



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

**GT PARENT NEWSLETTER – SEPTEMBER 2014**

**Dear Families~**

**ACT TESTING**

The next ACT testing session is scheduled for October 25. Registration deadline is September 19. The fee is \$38 or \$54 for the ACT with Writing. Information on additional testing dates are attached.

Not sure if you need the ACT with Writing? Visit <https://actapps.act.org/writPrefRM/>

Eligible for a fee waiver? Visit <http://www.actstudent.org/fag/feewaiver.html>

**PSAT TESTING**

Greeley Central will offer PSAT testing on Wednesday, October 15 for Sophomores with a 4.0 (free) and Juniors with a 3.5 (approximately \$14). If your child is interested in participating, contact Mr. Vail ([svail@greeleyschools.org](mailto:svail@greeleyschools.org) or 970-348-5022).

The most common reasons for taking the PSAT/NMSQT are:

- To receive feedback on your strengths and weaknesses on skills necessary for college study. You can then focus your preparation on those areas that could most benefit from additional study or practice.
- To see how your performance on an admissions test might compare with that of others applying to college.
- To enter the competition for scholarships from the National Merit Scholarship Corporation (grade 11).
- To help prepare for the SAT. You can become familiar with the kinds of questions and the exact directions you will see on the SAT.
- To receive information from colleges when you check "yes" to Student Search Service.

For more information, visit [http://www.schoolguides.com/reasons\\_to\\_take\\_the\\_psat.html](http://www.schoolguides.com/reasons_to_take_the_psat.html)

**GIFTED EDUCATION TUESDAYS (G.E.T.)**

G.E.T. is a series of live seminars on selected Tuesdays designed specifically for parents of gifted children. G.E.T. is a collaborative project between The Colorado Department of Education (CDE) & Colorado Association for Gifted and Talented (CAGT).

October 7, 2014: Supporting Affective Needs

This seminar focuses on parental engagement, support with at-risk behaviors and tips to recognize behaviors, support for students through their Advanced Learning Plan affective goal(s), and including parents in the conversation as active partners.

**Speaker: Dr. James Webb, PH.D, ABPP—CL**

To join session use this URL: <http://connect.enetcolorado.org/getoctober2014/>

**Optional Reminder Request:** <https://www.surveymonkey.com/s/GETremindOct7>

Information on upcoming webinars is attached.

## **CAGT CONFERENCE**

The Colorado Association for Gifted and Talented is hosting its annual conference on October 20 & 21 at the Marriott Denver Tech Center. The theme is "The Many Faces of Gifted." The Parent Institute portion of the conference ("Meeting the Unique Needs of Exceptional Children") takes place Monday, October 20 from 6:30 p.m. to 9:00 p.m. Registration is \$20 per person (or for two individuals from the same household). Information is attached.

## **ADDITIONAL PARENT OPPORTUNITIES** (Thanks to the September CAGT Newsletter)

### **September Happenings and more...**

**September 16** Northern Colorado (NOCO) Gifted Community presents: Dr. Jim Delisle, Distinguished Professor of Education (retired), Kent State University, "*Dumbing Down America: The War on our Nation's Brightest Young Minds*" from 6:00 - 8:00 p.m. at Fossil Ridge HS, 5400 Ziegler Road, Fort Collins.

**September 17** Denver Public Schools (DPS) presents: Dr. Jim Delisle, Distinguished Professor of Education (retired), Kent State University for an evening parent event! Check [website here](#) for details.

**September 18** Mackintosh Academy presents: Psychologist Kristi Pikiwicz speaking on *Raising Resilience*. No matter how capable your parenting, it can happen - the dreaded meltdown! Program from 6:30 - 8:30 p.m. at Mackintosh/ Littleton, 7018 S Prince Street, Littleton. Contact [Amy](#) for more information.

