

David Wolff
Secondary School Principal
Circle of Life Academy
White Earth, MN

Equity

&

Excellence

Developing Academically Talented ELs



Enjoy CrossFit,
Skiing, &
Running

Enjoy
Baking &
Cooking

Serve on Math Masters of
MN Board of Directors



Married to
Melissa [BSN]

David
Wolff

Father to Elliot
[7th] and
Chloe [3rd]

Puppy
named
Lizzy



Serve on MEGT Board of Directors

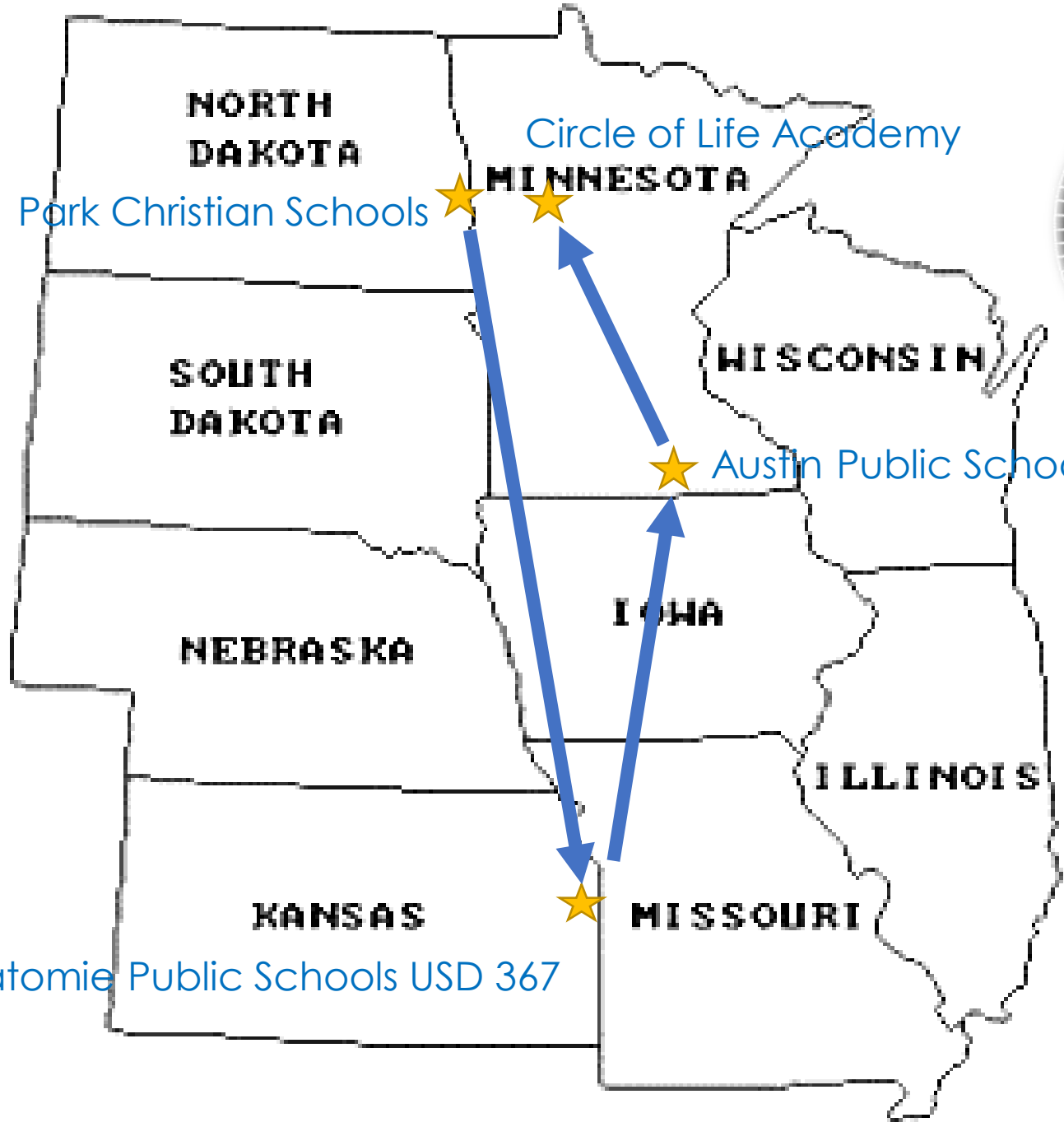


Classroom Teacher
10 years

District Coordinator
of Gifted Services for
Talent Development
for 5 years

Principal 1 year





Osawatomi Public Schools USD 367

Austin Public Schools ISD 492

Circle of Life Academy

Park Christian Schools

2
Languages
spoken

English
Ojibwe

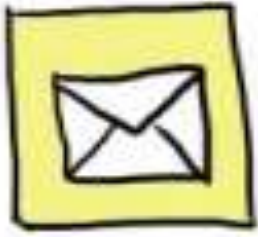


16-17 Kindergarten
Cohort:
100% Native American
100% F/R Lunch



K-12 Population of:
200





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218-983-4180



David Wolff



@wolffdavid11
#COLAWarriors
#MNGifted
#ecechat
#ruraledchat



35233 Mission Lake Rd
White Earth, MN 56591

**Who are our
academically
talented ELs?**



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

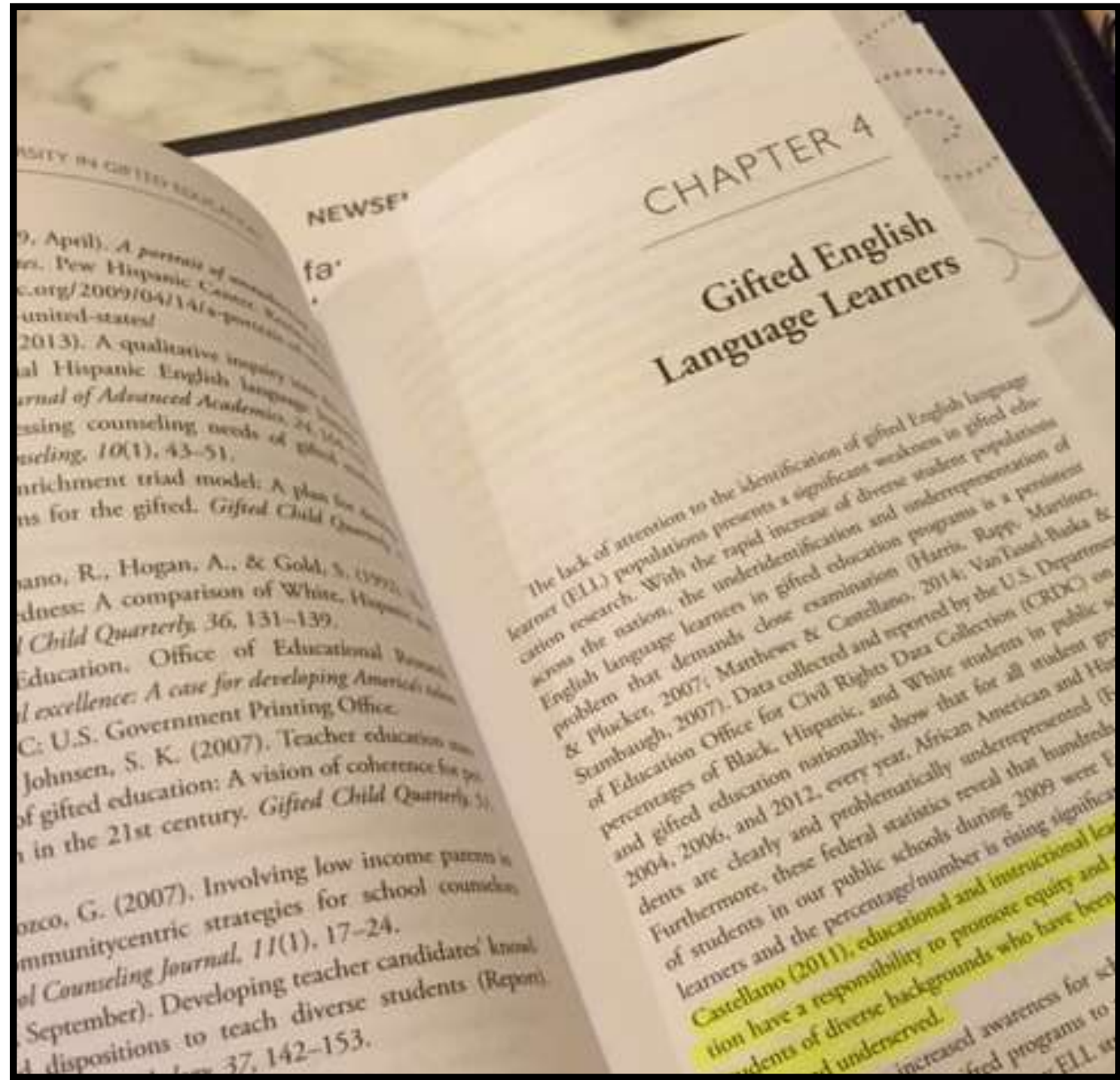
Increasing Diversity

in Gifted Education

Research-Based Strategies for Identification and Program Services

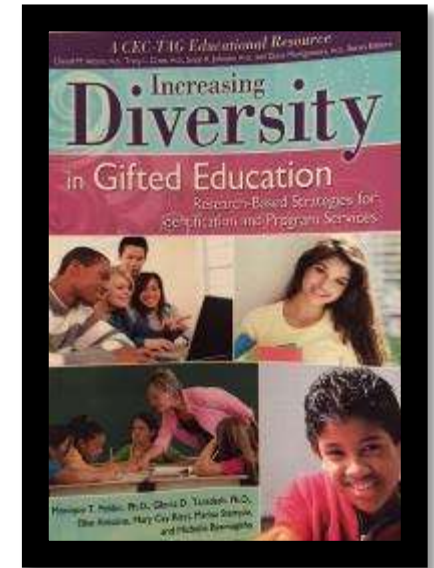


Monique T. Felder, Ph.D., Gloria D. Taradash, Ph.D.,
Elise Antoine, Mary Cay Ricci, Marisa Stemple,
and Michelle Byamugisha



