

8:00 - 8:30am

WELCOME, NETWORKING

Please pick up the following items at the back table: Name Tag and Treasurer's Report Yahara Turn-in

8:30 - 8:40am

Welcome and Introductions: Amy Miller

- Introductions
- Confirm March & May Meeting dates and locations
 - O Wednesday March 7th @ Sun Prairie
 Sun Prairie District Office
 501 S. Bird St.
 Sun Prairie, WI 53590
 - ** Focus on personalized learning for PD
 - O Tuesday May 15th Location TBD? -Possibly EAGLE School? (Can only reserve Fitchburg public library 3 months in advance)

8:40 - 9:30am

Professional Development Session:

Writing Strategies for Advanced Learners - Bryn Orum- Greater Madison Writing Project & UW Madison Outreach and group discussion

- -Greater Madison Writing Project is part of the National Writing Project (UW outreach)
- -Project honors teacher voice and encourages teachers to be writers
- -hold many workshops and conferences for both adults and children of all ages
- -Focus on writing
- See attachment "Writing Strategies for Advanced Learners"
- -If interested in camps, workshops etc.. contact Bryn Orum at bryn.orum@wisc.edu
- -C3 WP (College, Career, and Community Writers Program) -funded by grant money

-Goal is to encourage and develop: Respectful argument discourse through critical reading, exploring multiple points of view, and taking a stand on important issues.

-Upper Elementary, MS and HS resources on their website: https://sites.google.com/site/nwpcollegereadywritersprogram/home

Four Argument Writing Strategies that Support Advanced Learners

- 1. Focus on a specific set of writing skills
 - a. Specific focus throughout writing piece
 - b. Shifts focus from content of writing to what writing skills we are developing (quick writes to full writing pieces)
 - i. EX. 3 weeks with 3 main focuses
- 2. Include Reading and Discussion
 - a. Reading, writing, and discussing need to exist for understanding to develop
 - i. See Example on Milk (in handout)
 - Different types of text with different biases (question posed: should we drink milk?)
 - 2. Multiple perspectives to think about a topic (read and discuss before writing)- DON'T skip this pre-writing/thinking step
 - a. Think: How do students learn about topics?
 - First listen, then offer your idea (they say, I say) vs. this is my first thesis and I'm going with it (even if I have changed my opinion on the topic)
 - ii. What do you know or think about this? Read text, talk with others, get others' ideas, now what do you think?
 - iii. How do we use source material in our writing? We need to be able to analyze text. "Our creativity has its roots in the work of others." Author, Joseph Harris. Who would you invite to your dinner table to learn all you can about a topic (ex. Milk).
 - iv. Encourage student to think deeply about a topic before writing about it.
- 3. Organizational Structures
 - a. We often give students organization structures that look like mad-libs instead of scaffolding tools and are too limiting
 - i. Structures that serve their ideas
 - ii. Look at a text- discuss it's organization
 - Different ways to organize writing (not all 5 paragraph essays)
 - iii. Exposure to these tools is enough scaffolding supports without limiting them for advanced learners.
 - iv. Acknowledge more than one way to build an argument

1. What is this author doing? How are they building their argument? (when reading text prior to writing)

4. Formative Assessment

- a. Link to assessment: C3PW uses on website
 https://sites.google.com/site/nwpcollegereadywritersprogram/f
 ormative-assessment-tools/the-claim-evidence-and-reasoning-p
 rotocol
- b. Give feedback if they made progress on a specific skill
 - It may be hard to set aside other skills (grammar, spelling) and focus only on the specific skill(s). Research shows great growth for students.
 - ii. Share with students: How they did, and how they can take it to the next level
 - 1. Narrow focus
 - iii. Uses Sources Tool- how writers use sources to advance their argument.

https://sites.google.com/site/nwpcollegereadywritersprogram/formative-assessment-tools/using-sources-toolust

Opportunities to Learn:

- 1. Collaborative Conversations -Conversations about student work -teachers should get together to discuss work and skills. What can students do and what do they need support to do next? Helps to determines next steps.
- 2. Year-long institute
- 3. Summer classes
 - i. All areas of educators (not just English teachers)
- 4. High School Writers Social justice issues- Rise up and write
- 5. Saturday seminars- teachers present their experience from institute/learning
 - a. Next seminar Feb 3. 8:30-12 in Stoughton
 - b. March 3rd in Oregon
- 6. March 14th -College Writing Seminar
- 7. Madison Writing Project (Aug.) midwest writing conference. See <u>Midwest</u> Conference Flyer (1)
- 8. July 9th-Aug. 2nd Or Year-long Writing Institute
- 9. Olbrich Gardens writing opportunities Elementary -High School
- 10. Greater Madison Writing Project Web Page & Facebook Page
- 11. Rise Up & Write Web Page & Facebook Page. Also see attachment: Rise Up & WriteYouth Voices for Human Rights (8)
- 12. <u>National Writing Project's College, Career, and Community Writers Program Web Page</u> this online space has all of the C3WP resources, but it is a work in progress with a lot of cooks in the kitchen (read: a bit difficult to navigate).
- 13. See Attachments
 - a. Moves Writers Make when they Organize an Opinion
 - b. <u>Sri-crwp-research-brief nov-2015-final</u>
 - c. Planning and Experimenting with Argument Structures.docx
 - d. GMWP 18-19 FOR TEACHERS (3) (2)
 - e. <u>Disciplinary Literacy & Discourse Institute 1Pager (7)</u>
 - f. Civically Engaged (2)

Questions/Discussion:

- 1. What is optimal pacing for writing instruction? Should writing takes 2 months on the same piece?
 - a. Maybe only a few weeks with a specific focus
 - i. It shouldn't take forever (not all pieces need to be finished published pieces).
 - ii. Text sets (won't make them experts), but enough information to make a claim (integrated and/ or interdisciplinary)
 - c. Text sets are representative of different viewpoints
- 2. Feedback: important especially for AL to help move witing forward (they should be showing growth)
 - a. Using Sources Tool
 - b. Every writer can grow
- 3. Website/Resource to find text sets
 - a. Newsela for Text sets
 - b. An idea suggested from group: Model text set and then let them figure it out (different level of bias) and find own texts
 - c. Not passionate about a topic, but curious about it makes a great argumentative paper and text set reading
 - d. Routine argumentative writing happening almost daily
- 4. Using Sources Tool is for teacher use -not students
 - a. There is a peer/student Sources Tool feedback form as well
- 5. Communicate to parents that we are focusing on a specific skill (so you may see other areas in a students' writing that needs improvement for example poor spelling, etc... and this is okay)
 - 6. Focus more on feedback instead of a grade = greater growth

9:30- 9:40 am **BREAK**

9:40 - 10:00 am

Yahara River Writers- Ruth Frawley/ Janell Dorn/ Krissy Killerlain-

- 1. Overview of judging information
- 2. Feedback- how did it go? What should we change for next year? If you have ideas to help improve please email Ruth Frawley, Janell Dorn, and/or Krissy Killerlain with your ideas.
- 3. We want to make sure people are aware of what we are doing both in the adult and kid lense. Contact WI state journal? Print cartoons or other writing pieces. Living beyond the book. Broader audience. (Lucia will contact Capitol Times)
- -WFOP.org deadline for student contest ends January. Publish in the poetry calendar \$100 you will. Anthology winners from previous year? http://www.wfop.org/
 - a. Wisconsin Fellowship of Poets contest: (national contest?) http://www.wfop.org/annual-contests/

10:00 – 10:20 am

Janell Dorn made a motion to approve and Lucia seconded the motion. All in

favor. - Approved.

Treasurer Report - Kristy Champion absent, but Amy Miller and Kathy Engstad

shared the following:

\$11,132.64 in our account Savings - \$6,110.77

Total: \$17,243.39

10:20- 10:35 am

Student Program Information & Function Group – updates

- College Matters- Sharon Daly will have date for next meeting (in Nov. 2018)
- Fine Arts Weekend- Mary Kennedy- save the date Spet. 28th-29th, 2018 email sent out. Measure by Measure by Shakespeare, and more, backstage tour. Students participate in pizza party with actors/actresses/stage crew \$150 per student and chaperone. Registration due April 23rd.
- Haiku Carole Mason- All Haiku due Feb. 2nd Questions direct to Carole.
- Math 24- Kristy Champion- Send 2 emails. Get registration in! Let her know if not attending or change of team numbers. Adults and older students to support as proctors etc.. Math 24 registration link emailed to districts. Registration due Feb. 9th
 - Email Kristy with guestion for Math 24
- Math Meet-Mary Kennedy- Regionals have awards. Please count to make sure you have the correct number of awards. Test writer has written the first draft and it is being reviewed. Question ask the host of your regional.
- Sunshine Sharon Daly- Please let Sharon know if you have a need for sunshine.
- **Student Advocacy Workshop** Deb Douglas & Participating Schools (December Workshop) We will ask Deb to run another workshop this year.
 - Fantastic feedback. Gives kids power/control in their learning
 - Contact Deb for another workshop Possible late May date
 - We will send out to group and check for interest if Deb will do another workshop.

10:35-10:45am

Organization Updates:

WCATY

- o Winter academy is up and running
- o Summer registration open through end of April
- o \$100,000 for scholarships- feel free to call directly to recommend a student (free and reduced lunch kids)
 - Range of classes robotics, computer programming, engineering design with makerspace (3D printer available).

- WCATY website: http://www.wcatyweb.org/wcatyeop/
- GEM- match for need for that specific area
 - Secret agents open for 1st grade
- Questions email or call Katie Effertz 608-890-3260 effertz@wisc.edu
- Instruction in the morning and an opportunity in the afternoon for a field trip around the area for working parents or for parents to plan a whole day.

Professional Development Review/Planning- Lucia Rowley
Subcommittee update- PD for C &I Directors/ Instructional Coaches

- 1. C & I Directors/Instructional Coaches Meetings-
- Curriculum and Instruction- 90/94 meetings added to their May 11th agenda, (Jane Mcmahon shared), addressing the needs of our advanced learners when making decisions (Jonathan Pluckers work on equal opportunities- recommended for every C&I instructor),
 - o Share that these kids are in every district, start with the learner, and we all care about kids in hopes of future conversations. This is not a one-touch this year, but opening the door to collaboration. Let us be of service to you.
 - o Future to meet with superintendents?
 - If you would like to be a part of this sharing and planning contact Amy Miller or Lucia Rowley
 - o NAGC- next year in Minneapolis (early bird registration deadline Jan. 31st at the price of \$399 and then hotel). Consider who else should go? C&I director?
- UW Whitewater -Pam Clinkenbeard
 - Teaching & Coordinator Certifications in Gifted & Talented- in the time of licensure changes
 - Licensure Changes

- Gifted coordinator license 50-13 process not affected. Under administration in PI 34
- Can get Gifted Teacher licensing 10-13 through the district pathway by working in that area for 3 years.
 Under emergency rule.
- ESSA- Wisconsin's plan has been approved. More flexible for districts than NCLB.
 - How administrators talking about ESSA? A lot of gifted language in the law. It is not prescriptive.
 - o WATG- share information and an option for feedback- possibly?
 - o Can we share the gifted language on the ESSA
 - o 11835 ESSA says districts do what you want within these parameters.
 - Title allocations Title 1 is not longer only used for special education students, but should be used for talented and gifted students as well.
- Education Savings Accounts (Alberta Darling) use of public money to buy private education for low income gifted kids).
 Bills are available for reading and hearing on Jan. 25th. 2 million dollars for 1,000 families for low income students and gifted learner. To purchase private or public extracurricular activities (stay in current school) a scholarship given directly to the parents. WATG taking a neutral stance but informative.
- Dublin- conference (proposals due Jan. 24th)

10:45am New Business

- Maria Katsaros Molzahn Research request March meeting she will share her research
- Kitty Ver Kuilen- Discussion group (not full fidelity SENG model) formative assessment for group topics. Interested parents or questions let Amy

Miller know. Offer once a year. Welcome to partner or go through training. Sun Prairie will have one as well and offering dates to be determined. See Attachment "SENG Google Flyer"

 SENG Parent Group - New Group Starting: Thursdays March 8th - April 19th (no class March 29) 6-7:30pm in Oregon. See
 SENG Google Flyer

11:00am Motion to Adjourn

-Janell Dorn made motion to adjorn.

-Olga Heberer seconded. Adjorned 11 a.m.

11:00am New Coordinator Q & A