

INDEPENDENT SCHOOL DISTRICT 196
Rosemount-Apple Valley-Eagan Public Schools
Educating our students to reach their full potential

Gifted and Talented Advisory Council (GTAC) Minutes

November 15, 2016

APPROVED

Present: Molly Andersen, Theresa Back, Jennifer Garnsworthy, Miles Haugen, Heidi Hegenbarth, Cathy Kindem, Pam McDonald, Doug Oase, Pete Roback, Rylee Smith, Anoushka Sunkum, Steve Troen, Laurie Volpano

- The council was welcomed by Pam McDonald. Minutes were approved as read. They will now be posted on the district website and shared in the GTAC sharing site on COLLAB. GTYS Updates were revised to include information about Falcon Ridge, Scott Highlands, and Valley Middle teachers targeting Young Scholar and GT girls with information about STEM and science careers for girls. This Update will be available in the GTAC Sharing Site on COLLAB.
- The SENG class flier handed to GTYS parents at conferences was shared with the group. The class will start in January. Pam will report to the group in January how the class is going.
- The group was given the most recent minutes of the Redesign team (September 21-Nov. 9th). Time was given for reading. After this, the group was directed to the draft statements of the beliefs of the Redesign group. While the beliefs are still in draft form, the group was asked to react to them. The following statements reflect the group thoughts:
 - Great identification of the areas of need for GTYS kids.....**core instruction, rigor, relevance, professional development, collaboration between GTYS specialist and classroom teachers, affective needs, Culturally Responsive Teaching, Assessment, Identification, Program Evaluation, How best to service a GTYS student.**
 - Identification of a GTYS student may show needs for more than academic support.
 - What is the best way to service our twice-exceptional kiddos?
 - How can we continue to support and nurture growth mindsets in our GTYS students?
 - How do we continue to purposefully place our students for instruction in classrooms?
 - We need to define what gifted programming **is** and **isn't**.
 - How do we continue to serve students who need to be exposed to subjects OUTSIDE of core?
 - How do we serve and identify kids who do have strengths mainly in one area (math, science, reading, etc.)?
 - What is the best way to support classroom teachers?

- The relationship of the GTYS specialist and students and parents is VERY important. How can we retain this level of support on the elementary level?
- Classroom teachers can't do it all.
- How can we get GTYS students **purposeful** work but not **more of the same**?
- GTYS students need time together.
- Core instruction DOES NOT meet the needs of **all** GTYS students.
- How can we get teachers information about GTYS student needs?
- Gifted programming is MORE than an intervention.
- How might we develop written education plans for our GTYS students?
- How are we monitoring progress of our GTYS students?
- Will the workshop models in Literacy and Math be able to meet the needs of GTYS learners?
- The Redesign committee needs to keep in mind what is DOABLE given the parameters of FTE, etc.
- Might this result in increased FTE of GTYS specialists in buildings?
- The group reviewed the letter sent home to parents regarding the parent survey that was taken last spring. Some members wondered if we need to send any further communication to parents about what we are doing with the information regarding the two topics covered... programming and communication. The survey results have been shared with building GTYS specialists, building principals, the Redesign team, and GTAC. It was decided that it is now up to the specific sites to respond to the information that was generated. There was rich discussion about the GTYS information given to parents as students transition from elementary to middle school and middle school to high school. Both areas of transition can be tricky for all students, but might be especially tricky for GTYS students, who are used to a particular level of support. Laurie Volpano brought up that information about GTYS middle school transition is **good** in the spring but might be **more effective** if that information was given to parents and students in January or even in mid-fall. The opportunity for Middle school advanced programming is also problematic. Are students grouped for instruction and if so, how is that communicated? Might it be time for a districtwide GTYS newsletter? We don't want the Middle Schools to become competitive with each other for students. At the Middle School level, the integrity of the position is **sometimes** compromised due to the amount of "hats" the GTYS coordinator has to wear. How can we have more of a unified job description? Pam, Steve, and Cathy will review these thoughts and report back in January.

Future Meetings:

Jan. 31

April 11