**September 23** SENGinar: *The Anxious Family: What to do When Everyone Frets* by Joanna Haase, PhD, MFT. 5:30 MDT \$40 [More information.](#)

**October 2 - 3** AEP Connections presents **Social, Behavioral, and Independent Thinking Strategies for the Student/ Child with Autism**. Double Tree Hotel, 13696 Iliff Place, Aurora. [More information.](#)

**October 21** BVSD presents Lisa Van Gemert, Gifted Youth Specialist for American Mensa speaking on *Gift of Self: Developing Effective Self-Concept in Gifted Learners* at Southern Hills MS, 1500 Knox Dr., Boulder from 6:30 - 8:00 p.m. Contact [Becky Whittenburg](#) for more information.

**October 25** Colorado Statewide Parent Coalition will host their 32nd annual conference *Ready Families...for student success* in Colorado Springs. CSPC is a statewide organization that supports all parents, but specifically Latino families. CAGT will be sponsoring Dr. Rosina Gallager as a keynoter. [More information.](#)

**November 13 - 16** The 61st Annual NAGC Convention and Exhibition: *Making Roads for Gifted Learners*. [More information.](#)

**February 5 - 6** IDGE Conference for Educators: The Institute for the Development of Gifted Education at the University of Denver invites you to Save the Date for the 2015 conference, *Weaving Together Innovative Thinking and Design: The Future of Differentiation!*

## **COLLEGE FAIR**

September 23, students will have an opportunity to attend a College Fair at Greeley West. A bus will be leaving Central at 9:15 a.m. and returning at 10:45 a.m. In order to attend, students must register at [gotocollegefairs.com](http://gotocollegefairs.com)

- 1) Click on Register
- 2) Click on Colorado
- 3) Scroll through the list of dates until you find 9/23 @ Greeley West. Check the box to register.

- 4) Enter your information. You may enter as much information as you would like, but you must fill out all sections with the red \*.
- 5) Click Submit
- 6) Print out your barcode and bring it to the fair. (This will also be your ticket on the bus.)
- 7) Turn in your completed permission slip to the counseling office to ride the bus.

## **COMMON APPLICATION**

The Common Application allows seniors to complete one college entrance application and submit it to their choice of over 500 colleges and universities throughout the nation.

For more information, go to [www.commonapp.org](http://www.commonapp.org)

## **SCHOLARSHIP INFORMATION**

### Daniel's Fund Scholarship

The Daniels' Scholarship Program is a four-year college scholarship for graduating high school seniors who demonstrate exceptional character, leadership, and a commitment to serving their communities.

The application period runs from September 15<sup>th</sup> to November 17<sup>th</sup>. For more information, go to <http://www.danielsfund.org/Scholarships/Scholars/Index.asp>

### Boettcher Scholarship

The Boettcher Scholarship is the most prestigious merit-based scholarship available to graduating high school seniors in Colorado, awarding a full-ride to any four-year Colorado college or university.

Applications are due November 1<sup>st</sup>.

If you are a senior and are wondering if you are a good candidate for the Boettcher, take the Senior Competitiveness Quiz at <https://www.boettcherscholarshiponline.org/competitive/?y=s>

If you are a sophomore or junior and are considering applying during your senior year, take the Sophomore/Junior Competitiveness Quiz at

<http://www.boettcherfoundation.org/home/scholarships/application-process>

### QuestBridge National College Match

The QuestBridge National College Match connects outstanding, low-income seniors with admission and full four-year scholarships to 35 of the nation's best colleges. To find out who should apply, go to

<http://www.questbridge.org/for-students/ncm-who-should-apply>

Applications are due September 30<sup>th</sup>.

## **Did you know that there is a list of additional 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.

## **LEGISLATIVE UPDATE**

### GIFTED EDUCATION PROGRAMS BILL (HB 14-1102)-Emergency Rules

Earlier this year, the Colorado General Assembly passed legislation that will impact the Exceptional Children's Education Act. House Bill 14-1102 establishes funding for a grant reimbursement program for gifted education. The Gifted Education Coalition sent a letter to the Colorado Department of Education (CDE) supporting the emergency rules regarding universal screening and the employment of qualified personnel. The legislature made moneys available for distribution as of August; however, with the rules as they stand, this money cannot be used. The regular rules process takes an average of 6 to 8 months. The emergency rules are designed to set up a process to make money available for the AUs (Administrative Units) as early as October. Find more information, visit <http://www.cde.state.co.us/gt/housebill-14-1102>

*I know for a fact that some of you took the time to contact our Senators and advocate for this legislation. THANK YOU!*

For prior newsletters and additional gifted and talented resources, go to [Greeley Central Gifted & Talented](#).

