

Welcome, Parents!

Navigate Parent
Night

October 27, 2016

District 30 Site

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

Remember
Goldilocks and the
Three Bears?

Placement is all
about Student
NEED

Identification

- Yearly identification - every child is looked at every year
- Multiple data points: standardized test data, performance assessments, teacher input. 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.**

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"If you manage any people or if you are a parent (which is a form of managing people), drop everything and read *Mindset*."
—Ger Kanarek, author of *The Art of the Start*

mindset

THE NEW PSYCHOLOGY OF SUCCESS

HOW WE CAN
LEARN TO FULFILL
OUR POTENTIAL

- + *parenting*
- + *business*
- + *school*
- + *relationships*

CAROL S. DWECK, Ph.D.

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How do you praise?

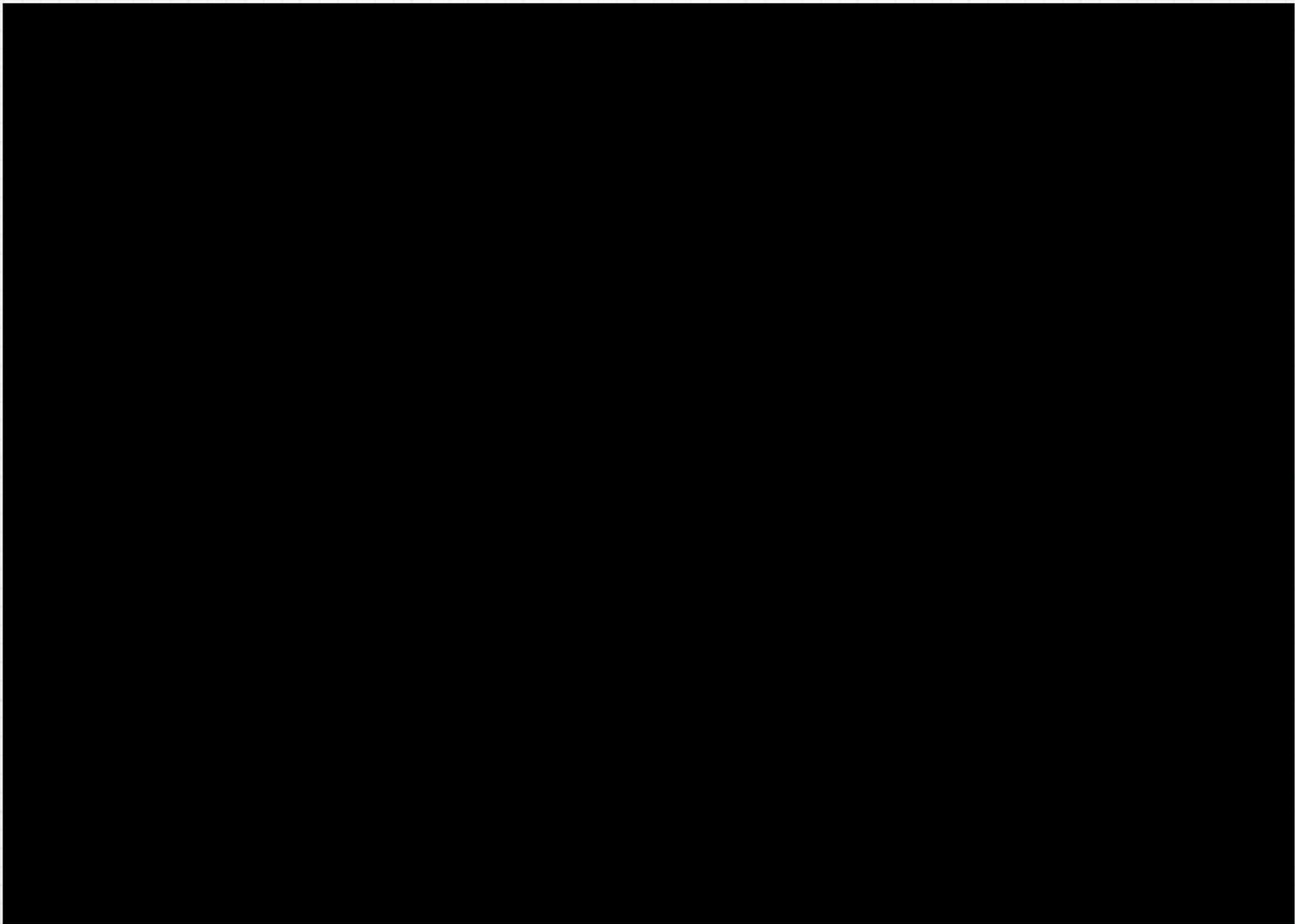
- Think about a time recently when you praised your gifted child.
- What was the reason for the praise?
- What did you say?
- Keep that in your mind for a bit.

