

**Monday November 19, 2012**  
**Upper Iowa University**—conference room  
**4601 Hammersley Road**  
**Madison, WI 53711**

8:00 – 8:30 WELCOME, NETWORKING

Name tag and District Sign

Treasurer's Report

8:10- 8:30 or 11:30-12:00 Programming Committees or Function Group may choose to meet

8:10- 8:30 or 11:30-12:00 New members may connect with mentors

8:30-8:45 **Website Update** – Lisa Carver showed us the updates to the website. We still have the same host company and software. She created an updated color scheme and has updated most pages to the new look. She has converted the data base from Appleworks to Access and is working on the Math 24 database.

8:45 – 9:30 **Large Group Presentation –**

## **2e Panel Discussion – Sharing Supports for Twice Exceptional Students**

**Definition:** Those with a 504 plan or an IEP AND have been identified as gifted. These are people who learn in different ways. Need to understand what their needs are; what strategies help them be successful—especially those that emphasize their strengths and how those strengths can help overcome their weaknesses; self advocacy; acceptance of differences; understanding of self.

The subject was introduced with a Youtube video which stressed the challenges that face those with two exceptionalities. You can watch it again at : <http://www.youtube.com/watch?v=TSVV7SuMvWY> or click [here](#).

Sometimes we still exist in silos; People don't understand why we can't spell; we write in code; we have a hearing loss; we can't sit still; we don't complete work; we have no independent work skills; we are anxious; we have physical disabilities; we are disorganized. The most difficult exceptionality is those with dyslexia or dysgraphia.

There is no "right way to be gifted" (Sharon Daly)

Gifted kids need interventions too. Use RtI; even when not identified, supports can be put in to place; Gifted resource people need to be at the table when discussing those with learning needs. Sometimes the possibility of giftedness is overlooked because it may be masked by the disability. Are we assessing learning/what kids know?

ADHD: misdiagnosis is frequent; disability can mask ability; but the ability can also mask the disability; careful diagnosis is needed—different kinds of evaluation tools are necessary; how can you best demonstrate your learning—give an appropriate channel to communicate what s/he knows.

Help others to understand their limitations. Communication is key. Include all supports on your email distribution list for information. Lots of conversations; BIT/CARE/teams.

Collaboration Grid and Observation checklists from Waunakee offered. They can be found on the website under Twice Exceptionalities

If the students' needs are not met, they get in trouble. One student learned how to get out of class so he could read. They can have drug abuse issues. There are those who are medically diagnosed with a disability but also those that have social challenges that are not diagnosable such as a disorganized living environment.

Identification is difficult because they cannot demonstrate their gift in traditional ways—not just test scores. Look carefully at those nominated in the areas of creativity, leadership, arts.

Connect kids with VERY famous people who have/had disabilities

We need to debunk the notion that Grades = Intelligence; What do we respect? Our job is to get students ready for the next step in their education which could be college or any other post-secondary option.

Some have moved to a Talent Development model rather than a "Gifted and Talented Program. This is a strengths model where the strengths are identified and nurtured. We are those with the knowledge and understanding of giftedness; need to collaborate with School Psychologists and Counselors; people do not have formal training in giftedness so therefore giftedness may not even occur to them. GT needs to be at the table! GT is the glue.

Resources:

- RtI for Gifted Students A CECTAG Educational Resource by Mary Ruth Coleman and Susan K. Johnsen; Prufrock Press
- Twice Exceptional Newsletter: [www.2enewsletter.org](http://www.2enewsletter.org); Mark Bade; Glen Ellyn Media
- Becoming and Achiever: A student Guide Steps to Success by Carolyn Coil; Pieces of Learning, 1994.
- When Gifted Kids Don't Have All the Answers by Jim Delisle and Judy Galbraith Free Spirit Publishing
- Training in this area: Autism Training at Waunakee in partnership with Sun Prairie every summer

9:40 – 10:25 **Small Group Sessions**

**1. K-6 Social and Emotional Supports**

**2. Grades 7-12 Social and Emotional and Academic Supports**

**Discussed the many people who can support the needs of our advanced learners**

- Guidance Counselors
- School Psychologists
- GT Coordinators
- GT Resource teachers or coaches.

For staff to work collaboratively to support the needs of our advanced learners, we must offer systematic and continuous opportunities for professional development for all who work with our gifted students.

**Recommendation from the group was to think about spaces where GT Resource or support rooms are located in a building.** The group recommendation was to try to find a space near or in the guidance department so supports are available when needed.

