



*Weld County School District Six  
High School  
Gifted and Talented Program*

**GT PARENT NEWSLETTER – MARCH 2014**

**TCAP NEXT WEEK FOR FRESHMEN AND SOPHOMORES;  
MODIFIED SCHEDULE FOR JUNIORS & SENIORS**

SEE ATTACHED SCHEDULE

**REGISTRATION FOR NEXT YEAR**

**GREELEY CENTRAL**

Students will begin registering for next year's classes the week after TCAP. If your child is having difficulty figuring out a schedule, please have her/him come see me.

**UNC & AIMS**

If your child is planning to concurrently enroll at Aims or UNC next year, please remind her/him to pick up the necessary paperwork from me or one of the counselors. All forms will need to be returned in early May.

**CAREER ACADEMY**

District Six, in conjunction with Aims, offers eight career and technical education opportunities for juniors and seniors:

- Auto Collision Repair
- Auto Service
- Health Med-Prep
- Graphic Design
- Communications Media
- Agriculture
- Oil & Gas
- Welding

Registration for these programs is due no later than March 21. For additional information, contact me or your child's counselor.

**GIFTED & TALENTED 101: A PARENT INSTITUTE (April 12<sup>th</sup>)**

SPONSORED BY DISTRICT SIX GIFTED & TALENTED ADVISORY COUNCIL

Join us Saturday, April 12<sup>th</sup> from 8:00 a.m. to 12:00 p.m. for a morning of information regarding the social-emotional needs of gifted children. There will be additional breakout sessions focused on college and career and an opportunity to learn more about summer activities. Cost of attendance is one can of food to be donated to the Weld Food Bank.

You are also invited to join us at The Rio immediately following the institute for continued conversation with parents and educators within the Greeley GT community.

Register no later than March 24 at [www.greeleyschools.org/gtparentinstitute](http://www.greeleyschools.org/gtparentinstitute)

For more information, see the attached flyer or contact Mrs. Graefe at [agraefe@greeleyschools.org](mailto:agraefe@greeleyschools.org) or 970-348-5149.

### **LEADERSHIP & INNOVATION CONFERENCE (April 16<sup>th</sup>)**

TEDxMileHigh's third youth event (called TEDxYouth@MileHigh) is scheduled for April 16, 2014 from 12:00 p.m.-6:30 p.m. at the Ellie Caulkins Opera House and is an ideal education and leadership development opportunity for students in grades 6-12. In a single event, students will be exposed to a dozen big ideas from the state's most brilliant thinkers and accomplished doers. The program challenges audience members to think critically about their lives, communities, and own leadership and is designed to inspire attendees to be more creative and innovative in their own lives. Topics include education, science, health, technology, entrepreneurship, and sustainability.

WE HAVE RECEIVED APPROVAL TO TAKE 30 GREELEY CENTRAL STUDENTS TO THIS CONFERENCE. Interested students will need to complete Greeley Central's application process, which will open after TCAP. More information to come.

To learn more about the event, go to <http://www.tedxmilehigh.com/tedx youthmilehigh/>

### **FREE WEBINAR (March 18<sup>th</sup>)**

The Colorado Association for Gifted and Talented (CAGT) is proud to offer *G.E.T.: Gifted Education Tuesday*, virtual programs for parents, teachers, and community members across the state of Colorado.

Upcoming sessions:

Tuesday, March 18<sup>th</sup> from 6:30 - 8:00 PM, *What Parents and Educators Should Know about Rtl* (NAGC WOW pre-recorded session) with Bobbie Gilman & Kathi Kearney.

If you are interested in participating in either of these webinars, please let me know, and I will get the login information to you.

### **OPPORTUNITY FOR YOUNGER STUDENTS**

For those of you who have younger children in the family, UNC offers monthly Creativity Quests to develop creative and critical thinking skills in students grades 2 through 5. The sessions focus on integrating these skills into many different areas, including mathematics, music, and history.

For more information go to [http://www.unco.edu/cebs/gtcenter/creativity\\_quest.html](http://www.unco.edu/cebs/gtcenter/creativity_quest.html).

### **SUMMER ENRICHMENT PROGRAM (SEP)**

2014 marks the 37th year of SEP serving children and youth who are gifted, talented, and/or creative in a supportive academic and social setting. Designed for students entering 5th grade through 10th grade, this residential program offers high interest, hands-on, brains-on courses developed by specialists in gifted education and/or in specialized content areas. On the day they arrive, students select courses for their two week session. Courses meet daily during four 75 minute periods. After classes are done for the day, participants choose a variety of "options" varying from active sports and recreation, craft activities, and time to visit with new and old friends. Students come to SEP from approximately 25 states, provinces, and foreign countries. Dorm counselors who are college age and older supervise students during all hours that the students are not in class.

There are also opportunities for younger children ages 4 through 4<sup>th</sup> grade (Young Child Program) and for juniors and seniors (Leadership Enrichment Program).

Brochures are attached, but for more information, visit <http://www.unco.edu/cebs/sep/>

## **LEGISLATIVE UPDATE**

### **GIFTED EDUCATION PROGRAMS BILL (HB 14-1102)**

Two of the highlights of this bill are that it calls for universal screening for gifted identification at the elementary and middle-school levels and requires each district or administrative unit in the state of Colorado to have an individual trained in gifted education to oversee programming for gifted students. It has narrowly passed the House and is currently in appropriations. For more information on the bill see the attached flyer.

