

Tuesday November 7, 2018  
Monona Grove School District Office  
5301 Monona Drive Monona



Greater Dane County  
**Advanced Learner  
Network**

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| 8:00 – 8:25am | <b>Welcome, Networking</b><br>Please pick up the following items at the back table:<br>Name Tag and Treasurer's Report                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 8:25 – 8:28am | <b>Welcome, Introductions and Bright Spots:</b> Amy Miller                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 8:28 - 8:30am | <b>Secretary's Update &amp; Review of September Minutes:</b> Krissy Killerlain                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 8:30 – 9:20am | <b>Professional Development</b><br><b>Panel Discussion: Equity in Advanced Learning Programs (BOLD CONFIRMED)</b><br><b>Dr. Scott Peters</b> - Department of Educational Foundations, UW Whitewater<br><b>Colleen Clapper</b> - <b>Integrated Comprehensive Systems (absent-ill-she will write her responses down and share)</b><br><b>Shahanna McKinney-Baldon</b> -Director of Prof. Learning Minority Student Achievement Network, UW Madison (MSAM- education research, former gifted and talented director for Milwaukee Schools, parent<br><b>Jackie Vitela</b> from Verona School District - multilingual background |

Video: [GDCALN Equity Panel Presentation November 7, 2018](#)

**Q: Where do you see equity concerns in K-12 education today? Please also discuss equity from the lens of advanced learners or the top of a subpopulation.**

**A: Dr. Scott Peters (SP):** everywhere, equity and inequality challenges in society manifest in education. We treat kids very differently in our country. Low-hanging fruit aka eliminate barriers to equity-: removal of teacher referrals, two-phase identification.

**Jackie Vitela (JV)-** disproportionality in our systems we create as educators, inequity. How do we create systems and cultures that interrupt inequity explicitly.

**Shahanna McKinney-Baldon (SMB):** Always this elephant in the room with advanced learning. Ability or intelligence or knowledge or aptitude is totally culturally constructed only reflects one approach to what it means to be in the universe to function at a high level in the universe. Lots of different approaches to what we call advanced learning. We

can't be so overwhelmed and not do anything. So easy to default to not having a sense of urgency.

**Q: One of our DPI mandates is to identify advanced learners. We currently have students in Dane County that are identified as Advanced Learners but are not receiving services and/or experiencing learning opportunities within their Zone of Proximal Development. We also have students in underrepresented populations that are not being identified or served. Focusing on equity, what steps would you recommend to ensure both populations of students are identified AND served?**

**A: SMB:** DPI- unfunded mandate, advanced learning is so different in each state. Very little support from state to do our best work in this area. Imagine if special education was not regulated by the government. NAGC conference kinesthetic learning was once included in the gifted areas: leadership, creativity, visual/performing arts, general intellect, specific academic areas. Wish we did more in leadership, creativity, visual/performing arts. Push around cultural norms in our districts. Many districts increasing in diversity. Comprehensive approach when we say advanced learning. Help kids meet full potential. Not just outliers and hyper-involved parents.

**JV:** Focus on remediation as the way to to close the gap. Yes, we need to provide them the fundamental skills, but dragging all learners down. Remediation with the labels of ELL or other. They have language development needs and need targeting, but do so without dulling the rigor of instruction for all. False dichotomy.

**SP:** Counterproductive -instruction is important, but label isn't. Gifted label may mean must be good at everything. Talent in one area instead of 30 areas. It is hard to identify talent in people who are different from you, even with good intentions. Exposure and opportunity create disproportionality before Kindergarten the public needs to "backfill" the exposure equities. When you pull advanced learning out it hurts the kids who don't have the exposure outside of school. U-STARS, Talent and tinkering, Project excite (AP in 9th grade. Starts in 3rd grade) are programs that change the exposure opportunities.

Jane McMahon- It's not Identify more, but need to serve better

**SP:** RTI- argue for same thing for everyone. Equity isn't about numbers, but appropriately challenge to everyone and provide exposure so everyone can develop. No programs then don't identify.

**Q: DPI special services teacher of the year, Michael Wilson states: "All students all the time". Speak to how this could be messaged out with an equity lens which includes Advanced Learners.**

**A: SMB:** MSAN <http://msan.wceruw.org/> - webinar on Monday, Nov. 19th 4 PM Central time on african american and Latino family engagement and advanced learning by Joy Lawson Davis email Shahanna to sign up [shahanna.baldon@wisc.edu](mailto:shahanna.baldon@wisc.edu). RTI high leverage action push hard around with advanced learning hooked in with district. New research out about Black teachers identifying black kids (MSAM- has link to research- she can share it with us). Equity should be holistic- race, gender, religion, ability, economics, etc.. it is not about intentional acts of hatred, but about systems. Barriers built after years of assumptions about who people are and what is normal. Working against institutional racism in our schools and districts. It's not about politics, it is about all children all the time. Opportunity hoarding.

