



David Wolff  
District Coordinator of Gifted  
Services for Talent Development  
Austin Public Schools

**Equity**

&

**Excellence**

**Developing Academically Talented ELs**

# Thinking Tug-of-War

Positive Effects

Challenging Effects

What effects would districts see if they modified/adjusted their "GT" eligibility to take in consideration language proficiency for EL students?





Grade 2

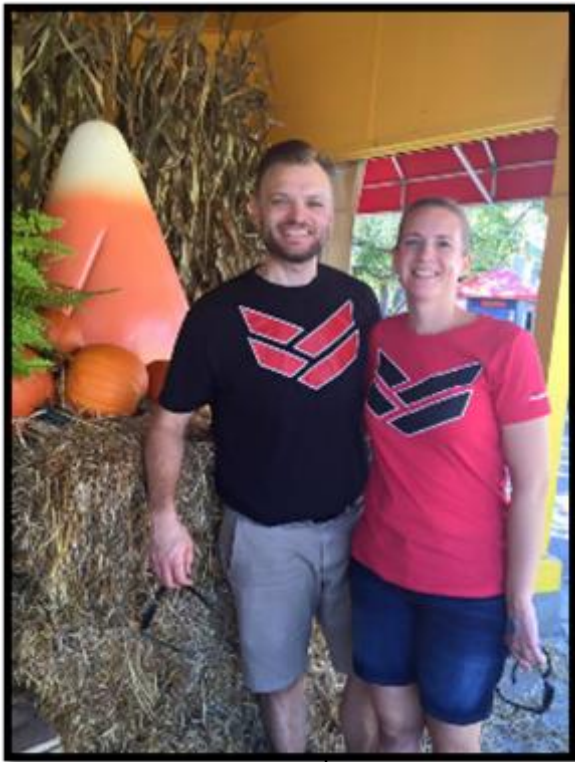
Grade 3

Grade 4

K-5  
Interven  
[0.5 FTE]







Mentor for MN Adult and Teen Challenge

Enjoy CrossFit, Skiing, & Running

Enjoy Baking & Cooking

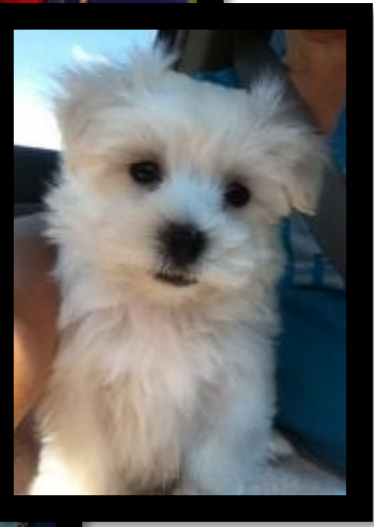
Married to Melissa [BSN]

David Wolff

Father to Elliot [to be 7<sup>th</sup>] and Chloe [to be 3<sup>rd</sup>]

Puppy named Lizzy

Serve on MEGT Board of Directors



Serve on Math Masters of MN Board of Directors

Leader for Children's Ministry at Cornerstone Church





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David Wolff



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@MEGT\_MNGifted  
#HormelGT  
#Hormel GT16  
#MNGifted

About 53+ Languages spoken

- Spanish
- Karen
- Karenni
- Dinka
- Nuer
- Arabic
- Anuak
- Vietnamese



14-15 Kindergarten Cohort:  
 50.3% White  
 30.7% Hispanic  
 9.6% Black  
 8.9% Asian  
 64.6% F/R Lunch

Austin,  
MN

Population of:  
24,718

K-12  
Population of:  
4,797



**Who are our  
academically  
talented ELs?**





A CEC-TAG Educational Resource  
Cheryll M. Adams, Ph.D., Tracy L. Cross, Ph.D., Susan K. Johnsen, Ph.D., and Diane Montgomery, Ph.D., Series Editors

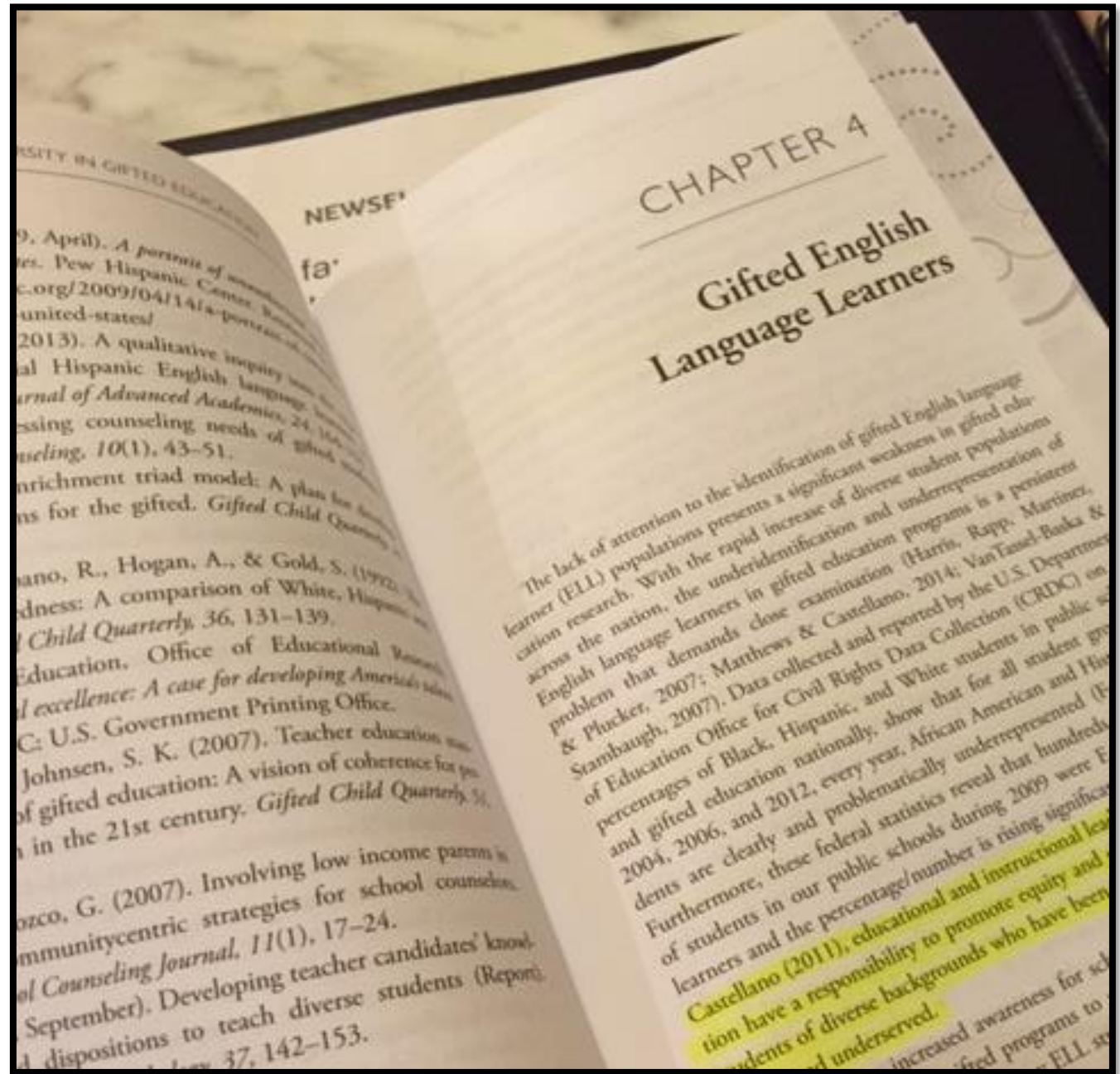
# Increasing Diversity

## in Gifted Education

Research-Based Strategies for Identification and Program Services



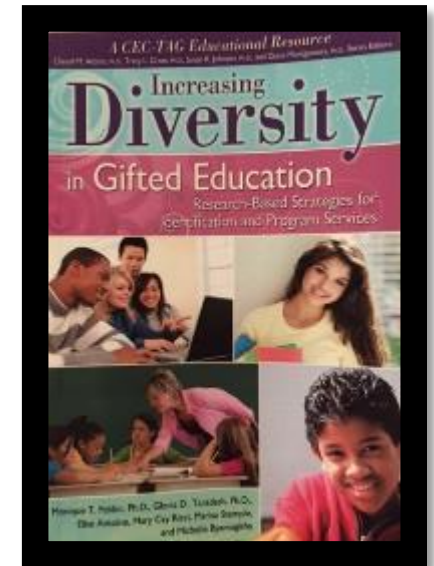
Monique T. Felder, Ph.D., Gloria D. Taradash, Ph.D.,  
Elise Antoine, Mary Cay Ricci, Marisa Stemple,  
and Michelle Byamugisha





percentages of Black, Hispanic, and White students in public schools and gifted education nationally, show that for all student groups for 2004, 2006, and 2012, every year, African American and Hispanic students are clearly and problematically underrepresented (Ford, 2013). Furthermore, these federal statistics reveal that hundreds of thousands of students in our public schools during 2009 were English language learners and the percentage/number is rising significantly. According to Castellano (2011), educational and instructional leaders in gifted education have a responsibility to promote equity and opportunity for gifted students of diverse backgrounds who have been historically underrepresented and underserved.

Despite the increased awareness for school districts and schools to identify and provide gifted programs to students within this subgroup equitably and defensibly, many ELL students are not receiving the edu-



# Action Plan

**Acknowledge** – respect the cultural & economic differences

**Alert** – being talent scouts & praise strengths

**Alternative** – finding different tools and assessments to find students' strengths

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



VS







In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

# Characteristics of Diverse Gifted Learners



## **Culturally & Linguistically Diverse**

- Strong sense of pride in cultural background
- Desire to teach peers native language
- Eagerness to translate for peers
- Balance between appropriate behaviors expected of native and new cultures
- Ability to explain native dialect and idioms
- Understands jokes and puns related to culture
- Ability to read above grade level in either language
- Above average EL proficiency growth
- Social maturity
- Ease in adapting to new environments

## **Culturally & Economically Diverse**

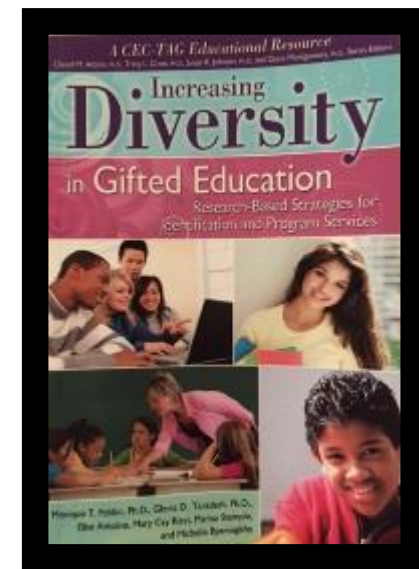
- Effective communication through expressive speech rich with imagery
- Interest in others from cultures different from self
- High degree of emotional responsiveness
- Aware of self as a capable learner
- Independent natured
- Strong sense of altruism
- Keen sense of justice
- Ability to express emotions
- Rich imagination through informal language
- A questioning orientation/curious