### **TALENT ACT**

This is a bipartisan bill introduced in the House and Senate. The primary focus of this bill is to support high-ability students. Key components include:

- Supporting Educator Development To Ensure Academic Growth For High-Ability Students
- Confronting And Addressing The National Excellence Gap
- Providing Public Transparency Of Student Achievement Data
- Continuing Research And Dissemination On Best Practices In Gifted Education

For more information see the attached flyer or visit <http://www.nagc.org/index.aspx?id=7804>

FOR ADDITIONAL ADVOCACY AND LEGISLATIVE INFORMATION REGARDING GIFTED EDUCATION IN THE STATE OF COLORADO, VISIT <http://www.coloradogifted.org/gifted-advocacy>

## **ACT TEST DATES**

**All juniors will take the ACT free-of-charge on April 23 at Greeley Central.**

Additional testing dates in Colorado are April 12 (Registration Deadline **TODAY**-March 7) and June 14 (Registration Deadline May 9).

## **SCHOLARSHIP INFORMATION**

Did you know that there is a list of scholarships on the Greeley Central website?

- Go to [www.central.greeleyschools.org](http://www.central.greeleyschools.org).
- Click on the Counseling tab on the header.
- Under Counseling Office, click on Counseling Resources/Links.

For additional gifted and talented resources, go to <http://www.central.greeleyschools.org//site/Default.aspx?PageID=4946>



ANNIE MURPHY PAUL

# THE BRILLIANT REPORT

A Monthly Newsletter Bringing You the Latest Intelligence on Learning

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Borrowed from Boulder Gifted Parent Support Newsletter

## When to let learners struggle

“Let them eat cake,” said Marie Antoinette. Should teachers, parents, and managers say of the learners in their charge, “Let them struggle”?

Allowing learners to struggle will actually help them learn better, according to research on “productive failure” conducted by Manu Kapur, a researcher at the Learning Sciences Lab at the National Institute of Education of Singapore. Kapur’s investigations find that while the model adopted by many teachers and employers when introducing others to new knowledge—providing lots of structure and guidance early on, until the students or workers show that they can do it on their own—makes intuitive sense, it’s not the best way to promote learning. Rather, it’s better to let neophytes wrestle with the material on their own for a while, refraining from giving them any assistance at the start.

In a recent [study](#) published in the Journal of the Learning Sciences, Kapur and a co-author, Katerine Bielaczyc, applied the principle of productive failure to mathematical problem solving in three schools in Singapore. With one group of students, the teacher provided intensive “scaffolding”—instructional support—and feedback. With the teacher’s help, these pupils were able to find the answers to their set of problems.

Meanwhile, a second group was directed to solve the same problems by collaborating with one another, absent any prompts from their instructor. These students weren’t able to complete the problems correctly. But in the course of trying to do so, they generated a lot of ideas about the nature of the problems and about what potential solutions would look like. And when the two groups were tested on what they’d learned, the second group “significantly outperformed” the first.

The struggles of the second group have what Kapur calls a “hidden efficacy”: they lead people to understand the deep structure of problems, not simply their correct solutions. When these students encounter a new problem of the same type on a test, they’re able to transfer the knowledge they’ve gathered more effectively than those who were the passive recipients of someone else’s expertise.

In the real world, problems rarely come neatly packaged, so being able to discern their deep structure is key. But, Kapur notes, none of us like to fail, no matter how often Silicon Valley entrepreneurs praise the salutary effects of an idea that flops or a start-up that crashes and burns. So, he says, we need to “design for productive failure” by intentionally managing the way learners fail.

Kapur has identified three conditions that promote a beneficial struggle. First, choose problems to work on that “challenge but do not frustrate.” Second, provide learners with opportunities to explain and elaborate on what they’re doing. Third, give learners the chance to compare and contrast good and bad solutions to the problems.

By allowing learners to experience the discomfort of struggle first, and the triumph of understanding second, we can ensure that they have their cake and eat it, too.

Brilliant readers, have you seen the struggle to learn pay off for yourself or for other people? Please share your thoughts on my blog, here.

I love to hear from readers. Please email me at [annie@anniemurphypaul.com](mailto:annie@anniemurphypaul.com). You can also visit my [website](#), follow me on [Twitter](#), and join the conversation on [Facebook](#). Be brilliant!

All my best,



Annie

**This Week's Brilliant Quote** "Most striking to us in our study of how students master the challenges of college was one particular detail—one detail, we might say, of how college actually works in helping students succeed. Time after time, in descriptions of a wide variety of situations, students told us of how encounters with the right person could make a decisive difference in their college careers. Time and again, a single dinner at a professor's home, or a single focused conversation with a professor about the student's work, seemed to have an outsized impact on the student's success—for very little effort by the professor. Human contact, especially face to face, seems to have an unusual influence on what students choose to do, on the directions their careers take, and on their experience of college. It has leverage, producing positive results far beyond the effort put into it. Indeed, personal connections are often the central mechanism and daily motivators of the student experience."—Daniel Chambliss and Christopher Takacs, *How College Works*