Statement was shared: “Don’t give kids a crutch, give kids a step up!”

Recommendation from the group: **Share with kids lists of people who have been successful in spite of challenges or disabilities.**

The group brainstormed that Greater Dane TAG members should look into presenting at the Wisconsin Association of School Counselors State Convention

<http://www.wscaweb.org/>

The group felt we need to work collaboratively with counselors to better support needs.

Other topics discussed:

- New research on gifted and brain development
- Why Elitism still exists with gifted
- How to support students who don’t want to be accelerated
- The importance of knowing the individual child
- Current Madison Audit – a system must be in place where teachers can see past gifted services. Madison is developing a system that uses the areas of gifted id and uses a number system and tracks interventions for individual students

### **3. Using DesCartes** after MAP testing to better understand and meet the needs of our gifted students. (Elementary and Middle Level)

Susan Gehn from Monona Grove District led the discussion. She prints out the menus for the RIT range of her gifted kids; suggests things we could do that would tweak it a bit to meet the classroom needs. Rather than creating another lesson, she focuses on vocabulary when providing extensions. She stresses reading and math (updated with CCSS). They are looking for individual growth. Can tweak the menus to align with your curriculum. To find it, log in with your district login, go to RIT by Class/Math/subscores/across cells to 95% and above. This will give you all the students in a particular cell.

Norm data: 95% and above; look at individual student report for percentile ranking of their RIT score

### **10:25-10:50 Updates**

**MMSD: Parent Conference** on Nov 10. 250 people attended; Focus was Intensities/Overexcitabilities and RtI; Michael Piechowski was the Keynote speaker. They considered the event very successful and hope to continue this every other year. Oregon hosted the Parent University which was also very successful. They did this in conjunction with McFarland and Stoughton.

**Yahara:** Ruth Frawley went through the updated documents available on the website. Madison is interested in the process and would like some hands-on experience with it. Make sure you not your district number which changes; Updated district allotment / guidelines for districts

- Need a Judging Chair; looking at copying and pasting the top Ten list into a googledoc
- Entry preparation—document on the website—follow the instructions specifically. Once you have picked your top ten, pull up your entry list and fill it in with the author and title of each entry. Then code your entry with the Category letter Collect; three copies of each entry for the judges; originals are extra

**NAGC:** Laura & Chris from Stoughton; Lindsay and Kristy from Beloit: Common Core; STEM, Rtl: inform that you could take directly to administrators and teachers. Will give an overview at January meeting.

**Prufrock Press** has published resources for Math and Reading; tells how it could be differentiated for advanced learners. Temple Brandon at NAGC; Howard Gardener, Joseph Renzulli, Sternberg

### **WCATY /UW Outreach**

- CFK—moving to online registration. Distributed hard copy info for Grade 8 and Grade 5 CFK. Remember that you get extra for a facilitator and underprivileged population. January 18 excel document with name of parent and child and email contact information. UW-Outreach will work with the families from then on. February 1: List of Participants list will be available via fillable pdf for recommendations; print and send hard copy to UW-Outreach. Also scholarship forms due Feb 1. Anyone eligible for free/reduced lunch qualify for financial support. No full scholarship; Down payment is \$185. Balance of \$300 due later. No qualified student who really needs this programming will be turned away. Parents will register during the month of February. Additional spaces available March 1; May 6 and May 13 is course registration online when kids register online at 12:00. Have kids have access to this online registration ahead of time. Kids need variety of exposure; Practices available for registration —
- Saturday Enrichment; now available for high school students; WCATY: thank you for participating in the focus groups; ID needs nationally, locally. new audiences, and more. Will soon have a better idea of the director role and direction that they will take.

### **WATG:**

- Number of conference attendees was great. Mission is advocacy, networking and educational outreach. No longer eligible for DPI grants because they don't do programming. [www.WATG.org](http://www.WATG.org): Gifted education advocacy tab now available. 2014 is 40<sup>th</sup> anniversary; Seek out those who may have information for WATG on history of the organization; contact WATG( for example Sylvia Rimm).
- NUMATS ceremony June 1 hosted by June 1. Heather Hurd, Psychologist, new board member —good link to school psychologists.

### **Survey for Mount Horeb:**

Mount Horeb school district is seeking information about what area districts do for TAG for their BOE. Sent around hard copy and will send electronically. Lynda O will put into survey monkey and send to network. Will share with Christina through Google docs who will share results at next meeting.

### **11:10-11:30 BUSINESS MEETING**

Call to order

Minutes— Kitty Ver Kuilen reported. Janelle Dorn moved to accept; Lucia Rowley second. Motion passed.

