



Unlocking Austin's Hidden Talents

David Wolff

District Coordinator of Gifted &
Talented Services

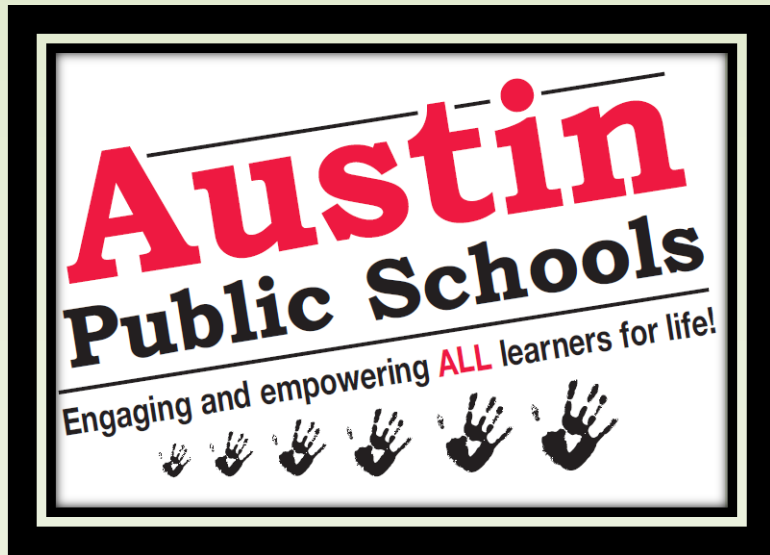
Austin Public School District #492

2014 LEADERSHIP Austin Alum

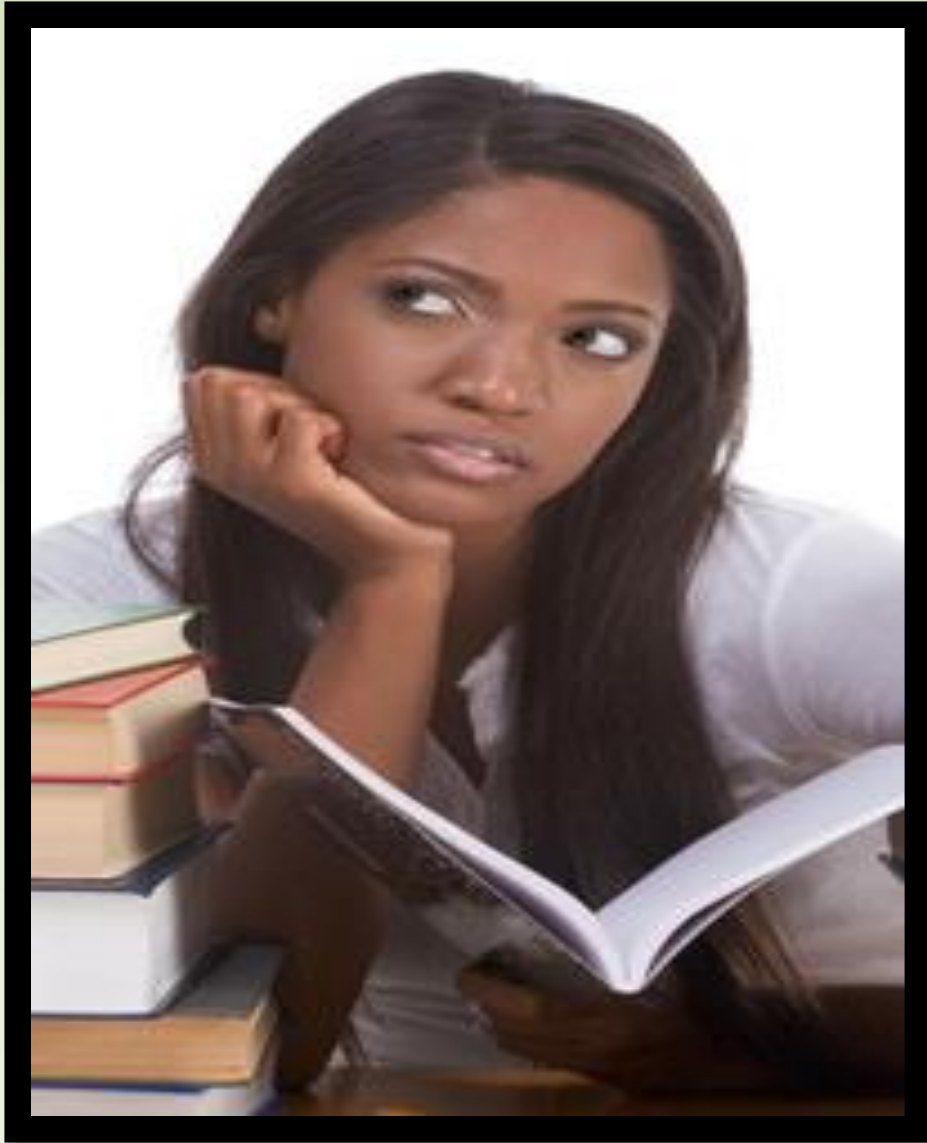


Introduction

- District Coordinator of Gifted and Talented Services – 4th year
- 14th Year of Teaching
- Community Leadership



Meet Cayrn Johnson



- Tell jokes
- Loves acting
- Distracted
- Watches 3-4 movies a day
- Struggled with reading and writing
- Dropped out of school at 17 years old

Is Cayrn gifted?

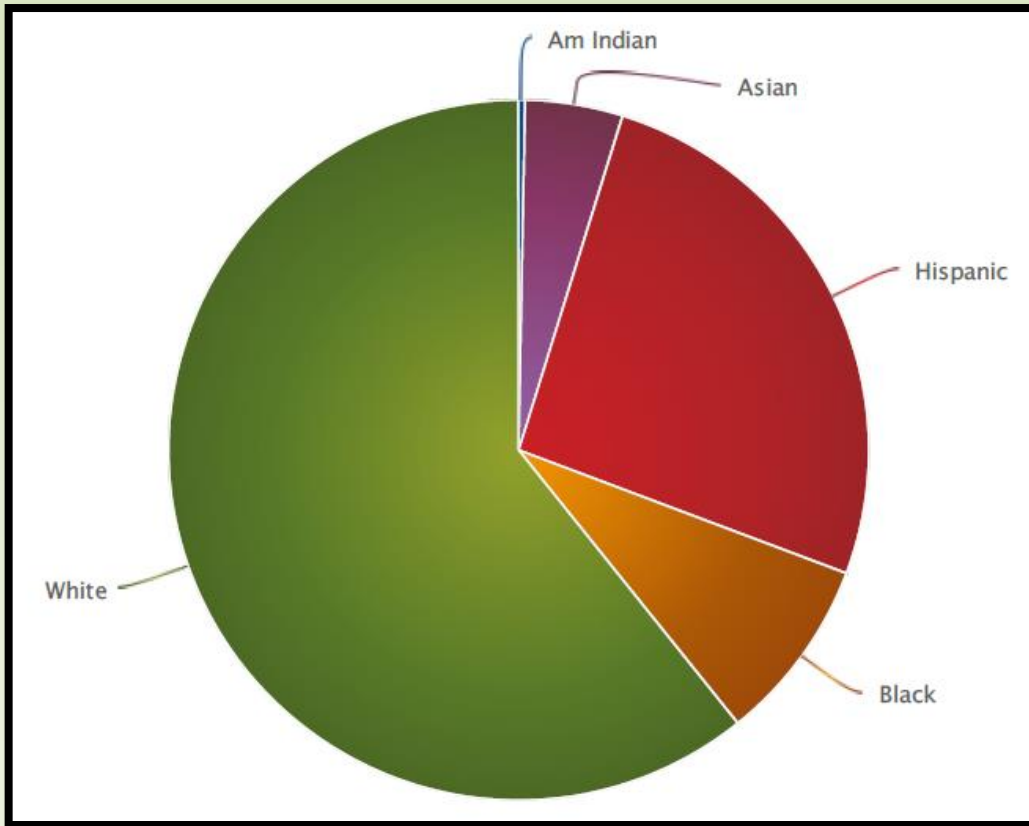
APS Diversity

- ALL learners are diverse!
 - Language
 - Culturally
 - Socio-economically
 - Home support
 - Learning Styles
 - Motivation
 - Gender
 - Ability
 - Religion