## ENGLISH LANGUAGE LEARNERS

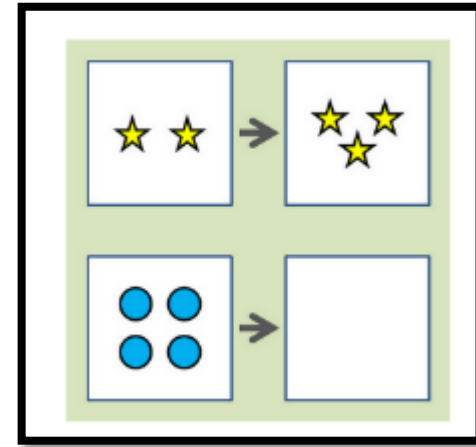
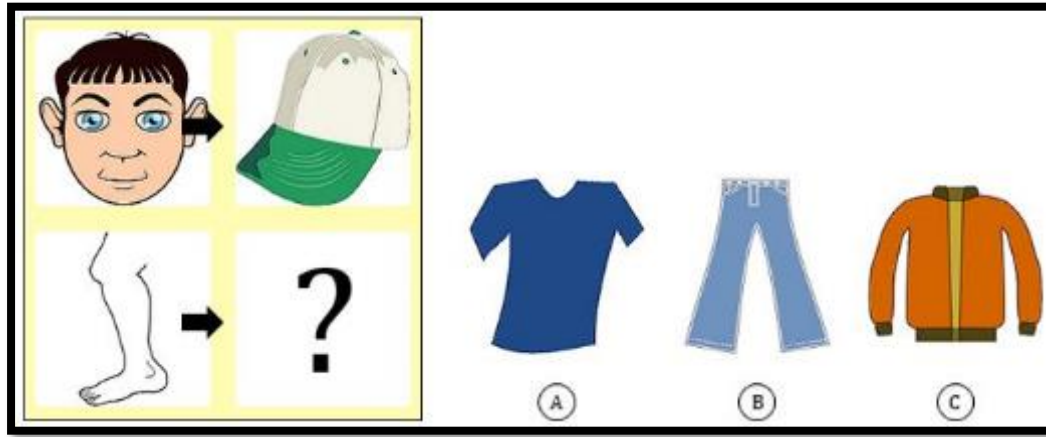
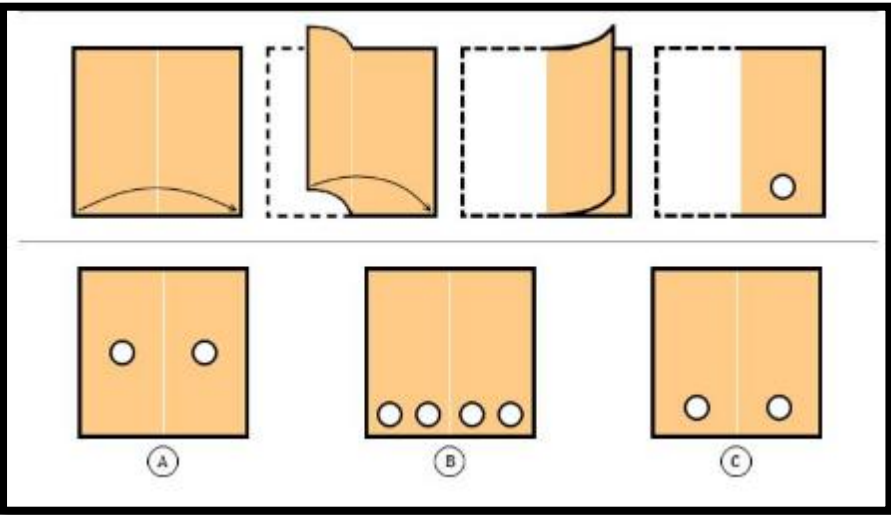
As the population of English language learners continues to grow, educators need to recognize that not all students will display their gifts through academic achievement and assessments. Furthermore, it is important to acknowledge diverse attributes, perspectives, and values of ELL students and how these can contribute to a broader concept of giftedness. Gifted ELL students have the same general abilities as many gifted students, yet because of cultural differences or lack of early experiences, they may not display the typical characteristics of intellectually gifted students that are often considered by teachers when making referrals to gifted education programs. The challenge is that educators of gifted and talented English language learners must be aware that students display their potential within the cultural context of learning a second language. It is this awareness that will assist educators in identifying the abilities and potential of English language learners.

The Iowa Department of Education, in collaboration with the Belin and Blank International Center for Gifted Education and Talent Development (2008), published a manual titled *Identifying Gifted and*





# CogAT 7



# Uses NonVerbal Assessments for Eligibility

## Full-Time Gifted Services Grades 1-6

- Local Norms are created for each battery [achievement and ability] – 5 in all
- Lohman-Renzulli Scale to combine scores [multiple measures]

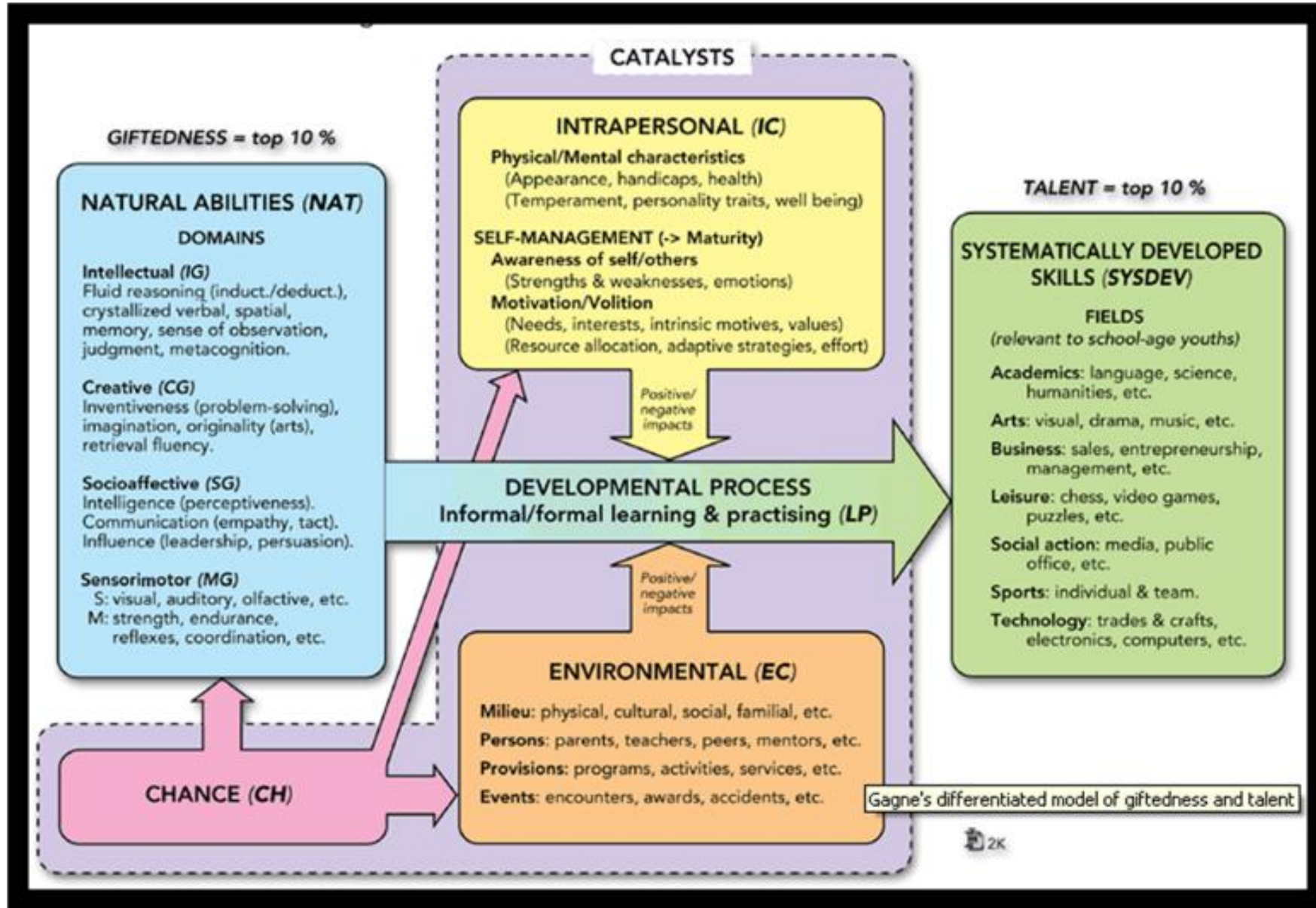
## Young Scholars Model Grades 1-4

- CogAT NonVerbal Battery
- Any students at the 90<sup>th</sup> PR and higher on NonVerbal
- If EL or SpEd, we look at the 75<sup>th</sup>-80<sup>th</sup> PR and higher on NonVerbal
- If EL or SpEd, we look for discrepancies of 24 points or more between batteries
- *Kindergarten is based on demonstrated thinking and learning behaviors*

**Understanding the Talent  
Development philosophy?**



# Talented Development



“Giftedness refers to measures of potential, of untrained natural ability, while talent is reserved specifically for indices of achievement, of the performance attained as the result of a systematic program of training and practice.”

(Gagne 1995)

Providing the “just right,  
right now” support

Encouraging  
success

Temporary



**S  
C  
A  
F  
F  
O  
L  
D  
I  
N  
G**

Involves  
withdrawing  
support as the  
student’s skills  
develop

Enables the student to  
complete a task

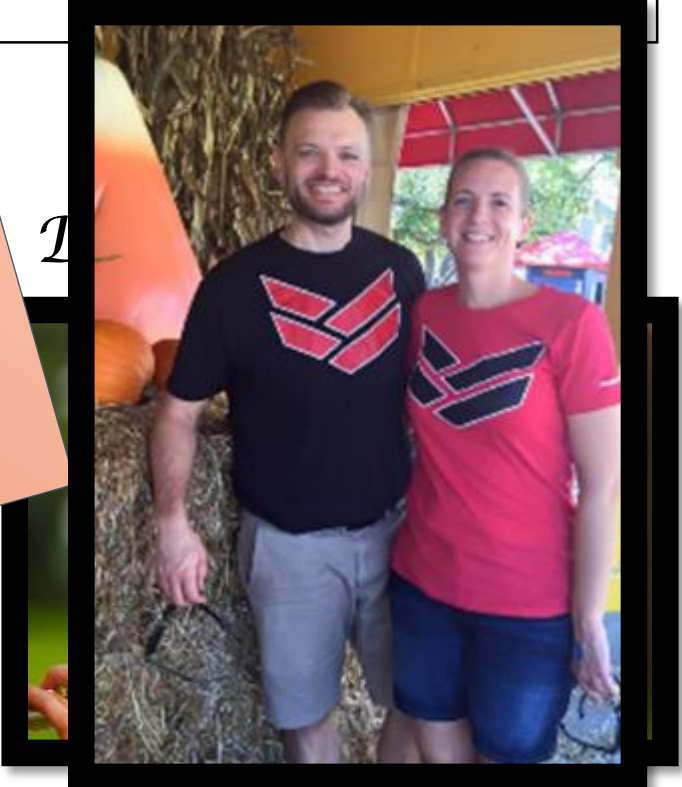
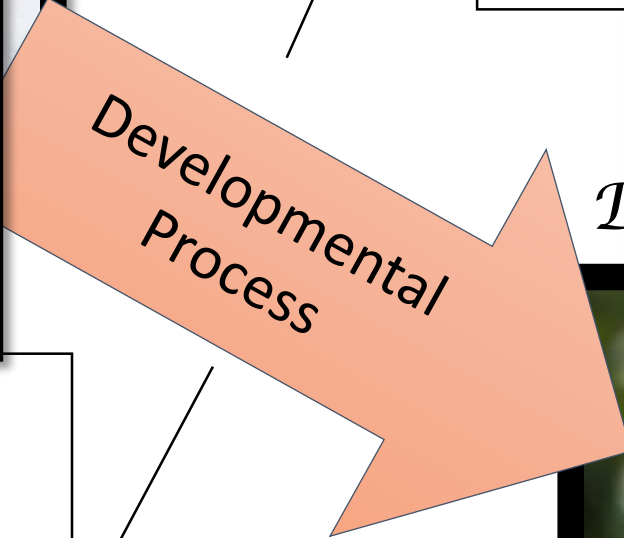
Involves monitoring the  
learning process

# Gagne's Model for Giftedness & Talent



Intrapersonal Catalysts:  
Physical Characteristics  
Motivation  
Effort/Persistence  
Work Habits  
Personality

Environmental Catalysts:  
Persons/Teachers/Mentors  
Programs/Activities/Services  
Events

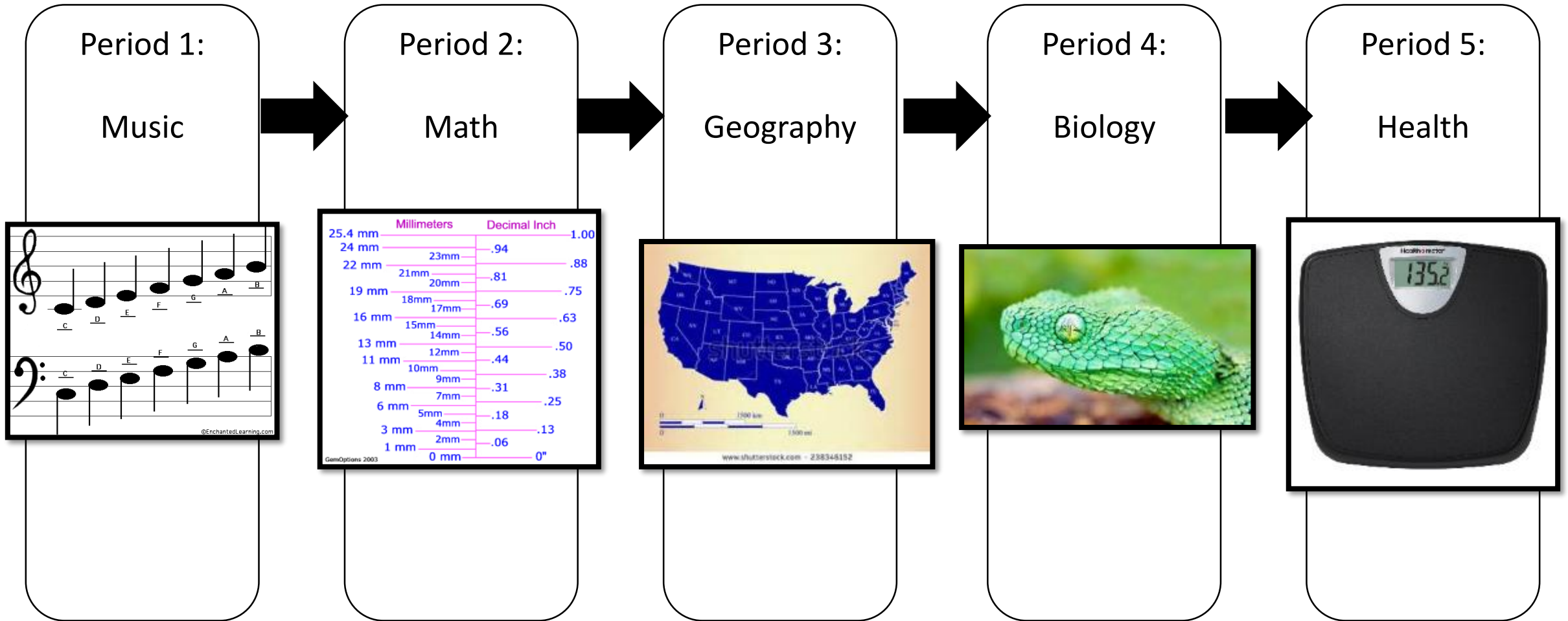




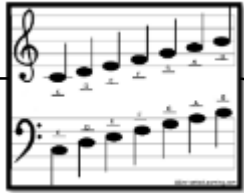
**How do we serve our  
academically talented ELs in  
the classroom?**



# Class Schedule: Middle School EL in 'Developing Stage'



# Class Schedule: Middle School EL in 'Developing Stage'



## Music

Your teacher introduces the new term **scale**.

