

November 2015



MCFARLAND SCHOOL DISTRICT ADVANCED LEARNER PROGRAM

November, 2015 Advanced Learner Newsletter

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10 Truths in Gifted Education

Fact #1: Everyone needs encouragement and help to make the most of their abilities and succeed in life. Research shows that 25% of gifted people are underachievers and quit trying because nothing they do leads to any measurable success or satisfaction.

Fact #2: Schools are geared for average learners, which makes it hard for gifted students to get excited about going.

Fact #3: Those with gifts & talents are represented in ALL cultural, ethnic, and socioeconomic groups

Fact #4: You can be gifted in one area (like math) and not in another (like socializing)

Fact #5: Not all teachers feel comfortable with gifted students and get defensive when they suspect the student knows more than they do.

Fact #6: Gifted students need to be able to work together to learn and communicate at as rapid and in-depth pace as they are able. Flexible grouping provides an opportunity to learn with others of different abilities but similar interests.

Fact #7: Some gifted students have trouble adjusting to school and forming relationships but some don't—just like other students.

Fact #8: Most gifted students realize that they're not quite like their age peers long before they are identified.

Fact #9: If gifted students are not challenged, they might get bored but they won't necessarily get lazy—just like other students.

Fact #10: Gifted youngsters are asynchronous in their development. They may be way above their age peers in cognitive development and highly sensitive for their age, but may lag behind in physical development. Socially, they may prefer younger kids or adults as companions.

Galbraith & Delisle. [The Gifted Kids' Survival Guide: A Teen Handbook](#) Free Spirit Press, 1996.

To view a YouTube Video on this subject, [Control Click Here](#)



What Happens in McFarland?

McFarland strives to meet the needs of all learners. Here are some of the services provided for our advanced learners.

Differentiation

All McFarland teachers are trained in differentiation.

Flexible Grouping

- Compacted and Accelerated Math groups
- Reading groups based upon ability or interest
- Use of leveled books
- Mini-groups within the classrooms
- Literature Circles
- Spotlight/Spartan/ARE/ Intervention Groups

Enrichment

- Projects offered to explore a topic in further depth
- Open-ended assignments and higher level questioning
- Creative thinking opportuni-

- ties (brain teasers, F2OE tasks, SCAMPER tasks)
- Critical thinking opportunities such as Bloom's Taxonomy that utilize creativity, analysis and evaluation

Use of materials provided by the Advanced Learner staff for use in the classroom.

- Learning centers
- Free time challenges

Curriculum Modification

- Compacting: pre-testing a child out of basic work to work on more difficult work (ex: more challenging spelling list)
- Contracting: allowing a child to complete work at a faster pace, giving them to explore/research a topic of their choice

Clustering

Advanced Learners are placed

together to meet their social and emotional needs, as well as for ease of differentiation

Advanced Learner Opportunities

Many Advanced Learner services are open to all students (ex: classroom visits, Math 24, Yahara River Writers)

There is a nomination process used for the pull-out groups at each grade level in order to identify and serve those with the greatest need. This includes multiple criteria such as teacher nomination, test scores and student motivation

List provided by Lisa Sheil





Parent-Teacher Conferences



With parent/teacher conferences right around the corner, here is a list of questions parents may ask :

- Does my child seem happy at school?
- What are his or her special interests or strengths?
- How does my child interact with others (age-level peers, older children, younger children, adults)? Is she perceived as a "know- it-all" and made fun of, or do others seek her out? Whom does he play with on the playground?
- Does the academic work seem challenging or is it done with little effort?
- What provisions are made for stu-

dents to learn at their own pace? Are assignments altered to accommodate abilities and interests?

- If my child participates in special gifted/talented opportunities, is he expected to make up regular classroom work?
- How does my child feel about trying new things or making mistakes? Is she a risk taker?
- What opportunities are there for problem solving or critical and creative thinking? How does my child respond?

- In what ways does my child show the ability to work independently, accept leadership roles, assume responsibility, and exhibit intellectual curiosity?
- What can we do at home to help our child develop his abilities?
- What after-school or summer enrichment opportunities are appropriate for my child?

Sharing the questions with staff should give them pause...."if asked, could I answer those questions?" Important criteria to think about prior to sitting down with families.

From *Supporting Emotional Needs of Gifted (SENG)* <http://www.sengifted.org/>



Looking for Gifts?

Cyber Shopping Ideas:

Hoagies Shopping Guide

<http://www.hoagiesgifted.org/shoppingguide.htm>

Mensa Select Games

<http://mindgames.us.mensa.org>

MindWare www.mindware.com;

Bright Ideas:

www.brightideascatalog.com;

Critical Thinking Company:

www.CriticalThinking.com

Museum Tour www.museumtour.com

When shopping for gifts for the gifted, think about the unusual. Consider making a donation to a charity instead of another toy, for our globally aware children. Some gifted families boycott "giving" altogether, opting instead to spend extra time with other family members, perhaps cherishing each other's company, or per-

haps donating their family time to help those less fortunate. For more ideas, visit Gifts to Share: [Humanitarian Opportunities for Gifted Families](#)

A person's true potential is unknown (and unknowable). It's impossible to foresee what can be accomplished with years of passion, toil, and training.