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-





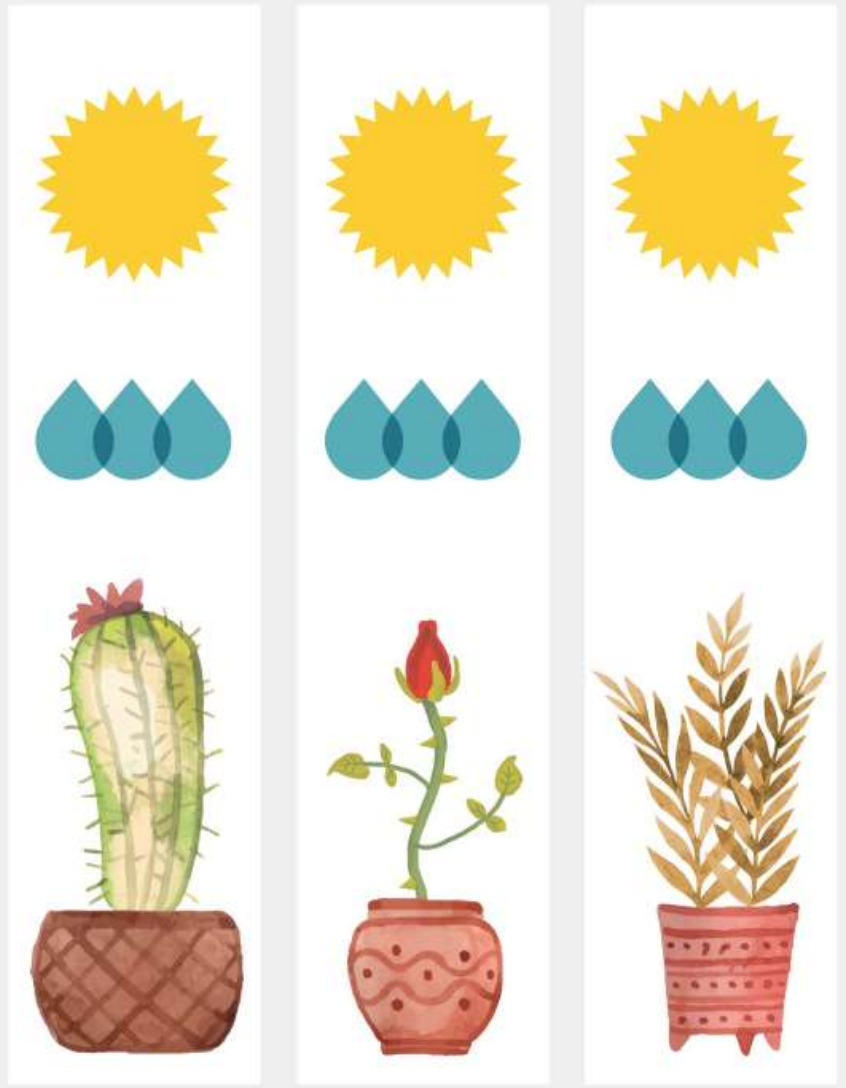
VS



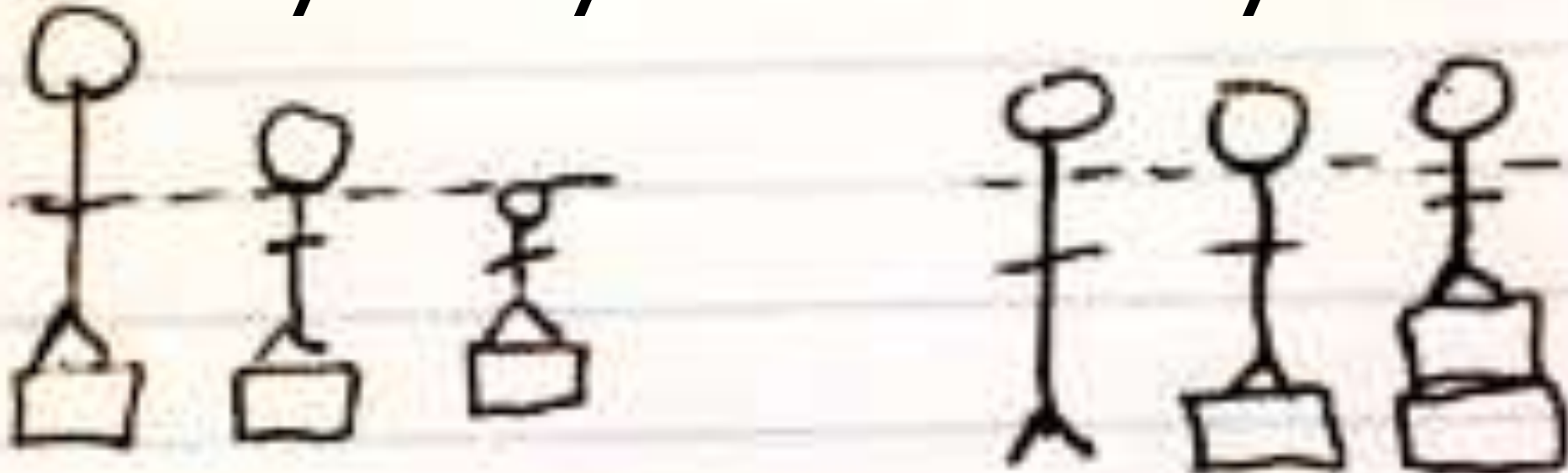
EQUAL

VS

EQUITABLE

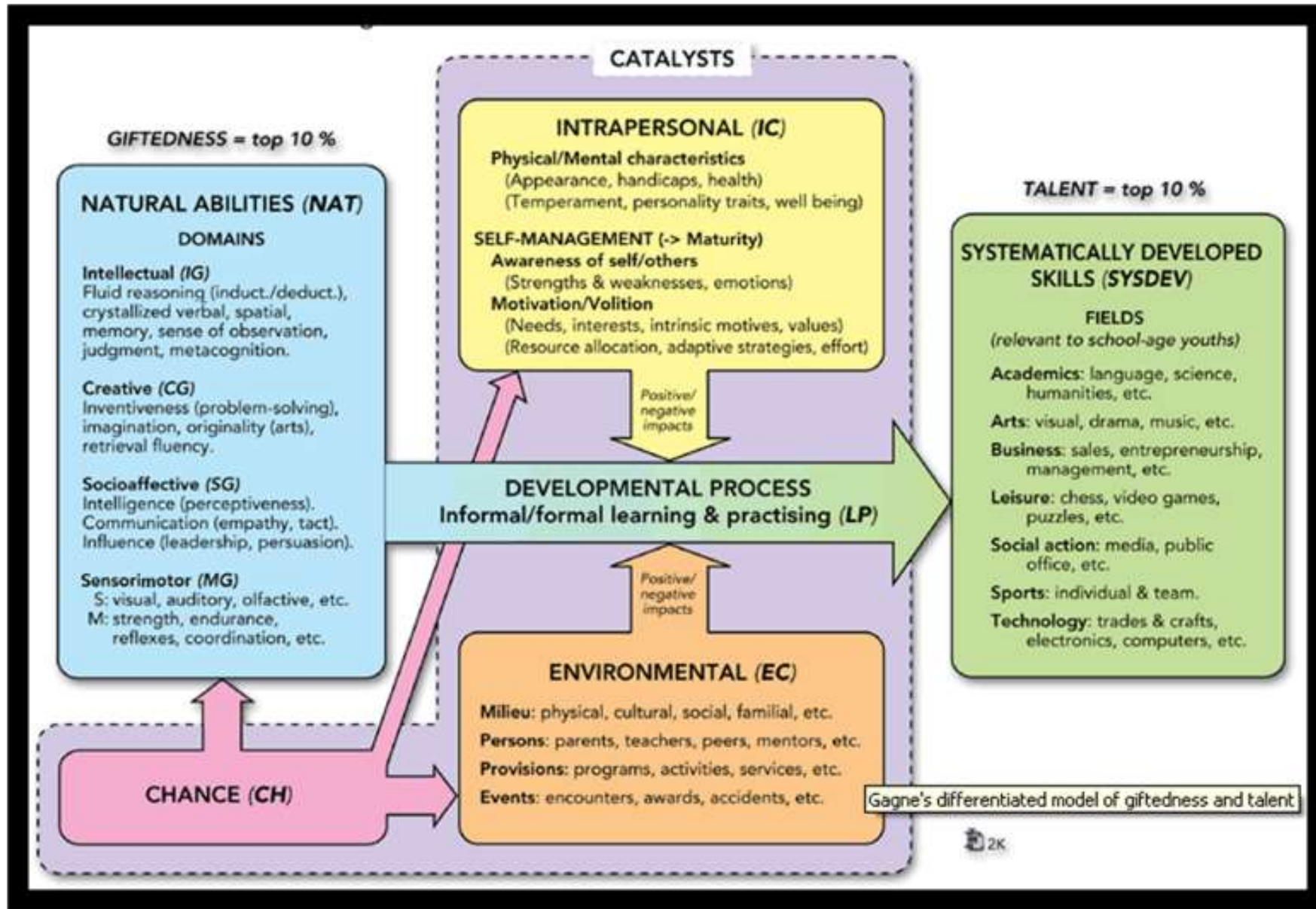


Educational Leadership is to
strive for both excellence
and equity –
everyday for everyone.



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)

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

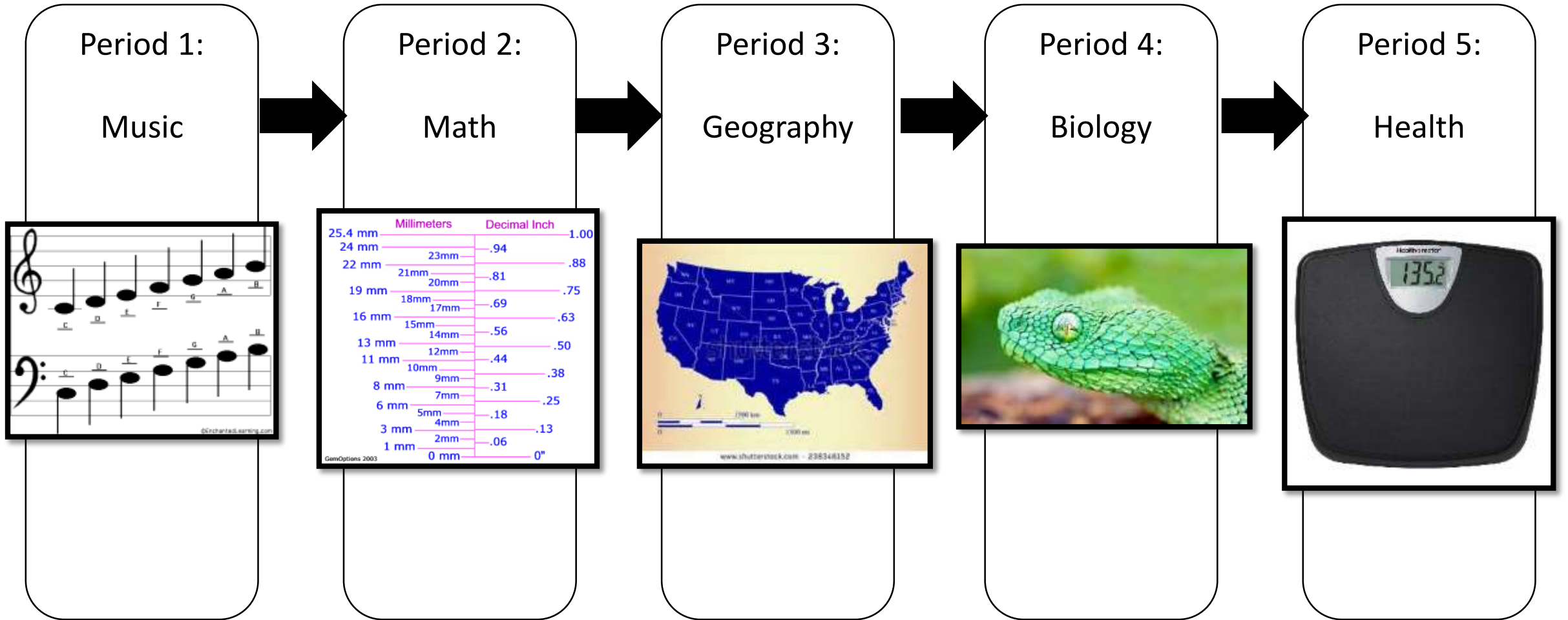
Developmental
Process



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	Centimeters	Inches
25.4 mm	2.54 cm	1.00 in
24 mm	2.4 cm	.94 in
22 mm	2.2 cm	.87 in
19 mm	1.9 cm	.75 in
16 mm	1.6 cm	.63 in
15 mm	1.5 cm	.59 in
13 mm	1.3 cm	.51 in
11 mm	1.1 cm	.43 in
8 mm	.8 cm	.31 in
6 mm	.6 cm	.24 in
3 mm	.3 cm	.12 in
1 mm	.1 cm	.04 in
0 mm	0 cm	0 in

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."



