

**Wednesday February 6<sup>th</sup>, 2013**  
**Upper Iowa University –conference room**  
**4601 Hammersley Road**  
**Madison, WI 53711**

8:00 – 8:20 WELCOME, NETWORKING and **YAHARA SUBMISSIONS DUE (Prior to meeting)**

Please pick up the following items at the back table:

- Name tag
- District table sign

8:10- 8:20 or 11:30-12:00 Programming Committees or Function Group may choose to meet

8:10- 8:20 or 11:30-12:00 New members may connect with mentors

8:30-9:30 **Large Group Presentation –Gifted State of the State – Update on RtI and Gifted in Wisconsin. Chrys Mursky – WI DPI GT Consultant.**

**Power Point available on the Greater Dane County Website at [www.greaterdanetag.org](http://www.greaterdanetag.org) or [click here](#).**

#### **Agenda 2017, we will**

- Further increase graduation rate from 85.7 percent to 92 percent.
- Adopt Fair Funding for Our Future Initiative - in budget proposal to governor.
- Increase career and college readiness from 32 percent to 67 percent.
- Close graduation and career and college readiness gaps by 50 percent.
- Increase the percentage of students scoring proficient in third-grade reading and eighth-grade mathematics.
- Adopt the *Fair Funding for Our Future* plan to make school finance more equitable and transparent.
- Smarter Balanced Assessments - project position Chrys part time with DPI and part time with project - still full time position. Oct. 2014 director position becomes full time once again.
- New School Report Cards—all will use Infinite Campus for statewide data system

#### **Educator Effectiveness System**

Includes test scores but not entirely on one test; educator practice based on Charlotte Danielson's framework for teaching meant as a professional development piece. Now administration is required to come in and observe three times per year (50%). Rest of it is divided in to quantitative measures: state assessment 15%, district assessment 15%, student learning objectives 15%, school wide reading (elementary & middle) 2.5%; high school graduation 2.5%

Feedback:

- Teachers fear that their strengths may not be on the rubric, too many assessments can't get to know the students, no flexibility, prescribed, lacking the social emotional support, based on one data point with one administrator that you may not have a relationship with or is biased. Less collaboration will occur due to ratings and "look out for number one" mentality. Math and language arts feeling "under the microscope" stakes greater for math and language arts teacher than science, social studies. They also don't feel as important. Fear of the unknown, vested interest in principals making sure that the data looks good. Some other positives are that it is data driven vs. solely observation. Administer concerns are that it is time intensive. Teach Scape videos Charlotte Daniels authorized Professional Development. Schools that are isolated will have more difficulty, collaborating schools get a lot of feedback. Question what is the buy in that the students have? Value added? Student perception of not making the grade.
- 50% of the rating is based on educator practice based on Charlotte Danielson model of teaching. Administrators should be coming in three times a year per teacher. 30% based on assessment (15% state and 15% district based on growth) Value added model - adding in circumstances of students and adjusting. There is currently no model that accurately does that, work in progress.
- 15% - Set goals for subgroup of students - Student Learning Objectives (math and language arts = 45%). Other teachers (art, etc. you need to write two SLOs), or three SOLs when two aren't applicable.
- Concerns - clustering won't occur because students on the top end don't make as much progress (assessments not designed to measure appropriate growth). Opportunity - all kids need to show growth, focus can't be on just closing the achievement gap. Is the learning appropriate? Out of level assessments have vocabulary that needs to be taught. Out of context teaching doesn't make sense. Need to consult the Des Cartes menus to consider upper quartile and showing the growth and appropriate curriculum for the age of the student and the content at that RIT score
- Project based curriculum is difficult to align with current assessment. Consider different growth measures. Need out-of-level measures to demonstrate growth.
- Differentiating the CCSS for high ability learners. Accelerate and streamline, add complexity and depth. Use cross-disciplinary content and integrate standards from two or more disciplines.
- Equalizers –copy of Tomlinson's model was distributed
- Until the administration expects differentiation, it won't occur.

**Key Aspects of Social-Emotional Development** from NAGC standards: Self-Awareness; Personal competence, self-advocacy, Leadership, creativity opportunities

**Underrepresented Students** - U-Stars plus assessment; modified Kranz Categories. Came out of a Javitz Grant. Uses an inventory sheet. Current nonverbal assessments don't match a verbal setting in schools. This is a dynamic, performance based assessment which gives students opportunities; they are instructed, observed, then assessed. Milwaukee Public Schools is currently piloting it.