Carol Dweck

As a parent, you *want* your child's teacher to provide a challenging environment and high expectations. You *want* your child to learn not to fear hard work. It is extremely rare for college applications to ask for transcripts from middle school and they never ask for elementary grades. Therefore, grades K-8 are the best, safest times for your child to learn to welcome hard work rather than avoid it—even if it means he does not earn straight A's.

You certainly don't want your child to glide from kindergarten through high school, get high grades with little or no effort, and then go off to a highly competitive college with no clue as to how to study effectively and work hard

Grades: Intelligence does not equal effortless

to learn. This is a recipe for disaster. Even if you son or daughter graduates in the top 5% of his or her high school class, it's likely that all of the *other* students in the freshman college class did as well. Most gifted kids are accustomed to getting all As in school. College doesn't work that way. Many student will get low grades for the first time in their lives. When that happens, they can become seriously discouraged or even depressed.

It's much better if your child understands that real learning means "progress from wherever one enters the learning process." So instead of marching

into school at the first sign of a lower grade, toting all of your child's perfect report cards and asking the teacher how she or he can be the one to ruin your child's perfect record, send the teacher flowers and count your blessings. Be ready to celebrate the first less-than-perfect grade your child receives when working on *TRULY* challenging material. This demonstrates that the learning process trumps the fears about lower grades.

From: Winebrenner, Susan (2012) *Teaching Gifted Kids in Today's Classroom*. Free Spirit Publishing, Minneapolis.



Parent Group

Monday, November 10; 6:00

This group is for you! Support is offered by parents of our advanced learners. They meet monthly in the District Office. For more information call or email Jess Karls at 838 4500 Ext. 4670 or email at karlsj@mcfbsd.org

Science Alliance

Wednesday Night @ the Lab (WN@L) 1111 Genetics/Biotechnology Center, 425 Henry Mall UW-Madison

Science Workshops at Space Place in the Villager Mall, S. Park St., every Saturday from 10 to 11 am. Hands-on science activities for children ages 6-10 and their families.

November 7 10am- Noon , Secrets of Food at the Discovery Building <https://warf.wufoo.com/forms/saturday-science-presenters-2015/>

December 5 & 6: "Once Upon a Christmas Cheery, In the Lab of Shkhashiri" available starting **Oct1**. This 46th annual event features science fun for the whole family from Prof. Bassam Shkhashiri of the UW-Madison Chemistry Department. **December 5** at 1:00 p.m and **December 6** at 1:00 and 4:00 p.m. in the Chemistry Building on the UW-Madison Campus. Free tickets are available starting on **October 1st** on the [Science is Fun website](#)--first-come, first-served.

December 5 Wheels, Wings and Rudders: The Science of Transportation at the Discovery Building
10am - Noon | Saturday,



Entelechia: Madison Gifted Community

<http://www.madisongiftedcommunity.org/>

Upcoming Events:

- **Nov 10, 10:00-11:00** Entelechia Young Explorers (8 & Under). Weekly drop in deep learning experiences at the Neighborhood House, 29 S. Mills St.
- **Nov 10, 11-12:30** Entelechia Explorers (9 & Over). Weekly drop in deep learning experiences at the Neighborhood House, 29 S. Mills St.
- Nov 15, 2:00-4:30: Sensitivity, the Movie.** Screening & Discussion. Together we'll watch this new documentary by Dr. Elaine Aaron about what it means to be highly sensitive. RSVP here.
- Dec 6, 1:00-4:00: Entelechia Holiday Hooplah!** Potluck and party. Join us for food, fun, and friendship! RSVP [here](#).



Expanding Your Horizons For young women interested in exploring Math and Science. Grades 6, 7, 8

Saturday, November 7

10:00—4:30 Union South

Biology, veterinary, applied math, computer, health & medical fields, and so much more! **Register today!** Follow this link for the informational flyer:

http://eyh.wisc.edu/documents/2015/Poster_15.pdf



SENG Parent Group

Supporting the Emotional Needs of the Gifted

Have you ever wondered about any of the following?

What exactly IS giftedness?

Apparently my child does well on standardized tests. So why doesn't she get good grades?

My child just can't seem to make any friends. All he wants to do is hang around adults!

My child gets so engrossed in a project, he'll forget to eat! Is that normal?

Are gifted children more at risk?

These questions and more are addressed in the SENG parent discussion group as we

read through the book entitled *A Parent's Guide to Gifted Children* by James Webb.

SENG Model Parent Groups are structured to bring together 10 to 20 interested parents of gifted and talented children to discuss such topics as motivation, discipline, stress management, and peer relationships.

The book study will run Tuesdays from January 21st through March 10th. We will meet at the McFarland Municipal Center (Village Hall). The cost of \$30 includes the book. A Registration form is located on the GT Webpage or control/click [HERE](#). Contact Kitty Ver Kuilen . 838-4500 ext 4760 with questions.

