

GDCTAGCN Meeting Summary
Jan. 25, 2007

Topic	Discussion	Action
<p>Professional Development</p>	<p align="center">Teacher Friendly Strategies for Promoting Best Practice</p> <p>Janell Dorn - Waunakee Relationships + Relationships + Relationships! Intentional connections, a few at a time. Have data as evidence that a student needs differentiation so even if kid doesn't do homework there will be rationale Misery loves company; share evidence that you've tried this yourself Acknowledge their experience, respect their perspective, baby steps to change Create partnership vs. imposing more work Be prepared to share ideas and material resources (ie: Everyday Math has extensions with pretests available, <i>Thinker Math</i> problem solving options for when kids finish early) Dialogue with colleagues in district or GDCTAGCN for ideas</p> <p>Sara Stone – Elkhorn</p> <p>Consider <i>menu options</i> with alternative tasks provided to classroom teachers Principal on board; scheduled release time for planning Work <i>with</i> teachers to better empower them to eventually be able to do it themselves. First discover how to manage differentiation, then learn how to develop alternative options WKCE has a strand on reporting form that identifies algebraic reasoning proficiency</p> <p>Barb Hoeft – Waunakee Relationships + Relationships + Relationships! Be accessible. Get to the staff lunchroom, listen. Draw on experiences in classroom for credibility Lighten their load when you can, "how can I help?" Create / develop resources – including pretests and alternatives for students who pretest out</p>	<p align="center">Relationships + Relationships + Relationships!</p> <p>The evolution toward differentiation culture takes time.</p>

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	<p>(ie: TicTacToe: diagonal is higher level, the cross is more moderate but with high interest vs. high ability)</p> <p>“I can’t pass a pretest but as soon as I hear it, I can do it and it’s so frustrating to have to do all the practice work”</p> <p>Give teachers permission to excuse students from regular homework and how to “grade”. Provide feedback for student growth vs. giving a “grade”.</p> <p>Lynda Oleinik – Stoughton Get involved in new curriculum adoptions to facilitate review for differentiation Release time through subs or summer curriculum using a template to develop differentiation. <i>Teacher involvement leads to ownership and more likely implementation.</i> Involve all teachers in differentiation. Ongoing training for staff in differentiation training: classroom, specialists... District commitment to one consultant over multiple years so that teacher can access consultant in different ways (differentiation for teachers too!) Pre-testing: instead of using end-of-unit assessments, consider portfolios as evidence to prove proficiency in skills</p> <p>Martha Barlow – Waunakee Carol Ann Tomlinson reference: if the goal is building a career, work toward improvement in instructional develop all the time. Professional development needs to come to teachers from many angles... develop the culture of expectation for differentiation. Principals include expectation for differentiation in their teacher evaluations Must have advocates in administration - regular meetings between TAG and administration to keep differentiation in the forefront. Keep the principal in formed. Get on interview teams to include at least one question directed toward TAG / differentiation. Need for differentiation may start at kid level and</p>	

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	<p><i>demands</i> may move to the teacher....</p> <p>TAG serve as advocate for kid who is dying in redundant curriculum – kids may need someone to speak on their behalf. When discussing with teacher: Do you think that this could work?</p> <p>At the beginning of each course at secondary, tell the kids that if they need/want more challenging work it could be available. Responsibility may also be theirs to seek challenge.</p> <p>Consider not approaching as whole program, look at individuals and as the number of individuals grow into cluster group leads to programming.</p>	
Business Meeting		
Approval of minutes & treasurer's report	Treasure's report shared. If you're sending a personal check to Wendi, <i>please</i> , indicate what district.	Approved. Approved.
Sun shine	<p>Introductions: Monica Bishoff representing Diocese of Madison</p> <p>Dave Robinson tech coordinator for WCATY</p> <p>Cheryl Hjerstedt ad from Lake Mills</p> <p>Cheryl Salzman's mother passed away.</p> <p>Gretchen Ginter is now GT coordinator in Beloit</p>	Cindy Clark has address if you'd like it
WCATY & UW Updates	<p>UW - Nancy Blair's materials available. Put college for kids' application in the mail.</p> <p>WCATY – moving ahead with career planning, Summer catalogue on line. Watch for survey about Co-op classes. Spring course list available: sign up for 4 spots per school. Feb. 9 Survey Monkey to collect student registration. All brochures on line now, syllabi available in one week.</p>	<p>Recruit for teacher facilitators for college for kids, for each facilitator, you may send another student.</p> <p>Respond to survey!</p> <p>Looking for new instructors and topics for courses.</p> <p>WCATY add parent registration form to screen.</p>

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<p>Committee Updates</p> <p>Acceleration</p> <p>K-3 Identification</p>	<p>A few edits made... will be shared again, then posted on website and it's DONE.</p> <p>Concern of over identification based on early readers as undermines credibility. Typically case-by-case determination, frequently based on IQ testing. Results of survey (45 responses of 400+ districts) shared electronically.</p>	<p>Judy revise, submit and post on website.</p> <p>Sara Stone draft informational summary paper. This could support the development of legislative rules for identification.</p>
<p>Legislative Update</p>	<p>Cindy Clark presented: Parent lawsuit – summary judgment: DPI has to make rules for identification. Legislature must create rules for identification. Members of general public can participate in crafting rules. This organization should contribute points to be addressed.</p>	<p>Recommendation to use the <i>Resource Guide</i>.</p> <p>Individuals from schools need to be respondents! Parents may also contribute.</p> <p>Martha will contact Chrys Mursky to determine avenue for input for GDCTAGCN.</p>
<p>New Business</p> <p>Website update</p> <p>Coordination with CESA 2</p> <p>Amendment to Constitution</p>	<p>Lynda seeking any feedback. Forums were tested so that in the future this may serve as a dialogue. Want to train other and ourselves to look here first for questions about programs etc... May we post TAG directory (without home numbers)</p> <p>Martha contacted Wendy Wegenke – meeting to happen to plan for working together in a coordinated way</p> <p>Change of organization's name. Received prior notice. Article I – Name It will take a full year for all official documents & website to reflect name change. Greater Dane County Talented Gifted Network GDCTGN</p>	<p>Bookmark website. Greaterdanetag.org</p> <p>Do it! ☺</p> <p>Approved.</p>
<p>Announcements</p>	<p>Kit needs nominations for Awards Breakfast, Feb. 27 – nice program is planned.</p>	<p>GET THOSE NOMINATIONS IN NOW!!</p>

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	<p>Consider having Jan. meeting a week later. Remember this for next year.</p> <p>May meeting is May 2 – face-to-face Coop meeting coincides...</p> <p>Betty seeking a co-director for Eagle School.</p>	<p>Martha will check on this.</p>