"A scale is a series of tones ascending and descending in pitch."

A sample sentence using scale:  
She practices scales on her piano.

Millimeters	Decimal Inch
25.4 mm	1.00
24 mm	.94
22 mm	.88
19 mm	.75
16 mm	.63
13 mm	.50
11 mm	.44
8 mm	.31
6 mm	.25
3 mm	.13
1 mm	.06
0 mm	0"

## Math

Your teacher is describing the decimal **scale** as a system of numbering.

"The decimal scale is counted by tens."  
"For example, we use cents, dimes, and dollars."



## Geography

You are working on drawing a city map to **scale**.

"The map's scale should be drawn at 1 inch for each 100 miles."  
Justify the scale used on a variety of different maps.



## Biology

Your teacher is giving a mini-lecture on the topic of fish. "Most jawed fish have a protective covering of **scales**. A scale is one of the thin, hard, flat plates, forming the outer cover of many fish, lizards, and snakes."



## Health

Your health teacher is talking about growth and development.

"A baby **scale** is one way to measure growth in tiny infants."





# multiple meaning words

Homophone  
Same pronunciation  
different meaning

Both a  
homophone (same  
pronunciation)  
and a homograph  
(same spelling).

Homograph  
Same spelling  
different meaning





Heterograph

Sound alike but have different spelling and multiple meanings.

Example: meat (food) or meet (getting together with other people.)

1. I cooked the meat on the barbeque.
2. I want to meet you at the park tomorrow.




Homonym 

Sound alike and have the same spelling and multiple meanings.

Example: bowl (to put items in) or bowl (to knock over)

1. I put cereal in my bowl.
2. Be careful or that big dog will bowl you over.

Heteronym 

Sound different, but have the same spelling and multiple meanings.

Example: bow (to bend over) or bow (tied ribbon)

1. After the play I took a bow.
2. There was a bow on top of the present.

# **Building OUR Awareness**

Understanding Academic Vocabulary

Input

Output



Listening

Speaking



Reading

Writing



# Journal G.I.S.T.

Read  
your  
assigned  
journal.

**NEWSELA**

Circle 10  
important  
words from  
the  
journal.

Using those  
10 words,  
write a  
summary of  
the article.

## Selecting Vocabulary: **Three Tiers**

“Thinking of words as belonging in **three tiers** – Tier 1, Tier 2, and Tier 3 – can help deepen and refine our understanding of academic vocabulary and help us decide which words are worth teaching.”

-Beck, McKeown, & Kucan, 2002.

# Tiered Vocabulary

Tier 1 Descriptors	Tier 2 Descriptors	Tier 3 Descriptors
<p>Write four <b>descriptors</b> each tier from the “Three Tiers of Words” article.</p>		
<p>EXAMPLES that came to mind</p>		



“We teach **too many Tier 1 words**,  
**not enough Tier 2 words**, and we’re just  
about **right-on** with our teaching of Tier 3  
**words.**”

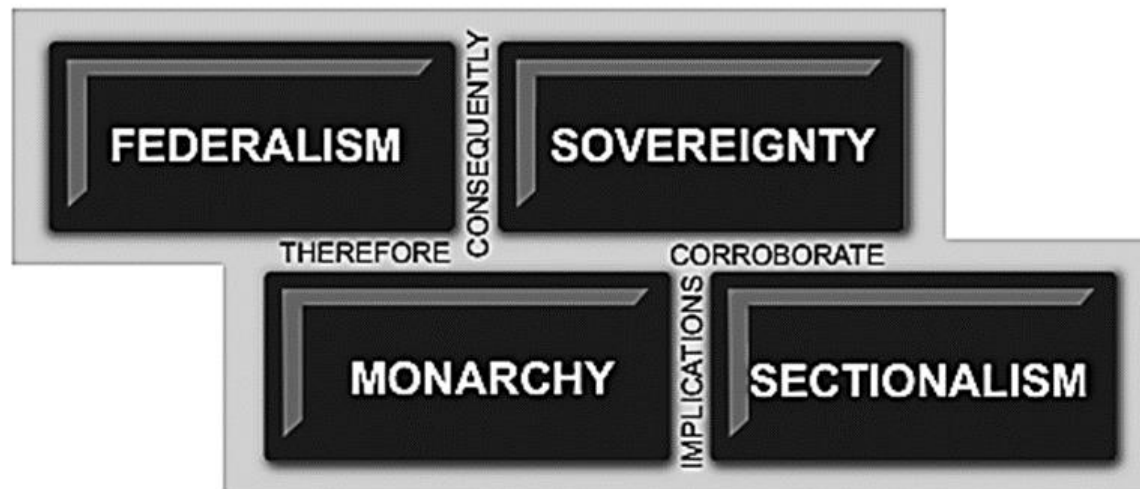
- Doug Fisher, Secondary Literacy Conference, 2010

RF: are like



Tier III Words

Tier II Words



# Supports for Academically Talented ELs

Sensory	Graphic	Interactive	Linguistic	Behavioral
Picture Realia Videos Play Nonverbal Communication	Thinking Maps Graphic Organizers Anchor Charts Illustrations Modeling	Cooperative Learning	Vocabulary Strategies Sentence Frames Word Walls	Illustrated Expectations Anchor Charts



# Sensory Supports

# Realia, Pictures, Illustrations



# Realia, Pictures, Illustrations

scrumptious

yummy

eating

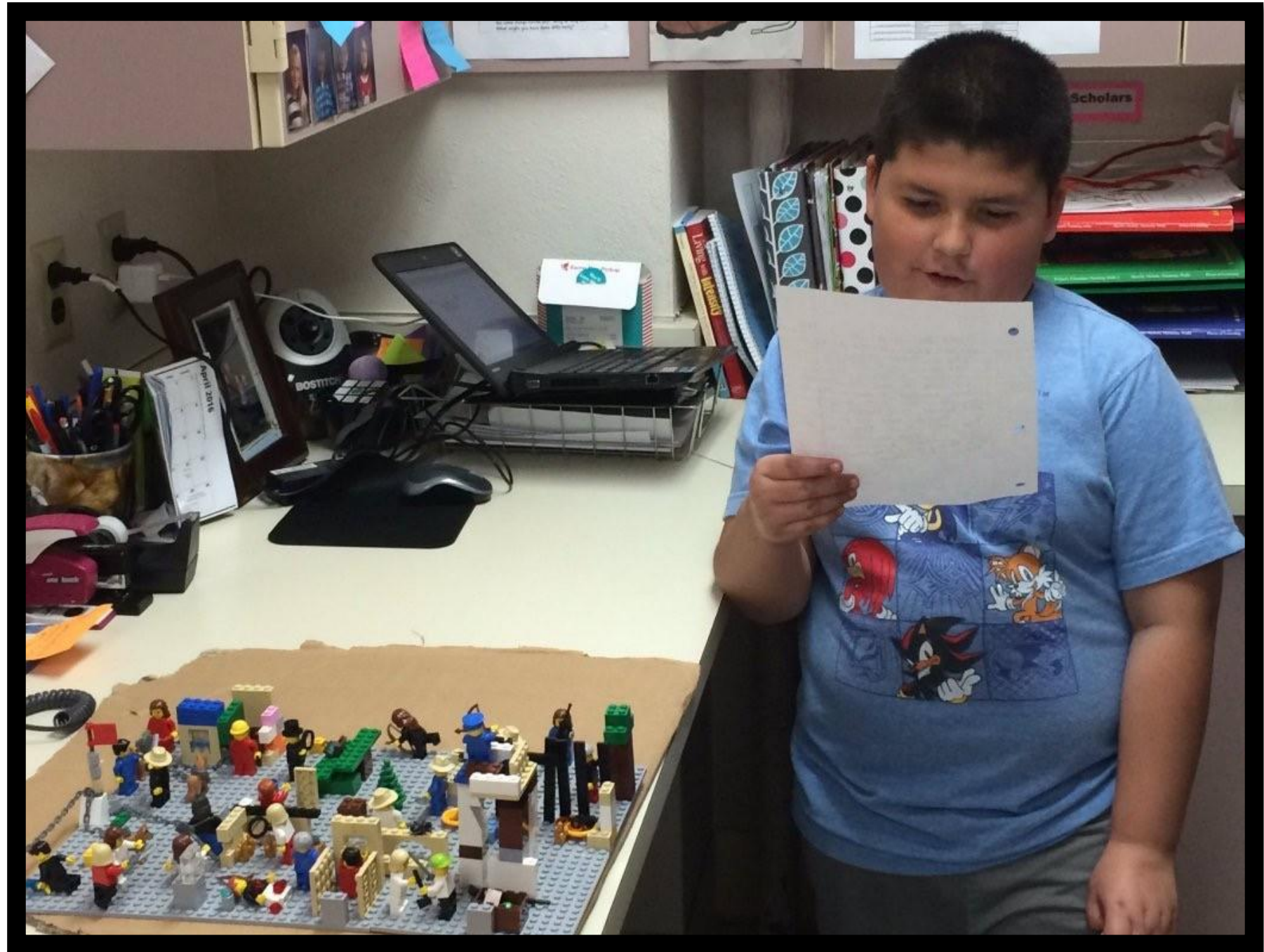
devour

cookies



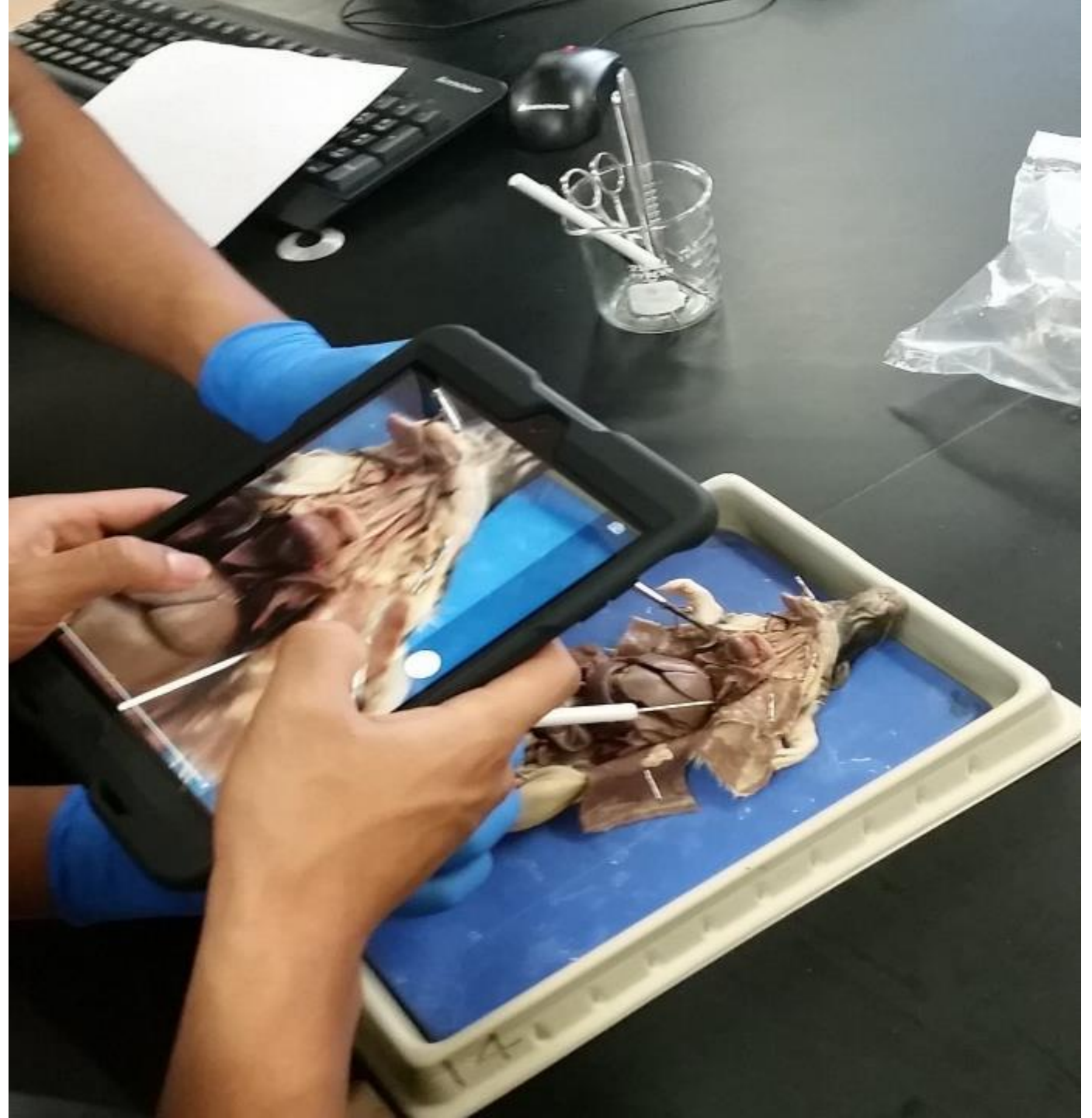


# Lego Story Starter





# Realia, Pictures, Illustrations




# Nonverbal Responses




**DO YOU UNDERSTAND?**

**YES!**  
I can explain it.



**I might need MORE HELP.**

A hand is holding a white card with a green paperclip at the top. The card has the following text:

A

B

C




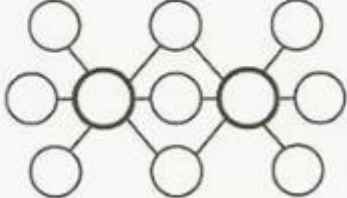
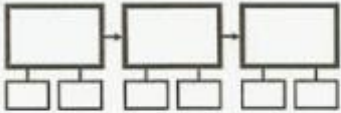
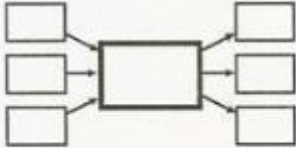
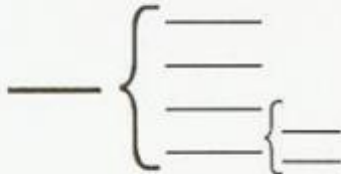

D

Agree

Disagree

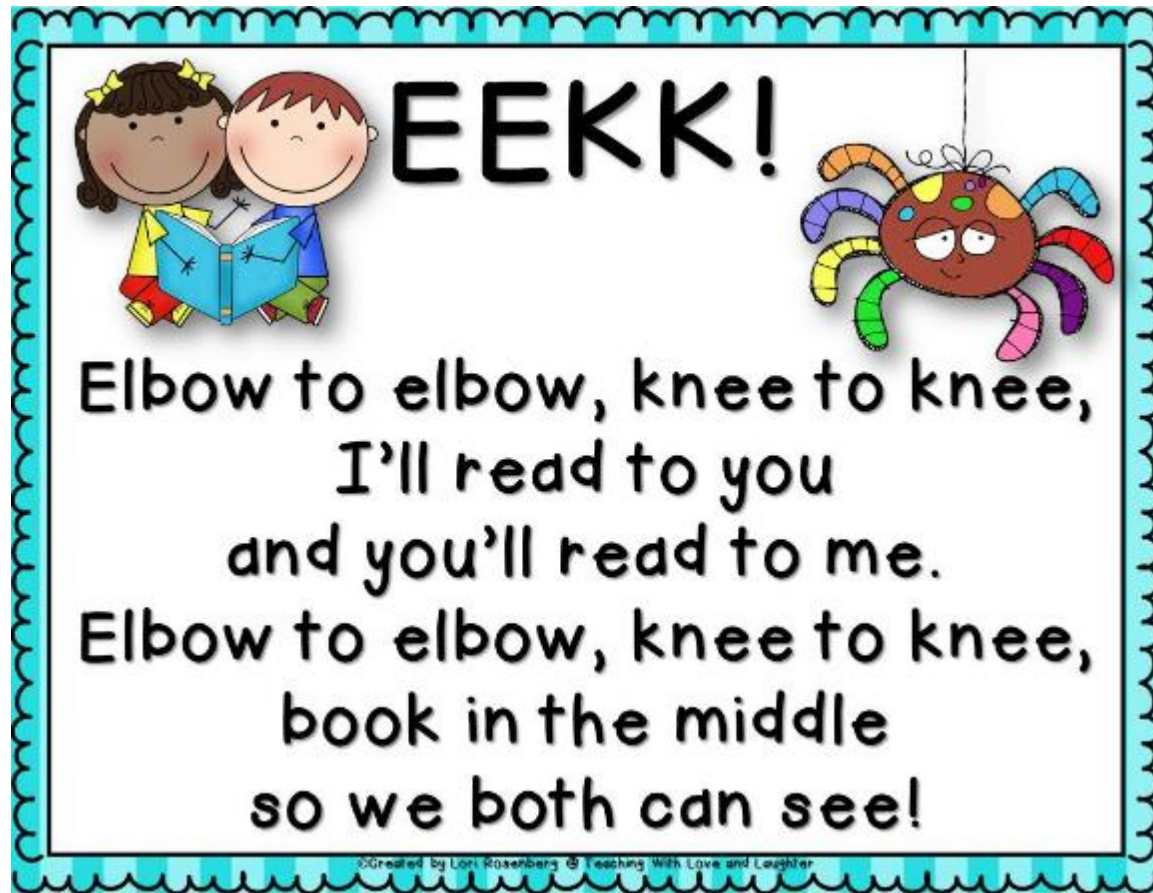
# Graphic Supports

# Thinking Maps

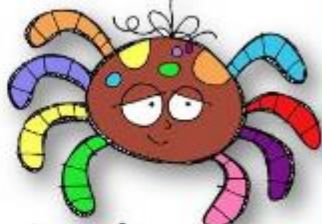

<p><b>CIRCLE MAP</b></p>  <p>For Defining in Context</p>	<p><b>TREE MAP</b></p>  <p>For Classifying and Grouping</p>
<p><b>BUBBLE MAP</b></p>  <p>For Describing using Adjectives</p>	<p><b>DOUBLE BUBBLE MAP</b></p>  <p>For Comparing and Contrasting</p>
<p><b>FLOW MAP</b></p>  <p>For Sequencing and Ordering</p>	<p><b>MULTI-FLOW MAP</b></p>  <p>For Causes and Effects</p>
<p><b>BRACE MAP</b></p>  <p>For Analyzing Whole Objects and Parts</p>	<p><b>BRIDGE MAP</b></p>  <p>For Seeing Analogies</p>



# Anchor Charts

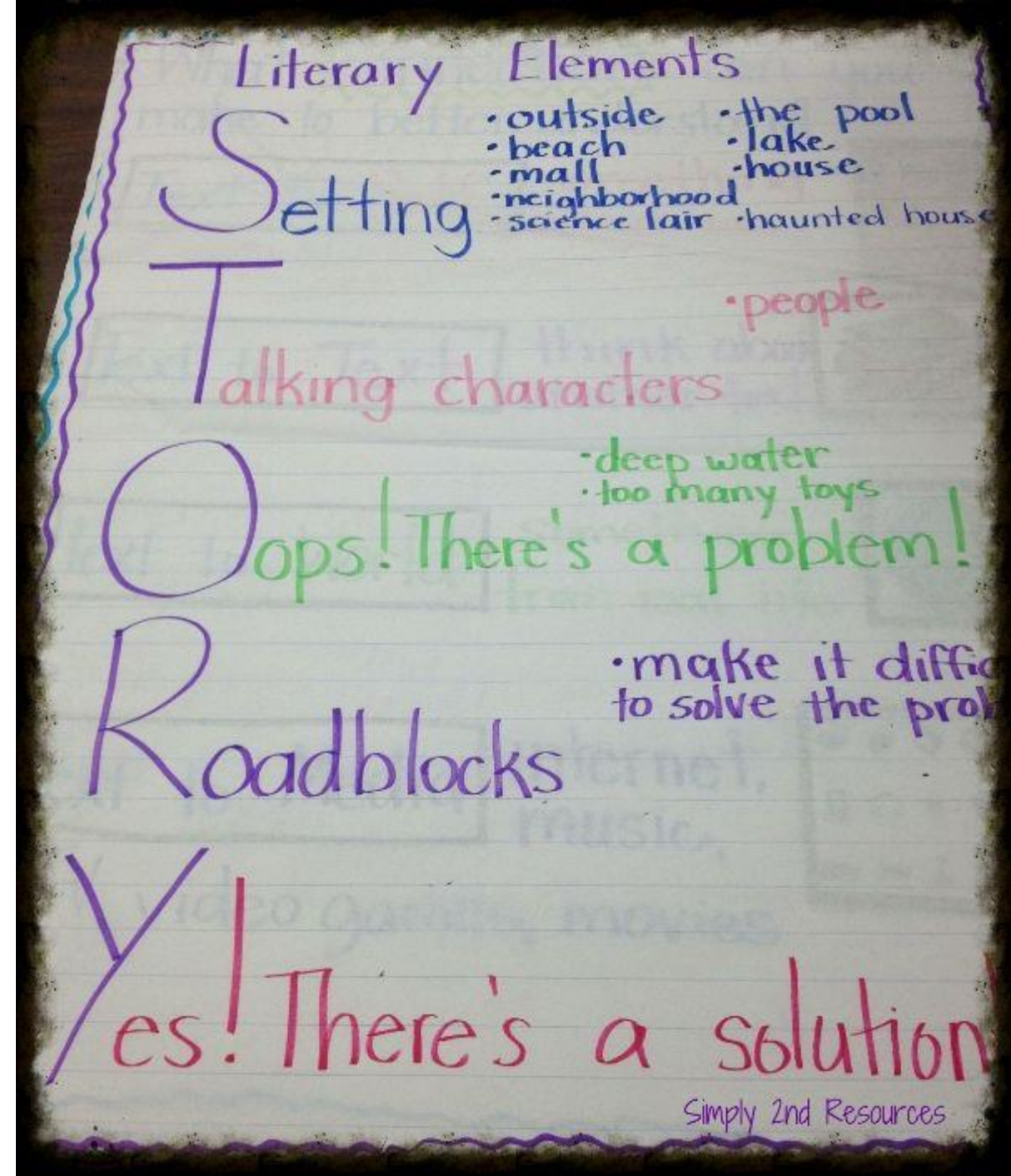


**EEKK!**



Elbow to elbow, knee to knee,  
I'll read to you  
and you'll read to me.  
Elbow to elbow, knee to knee,  
book in the middle  
so we both can see!

©Created by Lori Rosenberg @ Teaching With Love and Laughter



Literary Elements

**S**etting

- outside
- beach
- mall
- neighborhood
- science fair
- the pool
- lake
- house
- haunted house