Building Academic Vocabulary

Input

Output





Listening

Speaking



Reading

Writing

	Input	Output
	Listening	Speaking
	Reading	Writing

Selecting Vocabulary: **Three Tiers**

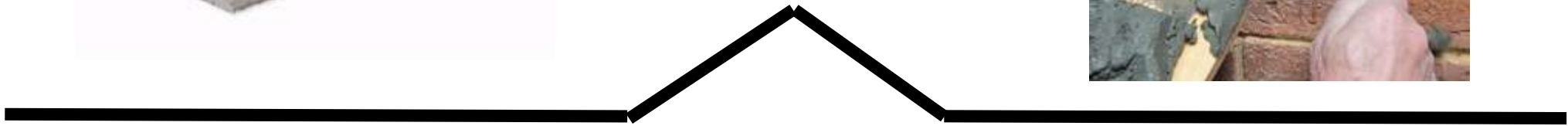
“Thinking of words as belonging in **three tiers** – Tier 1, Tier 2, and Tier 3 – can help deepen and refine our understanding of academic vocabulary and help us decide which words are worth teaching.”

-Beck, McKeown, & Kucan, 2002.

“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.”

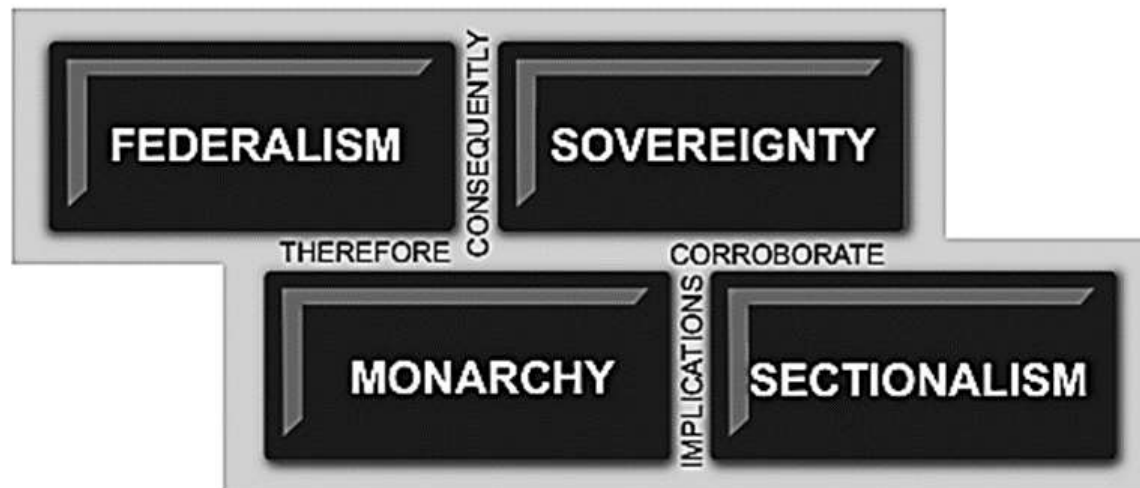
- Doug Fisher, Secondary Literacy Conference, 2010

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

Providing the “just right,
right now” support

Encouraging
success

Temporary



S
C
A
F
F
O
L
D
I
N
G

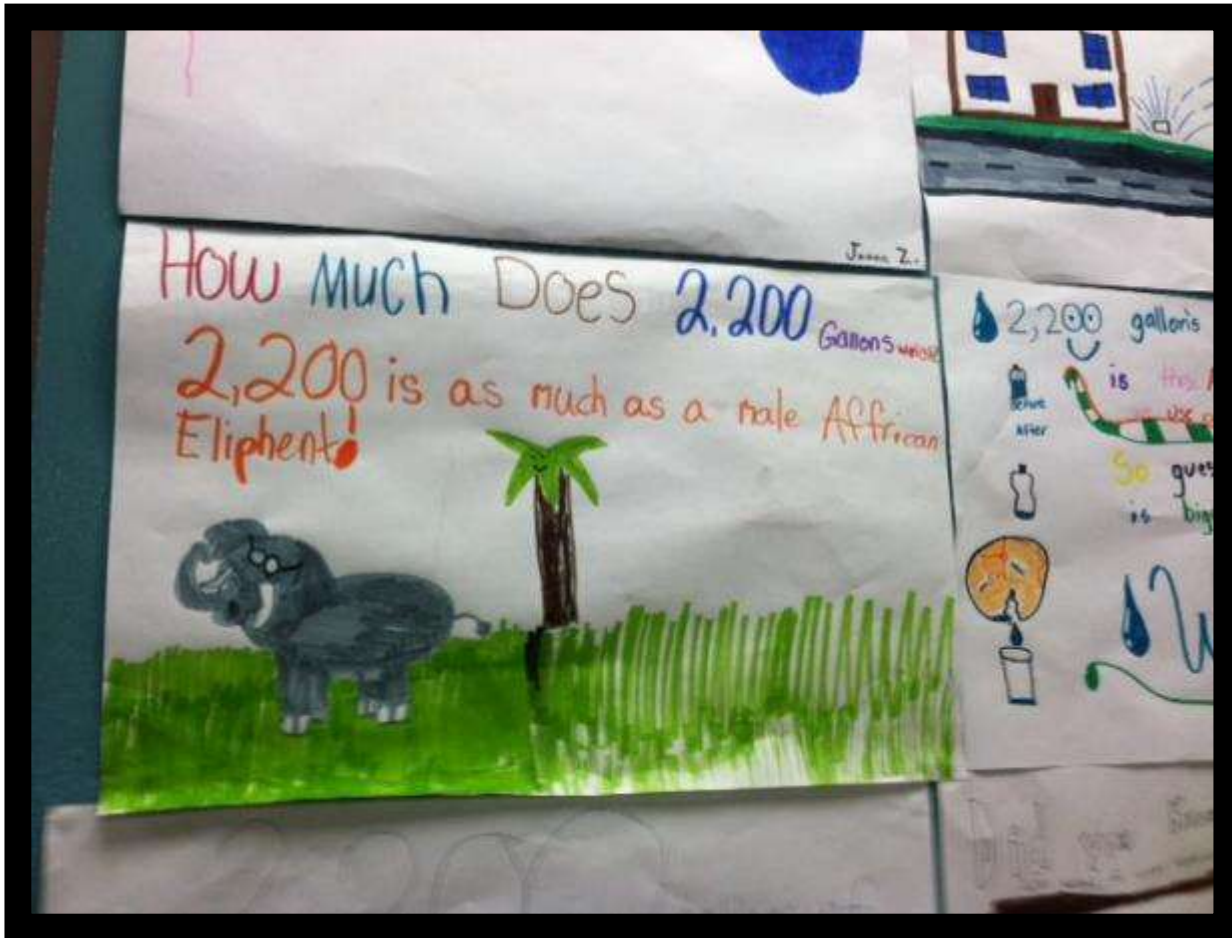
Involves
withdrawing
support as the
student’s skills
develop