Treasurer's Report— Kristy Champion— presented by Amy online; all districts have paid; scholarships for Michael Clay Thompson awarded to Evansville; loss of \$1000 – cost to bring him here was \$10,000. \$9000 brought in. \$13,927.60 currently in Treasury Lindsay Passwaters moved to accept; Laura Borsechnik second. Motion passed.

<b>Greater Dane County TAG Network Treasurer's Report</b> <b>Prepared By: Kristy Champion 11/19/12</b>			
<b>ACCOUNT</b>	<b>INCOME</b>	<b>EXPENSE</b>	<b>NOTES</b>
<b>BUSINESS</b>			
<b>Membership Dues</b>	\$75.00 x 38 = \$2,850.00		All Districts Paid
<b>Meetings</b>		September: \$139.33 November: \$	
<b>Scholarships</b>		Evansville: \$150.00 (MCT)	
<b>Website</b>			
<b>PROGRAMS</b>			
<b>Yahara</b>	\$2670.00		
<b>Math Meet</b>	\$4545.00		
<b>Haiku</b>	\$460.00		
<b>Math 24</b>	\$3680.00	655.10 (New Decks)	
<b>College Matters</b>	\$792.00 (not all paid)	\$882.00 (estimated)	No Check: Mt Horeb, Fall River, Portage
<b>Michael Clay Thompson</b>	\$8811.00	\$9,972.66	All Districts Paid Loss of \$1,161.66
<b>Checking Account</b>		<b>Money Market Account</b>	
\$13,927.60		\$7,590.35	

## STANDING COMMITTEE REPORTS

Professional Development – Lucia Rowley

- Michael Clay Thompson Language Institute September 27<sup>th</sup> and 28<sup>th</sup> Lucia reports: more direct contact with MCT; how to implement; mini lessons, Oregon creating a video a compilation; Survey about what districts are doing, how they implemented, How to incorporate in the common core; Cambridge teacher using the program, short videos of people using.
- How to use MAP resources especially DesCartes

## FUNCTION GROUPS

- Sunshine – Barb Hoeft, chair; note sent to Martha Barlow thanking her for all she did for the organization; Lisa Nyenhuis' mother passed away in November .
- Breakfast Discussion– Barb Hoeft & Amy Miller; This year's focus is scheduled to be an Awards Breakfast for those who are making a difference for in your district for gifted children. Only 11 districts participated two years ago. Membership is 38. We have received positive feedback from participating districts. However, those who have strong programs participate and those who do not and SHOULD be coming, are not attending.

Numbers: cost of getting teachers out of the district (sub pay); Need to find a way to acknowledge people that does not pull them from their classrooms or districts. Perhaps not have a physical gathering; one at the end of the day; limited number of people you could recognize; want to still nominate for recognition –

coming from GDCTG; create a booklet with collective group; advertise in newspaper and website; Is the purpose of recognition still there?

Keep Administrative Breakfast - may need to look at doing this every year so that administrators can plan on attending. How do we reach those who do not generally attend? Are we just preaching to the choir?

- Student Programs: Would we be better off spending our energies to opportunities for kids like a “Day Away”. Different sessions for different gifts; Should we be pushing toward a new level of service/different types of programs? Can we add more to the plate? Need people to organize the service. Could this be a function of WCATY/UW-Outreach?

### **STUDENT PROGRAM GROUPS**

- Yahara River Writers – Ruth Frawley
- Yahara Judging Co-Chairs -Mary Loeffler and Jean Hilby
- Math 24 – Lindsay Passwaters: There will be two days for the tournaments. The North division will be on March 5; the South division on March 20, 2013. Conversion is expensive-could use scholarship money to fund this; donors choose site. MASCO gives discount Double check registration forms;
- Math Meets – Kitty Ver Kuilen—Booklets distributed to host districts. Will give an update at the next meeting
- Haiku – Carole Mason

### **NEW BUSINESS**

Student Programs - Do we want to add activities to support more areas of 21<sup>st</sup> Century Learning (like Future Problem Solving); Creativity; Leadership, etc.? - We are looking for Volunteers for Planning Committee

**NEXT MEETING – January 30--Yahara Entries due!**

### **Possible Agenda Items**

- NAGC presentations
- Mount Horeb will share results of survey
- Chrys Mursky: RtI and Gifted;
- Share materials for MAP/DesCartes
- Math Meet Update
- Student Program discussion

Adjourn at 12:02. Janell Dorn moved; Lucia Rowley second. Motion passed