

Welcome, Parents!

Navigate Parent
Night

November 6, 2019



District 30 Site

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

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: Data is entered onto a matrix and points are assigned for each data point: 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.

“Why Struggle is Essential for the Brain – and Our Lives”

by Jo Boaler

As parents and teachers, we do just about everything we can to make sure that children don't struggle. It turns out we are making a terrible mistake. Research shows that struggling is absolutely critical to mastery and that the highest achieving people in the world are those who have struggled the most.

When I tell young learners that struggle and mistakes are the best times for our brains it is freeing. Students no longer give up on problems when they find them hard—they push through the struggle to the wonderful places on the other side. When students look at me with a puppy dog face and say: “This is hard,” I say, “That is fantastic. That feeling of ‘hard’ is the feeling of your brain developing, strengthening and growing”.

(Students should)

- . . . value the time of struggle and know that they are on their way to being better, wiser and equipped with a stronger brain. Getting answers right is OK, being stuck and finding them hard is fantastic.

Become Informed

Understand the characteristics that may make gifted children different.

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

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

- 7:25-7:45

Math Grades 1-2 and ELA Grades 3-5

- 7:50-8:10

Math Grades 3-5 and ELA Grade 2