Austin Demographics 2013



Austin Public School District

4,637 Students K-12

60.7% White

25.9% Hispanic

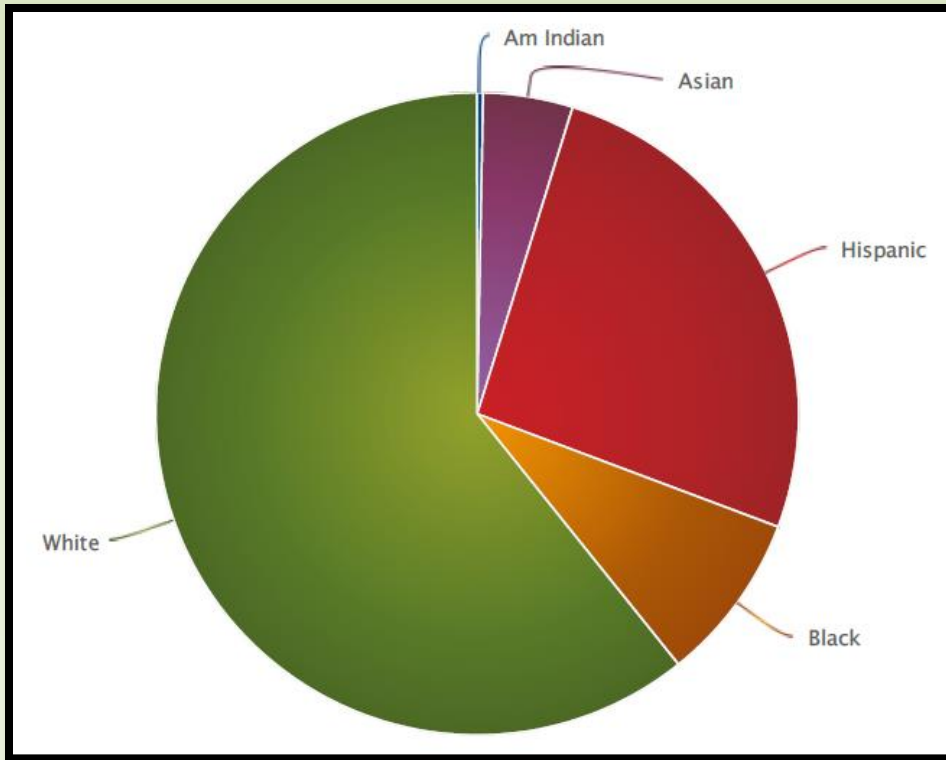
8.5% Black

4.5% Asian

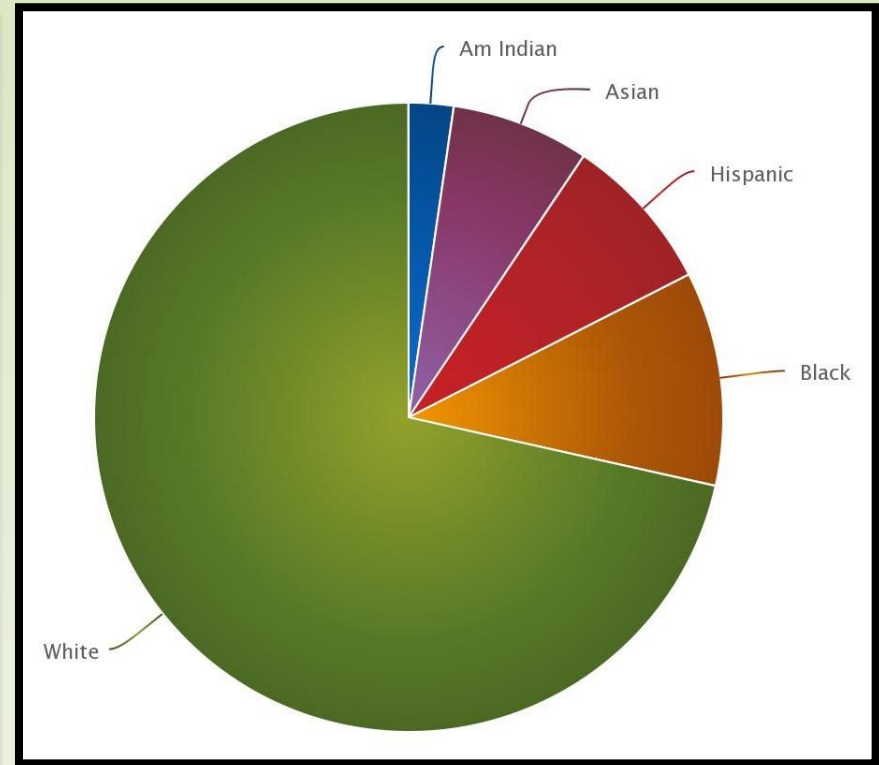
0.3% Native American

Demographics 2013

Austin

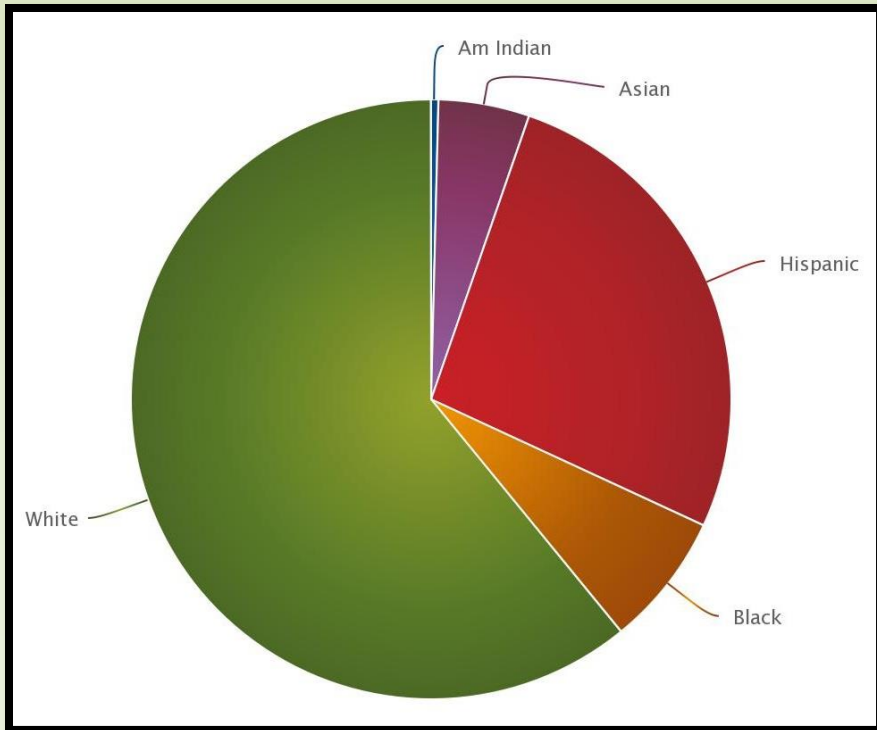


State of Minnesota

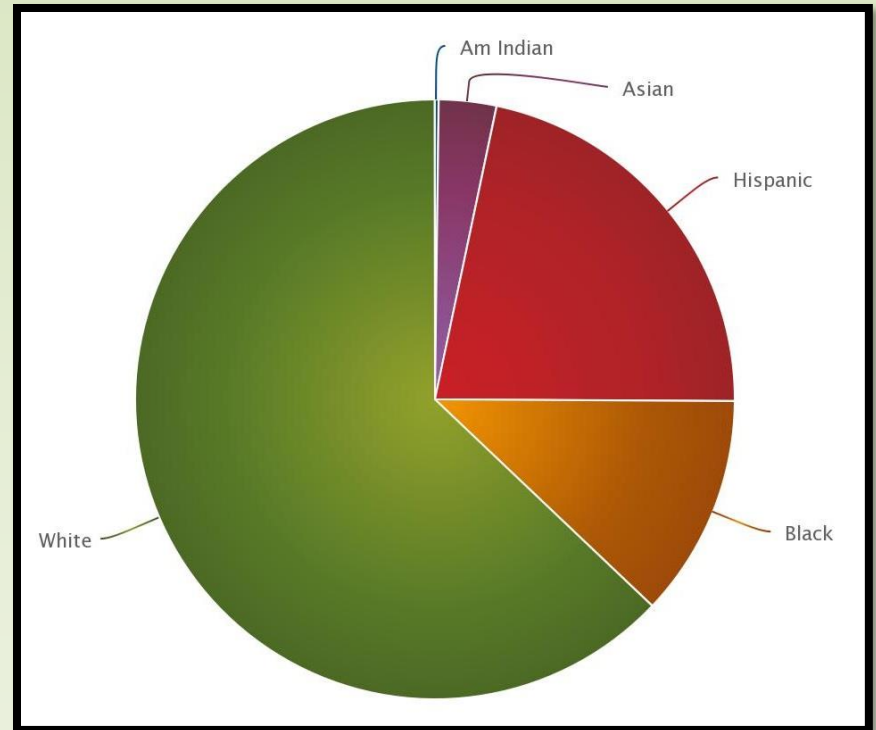


Demographics by Building 2013

Southgate Elementary School

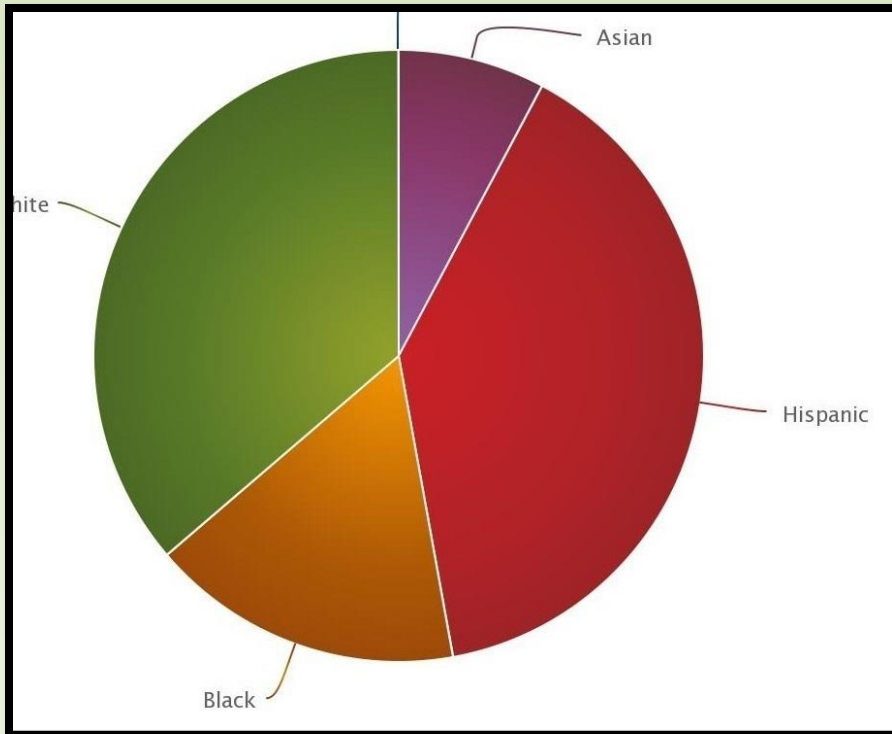


Banfield Elementary School

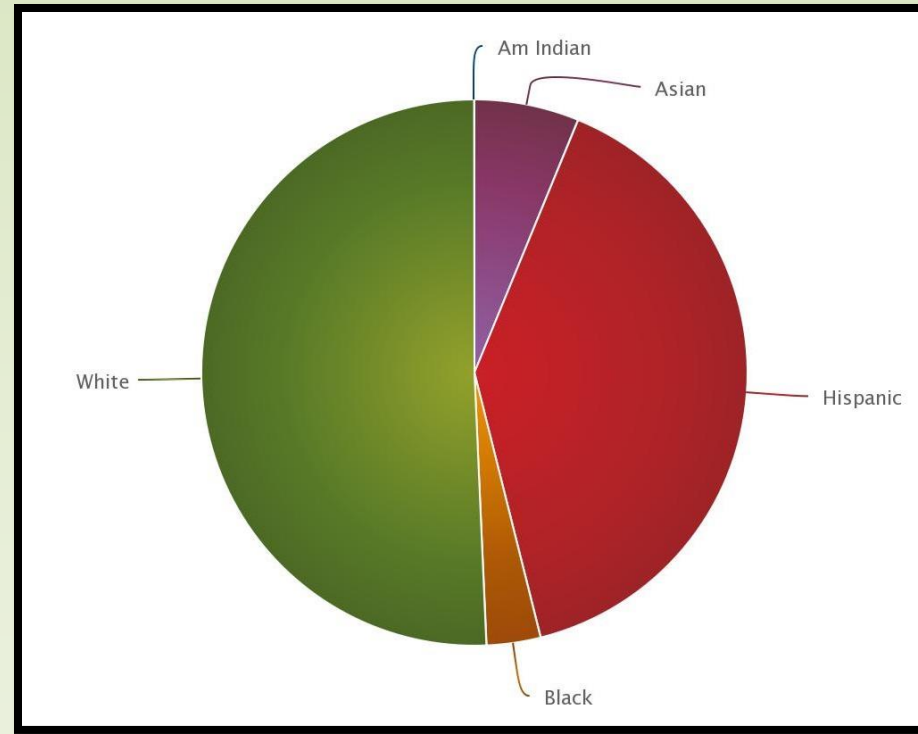


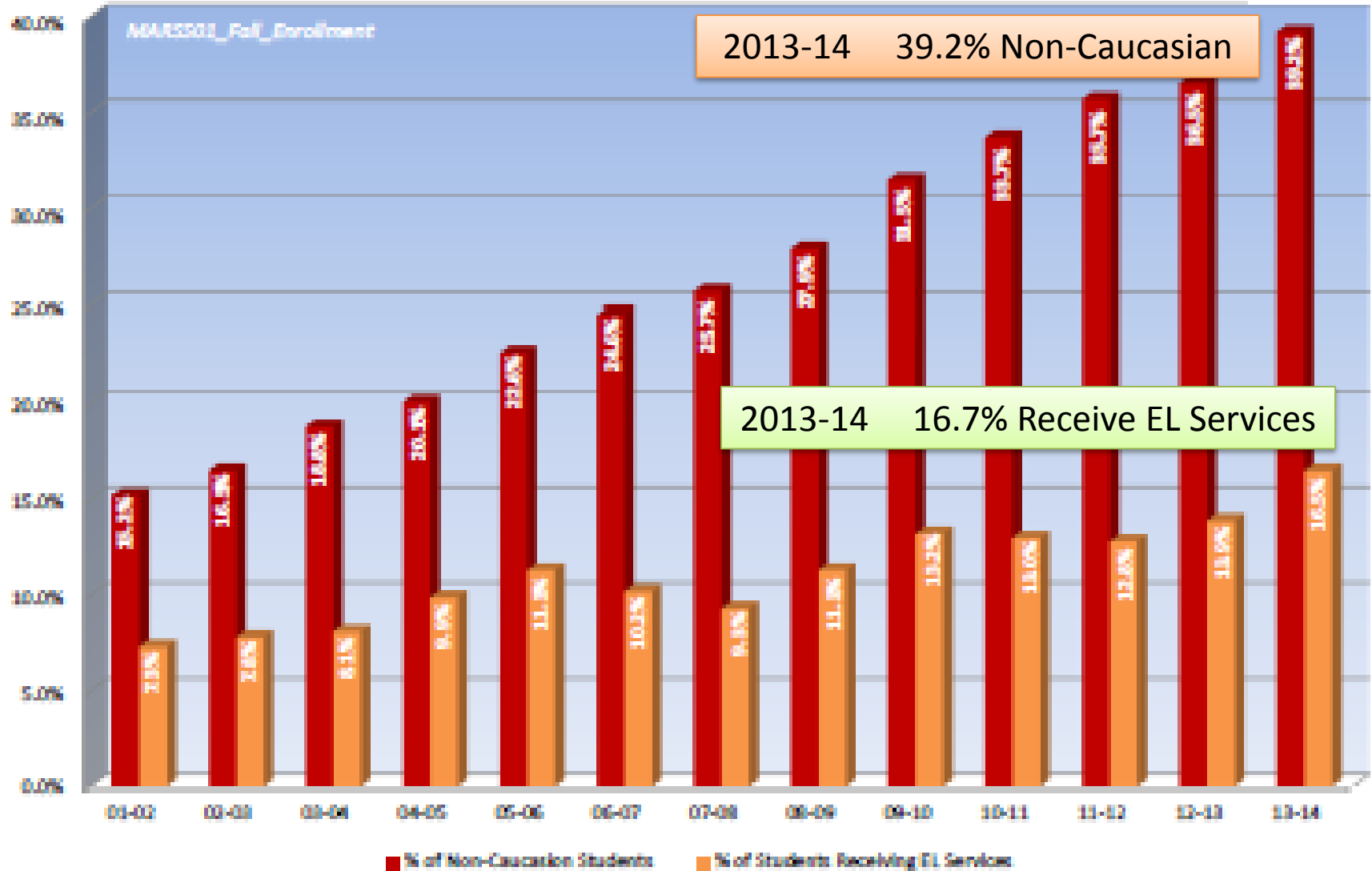
Demographics by Building 2013

Sumner Elementary School



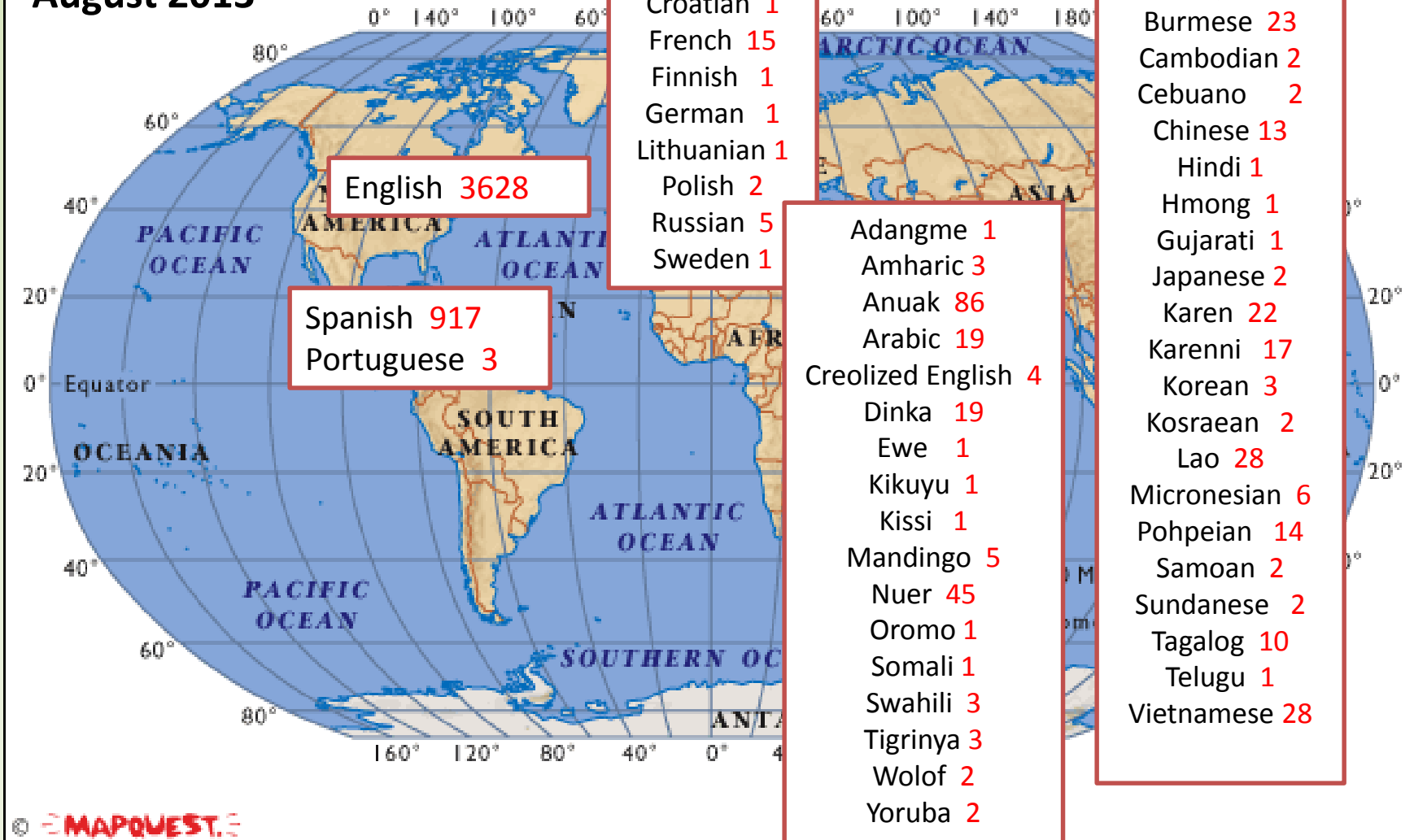
Neveln Elementary School





The Global Community of APS

APS Students August 2013





Academic Impact of Social-Economic Diversity

Family Status	Words heard per hour	Words heard in a 100-hour week	Words heard in a 5,200 hour year	Words heard in 4 years
Welfare	616	62,000	3 million	13 million
Working Class	1,251	125,000	6 million	26 million
