Meeting Minutes Monday May 16, 2017 Fitchburg Public Library



8:00 – 8:20am Welcome, Networking

8:20 – 8:25am Welcome and Introductions: Amy Miller

Introductions

8:25 – 9:15am **Professional Development** –

Challenging Advanced Learners in Language Arts using a collaborative model -

Kim White, Lit Coach; Jarod Wischer, Language Arts teacher; Missy Legler, Advanced Learner Teacher; Rome Corners Intermediate Oregon

All Kids Need To Grow - Our Story Using Growth Mindset

- Powerpoint included with minutes
- Learning Outcome: Share how we collaborate to meet the needs of our learners
- What we Believe: All learners including adults need to grow
 - Oregon invests in teachers through coaching a way to work together to improve student achievement, it's about the kids.
 - O Theory, Demonstration, Practice, Coaching all increase learning, Coaching most, then practice, demonstration, and lastly theory.
 - Teachers aren't doing this alone
- PLC, student centered coaching cycle, and collaborative classroom visits
- Most impact on students, student centered coaching, use data, partner with teachers, use formative assessments to plan instruction and summative to measure growth - Diane Sweeney
 - Aha! We use learner data vs teacher data which felt evaluative. What instructional practices moved students the most?
 - 4-6 weeks, around one unit of study, weekly meetings, coach in classroom about 3 times a week, teacher and coach coordinate instruction.
 - Educator gets a lot more out of working collaboratively and using the data, applying the techniques together.
- Teaching and Learning Cycle

- Trying out new learning, analyzing learning evidence, feedback, reflection on the process and sustaining and sharing what works.
- We teach using Lucy Calkins curriculum. Our question with implementation was -will this curriculum meet the needs of advanced learners?
 - Decide what the learners need pre assess we reached out to next building (elementary to middle) to learn where they are going. Reflecting with students based on their strengths and where they need to grow.
 - Design lessons tailored to those needs that encourage growth, let students come up with **goals** based on the assessment. Letting students own their learning
 - Lessons developed to work on those goals mini units compacted, using only the units that are needed.
 - Use formative assessments for students to reflect on how they are doing, most students very self-motivated, they just need to know what they need to work on.
 - Weekly planning with coach
 - Small group instruction based on formative assessment
 - O Assessment could be a written response, turn and talk, conferring notes, pre assessments (students self-select and continue to self-monitor). Always have the end in mind, the students need to know what they are shooting for. What is the end for AL learners? Determining this helps the teacher and the learner.
 - o 5th grade class just AL learners, they converge from 3 elementary schools. Indicators include the whole child, not just reading level 4 years +, writing, ability to work independently, grammar, spelling, discussion ability, summarization, elaboration, comprehension, themes, middle school skills in elementary. Cut score sheet used to determine placement. Conversations with teachers and parents. These learners are pushing the boundaries, cut scores always being considered as students continue to push the boundaries.
 - Every grade level clustered.
 - Twice exceptional students looked at individually and supported as needed.
 - O Middle school has a similar model, high school self-select
 - Coaching is optional, teachers choose hopefully word of mouth opens doors.
 - Not all teachers interested in teaching the Enriched English learners

What tools can we use?

- Learning progression from Lucy Calkins Curriculum
- Rubrics, expectations, reach out to above grade level teachers for goal setting and learning progressions.
- Process the same regardless of curriculum used. Use student work to pre assess, sort the work into 3 piles and plan the next step. Making a learning progression is powerful and helpful to determine where the learners need to go next. Reach out to the high school if necessary.
- Subjectivity how do you avoid it? Collaborate and use student work to discuss and plan next steps. Expectations for AL learners across grade

levels for consistency.

