

W W W . G R E A T E R D A N E T A G . O R G

Wednesday January 29th, 2014 Fitchburg Public Library 5530 Lacy Road (Upstairs Meeting Room) Fitchburg, WI 53711

8:00 – 8:30 WELCOME, NETWORKING

Please pick up the following items at the back table: Name tag, District Place Card, Agenda

District Yahara Submissions – Please TURN IN YAHARA ENTRIES PRIOR TO MEETING

If you were not present at the meeting, please mail the entries to the respective judges. See the Judging chart and membership directory for the addresses postmarked by Friday, January 29, 2014. Originality statements can be sent as a pdf. Top two entries should be sent to Teresa Doyle in Evansville via snail mail.

State of the State Update - Chrys Mursky Wi DPI Gifted Education Consultant

Agenda 2017 Agenda overview:

- Increase graduation rates
- Close the gaps that exist
- Increase bench mark scores: 3rd grade reading and 8th grade math
- College and Career readiness emphasis

Response to Intervention (RtI) Wisconsin's vision for RtI: Multi-Level system of support: High quality instruction based on student need and measured by a balanced assessment system that follow culturally responsive practices.

The Road Map demonstrates the need that all students receive high quality, differentiated, culturally responsive core academic and behavioral instruction. This is determined by universal screeners (ex: MAP, Explore, ALSAT, Explore, Lexile ranking, QRI, Learning profiles, common assessments,) We must use multiple data points to determine academic needs.

Instruction is then altered based on whether the student **does not** meet benchmarks, **does meet** benchmarks, or if he or she **exceeds** benchmarks.

Learning goals and the evidence that demonstrates whether the student has met those goals are defined.

High stakes assessments show growth **over time** or for accountability. Diagnostic assessments that are formative help determine how the instruction is scaffolded tomeet learning needs. We need to keep in mind that we teach **students**. The standards define the learning.

Comments; Oregon: Uses ALEKS, Tenmark for Math support

Baraboo: Does homogenous grouping based on Marcia Gentry's total school clustering. WCATY: Learning is social—take an appropriate skill and allow students of like ability to talk to each other.

- **Continuum of Services**: Those who are struggling: receive intense interventions *in addition to* the Tier I and Tier II interventions. Tier III intervention are for those who have already mastered the instruction. We do discuss the social emotional development: self-awareness, self-advocacy, personal competence and social competence pulled from NAGC PK-12 Programming standards.
- Classroom based Instructional Strategies listed for students with Gifts and Talents available on the DPI website: Tier I: Pre-assessment, question techniques, creative thinking, critical thinking, flexible grouping. Tier II: Problem-based learning, inquiry models; Tier III: Curriculum Compacting, independent contracts. School/District based: Tier I; cluster grouping; Tier II: Pull-out/pull-in, Purchased services: Tier III: Subject acceleration, grade acceleration, mentorships, internships.
- **Common Core State Standards (**CCSS)—while these are strong, they are not sufficiently advanced to meet the needs of most high ability/high potential students. Three content adaptations:
 - 1. accelerate and streamline;
 - 2. add complexity and depth and incorporate opportunities to create and to be innovative;
 - 3. use cross-disciplinary content and integrate standards form two or more disciplines

Smarter Balanced Assessment

We need to ensure that the growth of high ability students can be effectively measured Use out of level standardized assessments: what about using the Aspire (Explore, PLAN, ACT) out-of-level. Aspire is now coming out with grade level assessments for grade 3 – 8 in the areasc of Writing, Langauge Arts, Reading, Math, and Science. Could DPI approve the uses of these tests. Perhaps a statement from GDCTG would be helpful. Kitty and Amy will draft this statement/request.

Sample items for SBA available at: http://sampleitems.smarterebalanced.org/itempreview/sbac. Practice test: http://sbac.portal.airast.org/practice-test

Pre-Assess

Embed formative assessment practices that incorporate high level reasoning and creative production

Write appropriate student learning objectives.

Educator Effectiveness

What SLO's might you write for gifted students: include evidence, student growth goal and strategy that would be used to meet the goal (SMART goals)

What type of baseline data might we use to uncover needs? What might this need look like?

WI Educator Effectiveness and Gifted Update – Kris Joannes WI DPI Education Consultant with Educator Effectiveness

Designed to be a system for continuous improvement—professional development and growth Specific feedback—how can we do better?

Braided efforts: culturally responsive practices, universal s or gifted students

Considerations include design for learning

Percentage is 50-50: educator practice/student outcomes

Educator practice; there is a system to allow flexibility for assessment of educator practice.

CESA 6 or Danielson's model. There is no flexibility in measuring student outcomes. 2007 Danielson allows for specialist domain: this may be a better fit for our role.