As always, please let me know if you have questions, ideas, or concerns.

~Amy

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## **Myths about Gifted Students**

*“Gifted students will do fine on their own.”*

*“Gifted programs are elitist.”*

These and other myths prevent our country from appropriately educating millions of advanced students.

NAGC compiled a list of the most prevalent myths in gifted education with evidence rebutting each of them. This list was developed from a longer list of myths explored in a special of *Gifted Child Quarterly (GCQ)* in the Fall of 2009. NAGC Members can read the full issue of GCQ via the SAGE website.

How many of these myths have hindered you, your child, and/or your school in the pursuit of a challenging education for advanced students?

**MYTH: Gifted Students Don't Need Help; They'll Do Fine On Their Own**

**TRUTH:** Would you send a star athlete to train for the Olympics without a coach? Gifted students need guidance from well-trained teachers who challenge and support them in order to fully develop their abilities. Many gifted students may be so far ahead of their same-age peers that they know more than half of the

grade-level curriculum before the school year begins. Their resulting boredom and frustration can lead to low achievement, despondency, or unhealthy work habits. The role of the teacher is crucial for spotting and nurturing talents in school.

MYTH: Teachers Challenge All The Students, So Gifted Kids Will Be Fine In The Regular Classroom

TRUTH: Although teachers try to challenge all students they are frequently unfamiliar with the needs of gifted children and do not know how to best serve them in the classroom. A national study conducted by the Fordham Institute found that 58% of teachers have received no professional development focused on teaching academically advanced students in the past few years and 73% of teachers agreed that “Too often, the brightest students are bored and under-challenged in school – we’re not giving them a sufficient chance to thrive. This report confirms what many families have known: not all teachers are able to recognize and support gifted learners.<sup>1</sup>

MYTH: Gifted Students Make Everyone Else In The Class Smarter By Providing A Role Model Or A Challenge

TRUTH: Average or below-average students do not look to the gifted students in the class as role models. Watching or relying on someone who is expected to succeed does little to increase a struggling student’s sense of self-confidence.<sup>2</sup> Similarly, gifted students benefit from classroom interactions with peers at similar performance levels and become bored, frustrated, and unmotivated when placed in classrooms with low or average-ability students.

MYTH: All Children Are Gifted

TRUTH: All children have strengths and positive attributes, but not all children are gifted in the educational sense of the word. The label “gifted” in a school setting means that when compared to others his or her age or grade, a child has an advanced capacity to learn and apply what is learned in one or more subject areas, or in the performing or fine arts. This advanced capacity requires modifications to the regular curriculum to ensure these children are challenged and learn new material. Gifted does not connote good or better; it is a term that allows students to be identified for services that meet their unique learning needs.

MYTH: Acceleration Placement Options Are Socially Harmful For Gifted Students

TRUTH: Academically gifted students often feel bored or out of place with their age peers and naturally gravitate towards older students who are more similar as “intellectual peers.” Studies have shown that many students are happier with older students who share their interest than they are with children the same age.<sup>3</sup> Therefore, acceleration placement options such as early entrance to Kindergarten, grade skipping, or early exit should be considered for these students.

MYTH: Gifted Education Programs Are Elitist

TRUTH: Gifted education programs are meant to help all high-ability students. Gifted learners are found in all cultures, ethnic backgrounds, and socioeconomic groups. However, many of these students are denied the opportunity to maximize their potential because of the way in which programs and services are funded and/or flawed identification practices. For example, reliance on a single test score for gifted education services may exclude selection of students with different cultural experiences and opportunities. Additionally, with no

federal money and few states providing an adequate funding stream, most gifted education programs and services are dependent solely on local funds and parent demand. This means that in spite of the need, often only higher-income school districts are able to provide services, giving the appearance of elitism.

