

Monday May 6, 2013
Upper Iowa University –Conference Room
4601 Hammersley Road
Madison, WI 53711

Large Group Presentation – Pam Clinkenbeard from UWW-W *Challenging Advanced Learners Academy Update and other Professional Development opportunities for Advanced Learning Staff/Coordinators* -

NAGC: Nov 7 – 10 Indianapolis; Proposal submitted for presentation; handling accountability with fairness. Make sure that gifted students are growing; how to demonstrate growth. Reception in the planning stages for Wisconsin attendees.

Path to Licensure:

1. "Foundations of Gifted and Talented Education" EDFOUND 781, Online Cohort 3-Credit Course, May 28-July 5, 2013. One time only 50% Discount! This is the first course in the four-course series for certification in Gifted. It is only for NEW students. One face-to-face meeting; the rest of the instruction is online; taught by Carrie Lencho and Ruth Robinson. Email Carrie at lenchoc@uww.edu to request an admission/registration form to be completed and returned via email or fax.

Those who took the one-credit option at WATG last fall are **not** eligible for this course. Contact Carrie Lencho at lenchoc@uww.edu to find out how to receive the additional two credits to finish the first course in the four-course series

2. Psychological Issues in Gifted Education
3. Curriculum Methods for Teaching Students with Gifts and Talents
4. For teacher license: Practicum in Teaching Students with Gifts and Talents
5. For Coordinator License: Coordinating Gifted and Talented Education with embedded clinical/practicum

MSEPD—Masters of Science Education in Professional Development; an action research project is the cap stone course. Emphasis can be gifted.

WISGIFT-L; lyris@listmanager.uww.edu. You can join WIS-gift announce for administrators who don't want the "chat". Leave the subject line blank; write the message "subscribe wisgift-l"

CALA II Challenging Advanced Learners Academy; June 17-18 Theme is Educator Effectiveness. Commuter: \$230; Resident: \$290. Available for one credit; National Presenters: Pamela Clinkenbeard, Tonya Moon, Scott Peters, Ann Robinson. Chrys Mursky will also facilitate a break-out on educator effectiveness. Register online at camps.uww.edu

Website: post CALA registration and information, Course Series; join WIS-gift

EDUCATOR EFFECTIVENESS MEASURES—Update from March meeting and CESA 2 Roles with GT/Advanced Learning Facilitated Discussion led by Lucia Rowley

Examples provided of evaluation tools for GT Coordinators from Denver Public Schools (follows NAGC standards) and one adapted from *The Handbook on Educational Specialists* by J. Stronge and P. Tucker. NAGC P-12 Gifted Education Programming Standards are also available for guiding an evaluation for GT Resource/Itinerant teachers. Also discussed the Job description, Obstacles, Concerns document created by GDCTG.

Pam Clinkenbeard submitted a proposal for NAGC next year on measuring GT student growth

Suggest being proactive and providing a tool for the DPI (submit to Chrys Mursky) to use to measure teacher effectiveness

How to define “teacher”? If you grade students, you are a teacher.

Assess Coordinators using SMART goals? Difficult to measure what we do so using SMART goals is not necessarily appropriate

How to best measure student growth? Need to find a different measure as MAP doesn’t show growth for those at the top end: Explore (not appropriate for grade 3); ACT/SAT; GATES; TOPS—this is an inventory re teacher observation; even negative characteristics come out on this inventory; we need to find our underperformers: underachievers, twice exceptional, ELL, students of poverty

Lori Mueller sent the link to the Danielson model to the membership so all can view it. She also shared the Framework for Instructional Specialist.

Now available on the GDCTG Website: Evaluation page for reference including the Denver model, the Danielson model and the NAGC standards and the Specialist Evaluation Rubric.

Need to have the DPI support—not just the district. The way PI34 reads, you should have a Certification in Gifted; licensure based on Teacher Standards; NAGC standards are to student contact; From the NAGC website:

The NAGC Pre-K – 12 Gifted Programming Standards assist school districts in examining the quality of their programming for gifted learners. Recognizing that the ongoing evaluation and re-tooling of a successful gifted program is an evolutionary process, the NAGC Programming Standards detail a framework that focuses on student outcomes, which mirrors current practice in most schools, so the revised standards should connect without difficulty to state and local initiatives. Districts across the country use the program standards both as mileposts for improving programs and services and as rubrics for evaluation. The standards have been endorsed by the Association for the Gifted of the Council for Exceptional Children (CEC-TAG). www.nagc.org/NationalG/TStandards

Discussion about different proposal for those considered a “GT Teacher” vs. those considered a “GT Coordinator” Barb Hoeft suggested that we submit one proposal as most GT staff are on a teacher contract; some of us may grade students for individual or small group projects that may contribute to a grade in a class but are not always solely responsible for a students’ grade in a particular class.