- MAP Look at spring data and plan over the summer in order to fill in the holes.
 - MAP Language Usage test is also used to gather data (when you purchase MAP you purchase all 3 assessments), used with AL students, usually this is an area that they need to grow. Who are the outliers? What are some general areas that they need to grow? Learners decide what the instruction is vs curriculum directing the learning, curriculum is used to teach the next step. Continuum of assessment for students who have reached the ceiling. "1000" is our cut score based on local norms STAR. Most students do not top out on language usage. ACT Plan used with students who top out find out which assessment will drive instruction.
- Roles Student Centered Coaching, meet once a week. Literacy coach and classroom teacher plan together to meet the needs of the kids. AL teacher works with the team to work on a specific need determined by the coach and the teacher.
- O How did you get the clustering to happen? Our Board of Education passed policy that focused on growth of Advanced Learners.. When we presented to the BOE in 2008, we showed that students were not growing. We moved from gifted to advanced learning. The board supports meeting the needs of all learners.
- O How do you determine which students need this class? Some students placed in cluster group's vs AL enriched English. Enriched English starts in 5th % enriched class. Flexible grouping in lower grades. Teacher teams discuss and use various forms of differentiation with the literacy coach. % Enriched class is the next step for these students. It always starts with the needs of the students- finding the Zone of Proximal Development.
- Teachers asked about their commitment moving forward with instructional practice. Literacy coach works with about 4 teachers per quarter. Deeper learning with more focus and more time devoted to smaller groups of teacher. After 4 weeks, teachers continue to use successful techniques.
- Literacy coach works at 2 buildings, either working with individual teachers or a team of teachers.
- AL teachers get together to meet and discuss data to determine class placement. AL teachers work with teachers to collect data to bring to the AL meeting.
- O Coaching not a tool because a teacher needs improvement, coaching is for everyone, all of us need to grow and do better for our kids.
- O Coaches and motivated PLC needed this to be successful.

9:15 - 9:50am

Grade Level Small Group Discussions and share out –brainstorm ideas based on presentation

Middle Level:

- Next Steps
 - Collaborations with all specialists (coach, interventionist, AL specialist)
 - o Provide Data
- Clarification Needed:
 - O Best practices for AL- how is this conflicting with current recommendations in education today? I.e. grouping can we come up with documentation to pass onto administration a

"manifesto" of advanced learning?

- Future Presentations Districts highlighting what's working
- A belief statement from GDCALN with data

Elementary Level- Small:

- Coming up with progressions
- Focus on student needs not the curriculum
- Student goal setting/ progress monitoring
- balancing schedule to include working with kids and teachers relationship building
- Could co-teaching which is in place support Advanced Learners
- Finding a balance with helping teacher and student growth
- How to get Board of Education to advocate and support AL
- PD cluster grouping, Executive Function, using assessments to drive instruction

Elementary Level- Large:

- Managing different levels of resources
- Different philosophies on inclusion- how do you manage and still focus on student needs
- Looking into MAP Language Usage looking into testing cut scores
- Future Topics:
 - Address Creativity and Leadership

9:50-9:55am

Review and approve March Meeting Minutes

• Lucia Rowley moves to approve; second, Lorie Raihala; approved.

Elections- secretary - Krissy Killerlain is nominated and elected to the position of secretary. Congratulations Krissy!

9:55-10:00am

Professional Development Review/Planning- Lucia Rowley

GDCALN Math & Language Arts Resources Document

- Please add rubrics, menus and other resources to our document
- Dina Brules -Paradise Valley School AZ <u>https://www.pvschools.net/Page/4447</u>

10:00-10:10am

Break

10:10-10:15am

Registration and Treasurer's Update - Kristy Champion

- \$11,588 in account
- No need to adjust funds for 2017-18
- Motion to approve: Janell Dorn, second, Lorie Rahala; approved.

10:15 - 10:30am

Student Program/ Function Group/Other Updates

- Yahara River Writers- Ruth Frawley
 - Successful Workshop!
 - Please contact Ruth Frawley is you would like to purchase additional anthologies
- Math 24 -Kristy Champion
 - We are looking for a new site for Math 24 as the costs continue to rise
 - Please share ideas for available large space or a space with smaller rooms for breakouts.

- Haiku- Carole Mason -no report
- Math Meet- Mary Kennedy
 - Regionals went smoothly
 - Mega Meets are Thursday May 18th (¾) and Tuesday May 23 (¾)
 - o Mary will continue as Math Meet Coordinator role for 2017-18
- Fine Arts Weekend- Mary Kennedy
 - 120 high school students are registered for September 8th & 9th @
 American Players Theater
- Sunshine- Sharon Daly sdaly@cambridge.k12.wi.us
 - Please email Sharon with updates and she will mail cards
- GDCALN Parent University
 - We are looking for ideas for topics for next year
 - ideas for 2017-18
 - To increase participation numbers, an idea was shared to have AL coordinators personally invite parents
- NAGC Conference Update Laura Borsecnik
 - o GDCALN was accepted to present in North Carolina
 - o Presentation on Saturday Nov. 11th 8am
 - Title of the presentation: Shining the Light on Professional Collaboration: Networking to Support Advanced Learners



10:30 - 10:50

Organization Updates:

- WCATY Christine Congdon
 - o ALP students 9-12 is in need of scholarship students (15 full scholarships are available) criteria financial need and more 3 week camp June 25th July 15th (applications due May 31st)

wcaty is seeking to distribute several need-based scholarships for students in Grades 9-12 wishing to attend the Accelerated Learning Program (ALP, June 15-July 25, 2017, UW-Madison campus). This opportunity is available on a first come first serve basis. The first fifteen students who complete the expedited application process by May 31 and meet qualifications for program participation and DPI need-based scholarships, will receive full support to attend this 3-week residential program. More information about this opportunity is provided below:

What is ALP?