Meeting the Need

Students come to us from many different situations and backgrounds. Because of this, we have a variety of programming options based on the identification of students' learning needs. Our gifted program is not something you are "in" or "out". Programming for our students remains flexible and fluid depending on the students' identified needs. Our website has two power points on the subject of identification. To access them, control click the following link: <http://www.mcfarland.k12.wi.us/families/Fam-AL-ID.cfm>



**MCFARLAND
SCHOOL DISTRICT
ADVANCED
LEARNER
PROGRAM**

Kitty Ver Kuilen, District Coordinator
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Mary Donagan, MHS & IMMS Gifted Resource

Lisa Sheil, WIS Gifted Resource

Carol Greig, CE/MPS Resource Teacher

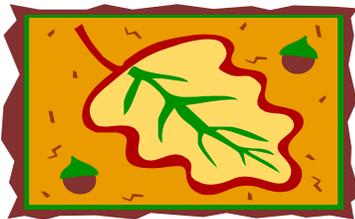
Web Site!

<http://www.mcfarland.k12.wi.us/families/AdvLearner.cfm>

McFarland's Gifted and Talented Program

Philosophy

The McFarland School District strives to meet the needs of all of their students, including those in the gifted population. We recognize outstanding talents in children and youth from all cultural groups, across all economic strata and in all areas of human endeavor. We strive to identify students in the **five areas of giftedness: Intellectual, Academic, Creative, Artistic/Dramatic and Leadership** and to provide them with continuous and systematic services. McFarland staff and parents work together to sustain the effectiveness of district G&T Services.



General Information about Giftedness:

National Association for Gifted Children www.nagc.org

Hoagies' Gifted Education www.hoagiesgifted.org

Davidson Institute: a Website supporting profoundly gifted children <http://www.ditd.org>

Wisconsin Association for Talented and Gifted www.watg.org

Center for Talent Development at Northwestern University www.ctd.northwestern.edu

Wisconsin Center for Academically Talented Youth www.wcaty.wisc.org

Mensa for Kids www.mensaforkids.org

Gifted in Wisconsin www.giftedinwisconsin.com

Entelechia: <http://www.madisongiftedcommunity.org/>

Parent Lending Library

These resources are available to parents



Benson & Galbraith. *What Kids Need to Succeed*

Covey, Stephen. *The 7 Habits of Highly Effective People*

Daniels & Piechowski. *Living With Intensity*

Davidson, Jan. *Genius Denied: How to Stop wasting out Brightest Young Minds*

Deslisle, Jim. *Kid Stories: Biographies of 20 Young People You'd Like to Know*

Deslisle, Jim. *When Gifted Kids Don't Have all the Answers*

Dreikurs & Solz. *Children: The Challenge*

Dweck, Carol *Mindset: The New Psychology of Success*

Galbraith, Judy *You Know Your Child is Gifted when...*

Galbraith, Judy. *The Gifted Kids' Survival Guide (for Age 10 & Under and for Teens)*

Greenspon, Thomas *Freeing Our Families from Perfectionism*

Glennon, Will: *200 Ways to Raise a Boy's Emotional Intelligence*

Halstead, Judith. *Some of My Best Friends are Books*

Levy, Nathan et al. *Creativity Day-By-Day*

Martin & Richard. *When Perfect Isn't Good Enough: Strategies Coping with Perfectionism*

Piechowski, Michael. *Mellow Out, They Say, if Only I Could: Intensities & Sensitivities*

Pipher, Mary. *Reviving Ophelia: Saving the Selves of Adolescent Girls*

Rivera, Lisa. *The Smart Teens' Guide to Living with Intensity*

Rogers, Karen. *Re-Forming Gifted Education*

Rimm, Sylvia. *How to Parent So Children Will Learn*

Walker, Sally. *The Survival Guide for Parents of Gifted Kids*

Webb, James e al. *Parent's Guide to Gifted Children*

Webb, James e al. *Grandparent's Guide to Gifted Children*

Webb, James e al. *Misdiagnosis and Dual Diagnosis of Gifted Children & Adults*

Wilber, Jessica. *Totally Private & Personal: Journaling Ideas for Girls & Young Women*

Resources on the WWW

Twice Exceptional—those who are gifted but have an Exceptional Education Need

The 2e Newsletter subscription: www.2eNewsletter.com

Social/Emotional Issues

SENG Supporting the Emotional Needs of the Gifted : <http://www.sengifted.org/>

Sylvia Rimm www.sylviarimm.com;
www.seejanewin.com

Additional Resources

- Pruffrock Press Inc <http://www.pruffrock.com/>
- Free Spirit Publishing www.freespirit.com
- Great Potential Press www.greatpotentialpress.wordpress.com and www.giftedbooks.com/products.asp
- MindWare www.mindware.com
- Mensa For Kids <http://www.mensaforkids.org/>