Enables the student to
complete a task

Involves monitoring the
learning process

Sensory Supports

Realia, Pictures, Illustrations



Realia, Pictures, Illustrations

scrumptious

yummy

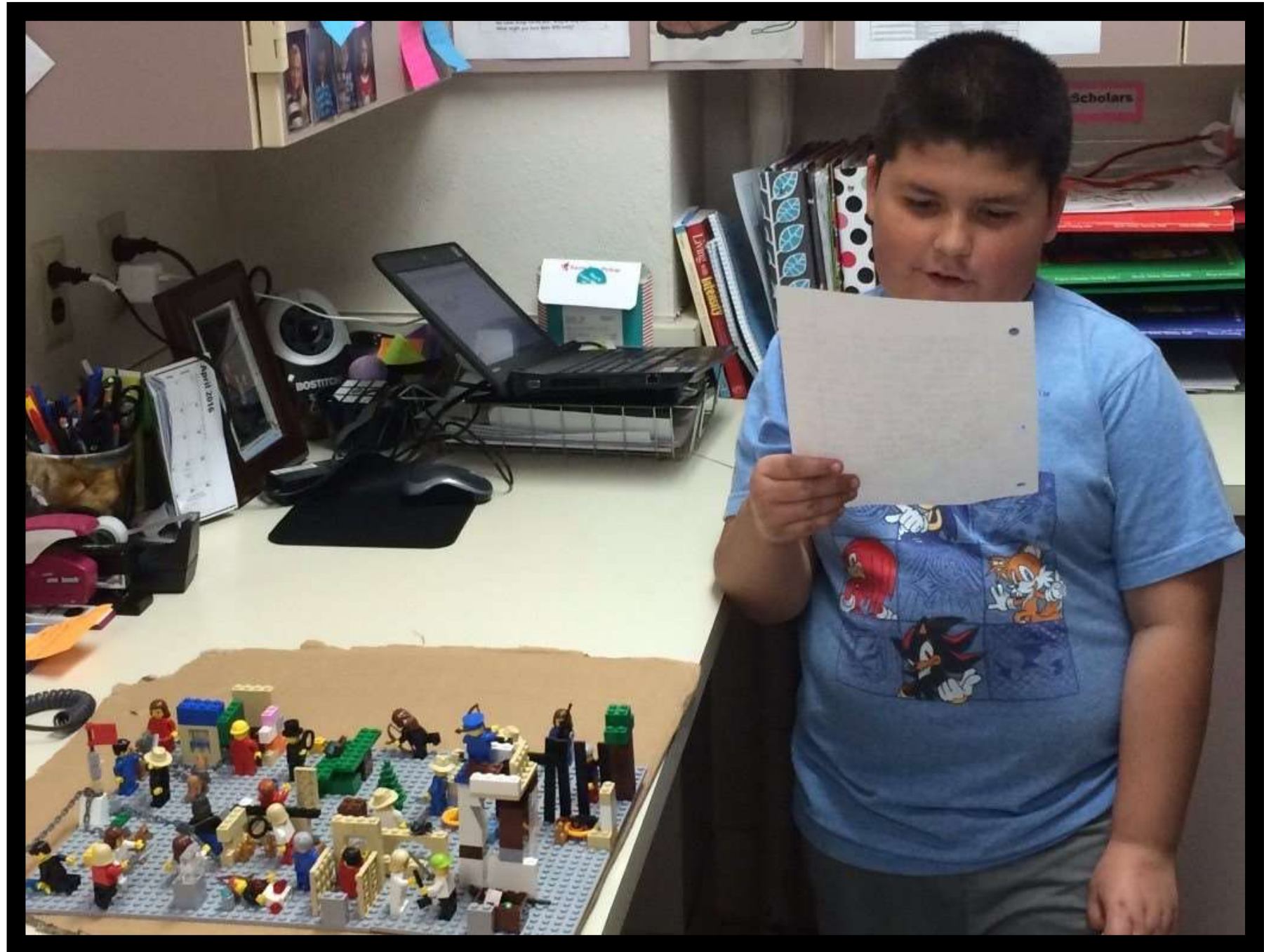
eating

devour

cookies



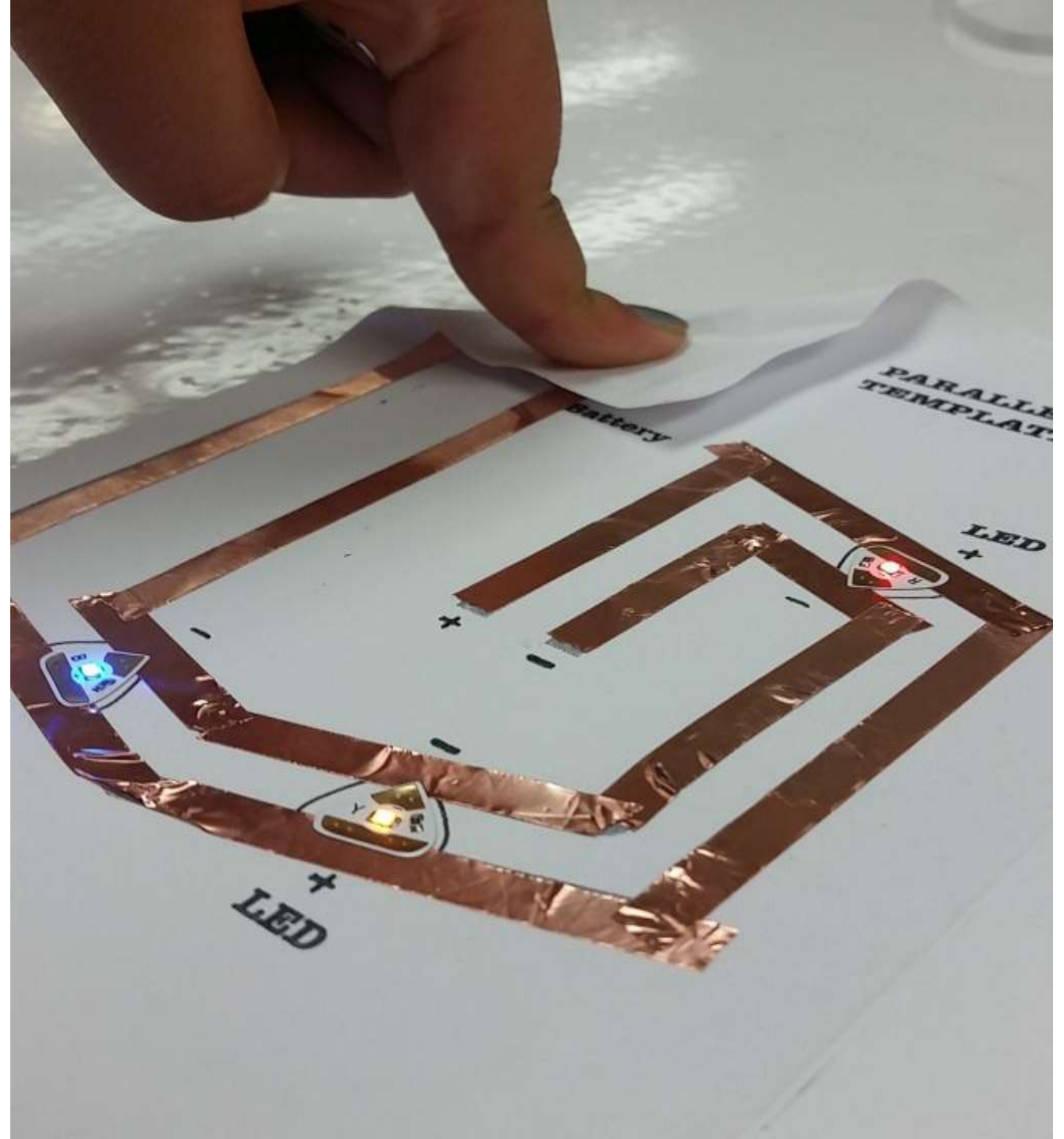
Lego Story Starter



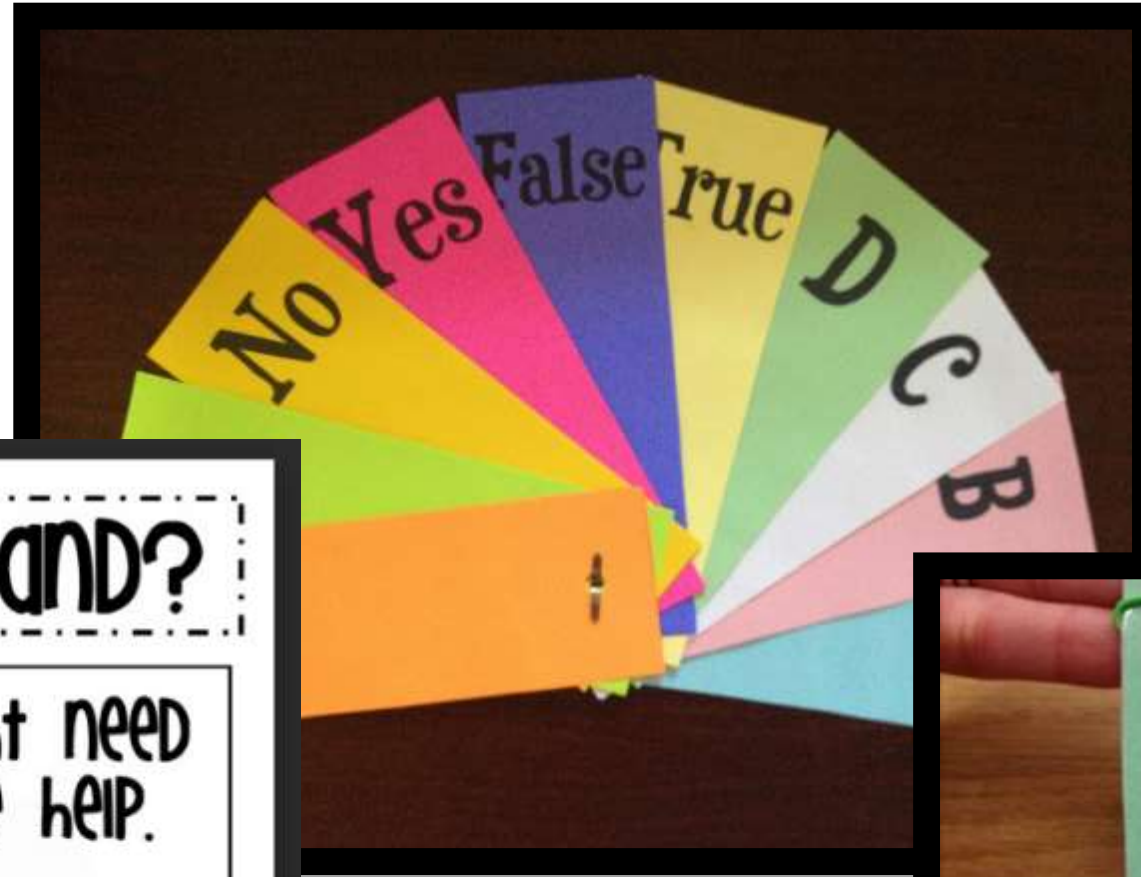
Realia, Pictures, Illustrations



Realia, Pictures, Illustrations




Nonverbal Responses

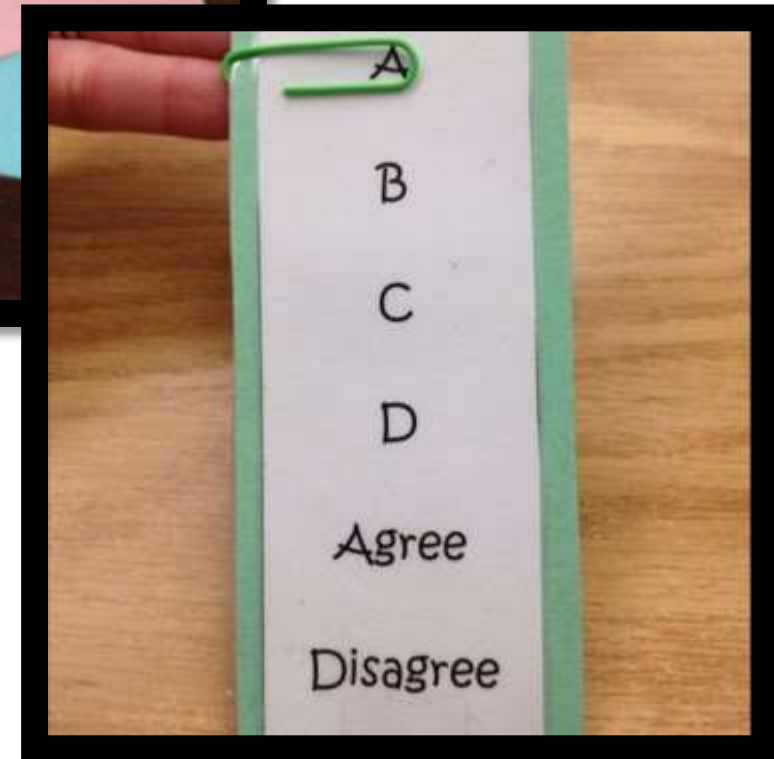



DO YOU UNDERSTAND?

YES!
I can explain it.

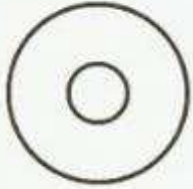
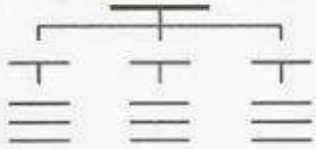

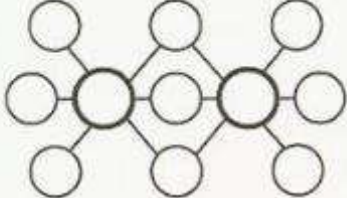
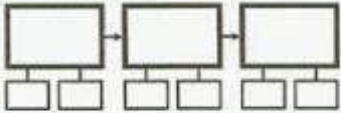
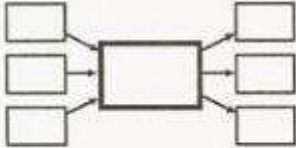
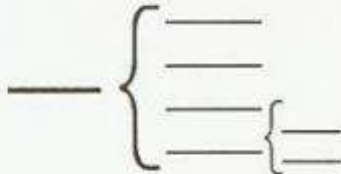
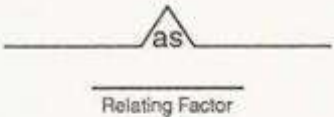


I might need MORE HELP.