**Rtl model** continuum of Curriculum marrying the S/E realm

**Finding Underrepresented Students U-STARs PLUS**—Talent development model. Assessment needs to be administered individually. Need to consider how we "find" these kids as our standardized assessments have a white middle class bias. Can find with nonverbal measures but we don't do anything about them because our schools are a verbal environment. Dynamic assessments are performance based. Was from Javitz; comes from North Carolina. Have published the materials that the assessment measures. Shows growth. Redefines how giftedness looks. Makes us look at behavior. Madison will bring their USTARS kit to look at. It is a science literacy based program. MPS is using check list as a universal screener and selecting a group for tier 2 intervention

Contact information: Chrys Mursky 608-267-9273 [Chrystyna.mursky@dpi.wi.gov](mailto:Chrystyna.mursky@dpi.wi.gov)

Contact Katie Rainey with questions, comments, suggestions, etc. related to Educator Effectiveness. Her email is [Katharine.Rainey@dpi.wi.gov](mailto:Katharine.Rainey@dpi.wi.gov) and her phone number is 608-267-0392.

**K-6**

Sauk Prairie – Moodle used for teachers (resources) and students. It is successful because there is a teacher who oversees the group. They work online during a weekly RTI time in a computer lab with teacher support. Cambridge tried it without teacher support; not as successful.

Sun Prairie is using Edmodo which is more visually appealing than Moodle.

Stoughton also uses Moodle introduction in the elementary so they are proficient in the middle school, used as replacement curriculum. Online certification is necessary.

Word Masters used by Sauk Prairie and Mt. Horeb.

Wordly Wise used in Cambridge/Waunakee.

Questions regarding student and teacher assessment. How is student growth measured? Also, how will TAG resource teachers be evaluated since so much of our time is spent with parents, administrators, student services, teachers, vs direct student contact. How will our position be defined since we have no control over whether or not teachers take our recommendations and administrators decide to implement clustering so that differentiation can be effectively delivered. State question? Individual school district?

**7-12**

Waunakee-

- Has district Leadership team, Curriculum committee, Testing and Assessment committee
- 2012-13 – All freshman took the PLAN (took EXPLORE in previous years)
- Janell Dorn is not part of the district RtI committee but is a member of all committees listed above.
- Pathways students are supported through online options, contracts, youth options and independent study options at the high school level

Middleton-

- Trying to institute an assessment system in district
- High school has an A-B-C-D schedule with every 4<sup>th</sup> day a late start at 9:45 a.m.
- No study halls at middle school

Evansville –

- Has a district RtI committee that is focused on writing a handbook
- Using Data walls in all buildings
- Middle school has built in RtI time offering intervention and enrichment during this time
- High School is beginning interventions – began with reading
- Enrichments are supported by classroom teachers

Lodi-

- Dedicated RtI time at middle and high school
- 8:00-8:40 am daily at middle school
- Struggling readers identified through MAP receive daily reading intervention
- During middle school intervention time there are students taking Spanish, phy ed or going to the high school for math during the time due to conflicts.
- Just began 4 week long interest enrichments that have a literacy focus. Students are allowed to choose enrichments offered by 12 teachers. Science Fair, creative writing and hunting, the

Hobbit, puzzles and mysteries, weather and tornadoes, Siemens' Challenge, projects for Engineering EXPO are some examples of enrichment opportunities

- High School – 40 minute RtI daily with 70 minute block classes
- No study hall at middle or high school in Lodi

Madison-

- Has TAG plan
- Parent concern is the lag time in data collect and referrals are needed every year for services.

DeForest –

- Star Renaissance could replace probes and possibly MAP
  - Each building has RtI committee
  - MAP takes too long for students
  - RtI middle school – 30 minute block every other day
  - WCATY is developing modules for districts to use during RtI blocks- DeForest is working with WCATY on a pilot
  - DeForest evaluated data and determined that 14% of upper quartile students were meeting growth using a fall to winter MAP measure
  - Had identified students have option to
  - WCATY class and now 54% of students met MAP growth measure

Middleton- Ruth Frawley

- Created Advanced Learning Tab and page for record keeping
- Customized for student programming options offered in Middleton
- Can create rosters for programming and track programming supports over time

Waunakee – Janell Dorn

- Created Pathways flag – when you hover over it it shows current programming supports
- Can input all program supports over time
- Can include start and end dates of supports
- Developed terms for consistency – monitored math differentiation, math acceleration, reading cluster, etc

10:05- 10:30 **Small Group Session #2 (Choose one of the two)**

1. "Using DesCartes after MAP testing to better understand and meet the needs of our gifted students. (Elementary and Middle Level) **Bring any resources that you have developed or are using based on the advanced RIT range recommendations.**

The conversation shifted to KhanAcademy.org and the resources available within the site (TED Talks, assessments, monitoring and graphing student progress, ability to fill in the gaps.)