**T**alking characters

- people

**O**ops! There's a problem!

- deep water
- too many toys

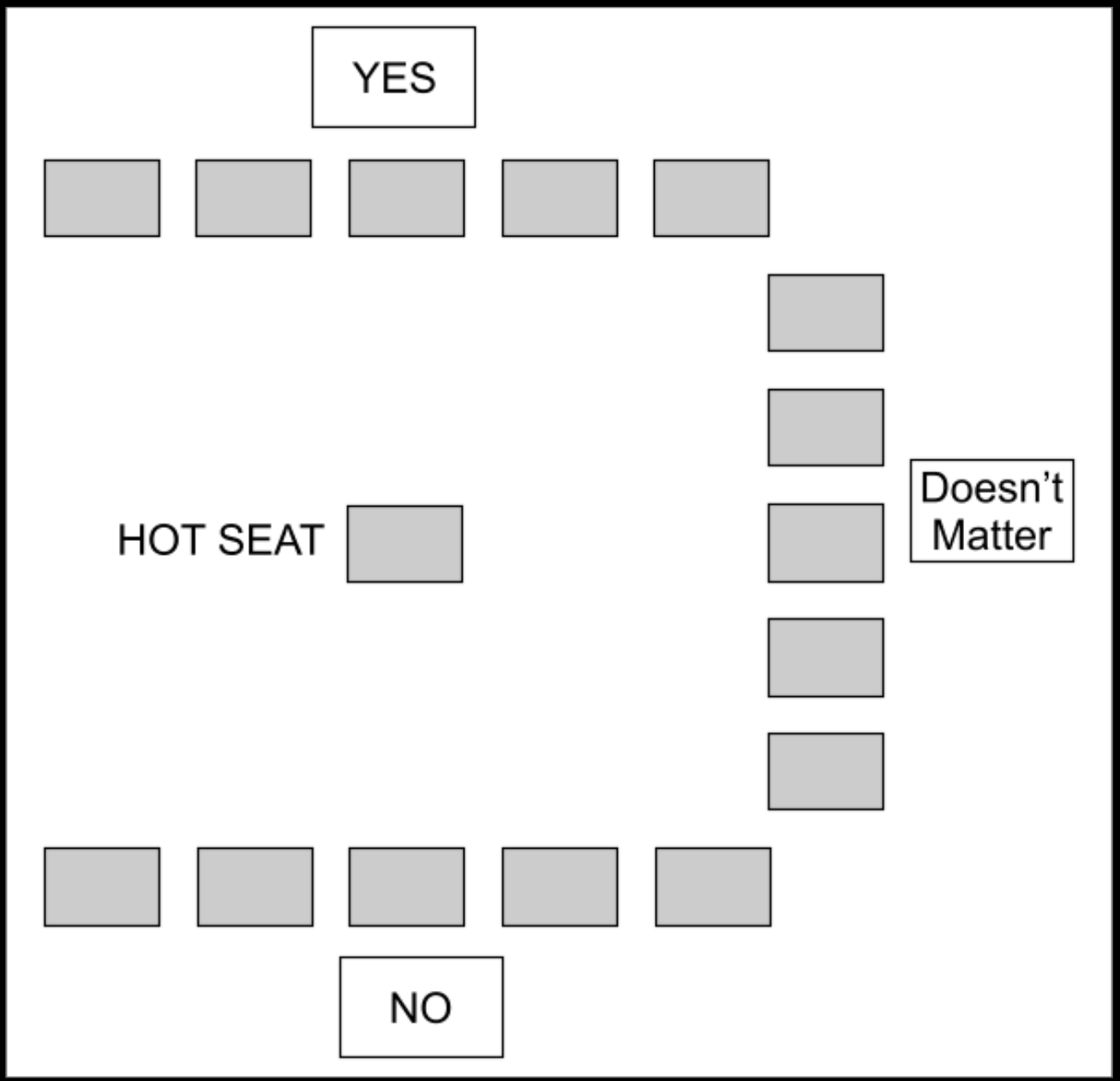
**R**oadblocks

- make it difficult to solve the problem

**Y**es! There's a solution!

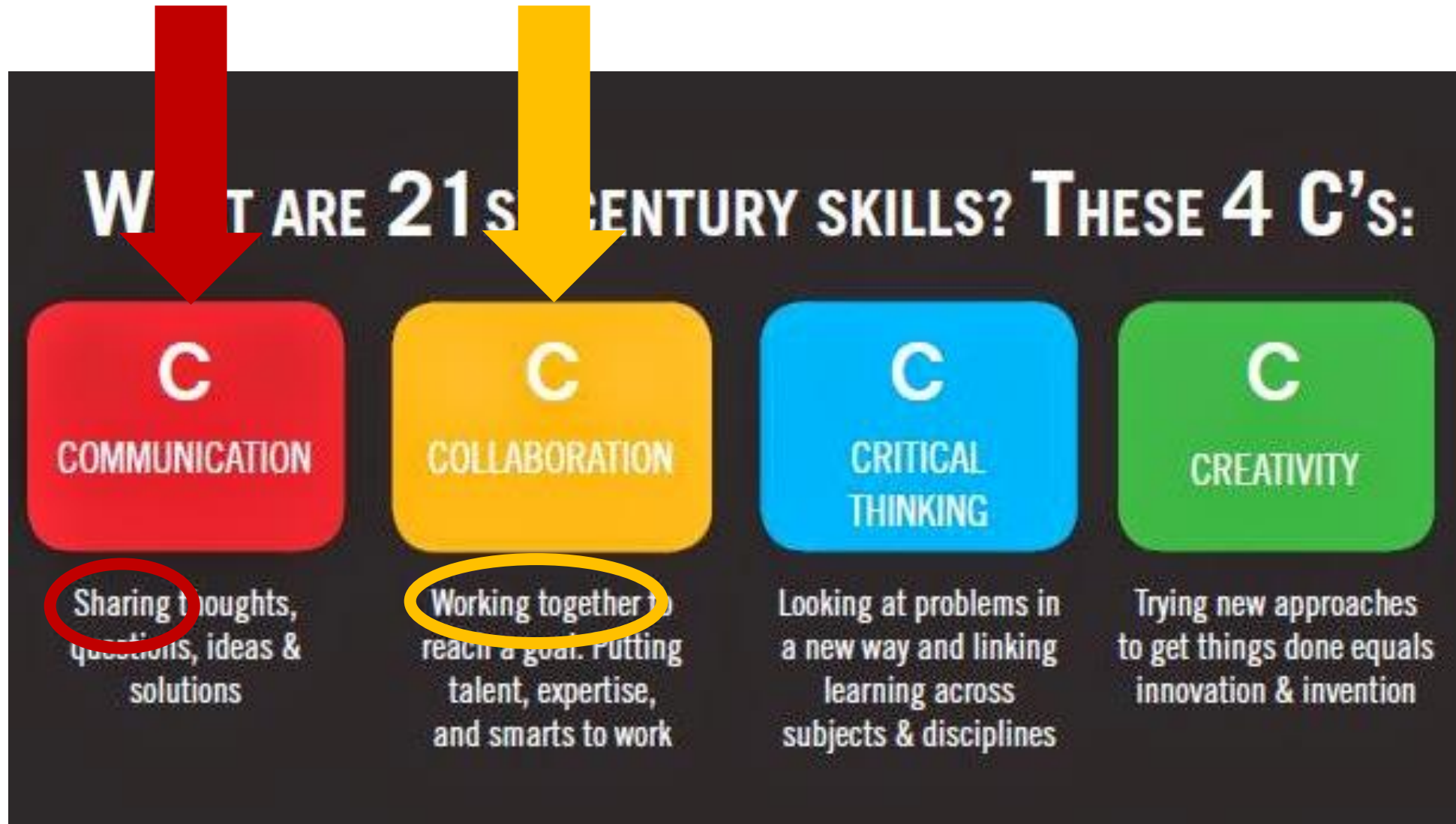
Simply 2nd Resources

# Anchor Charts



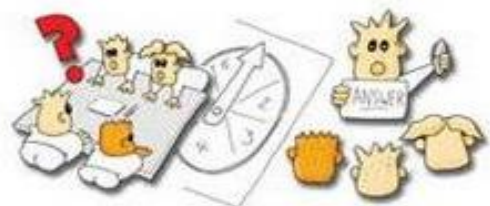
# Interactive Supports

# Interactions in the 4C's





# Cooperative Learning Strategies



**Numbered heads together**



**Think, Pair share**



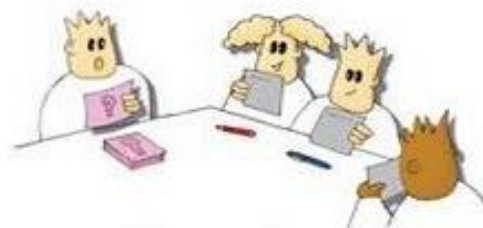
**Rally Robin**



**Roving Reporter**



**Pairs Check**



**Showdown**



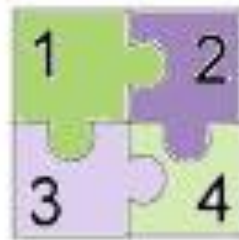
**A GOOD COACH**



**FIND MY RULE**



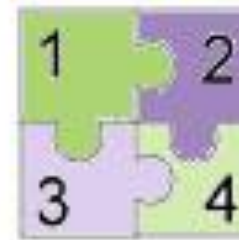
**Home Group A**



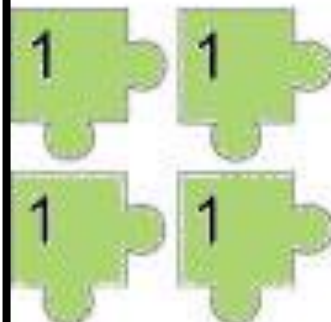
**Home Group B**



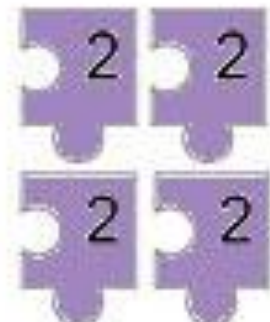
**Home Group C**



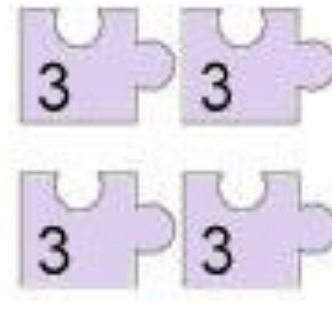
**Home Group D**



**Expert Group 1**



**Expert Group 2**



**Expert Group 3**



**Expert Group 4**

<b>Flexible Groups</b>	<b>Ability/Achievement Groups</b>	<b>Cooperative Groups</b>
Determined by teacher perception or evidence of learning	Determined by scores on standardized tests	Determined by the teacher or student choice
Based on specific learning needs	Based on general performance or achievement	Based randomly
Fluid group membership	Rigid group membership	Fluid group membership
Groups work on different activities based on needs	Groups tend to work on the similar activities	Groups work on the same task
Students are grouped and regrouped based on learning needs	Students may or may not be regrouped based on learning needs	Students are mixed to provided peer instruction or leadership within the group
Occurs as needed	Occurs daily	Occurs when task seems appropriate
Grouping for the purpose of individual skill proficiency and learning needs	Grouping based on perceptions about innate ability	Grouping for the purpose of developing collaborative skills



# Authentic Experiences



# AVID Note Taking

Class Notes If there was no class lecture this week, write a paragraph about what you learned and/or questions about what you didn't understand. Topic: <u>1800s</u> Questions/Main Ideas:	Name: <u>Student A</u> Class: <u>US History</u> Period: <u>4</u> Date: <u>1/11/03</u> Notes:
What are carpet-baggers?	Carpetbaggers are people from the North who moved to the South during Reconstruction usually for the purpose of gaining money.
How many people are on the floor of Congress?	There are 33 people on the floor of Congress (p. 365)
Name the place where Lee surrendered to Grant.	Lee surrendered to Grant in Virginia.
What is amnesty?	The definition of amnesty is the general pardon by the government.
How many electoral votes were allotted to New York in 1876?	20 votes were given to New York in the election of 1876.
Summary: During Reconstruction the people who moved from the North to the South to gain money were called carpetbaggers. They were trying to benefit themselves after losses during the war.	

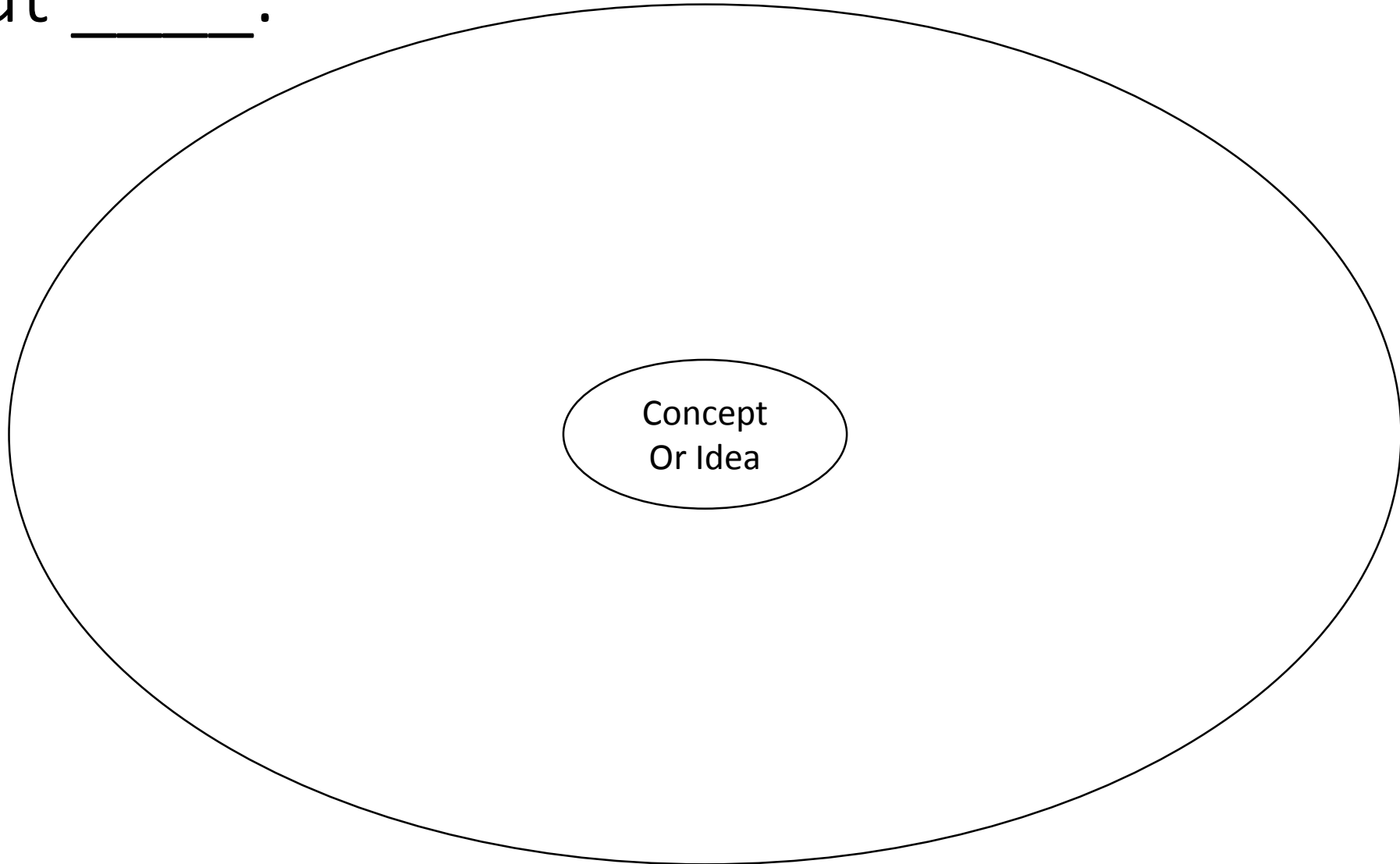


# Philosophical Chair



# Linguistic Supports

Brainstorming: Tell me everything you know  
about \_\_\_\_\_.