**JV:** Book: *Despites the Best Intentions* by Amanda E. Lewis and John B. Diamond. RTI- needed interventions, multi-tiered systems of supports more holistically. Look at core instruction more deeply. Which need intervention at a more advanced level. Appropriate interventions on both ends of spectrum could be promising. Who has power?

Children who can perform on high levels in ELA and Math, but may lack confidence socially. Depth of their learning. Areas that are not valued by white mainstreamed culture. Social-political context that affects our students. Academics and social emotional learning at school and the broader context they are living in.

**SP:** Excellence gap in education. It takes a lot of additional resources- not right way to say it- it is more than changing identification criteria- it takes a lot more than that. So they want to be there. We need to change the services. Lack of appropriate services for a child. We should have advanced learning at the big table about equity-its not just about remediation. Equity needs to have all voices at table. Not having services until 3rd grade is not equity. RTI -unmet needs. Just remediation for disadvantaged population not enough also need advanced learning services.

**Q: How could a continuum of learning and/or a continuum of assessment support a movement towards more equitable practices for all our Advanced Learners? What would be important first steps to consider?**

**A: JV:** What is being privileged as they are being created?

**SMB:** The test tools can be anything. Continuum assessment (system of multiple assessments), what are we assessing and what are we privileging? How do we do it all? Get rid of the myth of scarcity?

**SP:** Minority Students ([article](#)), Jean Peterson ([article](#)) - Milwaukee in early 90s and Native American Reservation in Iowa. Talk to me about what is talented in your community. Group success was viewed as talented. NAGC paper coming out - MAP scores for 10 year period- change to building norm vs. national norm. Increase 170-300% latina/o identification. Every school should have advanced services.

**SMB:** local norms- get access to local norms. Reach out to parents and just want you to know your child scored at --%tile at the local norms. Push for more identification not less.

**SP:** scarcity argument then a big drop in white and asian students. It doesn't have to be about scarcity, but it can be about both. Compromise in identification 80% local norm OR 90% on a national norm. Eldgeron, IL doing some awesome stuff- 9 elementary teachers- critical thinking lessons in lowest income buildings to find talent. Doesn't need to be identical for all.

**JV:** being vigilant about our predictable failures. We will under identify and underserved particular groups of learners. We need to make an adjustment. Systems in place to interrupt and look at additional data or community members that have expertise in that area or with that population.

**SP:** underrepresentation - what you will do proactively by your identification procedures. Be proactive about identification.

**Q: In 2018, there is a paradigm shift from identifying/serving gifted students to identifying/nurturing potential. Please share ideas on best ways to move to this model in both large and small districts including those districts/schools with limited resources.**

**A: SMB:** nurturing potential, curriculum alignment, scaffolding, everyone should be in the talent pool group, multiple ways to get in and out and opportunities. Renzulli Schoolwide Approach. All students need acceleration and enrichment sometimes. We

need to provide those services when needed. Strong core. Advanced learning multi-tiered system of supports. Frame talent development approach, but mistake to say wink wink it's not quite talented and gifted and education. Our outliers have a home.

**JV:** what is talented in your community? I hear a lot of deficit language with disproportional populations instead of the assets that they bring. Family engagement and relationship building to explore assets of students. Needs and assets approach.

**SP:** (In Arizona) Non-verbal honors core- grades 7 and 8. Taught by dual certified bilingual and gifted and talented teachers. It works for this population. No such thing as gifted curriculum, but it addresses an unmet need. Universal answer: systematize as much as possible and build capacity among staff thinking about advanced learning. Work on talent development programs. Book: *Designing Gifted Education Programs and Services: From Purpose to Implementation* by Scott Peters and Dina Brulles

#### **Questions from group:**

Sharon: Rti would be inclusive for all learners, in practice it is the exact opposite. Large literacy and math blocks. Learn how to read, but with nothing to say. What is the point? Robust content missing. Discounted meaningful content that could move all kids forward.