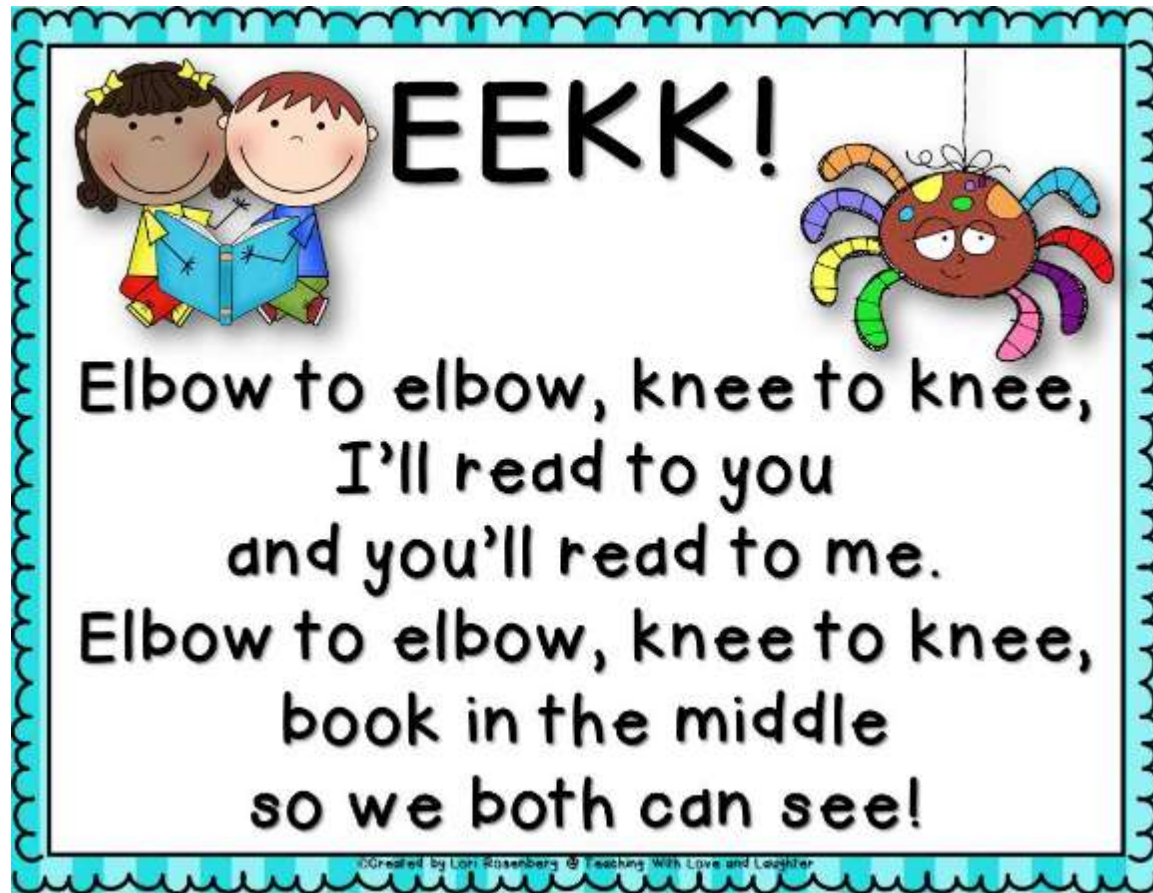


Graphic Supports

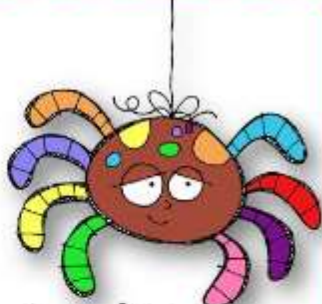

Thinking Maps

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

Anchor Charts

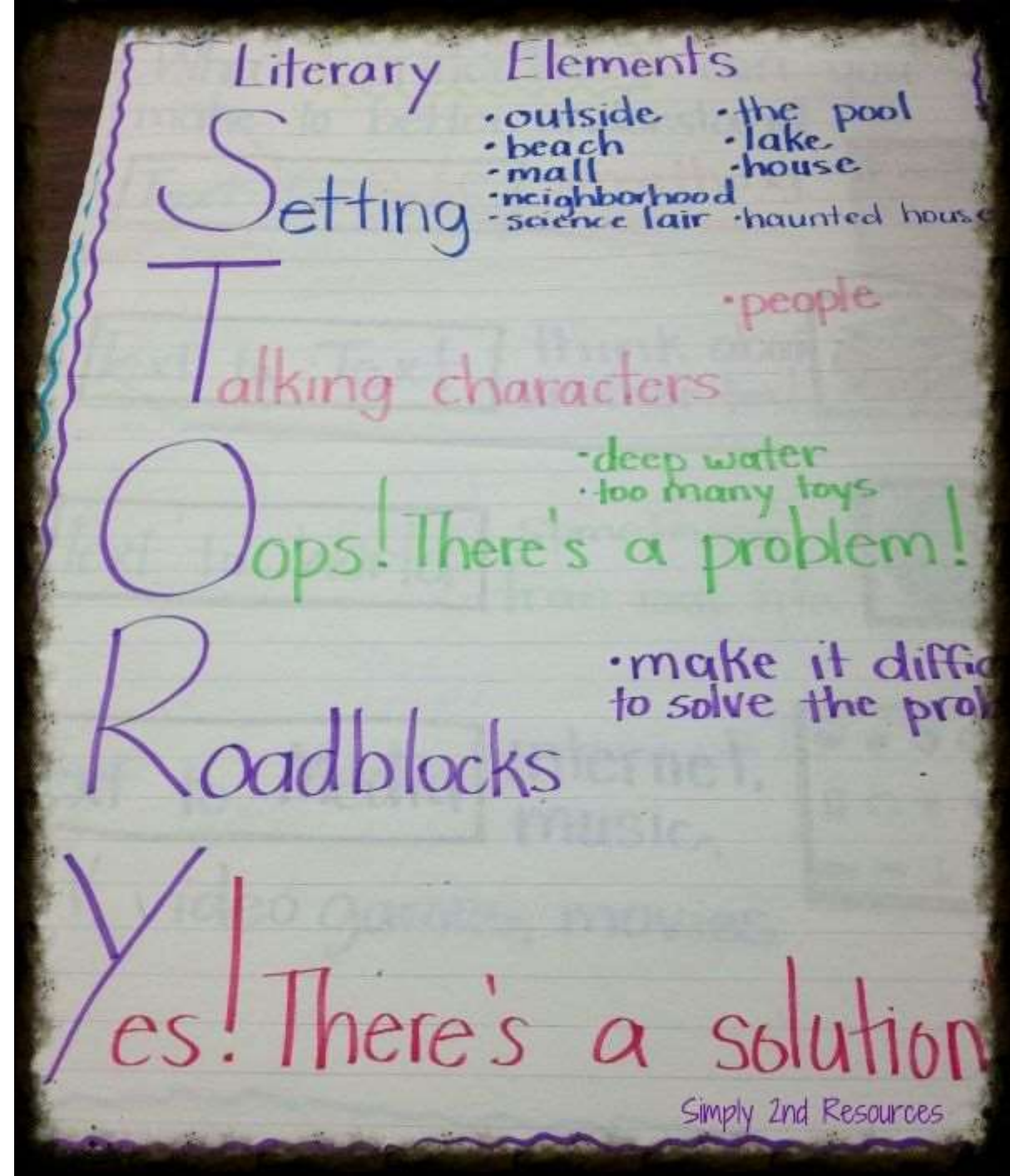


EEKK!



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

Setting

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

Talking characters

- people

Oops! There's a problem!

- deep water
- too many toys

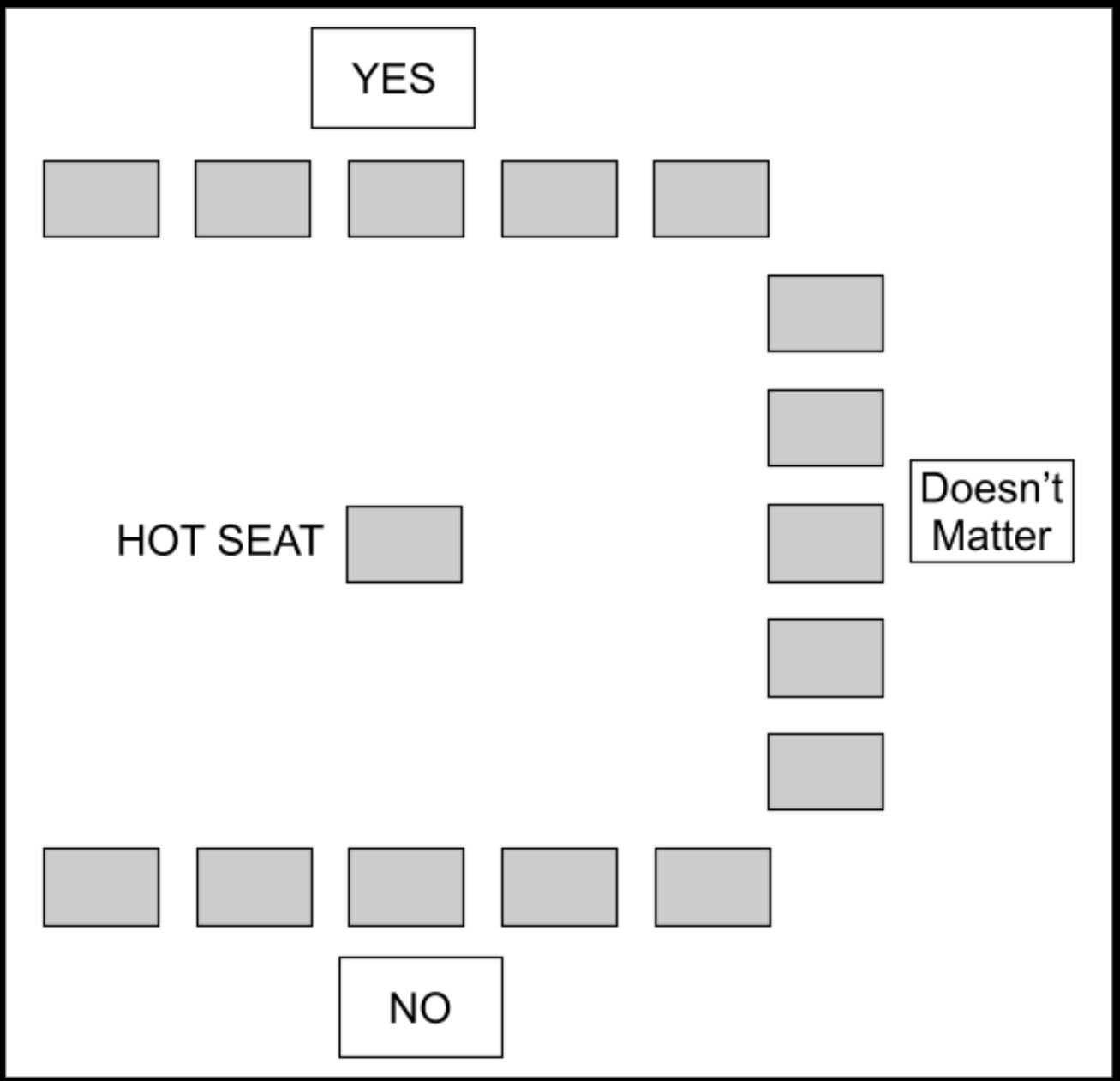
Roadblocks

- make it difficult to solve the problem

Yes! There's a solution!

