variety of ability, achievement, and aptitude tests, as well as a number of checklists and inventories, including social-emotional, career, learning-styles, personality, and self-concept.
To obtain special permission please contact Dr. Susan Assouline (susan-assouline@uiowa.edu) or Dr. Laurie Croft (laurie-croft@uiowa.edu). If you are enrolled as a doctoral student, you should enroll in PSQF:5226:0EXW Assessment of Giftedness instead of PSQF/RCE:4121 (see below).

- **Instructor:** Dr. Susan Assouline
- **Completion of this course requires Internet access.**
- **Dates & Time:** January 19 – May 13, online (ICON)

**PSQF/RCE:5226:0EXW Assessment of Giftedness (Psych, 3 s.h.)**
Theories of learning, child development, and motivation are the main areas for the course. Issues unique to the field of gifted education are explored via lecture and small-group discussion. This course is for interested individuals who are enrolled as doctoral students. If you are not a doctoral student, please enroll in PSQF/RCE:4121 (see above).

- **Instructor:** Dr. Susan Assouline
- **Completion of this course requires Internet access.**
- **Dates & Time:** January 19 – May 13, 2016, online (ICON)

**PSQF:4123:0EXW Academic Acceleration (3 s.h.: 1 hour Psych, 1 hour Prog, 1 hour Adm)**
Acceleration as an effective curricular intervention for high-ability students; forms of acceleration, research evidence for acceleration, and process of implementing acceleration; reasons for persistent negative attitudes about acceleration; advocating for acceleration; skills for effective practice and implementation.

- **Instructor:** Ann Shoplik, Ph.D.
- **This is a Guided Independent Study (self-paced) Course.** You have the option of utilizing two academic terms to complete GIS courses.
- **Completion of this course requires Internet access.**
- **Time & Location:** January 19 – May 13; online (ICON); self-paced

**EDTL:4066:0EXA/0001 Curriculum Concepts in Gifted Education (Prog, 3 s.h.)**
This course is designed to assist pre-service and in-service educators as they develop and refine their understandings of curriculum in the context of: needs of gifted and talented students; rationale for and implementation of curriculum differentiation; and curriculum design for the gifted and talented. Full-time students may enroll in either section; EDTL:4066:0001 will meet on campus on Monday evenings from 6:30 – 8:00 pm, and will also interact with students enrolled in EDTL:4066:0EXA, which is entirely online.

- **Instructor:** Dr. Laurie Croft
- **Completion of this course requires Internet access.**
- **Dates & Time:** January 19 – May 13, online and in-person (ICON only for EDTL:4066:0EXA; ICON and in-person on Mondays from 6:30 to 8:00pm for EDTL:4066:0001)
EDTL:4026:0WKA Reading for High-Ability Students (Prog, 1 s.h.)
This workshop will focus on the intersection of theory underlying the unique challenges presented by talented students and practice necessary to develop the reading talent of gifted students. Participants will develop strategies for assessment and program implementation. (Participants do not need a background in reading or reading education).

- Instructor: Dr. Patricia Champion
- Completion of this course requires Internet access.
- Dates & Time: February 8 – 26, 2016

PSQF:5194:0WKA Continuing Education: Nurturing the Potential of Twice-Exceptional Students: Practical Guidelines for Understanding and Supporting 2e Students (credit option available with Webinar; Psych, 1 s.h.)
The commonly used term for gifted students who also have disabilities is “twice-exceptional,” a simple phrase that does little to suggest the complexities in meeting the needs of twice-exceptional (2e) learners. Participants will explore ways of better understanding and meeting the needs of 2e students, including developing academic strengths and facilitating social-emotional growth.

FIRST STEP: You do NOT need to complete this process more than one time per year. Visit http://www.continuetolearn.uiowa.edu/readytoenroll/index.asp, and indicate an interest in enrolling as a Continuing Education student (not pursuing a degree or certificate). Complete this process, indicating your choice of “graduate” or “undergraduate” status for this semester (undergraduate status is satisfactory for the endorsement). You must complete this step before Continuing Education can use your paper form (below) to enroll you for credit.

The Belin-Blank Center provides an automatic tuition scholarship for this credit in the amount of 50% of graduate-level tuition. For one hour of credit, you will be billed for $234. No technology fee.

