

Welcome, Parents!

Navigate Parent Night October 25, 2017



District 30 Site

- <http://www.district30.org/index.cfm>

**Remember Goldilocks
and the Three Bears?**



I've mapped out the concepts I've already grasped to save you time.

Placement is about Student **NEED**

Identification

- **Yearly identification - every child is looked at every year**
- **Multiple data points: standardized test data, performance assessments. We look for a pattern.**
- **Again - it is about student need.**

Navigate Philosophy

In keeping with the District Mission Statement, District 30 is committed to an educational vision that recognizes the value, needs, and talents of each child and strives to assist each child in reaching his/her full potential. We recognize our responsibility to provide an educational program specifically designed to meet the needs of gifted and talented students. Gifted and talented children in District 30 exhibit academic aptitude and/or achievement significantly beyond their peers and demonstrate high-level thought processes on a consistent basis. In order for these students to most effectively translate potential into performance, they benefit from acceleration and/or enhancement of content and an instructional approach to their academic program that promotes abstract and higher order thinking.

What is Gifted?

A Definition ...

A student who demonstrates a high degree of intellectual and/or creative ability, exhibits an exceptionally high degree of motivation, and/or excels in specific academic fields, and who needs special instruction and/or special ancillary (supplemental) services to achieve at levels commensurate with his or her abilities.

Struggling is OK

**Intelligence is not how
much you know or how fast
you learn,**

BUT ----

**How you behave when
you don't know the
answer.**

- * Gifted children, from a young age, often prefer complicated, rule-based games that others their age don't understand or care about.**
- * Gifted children are often concerned with world problems and other "big issues" that may not interest other kids their age.**
- * Gifted children's advanced vocabularies inadvertently isolate them from age peers who don't comprehend their words.**
- * Gifted children seek out others whose minds operate at the same fast pace as their own. Finding few, they may gravitate toward older children or adults, making them appear "snobby" to their classmates.**

Become Informed

Understand the characteristics that may make gifted children different.

The child who . . .

Shows superior reasoning powers and marked ability to handle ideas

can solve problems quickly and easily

shows persistent intellectual curiosity and asks searching questions

has an advanced vocabulary

May also be the child who . . .

is impatient; seems stuck-up or arrogant; challenges your authority; has difficulty getting along with peers

wants to move on quickly to more challenging problems, despite what the rest of the class is doing; hates to "wait for the group"; gets bored and frustrated

drives you crazy with questions; is perceived as "nosy"

talks too much; finds it hard to communicate with age peers; dominates discussions; has trouble listening

The child who . . .

sustains concentration for lengthy periods of time

shows outstanding responsibility and independence

shows flexibility in thinking; considers problems from a number of viewpoints

learns quickly; comprehends readily

from the the work of Jim Delisle

May also be the child who . . .

has tunnel vision; hates to be interrupted; neglects regular assignments or responsibilities; is stubborn

has difficulty working with others; resists following directions; seems bossy and disrespectful; is unable to accept help; is a nonconformist

has difficulty focusing on or finishing assignments; has trouble making decisions

resists assignments that don't provide opportunity for new learning; dislikes drill and practice; does inaccurate or sloppy work

**The Ten
Commandments
of Parenting
Gifted Children**

**I. Help Them Believe It Is OK To Be Smart,
Unique, and Independent**

II. Help Them Develop Positive Social Skills

III. Help Them Sample Activities In Many Areas

IV. Hold Them To Commitments And Discipline

V. Share Community Resources

VI. Buy Wisely

VII. Support Positive Struggle For Learning

VIII. Pick Your Battles

IX. Allow Childishness

X. Support the School's Efforts / Be Your Child's Advocate

Thank You For Coming!

- **Remember the Three Bears.**
- **We want the level of rigor we provide for all of our students to be “just right”**

Agenda

7:20-7:40

- **Math - Grades 3-5, Reading - Grades 1-2**

7:40-8:00

- **Math - Grades 1-2, Reading - Grades 3-5**