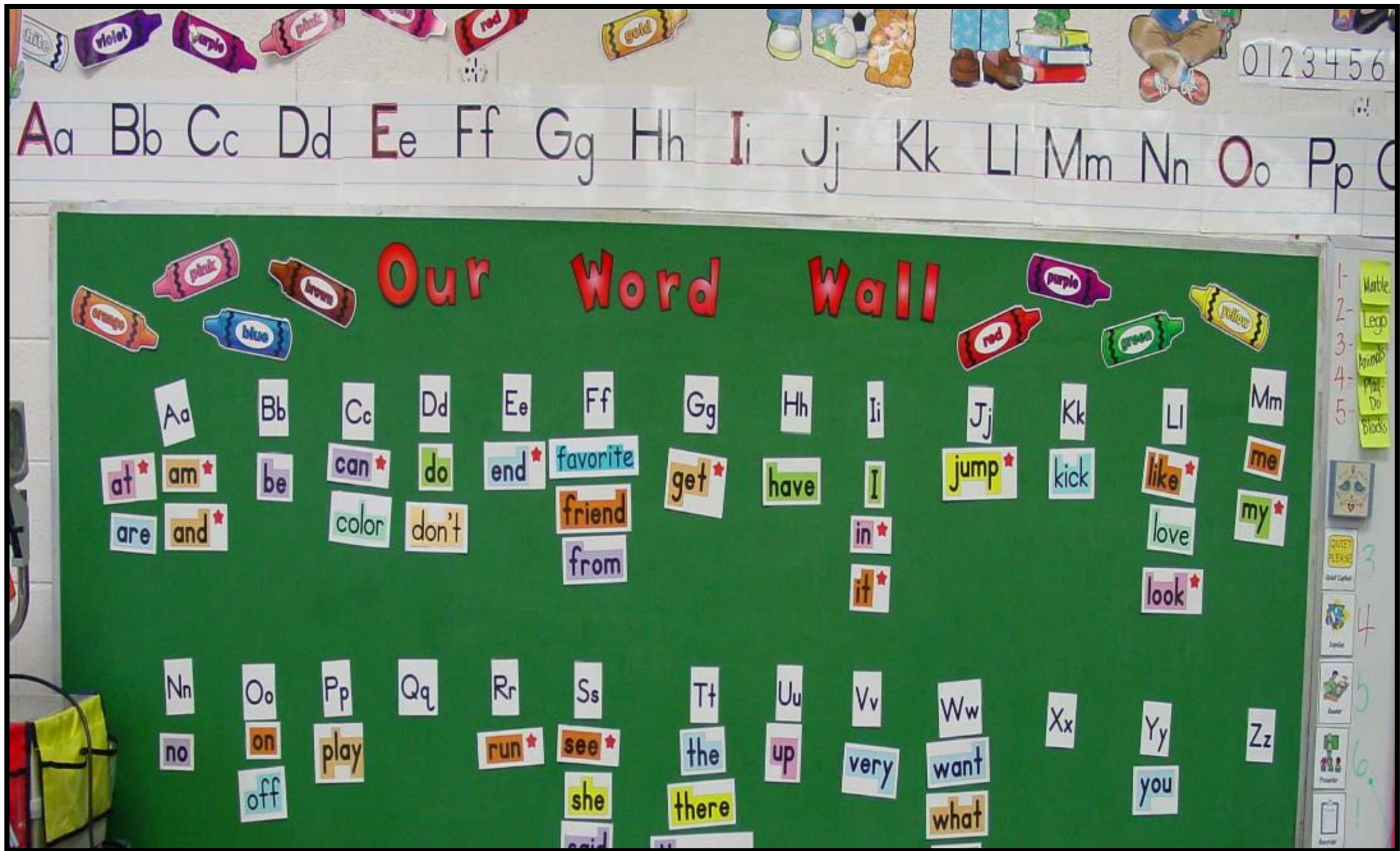


# Picture Walk





# Word Walls





# Word Walls

68 69 70 71 72 73 74 75 76 77 78 79 80

**R** **S** **T** **U**

radiation 

scientific method 

thermal energy 

recessive **Bb** 

sound energy 

topsoil 

reactant 

solar energy 

rock cycle 

sexual 

sedimentary 

# Word Walls

## Academic Vocabulary

Quadrant  
Integer  
Exponential Form  
Terminating Decimal  
Equivalent Equation  
Indirect Measurement  
Similar Figures  
Domain  
Range

Negative Integer  
Positive Integer  
Ordered Pair  
Standard Form  
Least Common Denominator (LCD)  
Two-Step Equation  
Non-Proportional  
Rate  
Function  
Rate of Change

The vertical number line in a coordinate plane.  
The point that the line intersects the y-axis is called the y-intercept. The origin is at (0,0).

x - axis  
Factors  
Formulas  
Unit Rate  
Proportion  
Scale  
Function Rule  
Slope

x - coordinate  
Additive Inverse  
Squared/Cubed  
Unlike Fractions  
Coefficient  
Corresponding Angles  
Proportional  
Constant Variation  
Function Table

The small, adjacent numbers written in pairs with one negative number. The value of the other pair is 1.

Absolute Value  
Exponent  
Like fractions are fractions with the same denominators.  
Multiplicative Inverse  
Corresponding Sides  
Scale Factor  
Constant Rate of Change  
Inverse Variation

Opposite  
y - coordinate  
Base  
Reciprocal  
Cross Products  
Scale Model  
Constant Rate of Change  
Inverse Variation

Coordinate Plane  
Graph  
Repeating Decimal  
Equation  
Equivalent Ratios  
Scale Drawing  
Direct Variation  
Linear Function



L	G	L
list	group	label
snowboarding	weather	CONDITIONS
half pipe	ice making	
ice making		EVENT
gold medal	snowboarding	
weather	half pipe	
past		HISTORY
olympics	gold medal	
	past olympics	

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## LIST - GROUP - LABEL

TOPIC: \_\_\_\_\_

1) LIST all the words you can think of that relate to the topic.

LIST

--

2) GROUP the words into different categories.

3) LABEL the groups.

GROUP


LABEL

4) Read the reading passage.

5) Go back to your words and groups and add/adjust if needed.

**BONUS:** Choose one of your categories and write a paragraph on the back of this paper using all of the words you placed in that category.



# Feature Analysis

features insects	6 legs	3 body parts	has wings	lays eggs	bites	stings
bees	+	+	+	+	-	+
ants	+	+	-	+	?	-
mosquitoes	+	+	+	+	+	-
wasps	+	+	+	+	-	+
cricket	+	+	-	+	-	-

Frayer 4-Square

Definition in  
own words

Drawing

Word

Examples/  
Synonyms

Non-Examples/  
Antonyms

# K-W-L Chart

Topic: \_\_\_\_\_

What I **K**now

What I **W**ant to Know

What I **L**earned

K-W-L

# Vocabulary Predict-o-gram

Predict-O-Gram

Settings	Characters	Goal or Problem
Actions	Resolution	Other



# Anticipation Guide



**Before**

## Anticipation Guide

Type topic here.



**After**

True	False		True	False
		Type or print statement here.		
		Type or print statement here.		
		Type or print statement here.		
		Type or print statement here.		

# News for You

Learn to read. Read the news.

## Zika Starts the Latest of Many Battles in Humans' War on Mosquitoes

### How a Bloodsucker Spreads the Zika Virus



**Feeding to Blood**  
A female mosquito uses her long, thin proboscis to pierce your skin and suck blood. She also injects saliva to keep the blood flowing. This is why you get a small bump at the bite site.

## A Champion and His Dogs Win Fourth Iditarod

**W**hat do you do when you win the Iditarod? You get a trophy and a check. You also get a lot of attention from the media.

### A Record Race

The race started about 1,000 miles in the town of Anchorage in Alaska. It was a record time. The winner finished in a record time. It took 8 days, 15 hours, 20 minutes, and 10 seconds. That was about two hours faster than the 2014 record.

## News for You

### 'Skyslide' to Open in LA, 1,000 Feet in the Air

What do you do when you win the Iditarod? You get a trophy and a check. You also get a lot of attention from the media.

- 4. What will be added to the U.S. Bank Tower's top floor?
  - a. a bar
  - b. a club
  - c. a training school
- 5. Las Vegas, Nevada, has a very high roller coaster. Where is it?
  - a. at an amusement park
  - b. on top of a mountain
  - c. at a hotel

### Who Are Up for Adoption

Adoptive Parents	Adoptive Parents
<p>Mr. and Mrs. Smith</p> <p>123 Main Street</p> <p>Anytown, CA 90210</p> <p>Phone: (555) 123-4567</p>	<p>Mr. and Mrs. Jones</p> <p>456 Oak Street</p> <p>Anytown, CA 90210</p> <p>Phone: (555) 987-6543</p>

<http://www.newreaderspress.com/news-for-you-online>

## Polluted air cuts the length of a lifetime in China, new study shows

By Los Angeles Times, adapted by Newsela staff on 07.15.19  
Word Count 722



BEIJING — Dry air decreases human lifespan, says a new study. Its research shows that life expectancy is 5.5 years shorter in northern China than in the south. Experts believe this is because of air pollution — the dirt and dust floating in the atmosphere.

The study was published on Monday. It examined the air in 80 Chinese cities between 2003 and 2010. This information was then compared with death rates in 145 places across the country.

The study found a strong link between air pollution and ill health. And many researchers believe that poor air quality affects people in China.

The study also found that life expectancy is shorter in a poor country that mostly depended on coal for energy. This is because of the air pollution in a poor, booming land full of factories.

The study is a warning to the health of its citizens to

## Parents say students shouldn't have to breathe Beijing's toxic air in class

By Los Angeles Times, adapted by Newsela staff on 01.13.16  
Word Count 639



Young students wear masks as they stand near a Chinese elementary classroom in Beijing, Jan. 16, 2015. Beijing built up in the Chinese capital as the second red part of the month with the effect, forcing many of the roads and reducing factory production. Photo: AP/Wide World

BEIJING, China — It was a one-two punch: first air pollution, and then all of the government's rules and regulations.

Ms. Zhang, like many Beijing residents, has taken steps at home to protect her two children from the city's notorious air pollution. Yet her 7-year-old son's public school, Yunhe Elementary, has not installed any air purifiers — machines common at expensive private schools — leaving its students no choice but to breathe

### Schools Offer Assistance To Parents

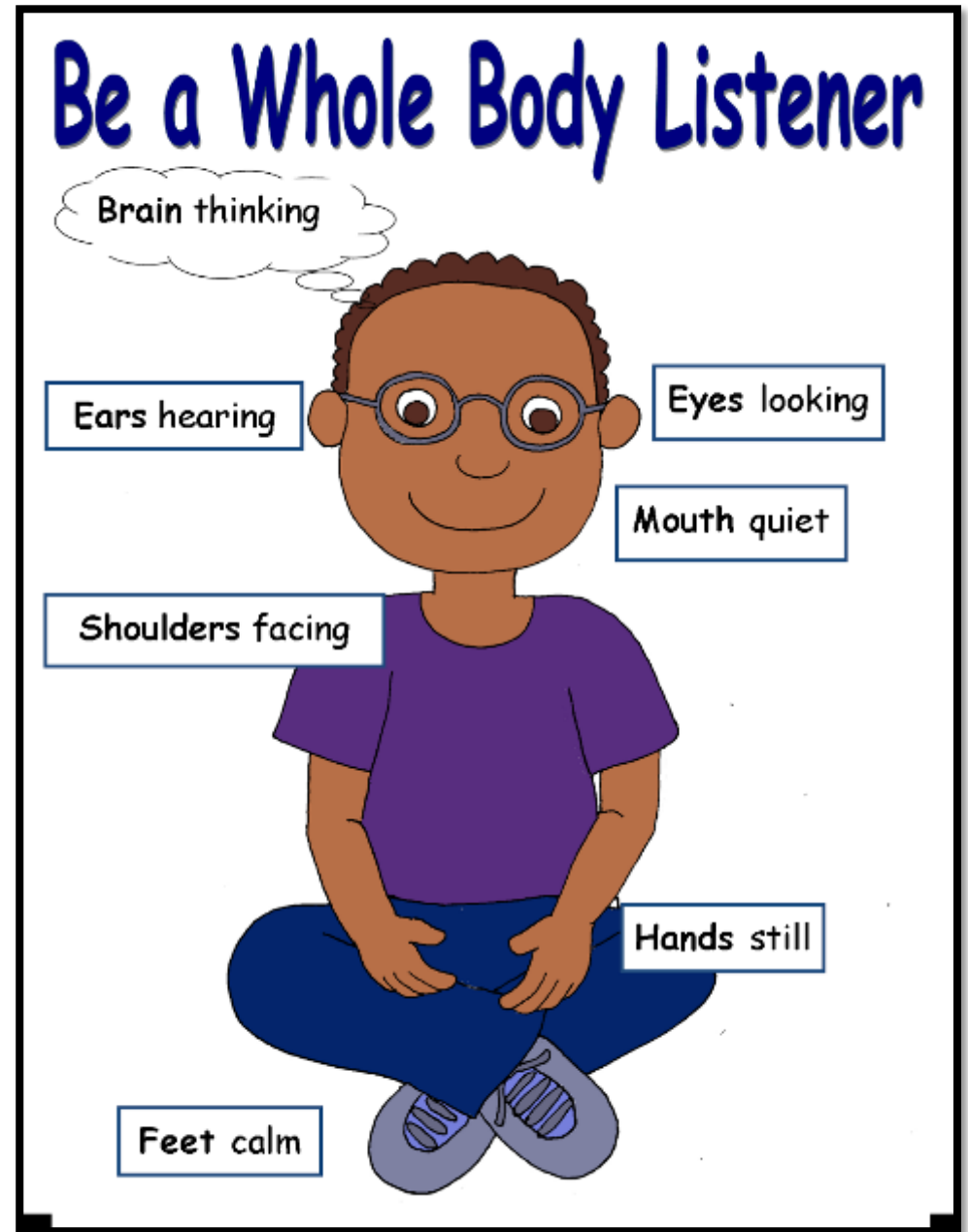
Ms. Zhang recently joined other parents to offer a few air purifiers to the school. School administrators refused, and their reason — that the government's air purifiers' use — led her to a nightmarish experience.