Professional	2,153	215,000	11 million	45 million

- Hart & Risley, 1995



Comparison

	Austin	Minneapolis	St. Paul	Rochester	Duluth
American Indian	0.3%	4.3%	1.8%	0.5%	6.4%
Asian	4.5	7.2	31.2	11.8	2.4
Hispanic	25.9	18.5	13.9	8.8	2.2
Black	8.5	36.9	30.2	13.7	8.5
White	60.7	33.1	22.9	65.3	80.5
EL	16.7	24.6	32.8	12	0.4
F/R Lunch	57.4	64.8	73.2	36.9	47.1



**HOW DOES AUSTIN PUBLIC SCHOOLS
DEVELOP ACADEMICALLY TALENTED
STUDENTS WHO ARE DIVERSE?**

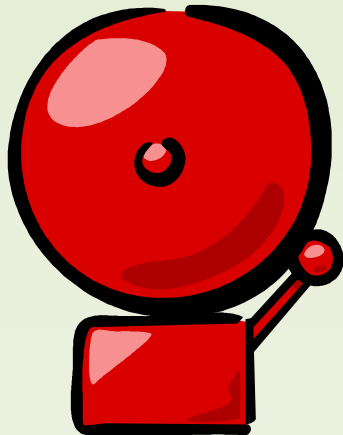


Alarming Statistics

Enrollment Nationally

Culturally, Linguistically,
Economically Diverse
Students → 36%

White Students → 59%



Gifted Services Nationally

Culturally, Linguistically,
Economically Diverse
Students → **19.7%**

White Students → **72%**

ELs → **1.4%**

Barriers

Barrier Preventing Culturally, Linguistically, and Economically Diverse Students from accessing Gifted Services:

1. Teacher Bias
2. Testing Instrument Bias / Unfair norming practices
3. Low Academic achievement / underdeveloped skills
4. Narrow conception of 'giftedness'