2. Using Student Management Systems to document TAG . Using Infinite Campus to provide data regarding Advanced Learning. Can include test scores and programming that has been received. This is advantageous because all teachers can access this information. Infinite Campus will soon become the state wide data system. Records will then be transferred automatically. Questions : Will all change then? Will we be able to tailor the system to meet our individual district needs?

**10:30-10:50 Awards and Admin Breakfast Subcommittee report to group- New Idea for Event:**

Title idea; “They’ll be OK---or will they?” Target “Student services—school psychologists, guidance counselors, administration; we all need others to help address the unique social & emotional needs of gifted students particularly the social realm. Key note by Sue Scharr who has a background in counseling, gifted, and administration; two break-outs sessions where participants can choose amongst the following possible topics: strategic scheduling , advocacy, mental health, supporting growth mindset , E-PASS;, twice-exceptionalities,

Place: Lakeland College Campus near Truax.

Date: April 30<sup>th</sup> is the date!

Need to start promoting this—at least save-the-date. Barb/Amy will create a flyer to distribute to appropriate staff

**10:50 – 11:10 ORGANIZATION UPDATES**

**UW Whitewater** Update – Pam Clinkenbeard/ Scott Peters-- No representative present to provide report.

**UW Update**-- College for Kids deadline was February 1<sup>st</sup>. Now beginning to contact those on the wait list. Provided Flyers for summer programming options. Students will need help with registration in May. Continue to recruit facilitators. They can earn 3 credits for the course; payment for the time is one credit’s worth. Next year they plan to change to one credit with a 3 credit options. They are increasing the fee for service to \$425 which is the cost of one credit; Does not need to be taken for credit.

**WCATY** –Is working on providing schools with integrated problem-solving courses within an Rtl time frame. These would be units that would be run inside of schools. They applied for a Baldwin grant (UW Benefactor) to help finance the development. These would differ from WCATY courses in that a resource teacher within district could run the course; models will be sent for perusal/

Will host Math 24 tournament this year. Instead of individual school hosting regional tournaments, all regionals will be hosted by WCATY and Beloit school district on two different days: March 5 for Northside schools and March 20 for Southside school districts. Details provided in business report

**WATG** update—no report

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

Call to order **11:12**

**Minutes** – Kitty Ver Kuilen approved: Lynda Oleinik to approve; Joe Parker second; approval passed These can be viewed on the website for your perusal

## Treasurer's Report – Kristy Champion

Michael Clay Thompson was a loss. \$1161 in the red. We knew this was a possibility but felt that the value of the event was worth the expense. All districts paid;

Website was an additional expense but updates were needed; Summary table below:

<b>Greater Dane County TAG Network Treasurer's Report</b> <b>Prepared By: Kristy Champion 2/1/13</b>				
ACCOUNT	INCOME	EXPENSE	REMAINING BALANCE	NOTES
<b>BUSINESS</b>				
Membership Dues	\$75.00 x 38 = \$2,850.00			All Districts Paid
Meetings		September: \$139.33 + \$40.00 November: \$ 48.53 + \$40.00 February: \$		
Scholarships		Baraboo: \$150.00 WATG Beloit \$250.00 (NAGC) Cambridge: \$150.00 (Course) Evansville: \$150.00 (MCT)		
Website		Lisa Carver \$2,167.50 (12/20/12)		
			-\$285.36	
<b>PROGRAMS</b>				
Yahara	\$2670.00			
Math Meet	\$4545.00	\$1,405.68		
Haiku	\$460.00			
Math 24	\$3680.00	\$655.10 (New Decks) \$1,140.50 (Trophies/Ribbons) \$446.89 (Tokens) + \$55.00 (Bracelets) \$ (name tags) \$ (snacks)		
College Matters	\$872.00 (not all paid)	\$880.00	-\$8.00	No Check: Fall River \$80.00 (sending check)
Michael Clay Thompson	\$8811.00	\$9,972.66	-\$1,161.66	All Districts Paid Loss of \$1,161.66
<b>Checking Account</b>			<b>Money Market Account</b>	
\$12,727.44			\$7,558.98	