- Instructor: Dr. Alissa Doobay  Team Teacher: Dr. Laurie Croft
- Completion of this course requires Internet access.
- Dates & Time: February 11 – March 3, online (ICON); participation required in the Nurturing the Potential of Twice-Exceptional Students: Practical Guidelines for Understanding and Supporting 2e Students Webinar (February 04, 4:00 -5:30 pm; DVD option available)

PSQF:5194:WKB Continuing Education Individual Study: Leadership in Gifted Education (NAG Conference) (Admin, 1 or 2 s.h.)
This is a credit option for the Nebraska Association for the Gifted (NAG) conference, held in Omaha, Nebraska this year. Registration for and attendance at the NAG Conference is required, as well as a synthesis of major themes and an evaluation of relevance of conference themes to the participant's role in gifted education. One project is required for one credit hour; a second project, supported by relevant research, is required for two credit hours. Participants will consider conference themes and course projects in the context of national standards in gifted education.
**FIRST STEP:** You do NOT need to complete this process more than one time per year. Visit [http://www.continuetolearn.uiowa.edu/readytoenroll/index.asp](http://www.continuetolearn.uiowa.edu/readytoenroll/index.asp), and indicate an interest in enrolling as a Continuing Education student (not pursuing a degree or certificate). Complete this process, indicating your choice of “graduate” or “undergraduate” status for this semester (undergraduate status is satisfactory for the endorsement). You must complete this step before Continuing Education can use your paper form (below) to enroll you for credit.

To obtain special permission required to enroll through ISIS.uiowa.edu, please contact Dr. Croft (laurie-croft@uiowa.edu) or Ellen Henning (ellen-henning@uiowa.edu); paper registration forms will be available at the conference, but registration as a Continuing Education student is required for those using paper registration forms.

The Belin-Blank Center provides an automatic tuition scholarship for this credit in the amount of 50% of graduate-level tuition. For one hour of credit, you will be billed for $234; if you enroll in two hours, you will be billed for $468. No technology fee.

If you are attending a different academic conference and are interested in academic credit, please contact Dr. Croft (laurie-croft@uiowa.edu).

- **Instructor:** Dr. Laurie Croft
- **Completion of this course requires Internet access.**
- **Dates & Time:** March 3 – 23, online (ICON); MUST attend the Conference on February 25-26 in Omaha, NE, then complete the course online on ICON.

**EDTL:4096:0EXW Topics in Teaching and Learning: Cluster Grouping for Gifted Students (Prog., 2 s.h.)**
Cluster grouping has the potential to raise achievement for all students in the grade levels that are clustered. Using *The Cluster Grouping Handbook: How to Challenge Gifted Students and Improve Achievement for All*, participants will review the Schoolwide Cluster Grouping Model to better understand how the method can provide full-time academic services to gifted students. The book outlines issues including identification, serving students, and evaluating the program. Participants will focus on best practices for gifted learners in the classroom.

- **Instructor:** Dr. Laurie Croft
- **Completion of this course requires Internet access.**
- **Dates & Time:** March 21 – May 6, 2016, online (ICON)

**EDTL:4096:0WKA Topics in Teaching and Learning: Personal Learning Plans and the Gifted Student (Prog, 1 s.h.)**
This course is designed to help educators develop a personal plan that can be used to drive and document programming, based on the needs and interests of the gifted and talented student. After completing this course, participants will have developed a useful template to use in their districts.

- **Instructor:** Lora Duffy Danker, MS and MA
- **Completion of this course requires Internet access.**
- **Dates & Time:** March 28 – April 15, 2016, online (ICON)
Practicum in Teaching & Curriculum Development in Gifted Education (Practicum strand, 1, 2, or 3 s.h.)

Practicum experience is based in local classrooms convenient for participants or at The Connie Belin and Jacqueline N. Blank International Center for Gifted Education and Talent Development. Participants are provided opportunities to explore relevant literature, to assist in developing curriculum for courses and workshops in gifted education, and to observe and assist in classroom instruction. This course satisfies the practicum requirement for the Talented and Gifted Endorsement.

- If you are enrolled as a full-time student, register for EDTL:4188:0001.
- If you are a Continuing Education student who wants one credit for practicum, enroll in EDTL:4189:0WKA.
- If you are a Continuing Education student who wants two or more practicum credits, enroll in RCE:4188:0EXW.
- Instructor: Dr. Laurie Croft
- Team Teacher: Ellen Henning, SSP
- Completion of this course requires Internet access.
- Dates & Time: January 19 – May 13, self-paced (ISIS dates will reflect a variety of start times, but we encourage you to enroll and begin your work in January!)