Summer 2013 Project: Merge the Danielson model with the Denver rubric. Volunteers for this: Laura Borscenik, Janelle Dorn, Sue Scharr, Sharon Daly, and Christina Parmley. Teresa Lien, the instructional facilitator from Poynette will also support the work.

NAGC in Indianapolis next year—www.nagc.org/2013convention.aspx

21st CENTURY – THE JOURNEY TO PERSONALIZED LEARNING Presented by Amy Miller

"If we teach today as we taught yesterday, we rob our children of tomorrow." John Dewey, 1944.

We need to change education. It's the only thing that hasn't changed since the Industrial Revolution except Prisons.

"This is prison" Kindergarten student

Personalized Learning Plans (PLPs): a battery or a spark plug? Battery: tell me what I'm supposed to do; sit and get; Spark Plug: generate the thinking. There is an increasing tension between project based learning, number of minutes required; adherence to the CCSS. In one way we speak, in another we evaluate.

We are spending \$\$ on assessments; talking about people or to people. Are kids the major users of the assessments or are we doing this to them; it's not the assessments, it's how the assessments are used.

Personalized learning: need to turn over control to the students so they are in charge of their learning and engage students in the dialogue regarding assessment; They need to know themselves; their strengths; factory model (legacy practice) in and pat answers out is the industrial model which turns students into robots. Not allowed to integrate information; need to keep them invested in wanting to learn; we want students to care about learning and about what we think is important; How to marry Legacy Practice with Personalized Learning Practice.

CESA I Institute; has chosen to focus on **personalized learning** to redesign public education. We believe that personalizing the educational experience for students holds the greatest leverage to transform the current educational design and build capacity of dramatic improvement in the performance of the educational system. A personalized learning system provides opportunities to maximize the potential of all students based on their needs, abilities, and preferences. Personalization incorporates, but moves beyond both individualized learning and differentiated instruction. There are three core components to personalized learning system:

- Comprehensive, data-rich **learner profiles**
- Customized **learning paths**
- **Proficiency-based** progress
- **Common Assessment: need to know themselves; their strengths; what are your strengths;**

Go to [CESA I website](#) for more information

Who OWNS the learning? ILPs were for gifted students but we need to hand the learning over to the students. They need to be in charge; we need innovative thinkers who integrate information, not those who simply regurgitate information. The industrial model ("legacy")or factory model puts concrete information in and pat answers out which turns students into robots. They are not taught to integrate information yet that is what is expected in the work place. Illustrated by the Xtranormal U-tube video: [I Choose "C"](#). <http://www.youtube.com/watch?v=dY2mRM4i6tY>. A comment from the author, R.N. Gutierrez:

People have asked me why I "make fun" of Think-Pair-Share. I actually like and use TPS. My purpose for including it was not to poke fun of the strategy but to point out that many students have difficulty when it comes to critical thinking or thinking independently. I feel that because many schools must teach to the state test, especially low performing schools, we "feed" our students information (and perhaps maybe scaffold too much), and they aren't given a chance to truly analyze and apply it.

Motto: Create a vibrant, flexible learning environment for every student using technology as tool. The world has changed; so must our educational system.

View the power point on the GDCTG Website: [Professional Development Page](#)

Resources shared:

1. Christensen, Clayton (2011): *Disrupting Class: How Disruptive Innovation will Change the Way the World Learns*; McGraw Hill Books.
2. Wagner, Tony (2012): *Creating Innovators: the making of young people who will change the world*; Scribner, New York.
3. Draves, William (2011); *The Pedagogy of the 21st Century*; LERN Books, River Falls, WI
4. Heath, Chip and Dan Heath (2012) ; *Switch: How to change things when change is hard*; Broadway Books, New York.
5. November, Alan (2012); *Who Owns the Learning?*; Solution Tree Press, Bloomington, IN
6. Dweck, Carol (2006), *Mindset: the New Psychology for Success*. Ballantine Books, New York.