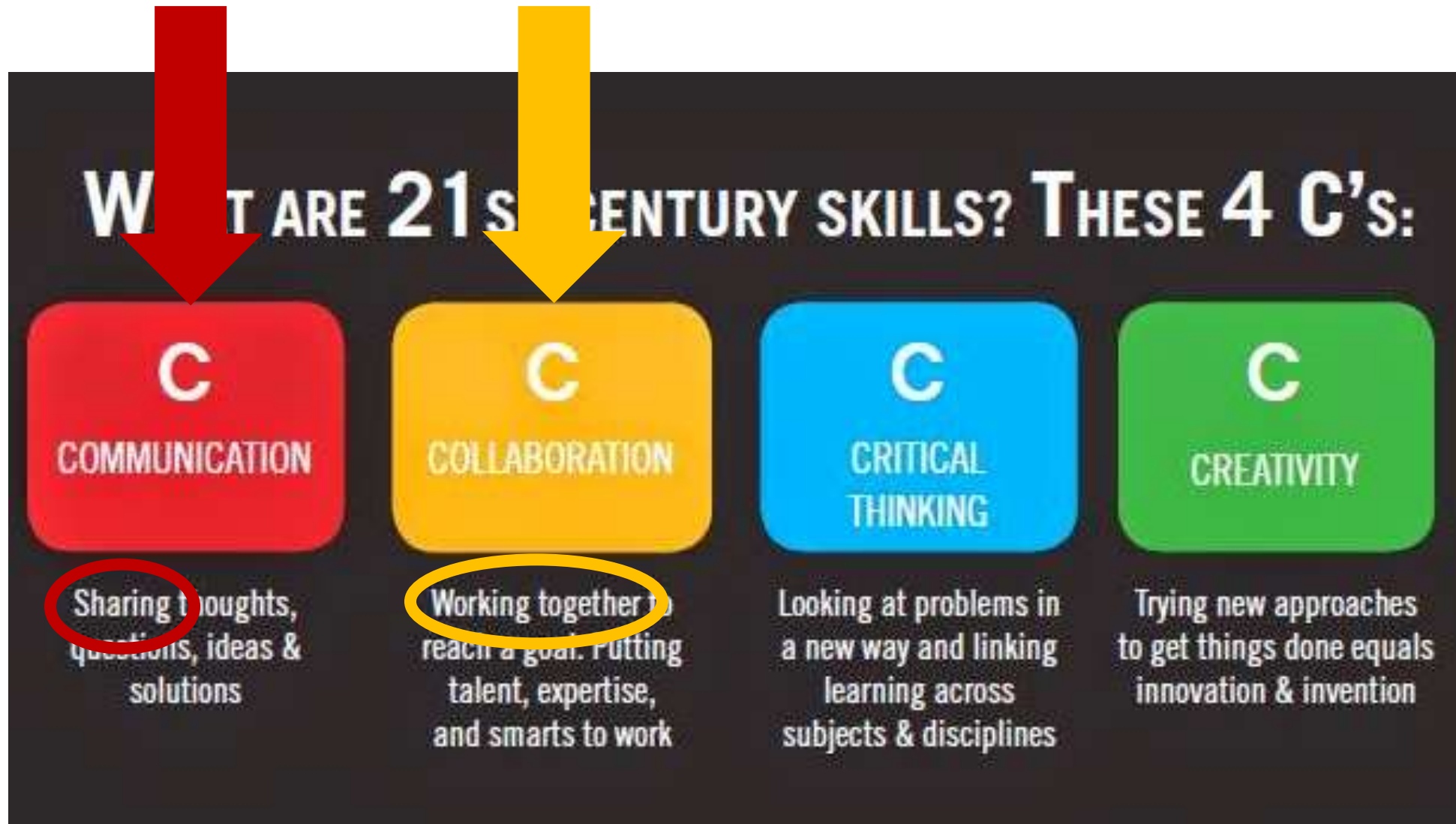
Simply 2nd Resources

Anchor Charts



Interactive Supports

Interactions in the 4C's



Cooperative Learning Strategies



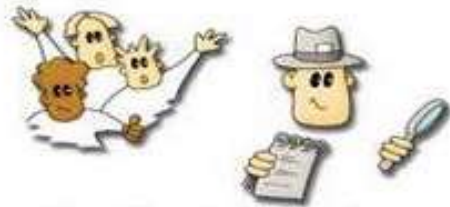
Numbered heads together



Think, Pair share



Rally Robin



Roving Reporter



Pairs Check



Showdown



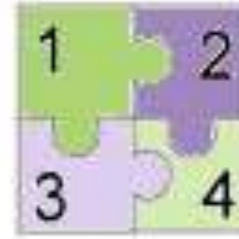
A GOOD COACH



FIND MY RULE



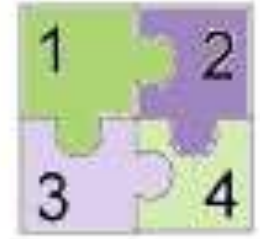
Home Group A



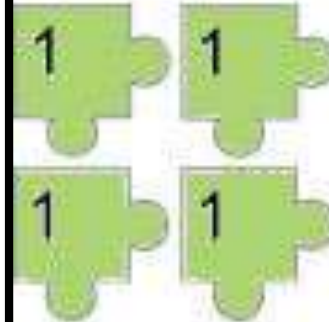
Home Group B



Home Group C



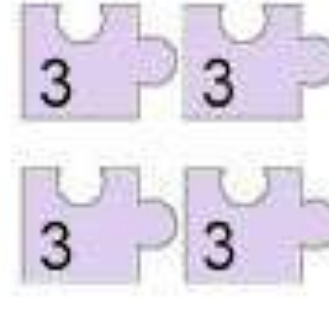
Home Group D



Expert Group 1



Expert Group 2



Expert Group 3



Expert Group 4

Flexible Groups	Ability/Achievement Groups	Cooperative Groups
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

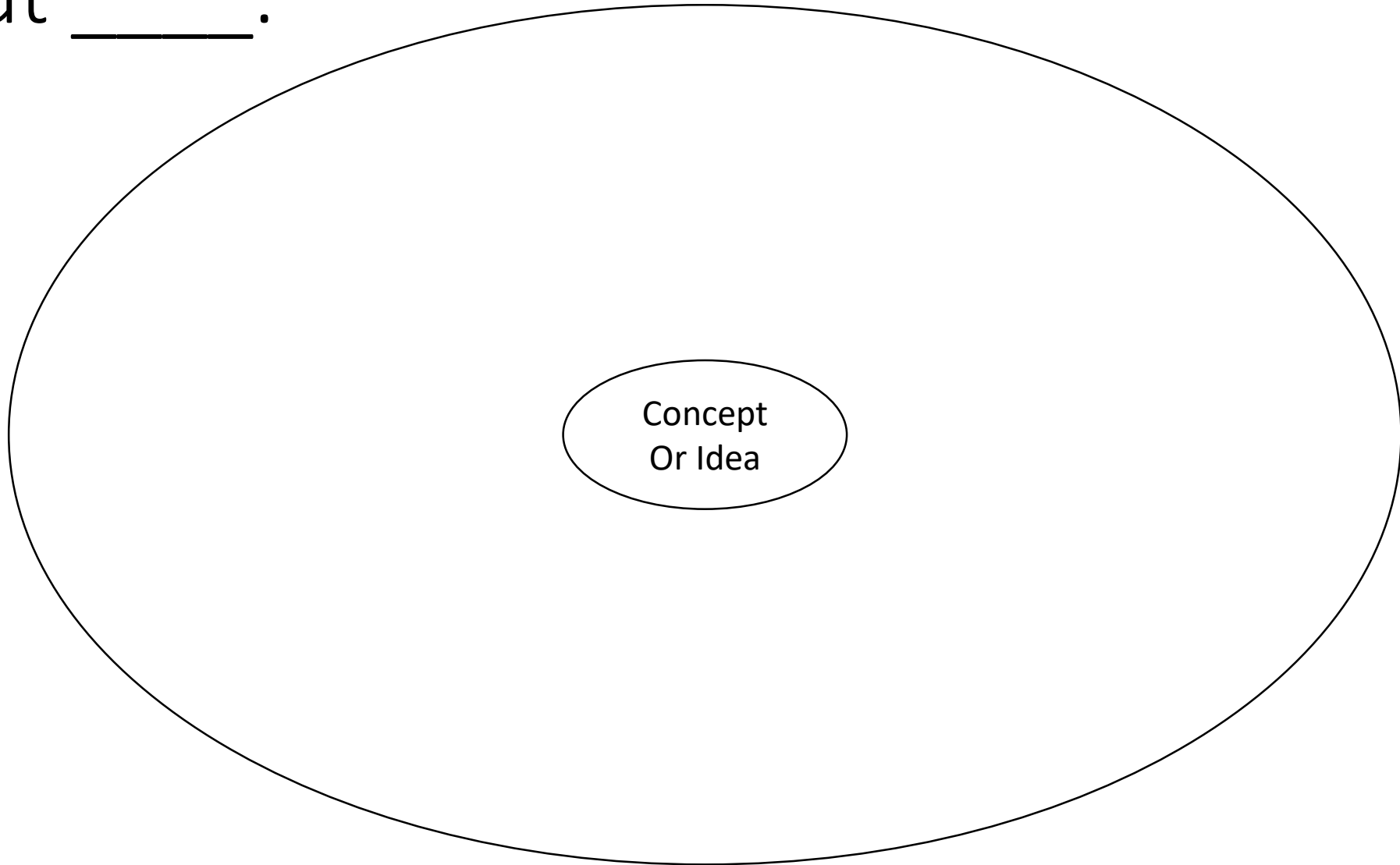
Class Notes If there was no class lecture this week, write a paragraph about what you learned and/or questions about what you didn't understand. Topic: <u>1800s</u> Questions/Main Ideas:	Name: <u>Student A</u> Class: <u>US History</u> Period: <u>4</u> Date: <u>1/11/03</u> Notes:
What are carpet-baggers?	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

The word wall is titled "Our Word Wall" in large red letters. It is organized into two rows of letters, each with corresponding words:

Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii	Jj	Kk	Ll	Mm	
at*	am*	be	can*	do	end*	favorite	get*	have	I	jump*	kick	like*	me
are	and*	color	don't	friend	from				in*			love	my*
								it*				look*	

Nn	Oo	Pp	Qq	Rr	Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz
no	on	play	run*	see*	she	the	up	very	want		you	
	off				there				what			

Decorations include various candy cutouts (orange, pink, brown, blue, violet, purple, red, gold, green, yellow) and a number line at the top right showing numbers 0-6. A vertical list on the right side includes: 1- Marble, 2- Lego, 3- [unclear], 4- [unclear], 5- [unclear].

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 $\text{Fe} + \text{O}_2 \rightarrow \text{Fe}_2\text{O}_3$ 