**SMB:** would it take to move your district forward?

Jane McMahon: School report card biases ELA and Math

**SMB:** Short-term. What would it change to shift some things? Other reading options.

Krissy Killerlain-integrated units of study. Include Science or social studies in the reading block- CLM- Linda Dorn <https://ualr.edu/literacy/literacy-partnerships/>

Scott Cline: Coaching staff on reading level, more frustrational reading level

**SMB:** build people power and mobilizing people and speaking with one voice.

Michelle: MAP group norms and what is happening in the classroom- CCSS and scope and sequence. Building norms- how does this interplay with how a student is actually doing in the classroom

**SP:** National norm- everyone is at the same level. 95%tile building norm (most equitable and diverse), but also most variability of readiness. Top 5% in each building. Even if below grade level you may need advanced learning services of some kind. Norms should be level of the service.

**SMB:** what is really creating the inequity? Respond to those concerns. People power: commit to a course of more learning and leading the charge to a holistic charge to equity.

Jane McMahon: It's hard to see what you don't see. I need service ideas. Late bus? Many barriers that our group of white leaders that don't see? More time to discuss.

**SP:** Who has time to be on committees? We shouldn't try to do anything and pull in these community groups? Informal child cares/in home childcare, etc... what are the barriers that prevent your child from doing x, y, and z. Reach out to stakeholder groups

**JV:** People power. We need each other. We need each other's perspectives. Excellence gap or opportunity gap.

9:20- 9:50am	<p><b>JAVITS Update/Discussion</b> - Laura Borsechnik</p> <ul style="list-style-type: none"><li>- See POWERPOINT: <a href="https://docs.google.com/presentation/d/1dShVN27twB8P9QyyquhIjHm_xBN5ZtuWi_yLrV2fLB0/edit?ts=5be310df#slide=id.p">https://docs.google.com/presentation/d/1dShVN27twB8P9QyyquhIjHm_xBN5ZtuWi_yLrV2fLB0/edit?ts=5be310df#slide=id.p</a></li><li>- <a href="#">Link to handout Project Strategies</a></li><li>- Training/Information from<ul style="list-style-type: none"><li>- Heidi Erstad from the RTI center</li><li>- Scott Peters from Whitewater to calculate disproportionality</li></ul></li><li>- <a href="#">Multi-level system of support template</a></li><li>- Accept your own biases</li><li>- Believe all students CAN learn, to All students MUST learn.</li><li>- At-potential behaviors</li><li>- TOPS U-STARs screener (possibly working on creating an electronic version)<ul style="list-style-type: none"><li>- Positive and negative behaviors</li><li>- USTARs not aligned to NGSS<ul style="list-style-type: none"><li>- Lots of training how to use them</li><li>- Whole class observation, individual observation</li></ul></li></ul></li><li>- Focus on inquiry vs. curriculum materials</li><li>- Books: Stephanie Harvey and Harvey Daniel<ul style="list-style-type: none"><li>- Comprehension and Collaboration</li><li>- Inquiry Circles</li></ul></li></ul>
9:50 –10:00am	<b>Break</b>
10:00-10:05am	<b>Professional Development Review/Planning-</b> Lucia Rowley
10:05-10:10am	<p><b>Registration and Treasurer's Update</b> - Kristy Champion</p> <p><a href="#">-See website</a></p> <p>\$10,816 total</p> <p><a href="#">-Link to registration</a> to know if check has been received</p>

Lucia R. made motion to approve  
Laura B. seconded  
All in favor.

10:10 – 10:25am

**Student Program/ Function Group Updates -SEND INFORMATION For Minutes**

- College Matters- Sharon Daly
- Fine Arts Weekend- Mary Kennedy
- Yahara River Writers- Ruth Frawley/Janell Dorn/Krissy Killerlain
  - District Assignments have been assigned
  - Looking for a district to take over the Judging
- Math 24 - Kristy Champion
- Haiku- Carole Mason
- Math Meet- Mary Kennedy
  - Math Meet: Email has been sent to hosting districts.
  - Hosting districts should be contacting the districts attending their regional before Thanksgiving to get input about dates that will work for all.
- Sunshine- Sharon Daly



10:25 – 10:45

**Organization Updates:**

- WCATY - GEM program: (now with Jan. 18th starts Feb 2nd-March 2nd)
- Center for Advanced Academics-
- UW Whitewater - Scott Peters/Pam Clinkenbeard
- WATG and NAGC Conference updates-

10:45am

**New Business**

1. Watch for a Flyer from Lucia and Amy: Focus on writing invite to GDCALN meeting AND

March GDCALN meeting - instructional coaches that focus on all learners.

2. Would like to be a part of a **Equity subcommittee** let Amy Miller know  
-offer a class? -professional development? - develop a voice?

**Next Meeting: Thursday January 24, 2017 Kromrey Middle School 7009 Donna Dr, Middleton & YAHARA turn-in (Final Submissions Due)**