Making Change in APS

Acknowledge – respect the cultural differences of ‘giftedness’ and ‘talents’

Alert – being talent scouts & praise strengths

Alternative – finding different tools and assessments to find students’ gifts and talents

Action – APS has developed services that focus on assets rather than deficits

Minnesota Department of

Education

Integration Revenue



- State Revenue generated when neighboring districts have disproportionate ratios of diversity
- Targeting students who are culturally, linguistically, and/or socio-economically diverse
- Achievement Goal - is to nurture the development of the students' abilities so they can access advanced academics later in their school experience.

Young Scholars [Grades K-4]

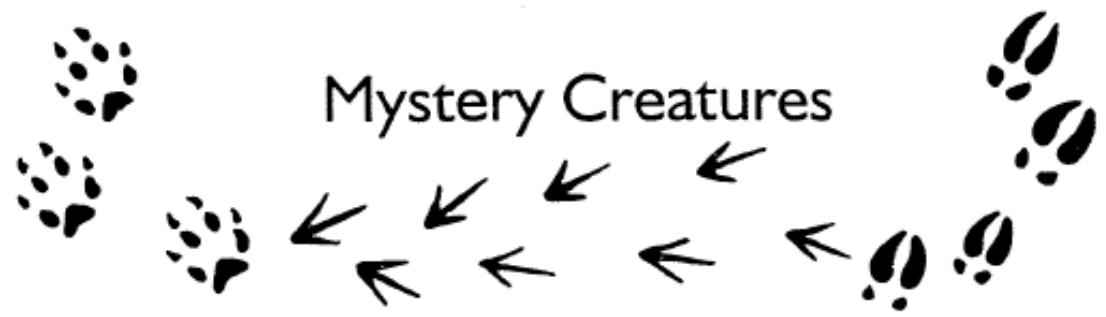
- Small Group with GT Interventionist
- Grades K-4
- Nonverbal thinking is strength
- Focuses on critical thinking skills, problem solving skills, and creativity
- In Grade 4, students apply their critical thinking skills through engineering projects