<https://newsela.com/>

# Behavioral Supports


















# Visual Expectations








# R<sup>2</sup> S<sup>3</sup> Expectations

## Visual Expectations

Showing <b>RESPECT</b> and <b>RESPONSIBILITY</b> in	Showing <b>RESPECT</b> and <b>RESPONSIBILITY</b> to my		
	<b>SELF</b>	<b>SCHOOL</b>	<b>SOCIETY</b>
<b>CLASS</b>	Ready to learn. 	Clean uniform body and mouth. 	Consideration of other people's feelings and property. 
<b>HALLWAYS</b>	Hands, feet, and objects to yourself. 	Walk on the <b>RIGHT</b> side of the hallway. 	Soft, <b>POSITIVE</b> voice. 
<b>COMMON AREAS</b>	Clean spine, body and mouth. 	Stay supervised. 	Recycle and use trash bins. 
<b>PHYSICAL EDUCATION</b>	Lock up your things and report to roll call. 	Put up everyday. 	Show sportsmanship. 
<b>PERFORMANCE and FIELD TRIPS</b>	Show professionalism. 	Enter and leave quietly. 	Pay attention to the performance. 

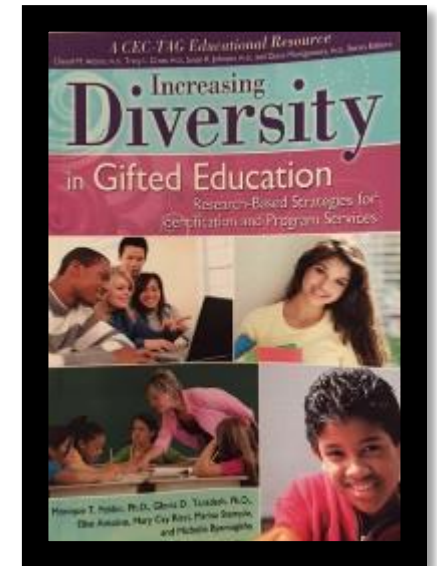
# Visual Expectations

Consequence		What it means:
1. Reminder		“I need you to . . .”
2. Verbal Warning		“This is the second time I’m talking to you. Next time, you’ll be moved to Reflection.”
3. Reflection		Removal from group + Written reflection “What do you need to do differently next time?”
4. Restitution & Contact Home		“What do you need to do to fix the mistake?” + Phone call or email home
5. Referral		Conversation with an Administrator

or multicultural... principles, and for all decision makers and educators to adopt and adhere to culturally responsive and fair assessment principles when providing services to students who differ from the norming sample and who are frequently negatively impacted by tests (i.e., linguistically, economically, racially, and culturally different students).

## CONCLUSION

For many people, the concept of “giftedness” equates to high academic achievement. For English language learners who are not yet fluent in English, this is an inequitable standard. It excludes English language learners and other CLED children who do not do well on academic assessments but who have elevated general abilities as measured by nonverbal assessments of ability. Formal communication and ongoing professional development opportunities with classroom teachers, ELL staff, and gifted and talented program teachers are central to the success of identifying and serving ELL students in gifted and talented programs. This facilitates a more holistic student profile and