The University of Wisconsin invites you to attend the **Accelerated Learning** Program (ALP). ALP engages talented students from across Wisconsin, the nation, and the world in the researchbased expertise of the University of Wisconsin – Madison. At ALP, students from across the world can interact. learn, and grow with each other. This three-week residential program brings students together to take one advanced course, live on the beautiful UW -Madison campus, and build a vibrant community of intellectual peers. Join us and experience the true power of a camp for geeks.

What to Expect:

Be ready to grow in the area of your unique academic interest at a highly accelerated pace and lose track of time while immersing yourself in your favorite topic. By the end of the program, you should notice better time management skills when handling complex projects and improve understanding of yourself, your strengths, and your talents. On the residential side of camp, be ready to find lasting friendships as well as engage in residential activities that push your personal boundaries. Overall, you will be able to contribute your ideas to a broad community of intellectual youth. When everything is said and done, the WCATY experience is what you make it.

Program Dates:

June 25 - July 15, 2017, UW-Madison campus

Introductory Classes:

Introduction to Critical Reasoning

Psychology of Learning

Political Science: Exploring the American Democracy

Human Body and Disease

Engineering Fundamentals and Design

Advanced Classes:

Extreme Physics

Advanced Computer Science

Civil Engineering: The Art and Science of Structures

Atmospheric Sciences: Weather and Satellite Meteorology

Apply:

Submit an online application, grade report, standardized test scores, and \$60 application fee by May 31, 2017.

Full need-based scholarships are available for qualifying students. Please submit a filled out DPI Scholarship Form with your application.

Contact:

Katie Effertz, Summer Programs Coordinator

effertz@wisc.edu | Phone: (608) 890-3260 |

Fax: (608) 265-4309 | www.wcaty.wisc.edu

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- UW Whitewater -Scott Peters/Pam Clinkenbeard
 https://www.uww.edu/coeps/departments/edfound/gt/licenses
 - O Advanced Learning "coordinator course" (EDFOUND 785) is running this summer, and the "Foundations course" (EDFOUND 781) is not. Please contact me if you are interested in the coordinator course (requires prerequisite courses Foundations, Psych Issues, and Curriculum).
 - O Watch the WATG site http://www.watg.org/ & newsletter for information on state budget issues and other advocacy related to gifted ed in Wisconsin! NOTE: your opportunity to comment on the state's ESSA plan is open through June 30: see https://dpi.wi.gov/esea/wisconsin-draft-consolidated-state-plan (main site for draft plan see pdfs of brief & full versions, template, etc.). The final plan will have long-term influence on how gifted education (and much more) is done in Wisconsin!

- WATG Lorie Raihala
 - o Presentations have been chosen for November 15th & 16th Conference-Invest in the Power of Possibilities
 - o Keynotes: Richard Cash and Megan Foley-Nipcon (Belin-Blank)
 - Looking for pictures for slideshow watch for an email from Lorie
 Raihala
 - o WATG is offering student session
 - Parent Day is Friday -Lorie will send us information in September to share with parents
- Tentative Dates for fall meeting: Tuesday September 19th or Tuesday
 September 12th or Wednesday September 13th

10:50am

New Business

 Madison Area Reading Council - if you are involved with getting books to kids, read with kids, book talks etc. think about joining the Madison Area Reading Council. \$ 40 per year, professional development is offered 4 times a year. Meetings are at Maple Bluff Country Club. More information please contact Sharon Daly.

https://sites.google.com/site/madisonareareadingcouncil/

 Art of Writing Conference- 30th anniversary this fall - all who attended enjoyed the experience

10:55am

Motion to Adjourn - Janell Dorn; second, Mary Kennedy

Adjourn: 11:10am

Next Meeting: September 2017 at the Fitchburg Public Library

Meeting minutes respectfully submitted: Lucia Rowley & Amy Miller