Determining the mandated educators; Use the flow chart found at:

http://ee.dpi.wi.gov/files/ee/pdf/Flowcharttoidentifymandatededucators.pdf. This flow chart will help determine whether or not your role "fits" your role in the district. Mentor standards and NAGC standards have been used as a guide.

Principals are evaluated differently: state assessment growth; School Learning Objectives; school-wide reading growth/graduation rates; district choice; principal proactive

Teacher Process: Student Learning Objectives, school-wide reading growth/graduation rates; district choice, teacher practice. Think about all the evidence that demonstrates student growth. You will need to educate your evaluator as to what evidence or "look-fors" they should look for to allow your evaluator to know whether they are seeing the evidence.

SLO: analysis of student data to determine need and target population; See the following website for a complete appendix of Evidence and "look-fors":

http://ee.dpi.wi.gov/files/ee/pdf/EETeacherEvaluationProcessManual-Version2.pdf.

State goal using SMART approach-academic growth oriented

Administer baseline assessment

Use ongoing formative practice to adjust instruction

Administer periodic benchmark assessments.

SLO's could focus on measuring ACCESS to appropriate academic options. TAG folks are going to need to explain to evaluator about the limited growth trajectory for those in the upper percentile rankings.

A Tool Kit is being developed for "Unique Educators". It will address SLO challenges regarding:

- 1. Interval—how long you have them F2F
- 2. Target population cell size
- 3. Academic growth vs. ACCESS to academic growth
- 4. Standards alignment—does not align to CCSS but will need to be aligned to some sort of standards (not necessarily CCSS) This could be the NAGC standards.

Use four domains from Danielson

Second year of piloting

Full process manual available on website: See appendix A. You will need to educate your evaluator as to what evidence or "look-fors" they should look for to allow your evaluator to know whether they are seeing the evidence.

Example SLO Goal: by May 2015, all 8 students identified as Level II GT in the area of ELA will improve to proficient or advanced levels of performance in their ability to organize and synthesize their research and documentation as measured by the district approved assessment rubric.

You may also think about a team goal (if you're in a team-teaching situation).

Ongoing dialogue is vital to this process!

If you have specific examples to share, send them to Kris Joannnes at: Kristin.Joannes@dpi.wi.gov

Next steps:

Engage with available resources:

SLO Toolkit has a training toolkit http://ee.dpi.wi.gov/tools/local-comm-toolkit

DPI SLO repository

Use DPI Full pilot process manuals to review FFT indicators

Engage in conversation with administrator about "look-fors"

Consider assessment options for GT Educators

Connect with a network of teachers in your unique area to draw support and develop tools.

Tell Whitewater folks to create a statement as well!

Create a Googledoc on the GDCTG google drive to share. Allow Kris access. Need to input all the GDCTG emails for access.

10:20 - 10:45 **Discussion Items**

Administrator's Breakfast - Barb Hoeft and Amy Miller

February 25 at American Family. Jim Rickaabugha, National speaker is Keynote focusing on Personalized Learning; Pam Clinkenbeard will be MC. Registration form and flyer sent via email Thursday, January 28. This is an opportunity to hear the voice of our students. Getting learning right—first time every time. \$15 for kids and administrators.

Increase Registration fee for Yahara Top 10 Workshop- Ruth Frawley and Kristy Champion Will remain the same

Website Update – Kitty Ver Kuilen Updates posted as needed. Contact Lisa Carver or Kitty Ver Kuilen to do that.

Scholarships for Professional Development – Kristy Champion

Currently awarding \$200 for NAGC to Stoughton and Madison; \$125 to Cambridge of Professional Development.

Policy: one per year per district. Questioning whether we should cap the amount? Review policy and bring to business meeting next time

Do we need to limit number of scholarships or amount of scholarship?

SENG Parent Group- Amy Miller and Kitty Ver Kuilen are facilitating a group beginning April 1 and running through May 20. Registration forma available on the McFarland school website; http://www.mcfarland.k12.wi.us/uploads/file/central_office/tag/SENG_PARENT_DISCUSSIONGROUP.pdf

There is interest in SENG facilitator training

10:45 – 11:00 ORGANIZATION UPDATES

WCATY Online registration for Math 24 Challenge. Have Lisa upload the instruction page to Math 24 page.

WCATY Professional Development Opportunities during Academy Face to Face dates

Come Think with Us

February 27th RTI and Gifted Ed: Programming for Advanced Learners

When? 9:30- 11:45

Who? For administrators and teachers trying to figure out how to provide opportunities to their brightest students

What? *Heidi Erstad* (Wisconsin RtI Center Technical Assistance Coordinator/WATG Board member), will share information and resources to guide planning around supporting advanced learners in an RtI system.