Janell Dorn move; MaryJo second; motion passed

## STANDING COMMITTEE REPORTS

- Professional Development – Lucia Rowley reporting
  - U-STARS info
  - NAGC Convention Updates – Stoughton and Beloit representatives
  - Measurement of student growth; how will we be evaluated? State is still trying to determine how that will evaluate that; group has been formed to GDCTG could provide some recommendations; we could collaborate with Whitewater TAG Network; WATG, other regional networks; CESA I
  - Identification/Differentiation/RtI – Lucia Rowley & Janell Dorn

## FUNCTION GROUPS

- Sunshine – Barb Hoeft reported that Robin Corelli is doing well!
- Awards Breakfast /Administrator's Breakfast April 30! Registration could be more casual but will need numbers from each district. Suggest at least \$10 per person to cover cost of the food (\$5 is not enough to make it seem like people are "getting their money's worth"). Facility is only \$100 for four rooms.

## STUDENT PROGRAM GROUPS

**Yahara River Writers** – Ruth Frawley, Chair Judging Chair is Barb Hoeft.

Dates pushed back Editing day March 19; electronic copies to Ruth direction on website; Workshop is May 15 at Union South; registration April 2<sup>nd</sup>

**Math 24** – Lindsay Passwaters March 5<sup>th</sup> and March 20

Changes!!

- Two tournaments: Northside and Southside Districts.
- March 5: Northside tournament; names due by February 20;
- March 20: Southside tournament; names due by March 1<sup>st</sup>.
- Scheduled distributed; will email to distribution
- New data base (Access not Appleworks)
- Districts will "register" students online as you do for WCATY courses; These names will then transfer directly in to the access data base;
- Hosts: It needs to be a policy that if there are not enough hosts there will be no tournament. At the moment, the North tournament needs hosts. Hosts Responsibilities: stuff proctor boxes and distribute coins for end of each round
- Schedule: Morning Tournaments: 9:00 – 11:00 Afternoon Tournaments: 12:00 – 2:00
- Districts are responsible for bringing proctors for each team. Could use older students to proctor in the morning
- Rebecca Vonesch, WCATY representative and coordinator will send out a list of activity options for the afternoon for grades 4<sup>th</sup> & 5
- Note: New deck is positive and negative integers for Grade 6. The answers for this deck can be positive or negative 24. You are allowed to can use "0" in your solution.
- Single digit cards? We are not using them any longer; These tournament boxes were distributed amongst the districts for use with third graders or as an enrichment in regular classrooms.
- Five hosts are needed for each tournament (five rooms in the afternoon; 4 rooms in the morning).
- Districts may bring older students to proctor the morning tournaments. Some could act as data entry person; Beloit will bring 5 students to Northside tournament to help;
- GDCTG will purchase large storage containers to house cards as they will be stored at UW Madison and Beloit School District now; With only two days of tournaments, one for the Southern school districts and one for the northern districts, we only need one set of decks. One set will be stored in Beloit; the other at UW-Madison in the WCATY office.
- We will schedule the Math Tournament for next year by the end of the year so that it is on the GDCTG calendar.
- Math 24 rules added to website
- New Access data base instead of the Appleworks data base. Suggest adding this to website as well. It could then be used for local tournaments

**Math Meets** – Kitty Ver Kuilen, chair

- New test writer and reviewer this year. Hard copy of student copy, answer key and test problem explanations as well as awards (thank you Susan Gorski!) were distributed to host schools.
- Lucia will send info about HS math meets
- Susan Gorski brought copies of Math Olympiad problems for math Meet test prep
- Regional tournament dates and places will be posted on the web site once all are collected. Stoughton is hosting the Esher Regional instead of Beloit (thank you Laura Borsecnik!)

**Haiku** – Carole Mason

**Fine Arts Weekend** – Mary Kennedy

**Mount Horeb survey**- Christine Parmley will share information from the survey at next meeting

**NEW BUSINESS**

Professional Development planning – what do GT professionals and others who work with Gifted students need to build capacity?

How GT Resource teachers are dealing with Student Learning Outcomes for Teacher Evaluation?

**Meeting adjourned 11:50**

**NEXT MEETING** – Thursday, March 7th, 2013 at Upper Iowa University

Agenda Items:

U-STARS PLUS

Educator Effectiveness: how do we fit in?

Technological resources

Using technology for pre-assessing learning

Mount Horeb Survey