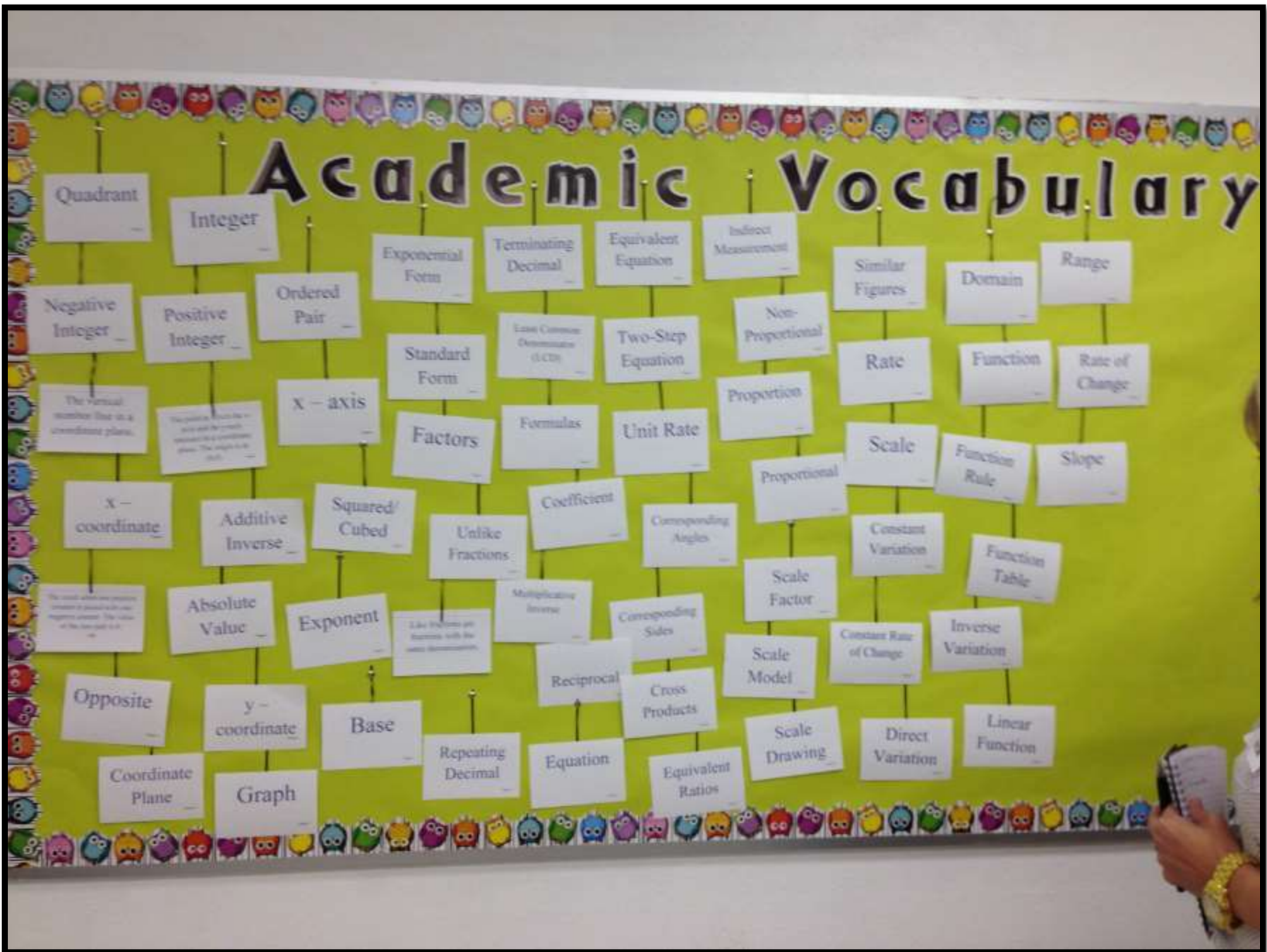
solar energy

rock cycle 

sexual 

sedimentary 

Word Walls



L	G	L
list	group	label
snowboarding	weather	CONDITIONS
half pipe	ice making	
ice making		EVENT
gold medal	snowboarding	
weather	half pipe	HISTORY
past		
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 on Blood
A female mosquito uses her long, thin proboscis to pierce a person's skin and suck blood. She also injects saliva, which contains an anticoagulant to keep the blood flowing. The mosquito's body is covered in fine hairs that help it move through the air.

A Champion and His Dogs Win Fourth Iditarod

Iditarod musher Lutz Justus and his team of sled dogs won the 100th Iditarod Trail Sled Dog Race in Fairbanks, Alaska, on Sunday.

A Record Race

The race covers about 1,000 miles in the state of Alaska. It is the longest and most difficult sled dog race in the world.

News for You

'Skyride' to Open in LA, 1,000 Feet in the Air

What are you looking for? A thrill ride? A view of the city? A place to relax? The new Skyride at the Los Angeles Convention Center is the answer to all your needs.

- 1. What will be added to the U.S. Bank Tower's top floor?
 - A. a hotel
 - B. a club
 - C. a training school
 - D. a new restaurant
- 2. What is the Skyride?
 - A. a new amusement park
 - B. an up-to-date museum
 - C. a new hotel

Who Are Up for Adoption?

These dogs are looking for a new home. They are all healthy and love to play.

Name	Age	Gender	Color
Max	3	Male	Black
Bella	2	Female	Golden
Charlie	4	Male	White
Luna	1	Female	Black

<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 01/13/19
Word Count 722



...polluted air cuts the length of a lifetime in China, new study shows. The study found that for every year of exposure to polluted air, the average life expectancy is reduced by 1.5 years. The study was published in the journal *Environmental Health Perspectives* on Monday. It examined the air in 30 Chinese cities between 2003 and 2010. The information was then compared with death rates in 145 places across the world. The study found a strong link between air pollution and life expectancy. The study also found that air quality affects people in China more than in other countries. The study was published on Monday. It examined the air in 30 Chinese cities between 2003 and 2010. The information was then compared with death rates in 145 places across the world. The study found a strong link between air pollution and life expectancy. The study also found that air quality affects people in China more than in other countries.

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

By Los Angeles Times, adapted by Newsela staff on 01/13/19
Word Count 639



Parents in Beijing are demanding that their children's schools stop teaching in the classroom as the second round of the month-long anti-pollution drive begins. Parents say students shouldn't have to breathe Beijing's toxic air in class. The government's rules and regulations. Mrs. Zhang, like many Beijing residents, has taken steps at home to protect her children from the city's notorious air pollution. But her 7-year-old son's private school, Yuzhe Elementary, has not installed any air purifiers — machines common at expensive private schools — leaving its students no choice but to breathe the polluted air.

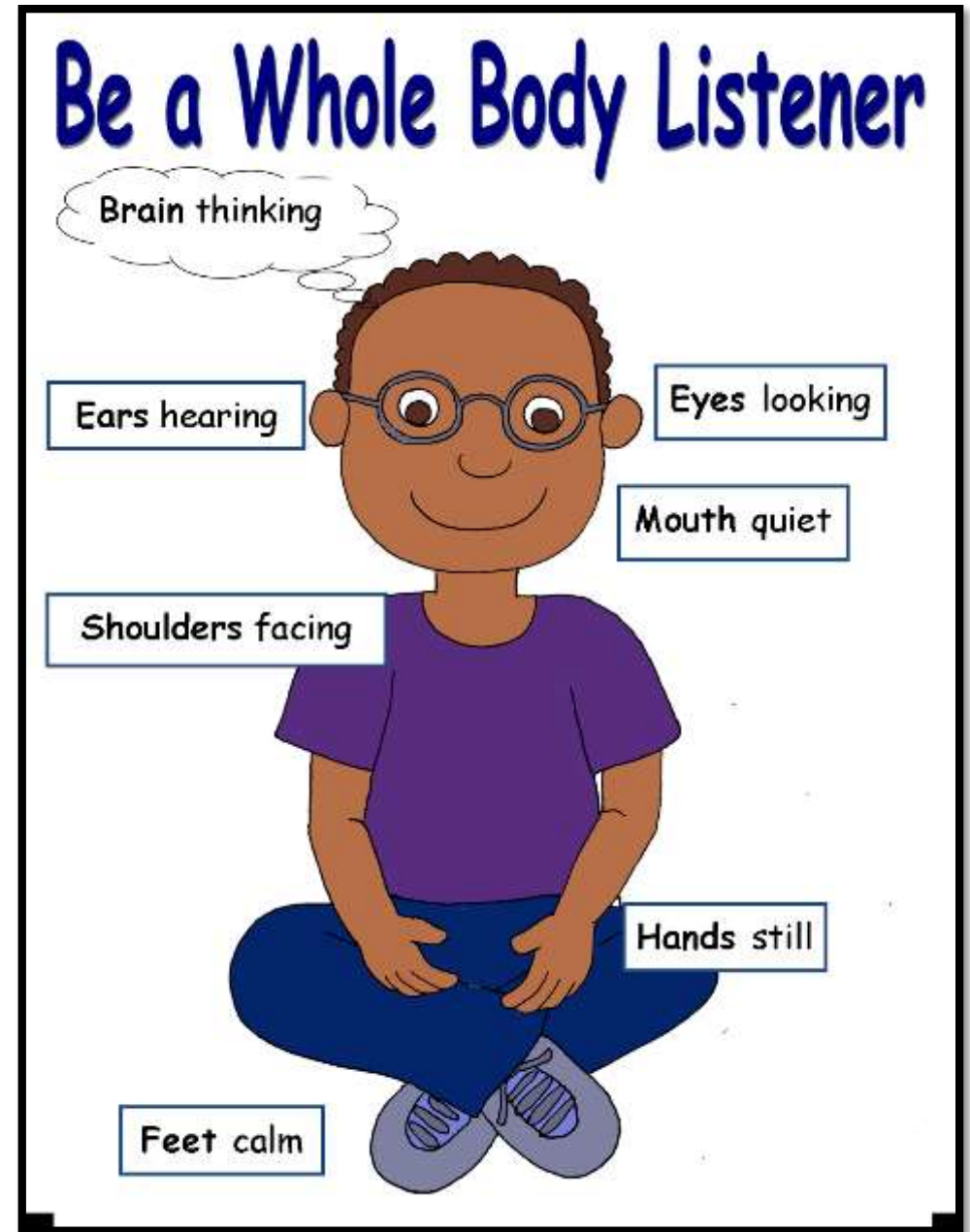
Parents Offer Assistance To Schools

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

<https://newsela.com/>
















Behavioral Supports

Visual Expectations



R² S³ Expectations

Visual Expectations

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

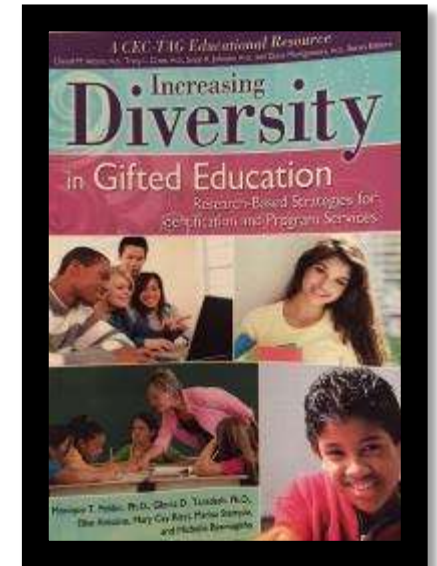
Visual Expectations

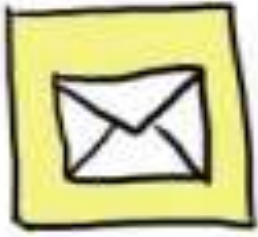
Consequence		What it means:
1. Reminder		"I need you to . . ."
2. Verbal Warning		"This is the second time I'm talking to you. Next time, you'll be moved to Reflection."
3. Reflection		Removal from group + Written reflection "What do you need to do differently next time?"
4. Restitution & Contact Home		"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