SMALL GROUP DISCUSSION- Personalized Learning

1. Personalizing Learning for K-6—Discussions about PLC's and personalized learning; Beloit: administrators don't really know what is happening and make suggestions that are not practical (like most schools have 0 noise tolerance); getting teachers willing to make that shift adds to current stress; fear in letting go or losing control; independent learning folders will not work to because the students don't know what they're doing; Technology piece is huge; Schedule affects learning; must allow for flexibility; Learning style inventory: stresses how do you learn best? Goal setting: what is the short term goal, your best way to learn; make things relevant and then it's remembered; students are given a list of competencies; do a project that will develop those competences How did you do today? Give your own feedback; ask them to show you their best learning; Finding resources
2. Personalizing Learning for 7-12
Clustering and flexible grouping by learning styles, finding teachers who are willing to teach using a variety of methods.
Sustainability of PLPs? Previous states have adopted PLPs and abandoned them due to the increased funding needed, "Outcome based education"
Technology that helps personalize learning (ie Aleks, Achieve 3000), reallocating money with factory model
Time it takes to monitor - Verona uses Master Connect
Teacher expertise - more knowledge needed ie one room school house model to reach a range of learners.

APRIL WORKSHOP REFLECTION – Supporting our Advanced and Unique Learners “They Will Be Okay ...OR Will They?”

- Feedback was very positive
- Longer Day recommended
- Have in October when we can implement any changes
- Do we need to take our wisdom to the state Pupil Services convention; school board conferences; AWSA;
- Include student interview piece
- Could do in addition to the student round table discussion
- Language: talent development, highly able; advanced learners; talented and gifted is outdated? Change the name of our organization/ suggest perhaps a description following the function of the group; keep the key words (state definition includes gifted language)
- Feedback: Professional Development, student program; other PD.

PROFESSIONAL DEVELOPMENT IDEAS for 2013-14—willing to meet during the summer: Laura Borsechnik, Lucia Rowley, Lindsay Passwaters, Kristy Champion, Barb Hoeft, Kitty Ver Kuilen, Amy Miller,

For GT Resource/Coordinators

SENG Parent group

Social/Emotional Issues of students

Building relationships/sharing knowledge with Administrators

How to be a resource conduit for classroom teachers

The changing role of the resource teacher for the gifted with districts moving toward purchased curriculum like Lead 21

Effectiveness of Ability grouping and acceleration practices

Network Round table discussions: compare/contrast/share what is working and what isn't. Do 3 X's/yr

Propose Rubric to the DPI for Educator Effectiveness for Gifted Resource

Technology

Technology Updates especially free Web 2.0 tools\Flipped Classrooms

Wikis, Google, etc.—using technology for student collaboration across districts

Collaborative moodles

CCSS

CCS & Extended Learning Opportunities

Reading Instruction Ideas related to CCSS

Curricular Options and Best Practice for gifted Mathematicians

Rtl

Smarter Balanced Assessment

Potential ramifications for the gifted

Identification

Culturally responsive identification

Sharing time on what assessments are used in the identification process

Leadership identification with validity

Identifying Creativity

Individualized Learning

Personalized Learning Plans—Resources and Strategies. Examples from districts that are doing it well

Models that support PLP

How to monitor PLP

Learning Style Inventories and Personalized Learning Plans

Student engagement and their investment in learning

PLP's, ILP's; DEP's—commonalities/differences

Personalize learning student testimonials

Social/Emotional Issues

What to do about standardized testing pressures?

Professional Development Sponsored by the GDCTG Network

For Parents

Seminars facilitate by GDCTG for all members of the group

For Educators

How do we reach educators without a Teacher's Convention?

Proposals at professional conferences: Association of Wisconsin School Administrators, Wisconsin Council of Administrators of Special Services Pupil Services (WCASS), Wisconsin Association of School Boards (WASB), Wisconsin Math Council annual conference at Green Lake (proposal deadline is October 1, 2013), Wisconsin State Reading Convention (WSRA) and more!