Dr. Scott Peters (Professor at UW-Whitewater/WATG Board member), will share thoughts taken from his book Beyond Gifted Education: Designing and Implementing Advanced Academic Programs, which provides the first comprehensive look at designing and implementing K-12 advanced academic student programs.

Where? Memorial Union

March 4th and March 13th Science Explorations for Math Geeks

When? 9:00-11:00 & 12:00-2:00

Who? Students competing in Math 24 District Tournaments

What? **Science Alliance**, a collective of UW-Madison science groups interested in reaching out to bright students

Where? UW Campus (depends on programming each school selects)

April 3rd Destination for Exploration Teacher Event

When? 3:00-5:00

Who? STEM educators interested in building a partnership with UW Madison's science departments What? "Science speed-dating" with the UW-Madison *Science Alliance* outreach groups. Come make connections, talk to experts, and make plans to bring science programming to your school or your students to the UW-Madison campus.

Where? UW Campus

May 8th Enhancing Creative Thinking through Game Play

When? 9:30-11:45

Who? Teachers interested in exploring how to enhance creative thinking and strategic thinking through game play in their classrooms

What? The *Games + Learning + Society* at UW-Madison will discuss how to incorporate game theory and games into the school day. Games experts from *Pegasus Games*, Madison will share some of their favorite creative/strategic thinking board games.

Science alliance—afternoon session

UW Madison CFK Deadline. Only need to collect the Health form, recommendation forms and any scholarship information; February 20 is alternate deadline

UW Whitewater from Pam Clinkenbeard

- WATG all-day advocacy event Friday March 14 in Madison (more detail attached) registration will be open in a few days
- Baraboo GT teacher licensure cohort group is underway with 28-30 district teachers enrolled in the Foundations course; they will take one course per semester. Credit reimbursement offered by the school district and completed during professional development time
- Conversations are underway with other districts for similar cohorts for either the first course or the entire licensure
- We are still waiting on the DPI licensure folks for approval of the GT Coordinator program.
 Coordinators license available for counselors

11:10-11:30 BUSINESS MEETING

- Call to order
- Minutes Kitty Ver Kuilen Lucia Rowley move to approve; Laura Borsecnik second; motion passed
- Treasurer's Report Kristy Champion. Need to discuss capping total scholarship amount to \$1000; what are the fees for Money Market account—what are the fees? Would it be better in a savings account? Will send questions to the bank; Janelle Dorn move to approve; Mary Jo Nelson second. Motion passed

STANDING COMMITTEE REPORTS

• Professional Development – Lucia Rowley

Baraboo will present next time re: NAGC conference sessions: 60 in 60—60 apps/extensions for advanced learners shared in 60 minutes

FUNCTION GROUPS

Sunshine – Barb Hoeft has left her position in Waunakee. The group feels there is definitely a
need for the Sunshine role to continue; We need to fill this position. Small role but very
important. Will send out the request to the group encouraging some one to pick up the
responsibility of sending cards to those in needs—joys and sorrows...

Note: Mike Cornale passed away on February 4th... His wife works at Eagle school.

Administrator's Breakfast -Barb Hoeft and Amy Miller. Barb will continue to help with this
event for this year. February 25 at American Family Insurance.

STUDENT PROGRAM GROUPS

- Yahara River Writers Ruth Frawley guidelines/directions and checklist have a discrepancy. All instructions need a read-through. Send suggestions to Ruth Frawley for revision.
- Math 24 Kristy Champion Look at the documents sent by Rebecca Vonesh carefully. Need to know EXACTLY how many students in each room to set up the data base correctly for the table rotations. Need facilitators—especially for South Side tournament.
- Math Meet Laura Borsecnik Math Meet booklets distributed to all Math Meet hosts. Will be
 uploaded to the web site. Math Meet regional dates should be sent to Laura. Math meet tests
 are written and are now being corrected. The tests will be sent electronically to the hosts (NOT
 the coaches) by Laura. Confusion because the dates currently posted on the website are from
 last year. Laura will send hosts her cell phone number to be available to answer questions.
- Haiku Carole Mason

- Fine Arts Weekend Mary Kennedy Date set: Friday, October 3 Saturday, October 4.
- College Matters Sharon Daly Set for October 14, 2014 at the Pyle Center on the UW-Madison campus

NEW BUSINESS-

- Discussion of Adding Visual Arts event for 2014 will update in March
- Increase Registration fee for Yahara Top 10 Workshop
- Scholarships for Professional Development Do we need to limit number of scholarships or amount of scholarship? Will discuss at

Next Meeting: March 17

• Agenda items: Scholarship application—policy, process, procedure, amount

Adjourn: 11:34 Mary Jo; Laura second; motion approved.

New venue needs clean-up help!

Notes: Take old math Meet dates OFF the website as that's what is causing confusion...