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Project E³

Project E³



Project E³ 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



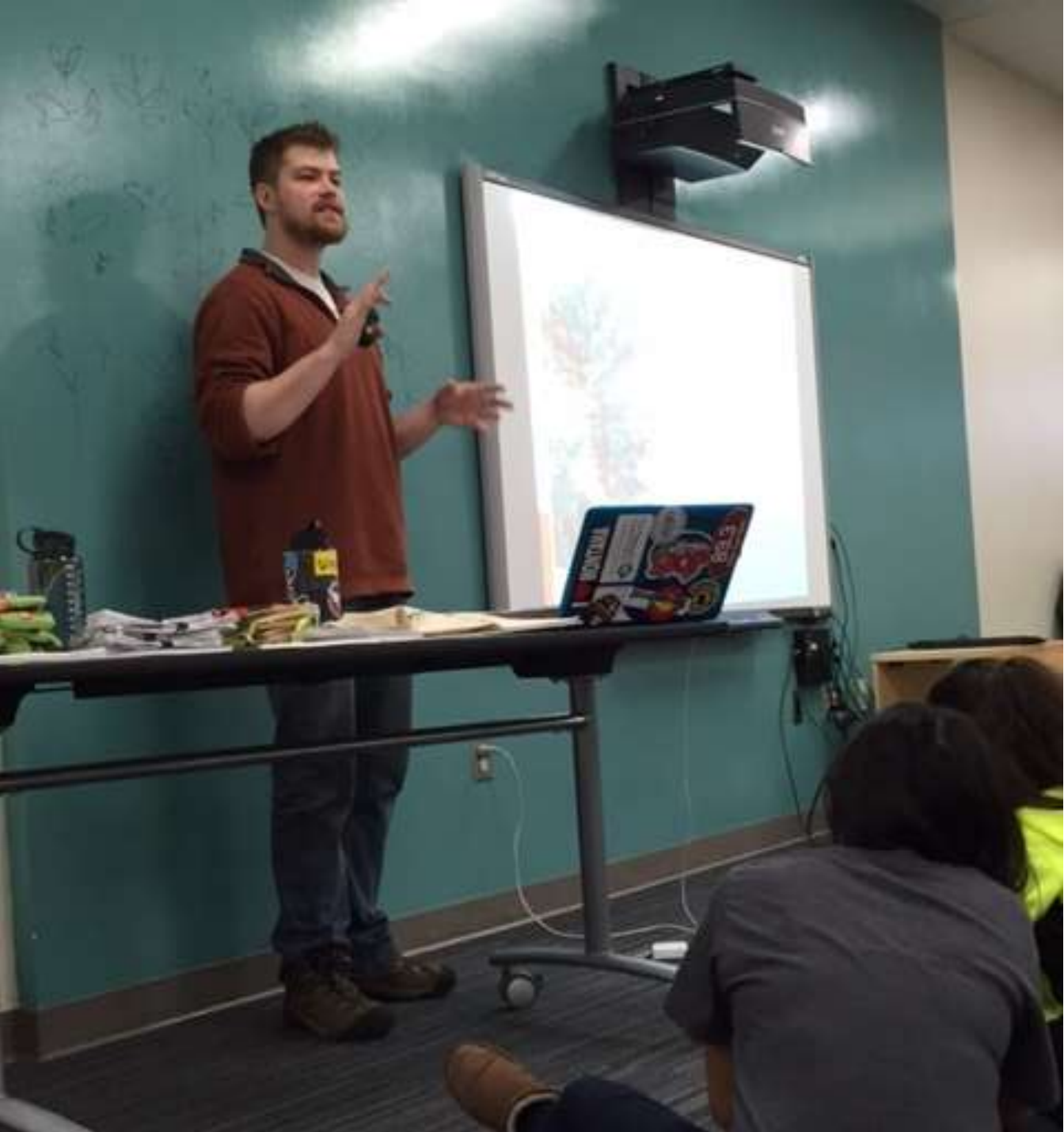
Cedar River Watershed District

Justin Hanson



Austin Municipal Water Treatment Center

Chad Herd



University of Minnesota Monarch Lab

Dane Elmquist



Jeffers Foundation

Ed and Sil
Pemberton

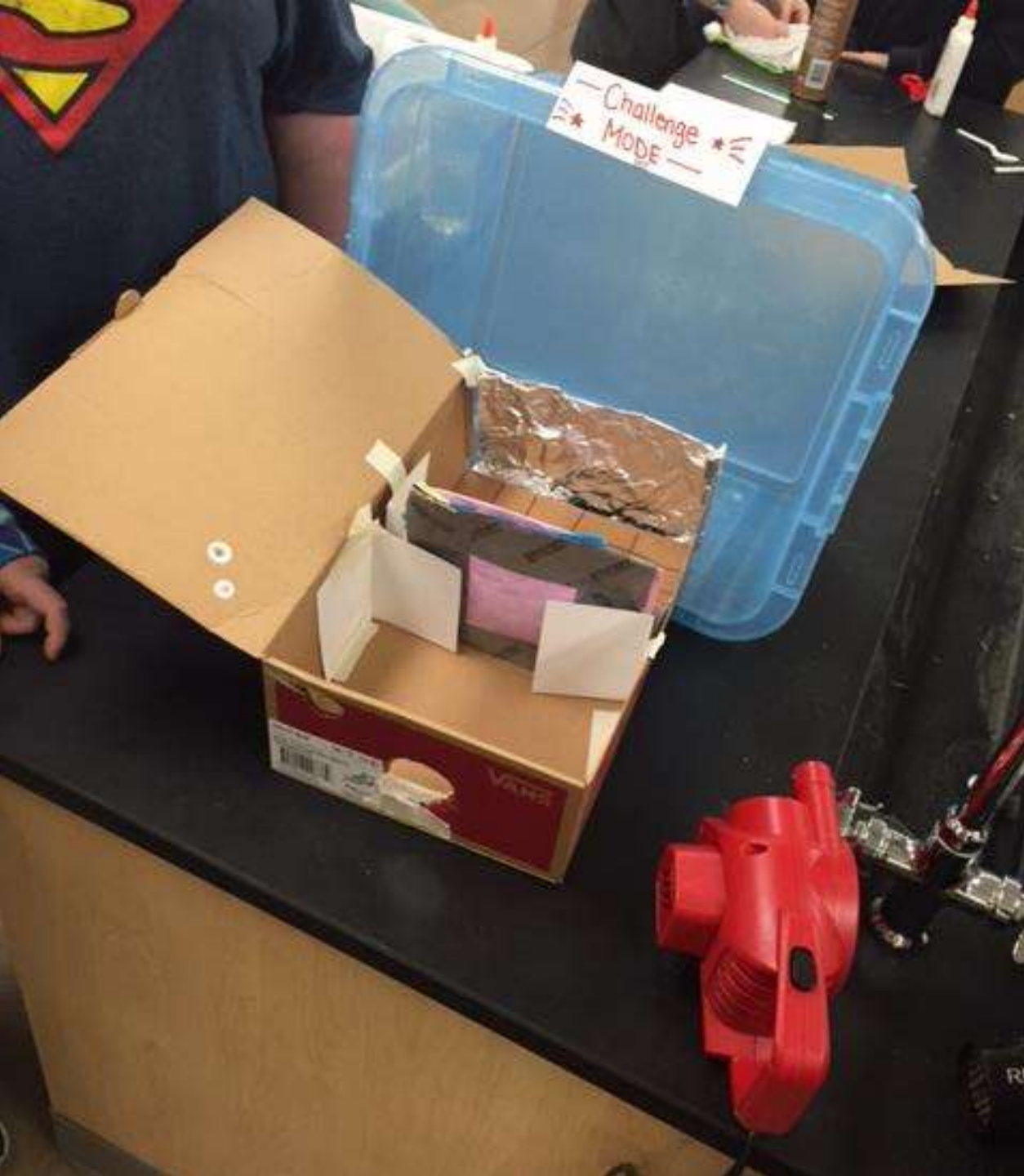
EXPLORE Minnesota.com

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

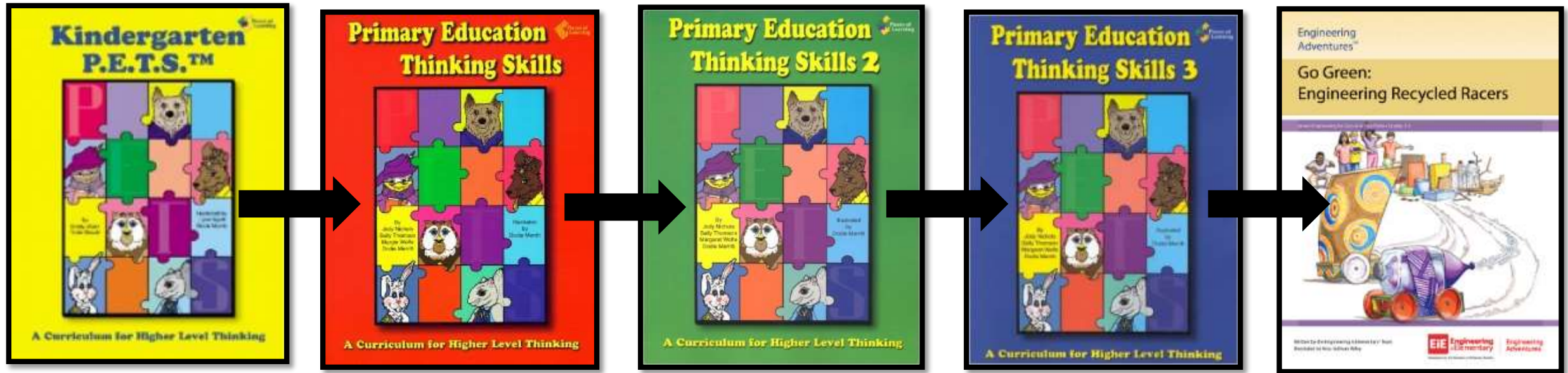


Preparing the
race course for
race cars made
from only
recycled
materials



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

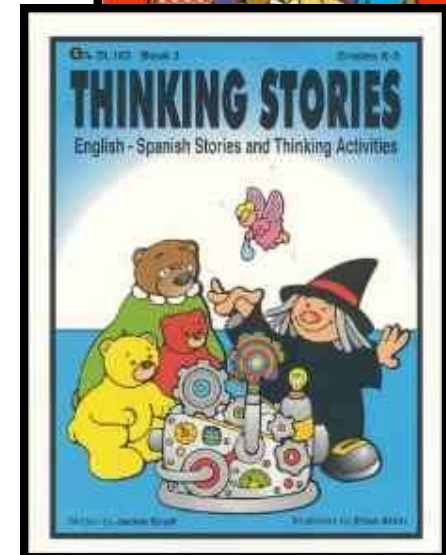
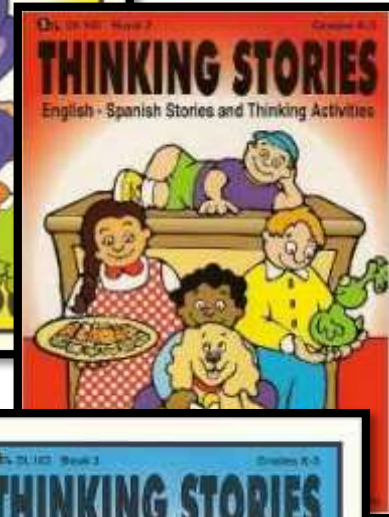
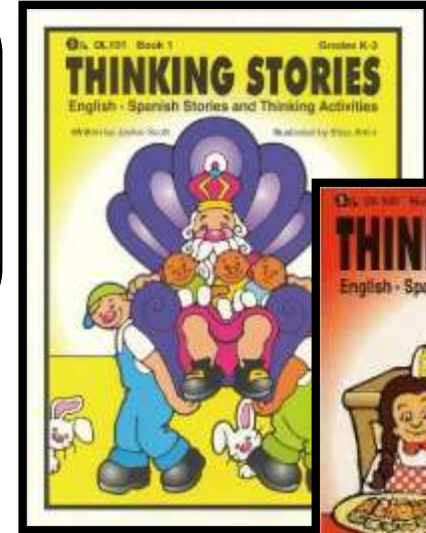
- Spanish *Speaking*
- Nonverbal Strength with Verbal Weakness on CogAT

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



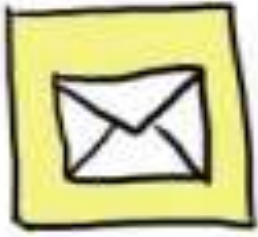
Elementary Students receiving Gifted & Talented Services

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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