MYTH: That Student Can't Be Gifted, He Is Receiving Poor Grades

TRUTH: Underachievement describes a discrepancy between a student's performance and his actual ability. The roots of this problem differ, based on each child's experiences. Gifted students may become bored or frustrated in an unchallenging classroom situation causing them to lose interest, learn bad study habits, or distrust the school environment. Other students may mask their abilities to try to fit in socially with their same-age peers and still others may have a learning disability that masks their giftedness. No matter the cause, it is imperative that a caring and perceptive adult help gifted learners break the cycle of underachievement in order to achieve their full potential.

MYTH: Gifted Students Are Happy, Popular, And Well Adjusted In School

TRUTH: Many gifted students flourish in their community and school environment. However, some gifted children differ in terms of their emotional and moral intensity, sensitivity to expectations and feelings, perfectionism, and deep concerns about societal problems. Others do not share interests with their classmates, resulting in isolation or being labeled unfavorably as a "nerd." Because of these difficulties, the school experience is one to be endured rather than celebrated.

MYTH: This Child Can't Be Gifted, He Has A Disability

TRUTH: Some gifted students also have learning or other disabilities. These "twice-exceptional" students often go undetected in regular classrooms because their disability and gifts mask each other, making them appear "average." Other twice-exceptional students are identified as having a learning disability and as a result, are not considered for gifted services. In both cases, it is important to focus on the students' abilities and allow them to have challenging curricula in addition to receiving help for their learning disability.<sup>4</sup>

MYTH: Our District Has A Gifted And Talented Program: We Have AP Courses

TRUTH: While AP classes offer rigorous, advanced coursework, they are not a gifted education program. The AP program is designed as college-level classes taught by high school teachers for students willing to work hard. The program is limited in its service to gifted and talented students in two major areas: First AP is limited by the subjects offered, which in most districts is only a small handful. Second it is limited in that, typically, it is offered only in high school and is generally available only for 11th and 12th grade students. The College Board acknowledges that AP courses are for any student who is academically prepared and motivated to take a college-level course.

MYTH: Gifted Education Requires An Abundance Of Resources

TRUTH: Offering gifted education services does not need to break the bank. A fully developed gifted education program can look overwhelming in its scope and complexity. However, beginning a program requires little more than an acknowledgement by district and community personnel that gifted students need something different, a commitment to provide appropriate curriculum and instruction, and teacher training in identification and gifted education strategies.

[View this video](#) on Myths in Gifted Education produced by teens in the Baltimore County (MD) Public Schools for the Maryland State Department of Education

[Read an overview of the Myths by Don Treffinger](#) that appeared in the fall issue of Teaching for High Potential.

<sup>1</sup>Farkas, S. & Duffet, A. (2008). Results from a national teacher survey. In Thomas B. Fordham Institute, Highachievement students in the era of NCLB (p. 78). Washington, DC: Author. <http://www.edexcellence.net/publications/high-achieving-students-in.html>

<sup>2</sup>Fiedler, E.D., Lange, R. E., Winebrenner, S. (1993). *In search of reality: Unraveling the myths about tracking, ability grouping, and the gifted*. *Roper Review*, (16), 4-7.

<sup>3</sup>Colangelo, N., Assouline, S. G., & Gross, M.U.M. (2004). *A nation deceived: How schools hold back America's brightest students*. Iowa City: University of Iowa.

<sup>4</sup>Olenchak, F. R., & Reis, S. M. (2002) *Gifted students with learning disabilities*. In M. Neihart, S. M. Reis, N. Robinson, and S. Moon (Eds.), *The Social and Emotional Development of Gifted Children* (pp. 177-192). Waco TX: Prufrock Press.

- See more at: <http://www.nagc.org/resources-publications/resources/myths-about-gifted-students#sthash.FiSJLI2Z.dpuf>

Taken from <http://www.nagc.org/resources-publications/resources/myths-about-gifted-students>