Name _____



Mystery Creatures



MYSTERY CREATURE #1

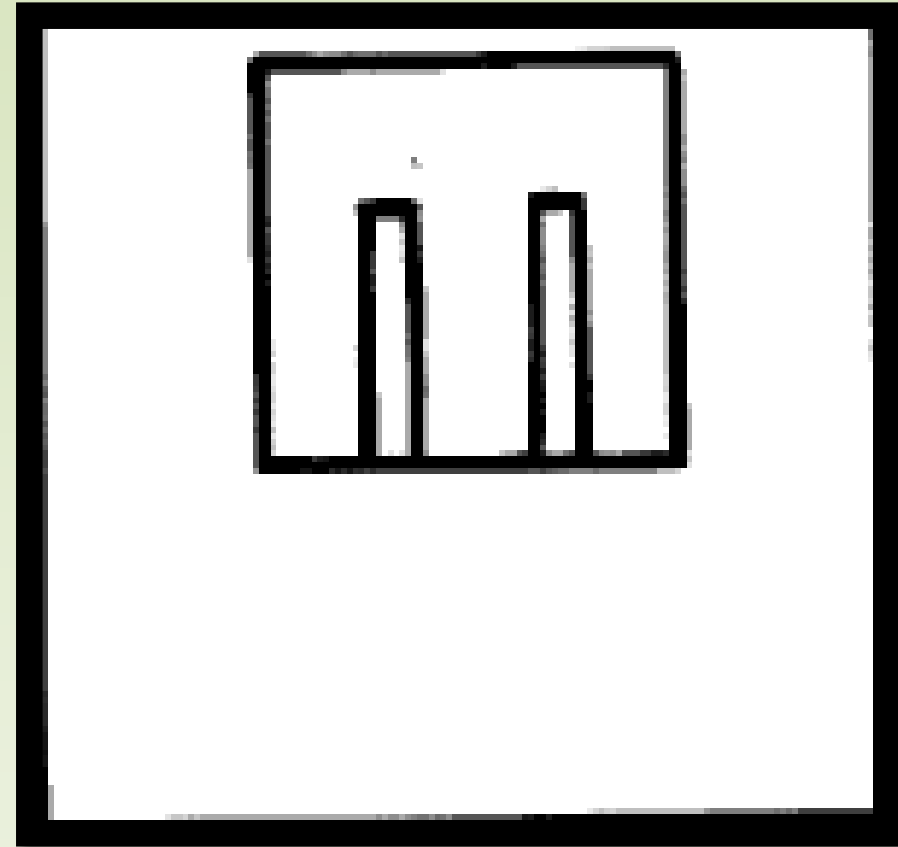
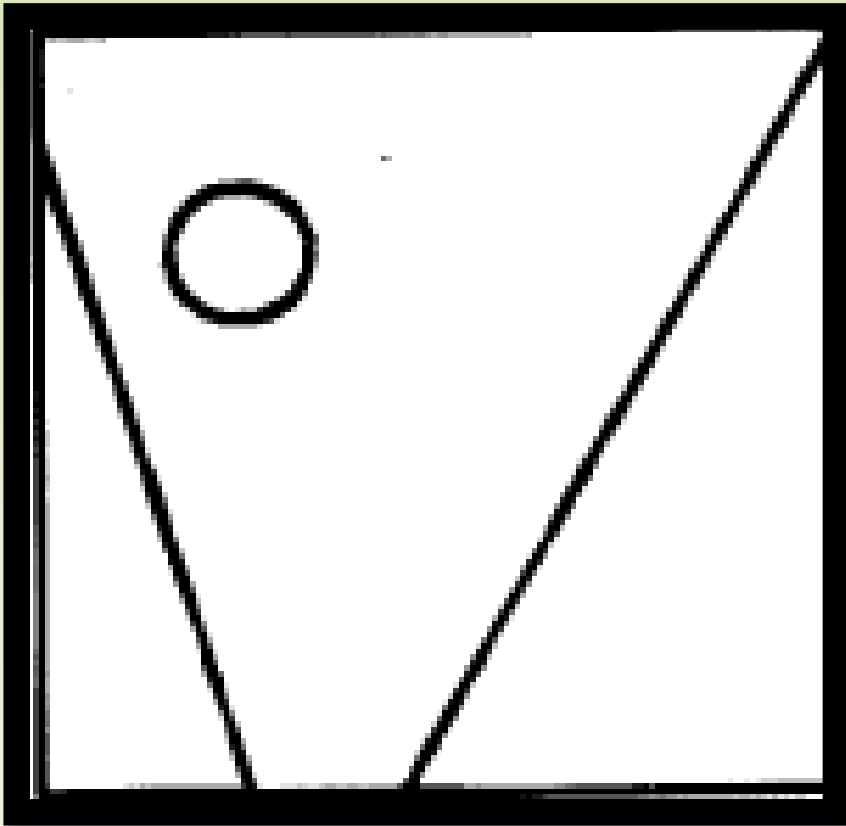
MYSTERY CREATURE #2

Blank space for drawing Mystery Creature #1.

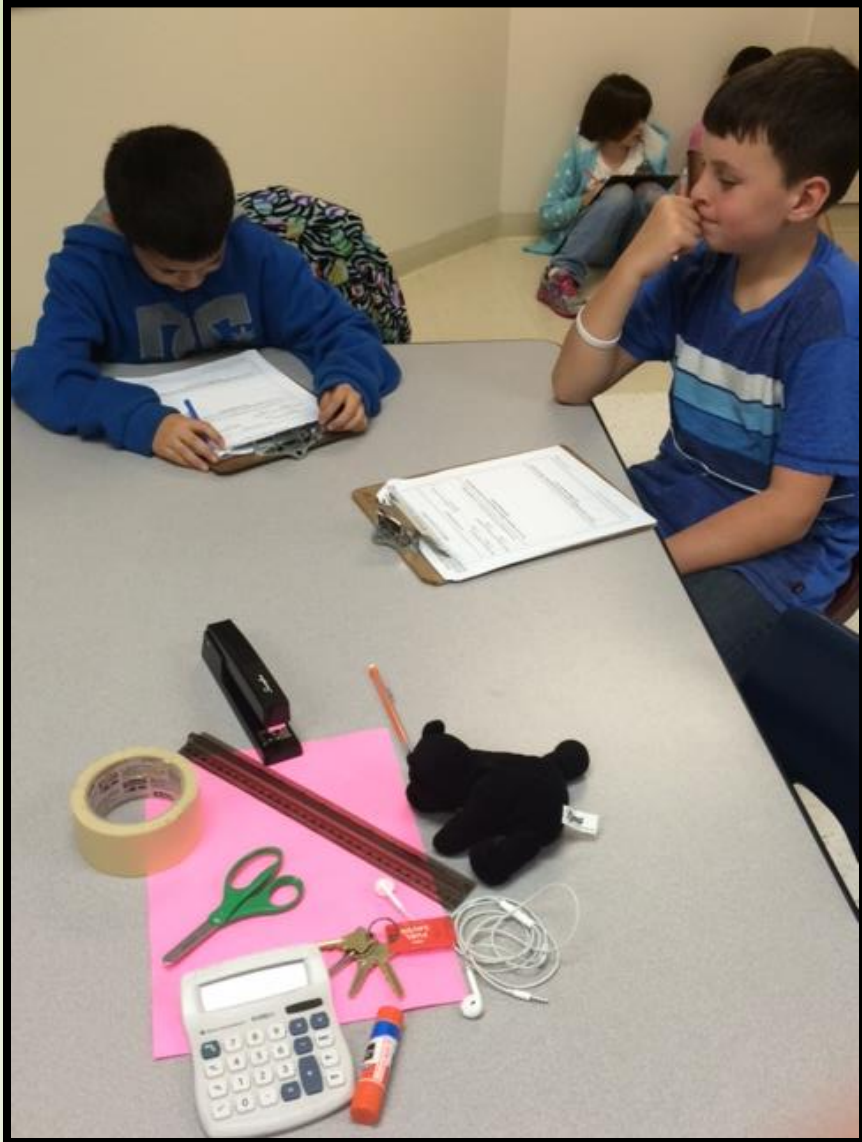
NAME _____

Blank space for drawing Mystery Creature #2.

