

Today is July 1, 2016

## Date correction

The SOE opening event will be WEDNESDAY AUGUST 24 (not the 25th as previously announced in this newsletter) starting at noon with a light lunch.

## Visitors from Venezuela

On Thursday, June 30, the SOE hosted 7 English teachers from Venezuela and their hosts from the U.S. State Department and the Iowa Department of Cultural Affairs. SOE graduate Ana Cara Van Dyck and students Kelli Carter and Kate Brightwell joined Dr. Shelley Fairbairn in presenting to and talking with the teachers about how we prepare ESL teachers at Drake, with Dr. Catherine Gillespie as host. The teachers asked many questions about teacher training, supervision, and evaluation and learned a great deal from their brief visit.

## Student honored

Drake doctoral student, Kim Wayne, was selected to represent Iowa at the #NationofMaking event at the White House

## Digital resources

Read and bookmark this list of great digital resources from Dr. Cris Wildermuth:  
[https://docs.google.com/spreadsheets/d/1WOdXAFbxkQGd\\_4HmiOldGYJzg2zs2uOVmCPPI2ZaZD4/edit](https://docs.google.com/spreadsheets/d/1WOdXAFbxkQGd_4HmiOldGYJzg2zs2uOVmCPPI2ZaZD4/edit)

## Girls outperform boys in digital literacy skills

Dr. Lindsay Woodward is the co-author of a Reading Research Quarterly article that has been gaining national attention in a couple of different forums. Her co-author summarized their findings for Education Week and School Library Journal websites:  
[http://blogs.edweek.org/edweek/curriculum/2016/05/4th\\_5th\\_grade\\_digital\\_literacy\\_skills\\_study.html](http://blogs.edweek.org/edweek/curriculum/2016/05/4th_5th_grade_digital_literacy_skills_study.html)  
<http://www.slj.com/2016/06/research/tween-online-habits-revealed/#>

## Professor quoted

Dr. Todd Hodgkinson was interviewed and quoted by the Desert News in an article on summer learning:  
<http://m.deseretnews.com/article/865657112/Sneaking-learning-into-playtime-prevents-dreaded-summer-slide.html?pg=all>

## Student Research Assistants

Madeleine Emrich and Sydney Staudt have been selected to assist Dr. Sally Beisser, recipient of the Ronald Troyer Research Endowment Fellowship for 2016-2017, to write a book on early childhood giftedness. Their efforts include writing and editing chapters on myths of the gifted learner, recognizing gifted behaviors in preschool and primary classrooms, and effective curriculum design for high ability children. Research funds will support their attendance at the Iowa Talented and Gifted (ITAG) conference

## Workshop opportunity

Schools, agencies, and individuals working with at-risk youth ages 10-18+ - here is a workshop for you!

The Robert D. and Billie Ray Center is offering a workshop, *At-Risk Youth and Character Development*, to be held in August in both Des Moines and Cedar Falls. Both days will be information packed and fun-filled as a variety of pedagogies and related activities are presented. Carrie Davis Marchant, the national trainer for this workshop is the creator and author of *Moral Kombat*, a program for at-risk youth and their families. We are very excited to bring Carrie to Iowa- for more information about her, click on her name above.

For a description of the training, go to: <http://www.drake.edu/raycenter/projects/upcomingclasses/>.

To register, go to: <https://www.eventbrite.com/e/at-risk-youth-and-character-education-des-moines-tickets-25271433538>. Registration cost is reduced from \$250 to \$80 with the promo code:charactercounts.

One hour of Drake University graduate credit or license renewal credit is available for all trainings. Cost of course credit is the responsibility of the participant. For more information, contact: Georgia Sheriff ([georgia.sheriff@drake.edu](mailto:georgia.sheriff@drake.edu); 515-271-1995)

and travel to the National Association for Gifted Children (NAGC) in Orlando, to be a part of an accepted research presentation at this conference. Both Maddie and Sydney are completing the TAG endorsement at Drake University and will graduate Spring 2017. Dr. Beisser directs the Online TAG endorsement program available for undergraduate and graduate students. Students in this program represent 27 states and 8 countries since 2007 when the endorsement was first offered.

## ESSA and Title I funding

The Every Student Succeeds Act (ESSA) is the name of the 2015 legislation that revised and reauthorized the federal K-12 education law known as the Elementary and Secondary Education Act of 1965 (ESEA). Prior to passage of ESSA, the law was referred to by the moniker No Child Left Behind. ESSA/ESEA is the source of most federal K-12 education initiatives, such as Title I schools, accountability for student achievement, programs for English Language Learners, math-science partnerships, and Title II professional development. Approximately \$21 billion in federal funds under ESEA are distributed to the states and school districts each year through complex formulas based on student population and poverty and through individual grant programs.

**And for the first time**, ESSA/ESEA also includes several provisions that support gifted and talented students. ESSA includes gifted education in Title I and Title II of the bill:

*Title 1: Improving Academic Achievement of Disadvantaged Students*

- Title I funds MAY be used to identify and serve gifted and talented students.
- Title I now REQUIRES the disaggregation of student achievement data at each achievement level on state and local report cards.

- States MAY use Title I funds to develop computer adaptive assessments used for accountability purposes.  
Title I monies CAN be used to supplement funding for gifted identification and services, but CANNOT be used to take the place of using the state-required expenditures.

*Title II: Professional Development*

- State plans MUST address gifted students.
- Districts receiving Title II funds MUST use the money to address the learning of all students. ESSA specifically states that “all students” includes gifted and talented students.
- Districts MAY provide training to support the identification of GT students, including high-ability students who have not been formally identified as GT.