# Project E<sup>3</sup>



# Project E<sup>3</sup>



# Project E<sup>3</sup> C, L, E, Diversity

## Cultural Diversity

30.1% Hispanic  
9.6% Black  
7.2% Asian  
53.1% White

## Linguistic Diversity

21.7% Spanish  
2.4% Karen  
6.0% African  
Dialects  
69.9% English

## Economic Diversity

51.8% Eligible for  
Free/Reduced  
Lunch

42.2 % First  
Generation to  
College

EXPLORE Minnesota.com

Global 2 Local

SEP

10,000 lakes

14





# Cedar River Watershed District

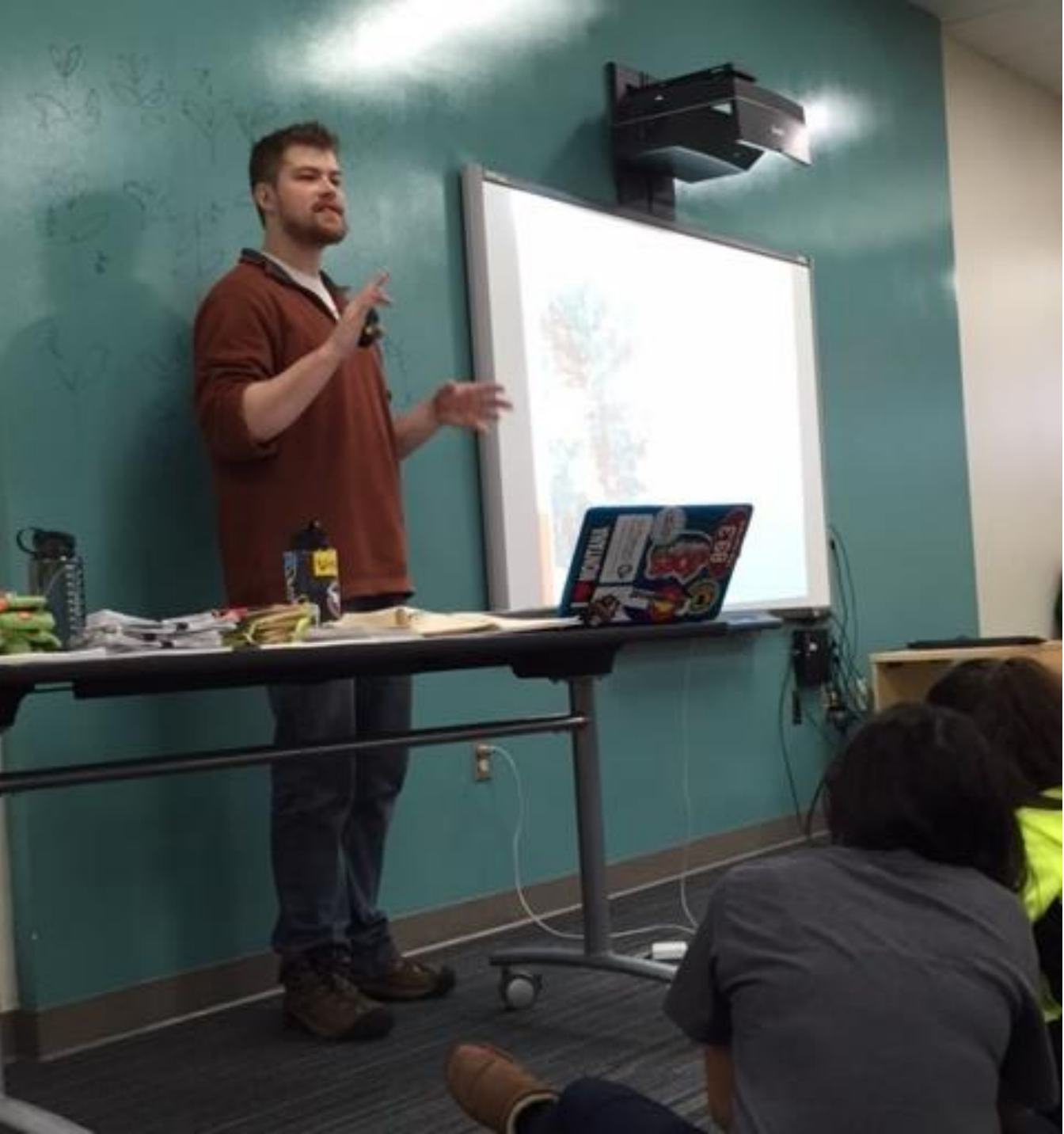
Justin Hanson



# Austin Municipal Water Treatment Center

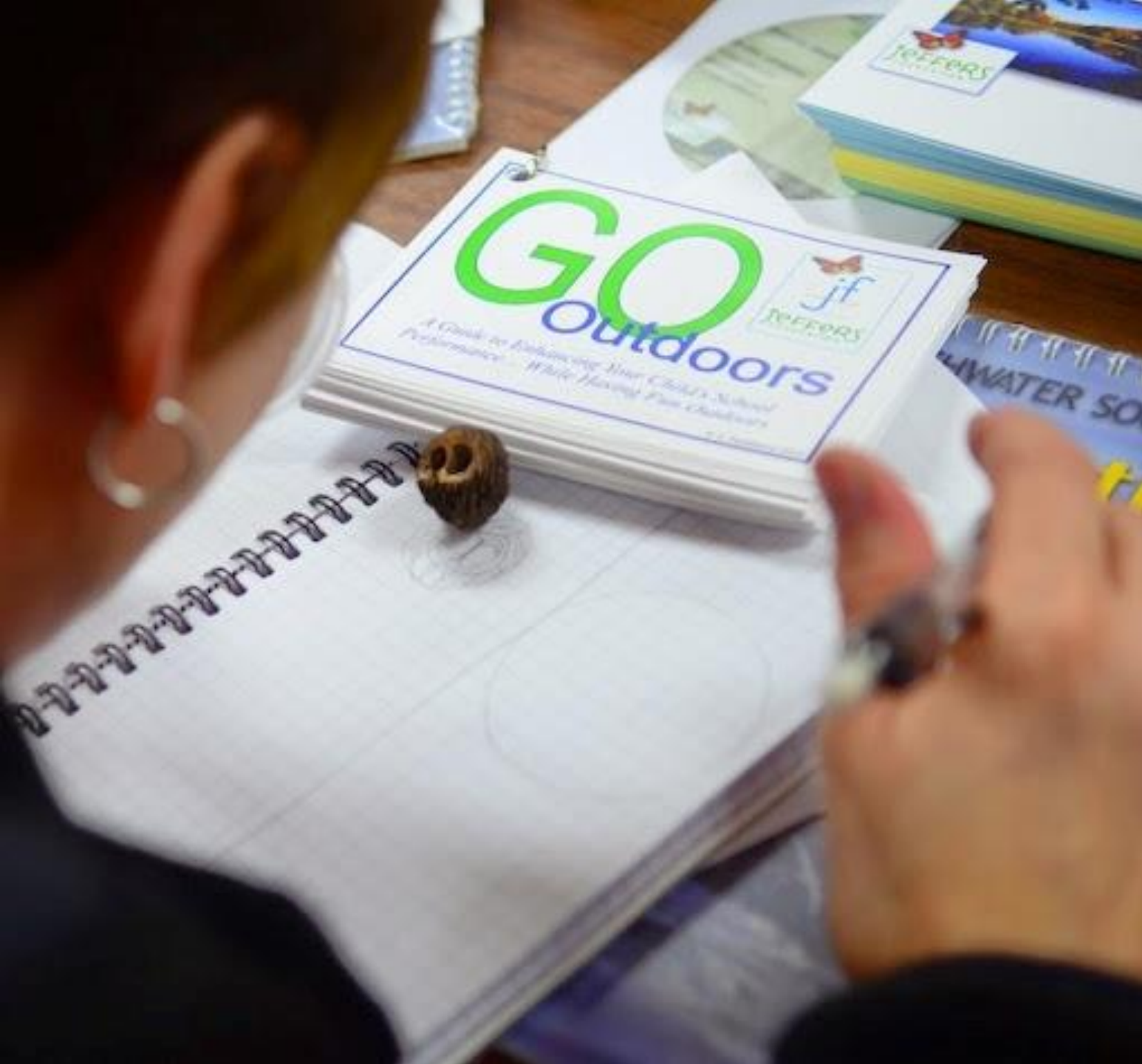
Chad Herd





# University of Minnesota Monarch Lab

Dane Elmquist



# Jeffers Foundation

Ed and Sil  
Pemberton



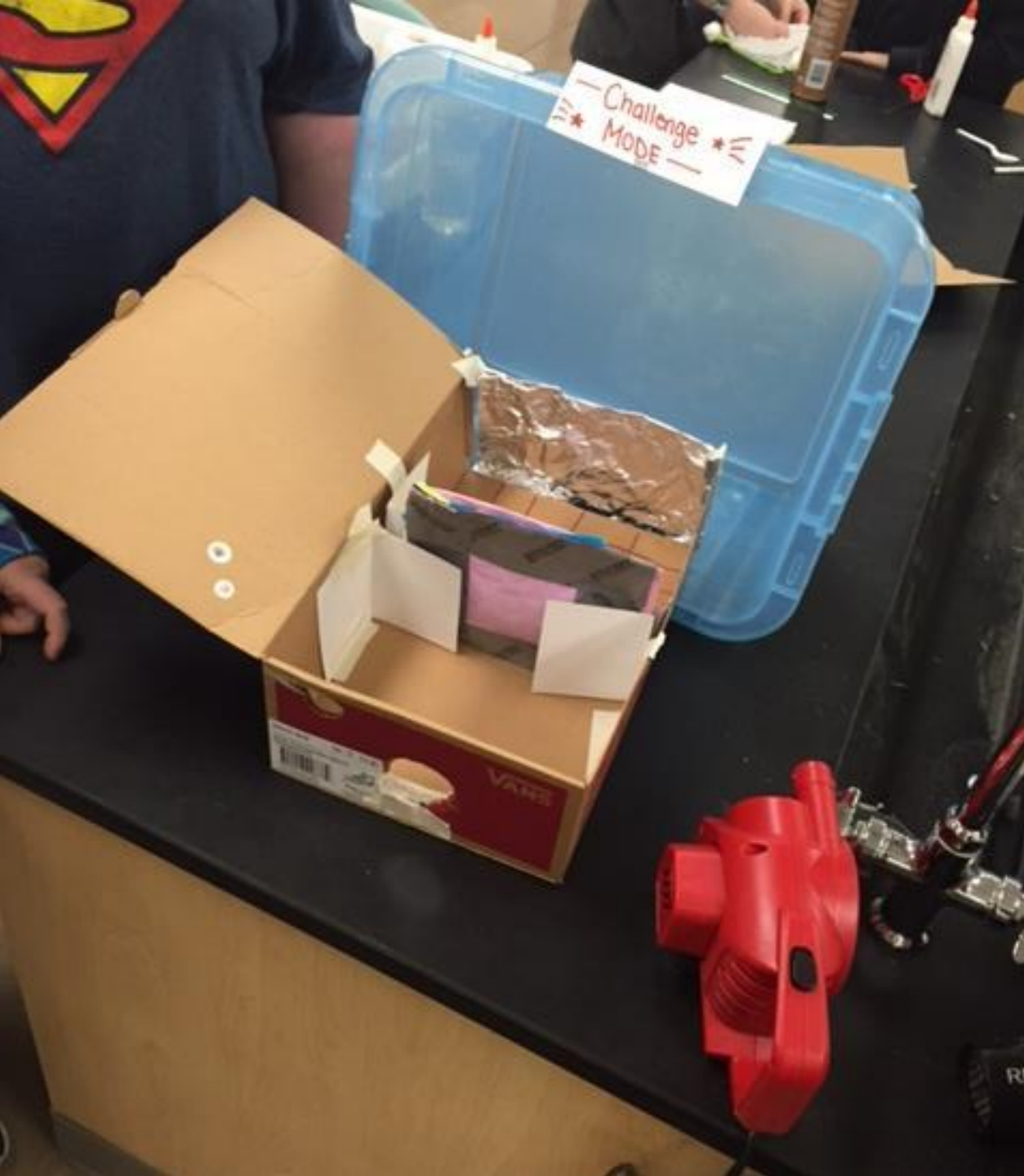
EXPLORE Minnesota.com

Push 2 and Through

SEP

10,000 lakes

14



# Designing Air Filters





Cleaning  
Oil  
Spills



# Designing Oil Containment Booms





# Simulating Pollinators



Preparing  
local habitat  
for  
pollinators



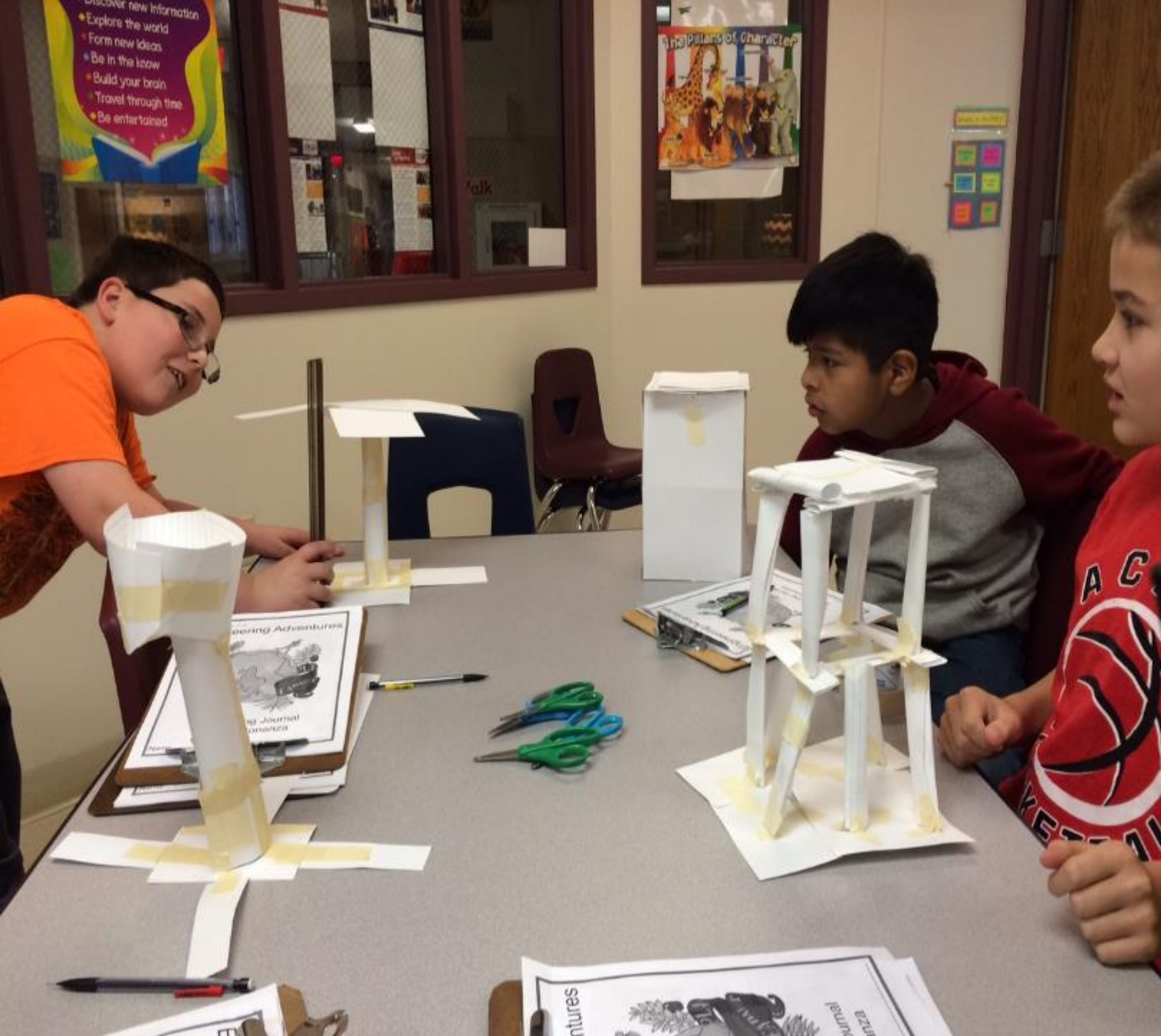
# Young Scholars Model





Creating pictures using 'ten black dots'





Designing a  
tower of  
paper to  
withstand  
weight





Understand  
linear  
algebra  
with  
Hands-On  
Equations



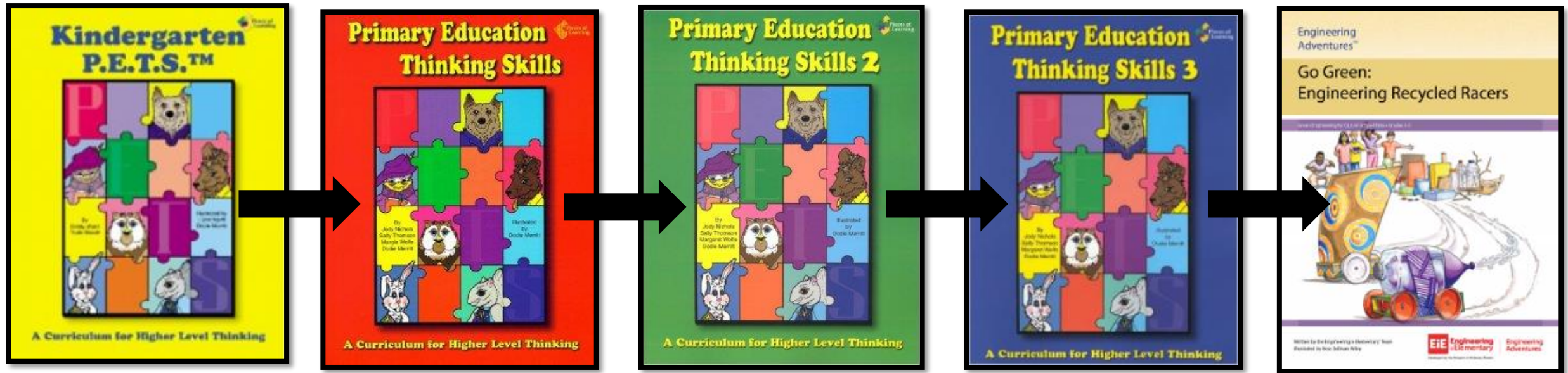
Preparing the  
race course for  
race cars made  
from only  
recycled  
materials





Recreating  
the ending  
of a book  
through  
Lego Story  
Starter

# Grades K-4 Curriculum



Lessons were rewritten in 2013-14 to purposefully embed additional reading/writing/listening/speaking skills before, during, and after the original PETS lesson to support our ELs develop their literacy skills.



# Spanish Young Scholars Grade 1-4

## Eligibility

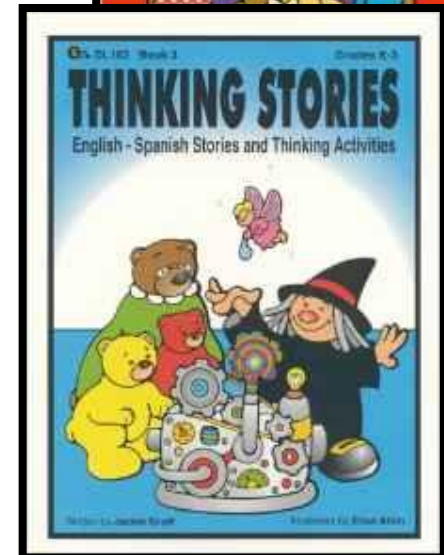
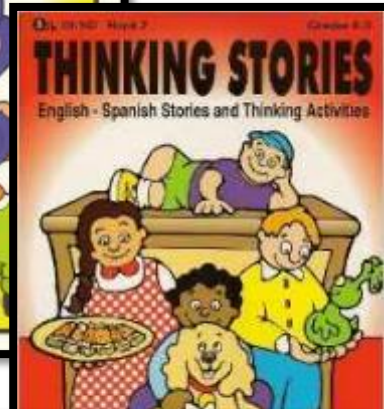
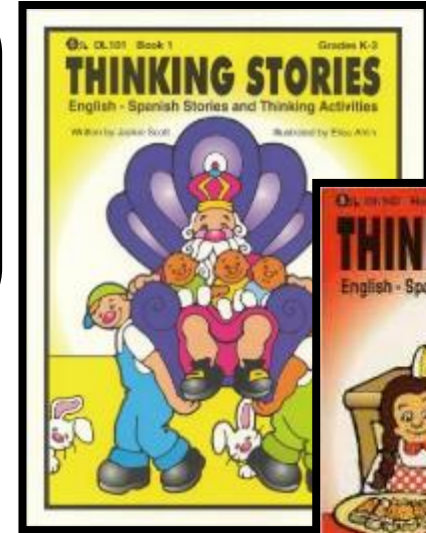
- Spanish *Speaking*
- Nonverbal Strength with Verbal Weakness on CogAT

## Goal

- Develop critical and creative thinking skills through their home language while developing their reading and writing skills in their home language.

## Curriculum

- Spanish PETS 1
- Thinking Stories – English-Spanish Stories and Thinking





# Elementary Students receiving Gifted & Talented Services

## 2011-12 School Year [K-5]

Group	Number of Students
Student access to GT Services	215
# White	174
# Hispanic	19
# Black	12
# Asian	10
# Am. Indian	0
# Eligible for Free/Reduced Lunch	N/A
# Receive EL Services	N/A
# Receive SpEd Services	N/A

## 2015-16 School Year [K-4]

Group	Number of Students	
Student access to GT Services	365	
# White	231	63%
# Hispanic	65	18%
# Black	40	11%
# Asian	27	7%
# Am. Indian	2	1%
# Eligible for Free/Reduced Lunch	170	N/A
# Receive EL Services	42	12%
# Receive SpEd Services	23	6%



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#MNGifted