NAME _____



Photos



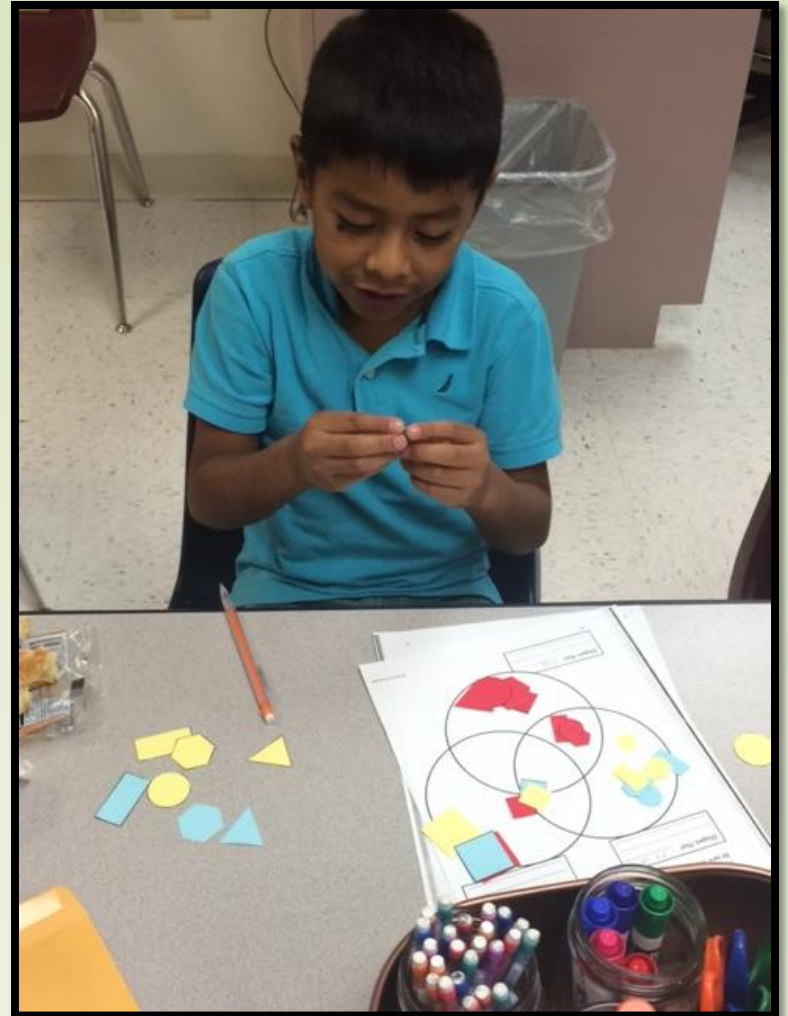
Photos



Photos



Photos



Photos



Index

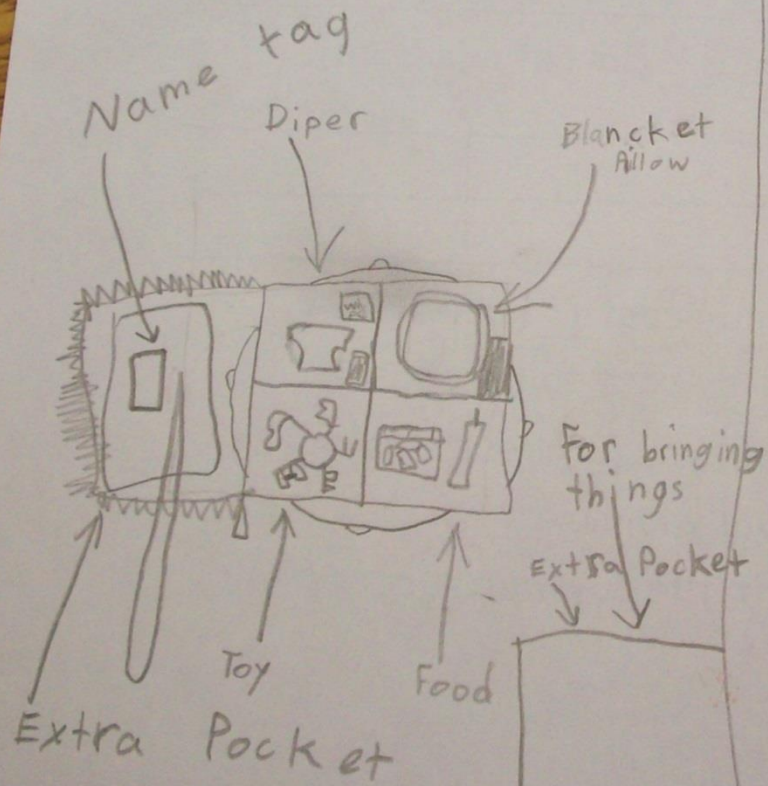
Research

1.

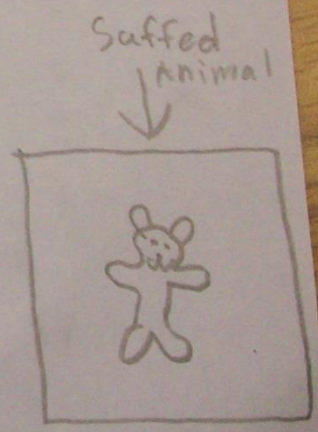
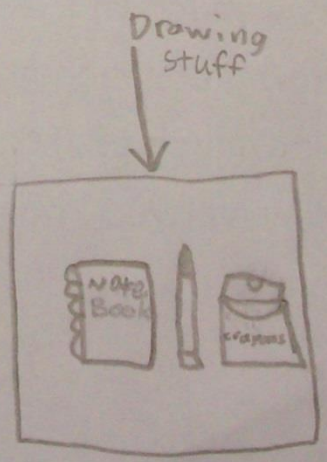
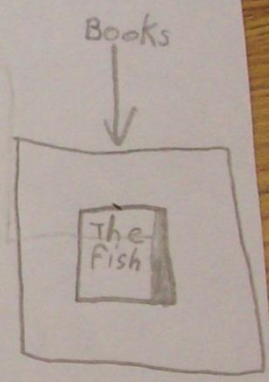
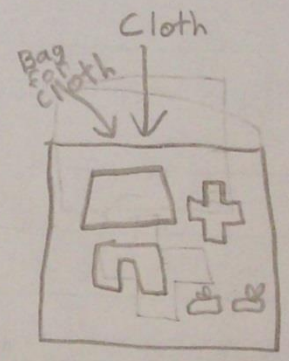
2.

Draw a picture here:

Inside



open Bags



APS – Students Receiving GT Services 2013-14

2011-2012 School Year			2012-2013 School Year			2013-2014 School Year		
Ethnicity	Number	Percent	Ethnicity	Number	Percent	Ethnicity	Number	Percent
Native Am	0	0	Native Am	1	0	Native Am	0	0
Asian	10	5.7	Asian	16	6.2	Asian	17	5.5
Black	12	5.6	Black	15	5.8	Black	32	10.5
Hispanic	19	8.8	Hispanic	37	14.2	Hispanic	72	23.5
White	174	80.9	White	191	73.5	White	185	59.5
Total	215	101	Total	260	99.7	Total	306	99



Data of Growth

2nd Grade YS ~ 2013-14

Ethnicity	Number of Students Participating in Young Scholars	Average Gains [Fall to Winter Gains – 2nd Grade Math Scantron Benchmark Assessment]	Average Gains [Fall to Winter Gains – 2nd Grade Reading Scantron Benchmark Assessment]
Black	7	+51.9 points	+85.6 points
Asian	4	+116	+279.3
Hispanic	25	+200.7	+203.7
White	13	+142	+168.5

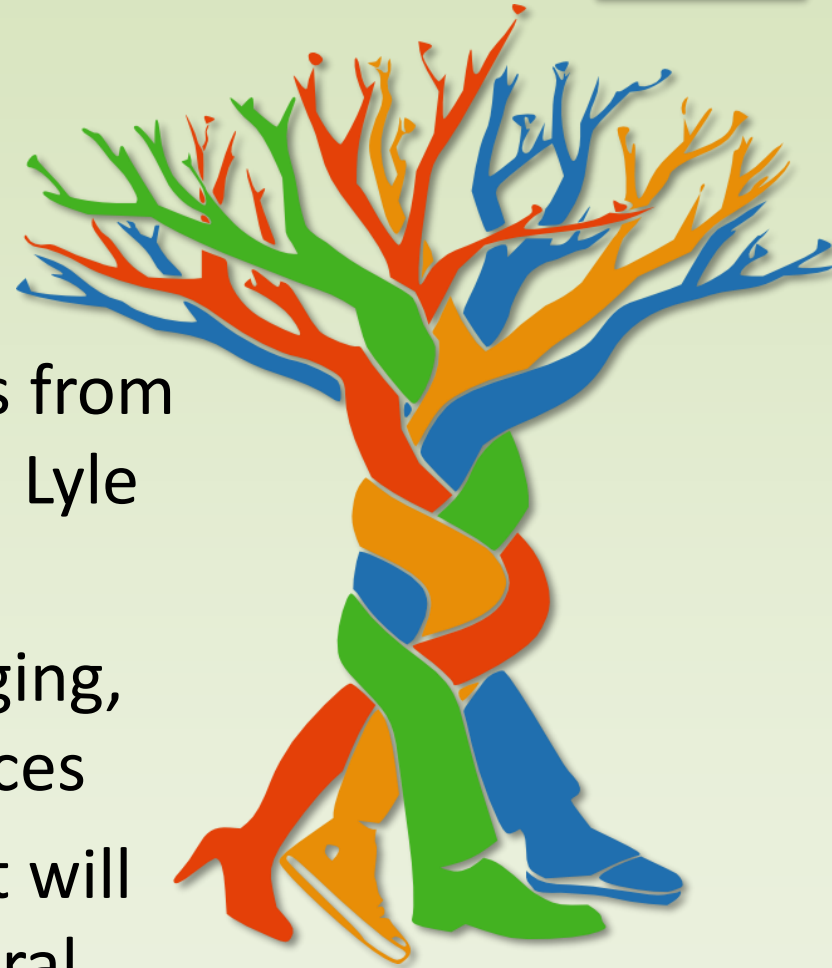
Average Math Gains of a YS was +121.8 points

Average Reading Gains of a YS was +164.9 points



Project E3 [Grades 4-6]