Praising Intelligence

- If children are praised for being smart, they may view intelligence as an inborn trait, and fear failure, so they give up or don't seek opportunities to be challenged and learn.
- To encourage life-long learning, praise your child's effort rather than her intellect.

Two different mindsets

Fixed	Growth
Students are used to finding schoolwork easy	Effort is viewed positively
Become anxious when a concept is hard	Work to correct mistakes
Can either try hard/turn off	Care and are determined to understand
Decide not to care	Listen in class, study, excited when understanding comes



The Perils of Praise

- It is a “popular” notion that children need a lot of praise
 - “Catch them being good”
 - “Boost their self-esteem”
 - Give everyone on the team a trophy just for showing up...
- What if we are creating “praise junkies?”
 - Children who are not motivated unless they have the enticement of an award
 - Children who find their “value” only in external praise rather than the joy of success

The Gifted Child and Praise

- Students who are intellectually gifted tend to receive more "evaluative" feedback
- Much of the evaluative feedback is in the form of praise
 - "You are so smart!"
 - "Of course you got an A; I expected that!"
 - "You're such a great student!"
 - "Look at that report card! You're a great kid!"
- This type of praise can turn sour if it contributes to the "fixed" mindset
 - When this child struggles, they question... "Am I no longer smart? Will you think I'm a good kid?"

"You must be smart at these problems"	"You must have worked hard on these problems"
Intelligence viewed as innate and fixed	Intelligence viewed as related to knowledge, skills, effort & learning
Fixed mindset	Growth mindset
Prefer easy, error-free tasks	Prefer more challenging tasks
Loss of confidence in ability	Remained confident
Loss of enjoyment	Remained eager
Poor results on easier problems	Good results and improvement
40% lied about results	10% lied about results

Some things to praise . . .

- Engagement
- Perseverance
- Strategies
- Improvement
- Taking on challenges
- Concentration



Praiseworthy Examples

- "I like the way you didn't give up on that tricky math problem. You tried different ways of solving until you got it."
- "You really studied for that test and your grade reflects the effort you put in"
- "Your teachers gave you a few choices to pick from for your project and you chose one that will challenge you. You will learn a lot from working through it."

What about when things come easily to students?

- Instead of admiring that the student accomplished something quickly and easily, say
 - “It looks like that was too easy for you. Why don't we challenge you a little more with something that you can learn from?”

Points to Remember

- Encourage students to try hard in school and learn new things even if they aren't successful at first.
- Praise effort rather than intelligence.
- Remember that the brain can be developed like a muscle through effort and learning.

A New Perspective

- No matter how bright you are and how many natural gifts you have, you must learn to put forth effort.

- So . . . Thinking back to a recent time you praised your gifted child.
- Would you praise in the same way now?
- Food for thought

Agenda

7:20-7:40

- **Math - Grades 1-3, Reading - Grades 4-5**

7:40-8:00

- **Math - Grades 4-5, Reading - Grades 1-3**