Assessment and GT Students

Differentiation strategies

Extended Learning Opportunities that all teachers can provide

Active/Interactive Learning (Alice Udvari) [Joyful Learning: Active and Collaborative Learning in Inclusive Classrooms](#) by Alice Udvari-Solner and Paula M. Kluth(Dec 14, 2007)

For Administrators

Administrators Breakfast with students sharing thoughts with Administrators
Alternate years for Administrators and Pupil services
Creative Scheduling
Elements of Personalized Learning
Educating administrators on the need for gifted programming in tough budget times
Awards: Drop or do every 5 years
Round Table discussions with students

Pupil Services

The Twice-Exceptional Child
Ways to help districts view RtI for All vs RtI for Some...
Meeting the social & Emotional Needs of the Gifted
Round table discussions with students

Student Programs

Academic Needs/ Concerns
Math options
STEM Programs
BIG vs. small SD: Math 24, Yahara, math Meet, Haiku, college Matters, Fine Arts Weekend
Creativity

- Ideas connected to creativity
- FPS and beyond...
- Student opportunities in Art, Music, Tech: one day/year each level (5-8, 9-12)

ORGANIZATION UPDATES

WCATY and UW Update—no specific report. Registrations are open for summer programs

WATG update: state awards winners are posted on the WATG website; June 1st ; Wisconsin criteria is VERY high which reduces participation NUMATS award event moved to fall which allows students who took the test later in the spring; criteria is online;

BUSINESS MEETING

Call to order 11:20

Minutes – Kitty Ver Kuilen Laura Borsechnik moved to accept; Lucia Rowley second; passed

Treasurer's Report – Kristy Champion [click here](#) for complete report ; Math 24: in the red because of extra supplies needed for this year's transition to the UW; Professional Development with \$5 in red; SENG: profit of \$9. Where do we need to invest ; Lindsay Passwaters moved to accept; Janelle Dorn second; passed

Elections for Greater Dane Board Positions for 2013-14 school year—this item moved to 9:46 before small group discussion. Motion to amend the agenda: moved by Barb Hoeft; second by Janelle Dorn, passed

Moved to accept slate of officers by Sue Scharr; second, Barb Hoeft ; motion approved

President: Amy Miller

Secretary: Kitty Ver Kuilen

Treasurer: Kristy Champion

Professional Development: Lucia Rowley

Vice President: Nomination of Laura Borsechnik by Kitty Ver Kuilen. Position Accepted.

Unanimous vote

STANDING COMMITTEE REPORTS

Professional Development – Lucia Rowley Look for members to join the 2013-14 planning committee which will meet over the summer 2013

FUNCTION GROUPS

- Sunshine – Barb Hoeft nothing sent since February; any needs, send to Barb
- Awards Breakfast /Administrator's Breakfast/Professional Development Events-Barb Hoeft and Amy Miller Will determine direction based on feedback. Will create a long term schedule; Awards: district interest declined, don't want to award just one person,

STUDENT PROGRAM GROUPS

- Yahara River Writers – Ruth Frawley Wednesday, May 15, Great Hall at **Union South**, all is in place and ready to go
- Math 24 – Lindsay Passwaters Worked through glitches with UW. Like the format; do not have the results saved to distribute to students but will see if that can happen next year; need to bring proctors for each team or cannot play which is a bit of a burden on the participants; difficult to find proctors for the 7th and 8th grade; should submit names for proctors; general understanding was that there would be plenty of people to help; variables decks: rules can vary with proctor (like not needing to report final fact first)—make sure the host reads the rules provided. Suggest creating a video for all to watch before the presentation so all have the same example; Lindsay will work on that. Bracelets were well-received!
- Math Meets – Kitty Ver Kuilen suggestion made to include a line for the Example on the Mental Math subtest. Also place numbers straight down, no columns. Otherwise the test was appropriate in terms of difficulty; the 5/6 test was more difficult for the 5th and 6th graders than the 7/8 test was for the 7th and 8th graders. This feedback plus the item analysis will be given to the test writer.
- Haiku – Carole Mason suggestion was made to give Bob Clausen a thank you for judging all of these entries for so many years. Purchase it from the profits (Madison gift card); Barb Hoeft moved how to use profit from Haiku to thank Bob Clasen; Lindsay second; passed. Not to exceed \$100. Increase quality of treats—there's plenty of money!
- Fine Arts Weekend – Mary Kennedy September 27th and 28th, 2013, One of highest numbers that we have had in a long time. Round Barn has another event there so if you still want to participate, you could stay at a different place but don't split your student groups; suggest school personnel accompany the students.

NEW BUSINESS

NEXT MEETING – September 18, 2013 location TBD or at Upper Iowa University;

- Agenda Items:
 - New Math Meet chair needed

Move to Adjourn: Lucia Rowley; seconded by Janelle Dorn. Passed. Adjourn 11:50