- Environmental & Engineering Sciences for Everyone
- 100% Funded through specific Integration Revenue
- Integrated cohort with students from Albert Lea, Hayfield, Southland, Lyle and Austin
- Embeds learning through engaging, hands-on educational experiences
- Develops 'citizen scientists' that will put new knowledge of the natural world to action in their communities





Project E3 Demographics

75 students

Districts:

- Albert Lea 40%
- Austin 43%
- Hayfield 16%
- Southland 1%

Ethnicity:

- Asian 11%
- Black 17%
- Hispanic 31%
- White 41%

Languages:

- Anuak 3%
- Dinka 1%
- Nuer 5%
- Karen 4%
- Mandarin 1%
- French 1%
- Spanish 24%
- English 60%

1st Generation College 36%

FRL 55%



Common Characteristics

1. Learns Rapidly
2. Learns from many sources / transfers knowledge
3. Curious / Asks many questions
4. Fluent in home language
5. Self Confident
6. Independent
7. Long attention span in interest area
8. Motivated
9. Has hobbies
10. Communicates well with adults

Photos



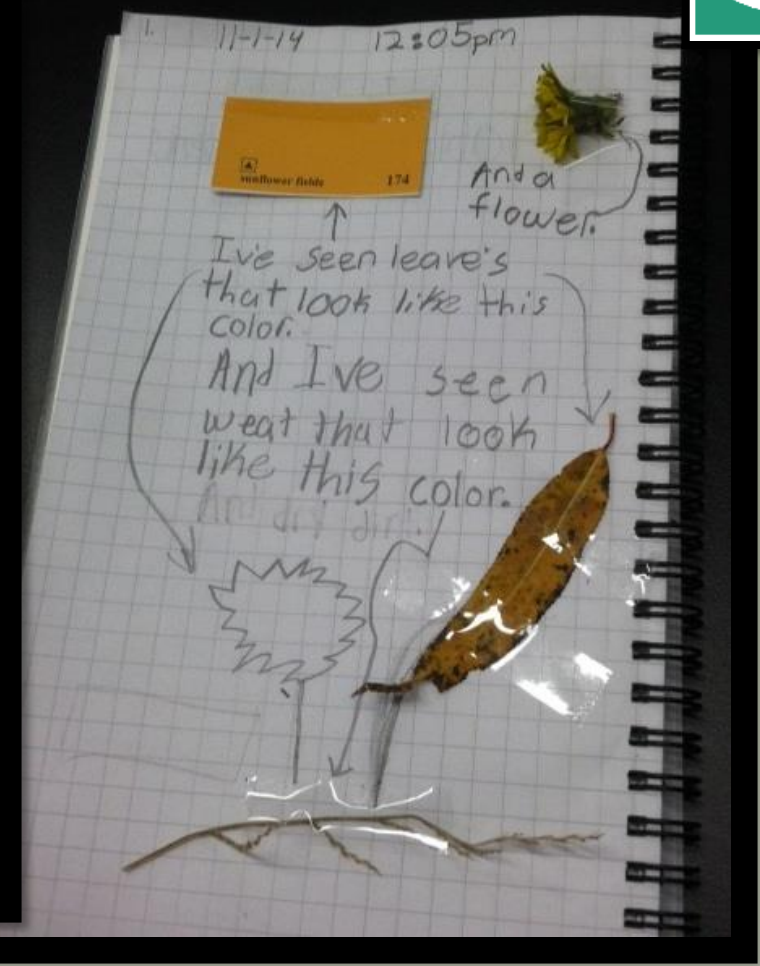
www.projecte3.weebly.com

Photos



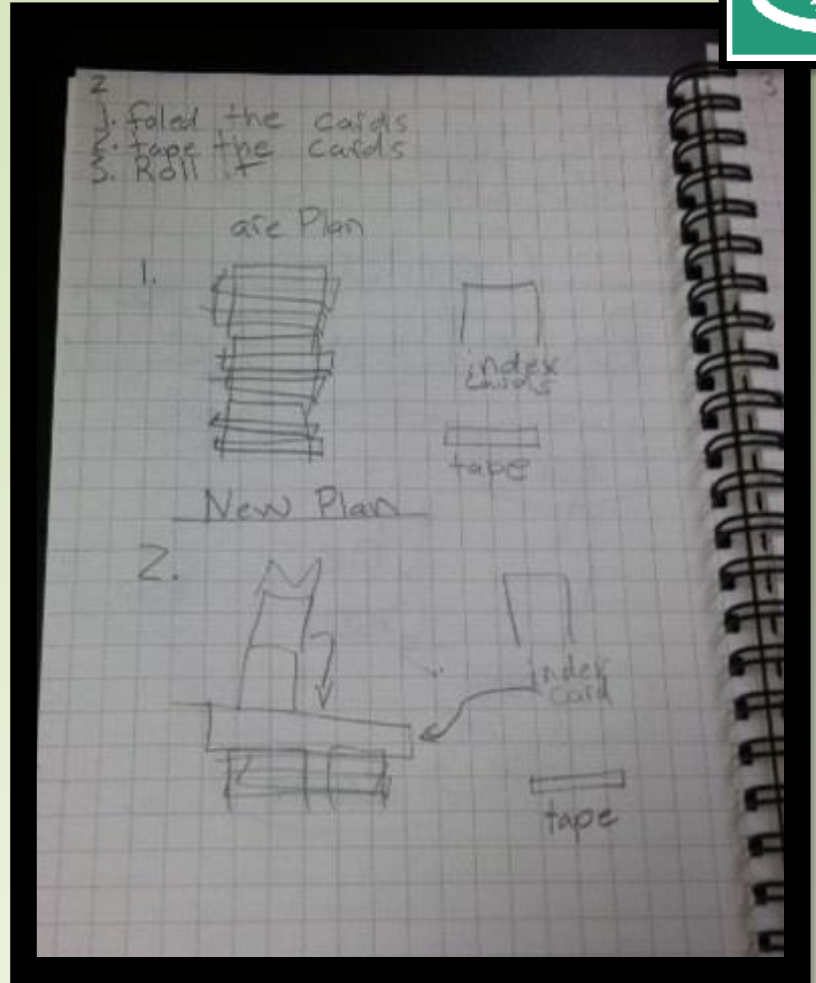
www.projecte3.weebly.com

Photos



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AVID [Grades 10-12]

Advancement
Via
Individual
Determination



AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

Photos

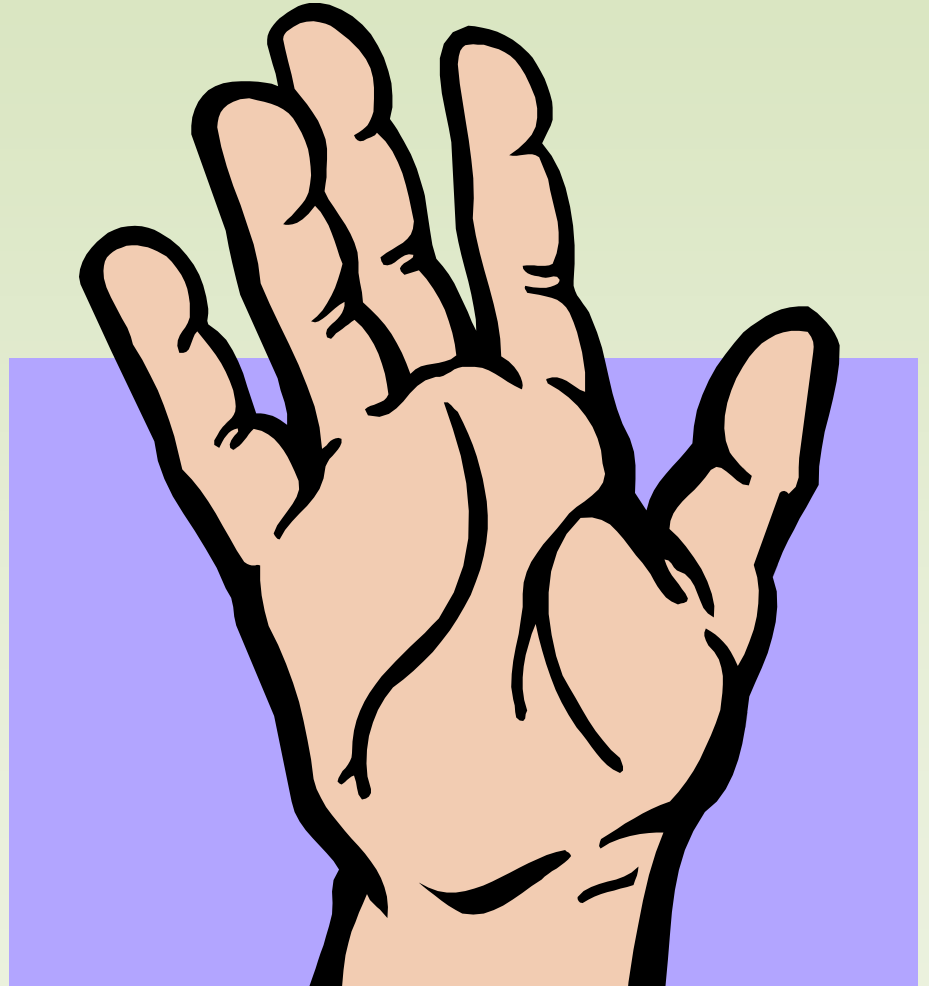


<http://www.avid.org/>



Volunteers Needed!

- Project E3
 - Teacher Aides
 - Bus Supervision
- AVID
 - Tutors

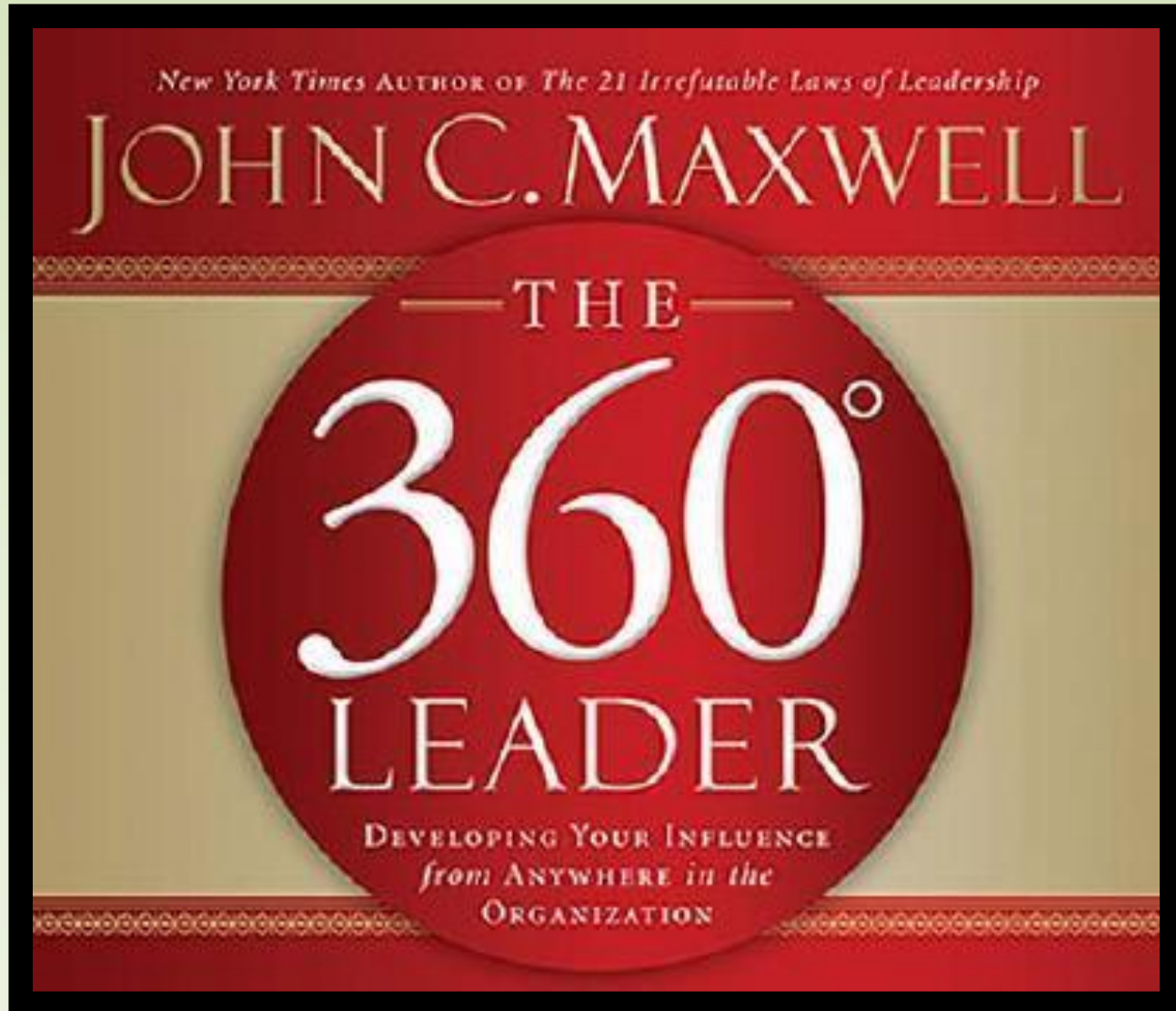




WHAT CAN I DO TO LEAD IN MY ORGANIZATION?



360° LEADER





360° LEADER

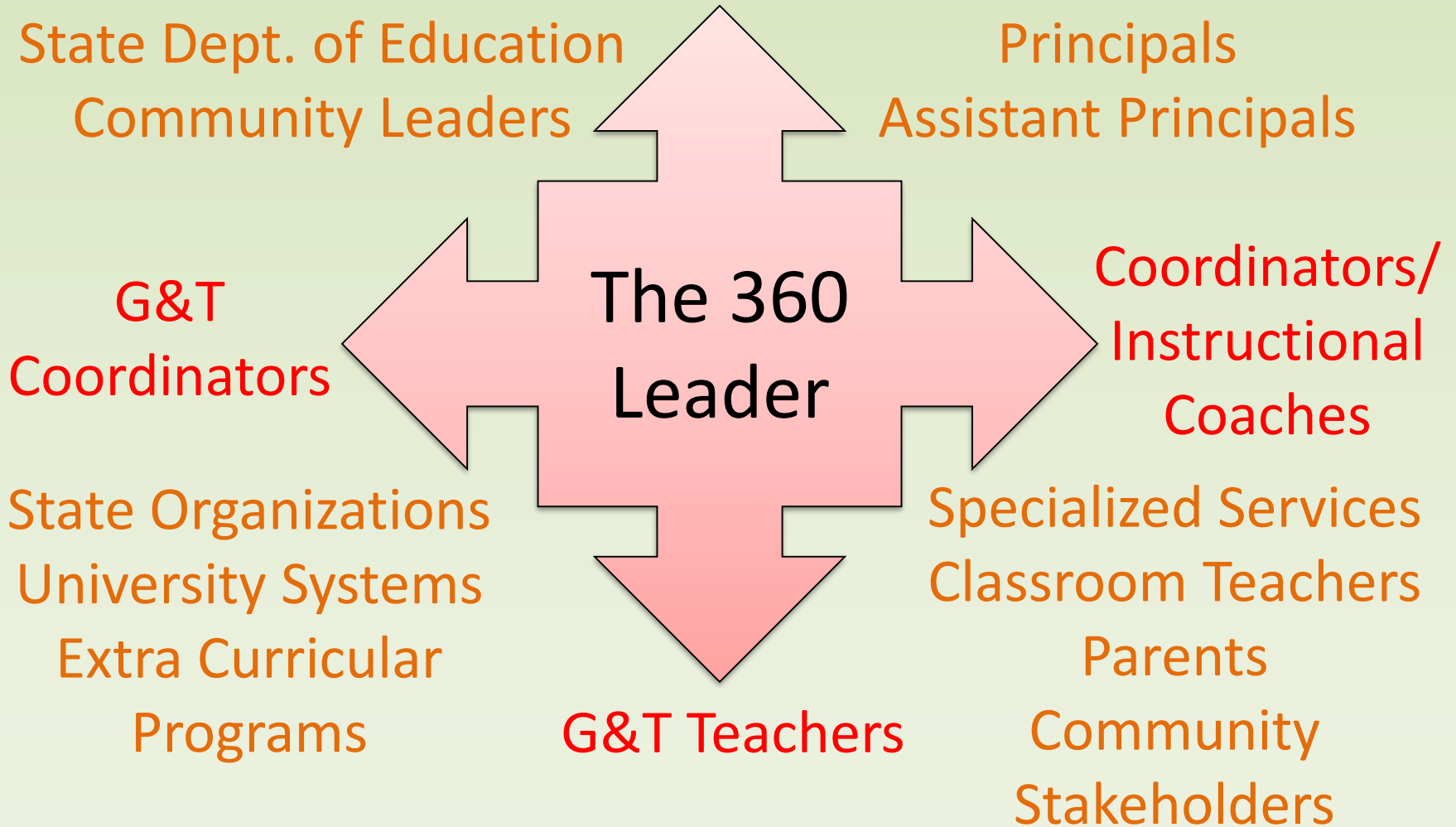
“99% of all leadership occurs not from the top but from the middle of an organization.”





360° LEADER

Superintendent/Directors



Good Luck on your Journey!



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