



LCSC High Ability Newsletter

October 2010 Edition

Upcoming Events: Parents have asked for additional information on opportunities for HA students outside the school day. Below is a listing of some local events. Please check the end of the listing on the webpage on lcsc.k12.in.us, MORE, High Ability for additional links.

Northwestern University's Midwest Academic Talent Search (NUMATS)

NUMATS offers above grade level testing for students grade 3rd through 9th grade. By taking these tests through NUMATS, students get a more detailed picture of their individual abilities and in comparison to other bright students. There is a registration fee and the parents are responsible to see that the student arrives for testing. Waivers are available. **Oct 30 is the deadline for paper registrations.** Online registrations are later. **Booklets will be sent home. Please be looking for them.**

SUPER SATURDAY

Fall Classes have already begun, but a winter session of classes will open soon. Super Saturday is a popular enrichment program designed to meet the needs of academically, creatively, and artistically gifted students from age 4 (pre-kindergarten) through 8th grade. . FOR UPDATED INFORMATION contact: geri@purdue.edu Beering Hall Room 5108A 765-494-7243.

Indianapolis Symphony Orchestra has some Sunday Matinees with kids in mind.

<http://www.indyschild.com/Articles> offers other arts activities in the Indianapolis area.

www.leb.k12.in.us , then MORE, then High Ability Lists many website links at the end of the web page.

December is the month for High Ability Nominations. Starting December 1, 2010, parents and teachers can access our nomination forms from our LCSC website.

HA Abstract is also on the website. Follow webpage to MORE, to Curriculum-High Ability.

Donna Deel, the High Ability Facilitator for LCSC can be contacted at deeld@leb.k12.in.us or at 482-5950 ext. 31817 for more information regarding LCSC High Ability Services.



Parent-Teacher Conferences

October 18-21, 2010

The Indiana Association for the Gifted has posted the following suggestions for Parent-Teacher Conferences. Enjoy the reading and hopefully you'll find something helpful as you prepare to discuss your child's progress the week of October 18, 2010.

Keys to Successful Parent-Teacher Conferences

By Carol Bainbridge, IAG Board Member

Many schools set aside a day for parents to conference with their child's teacher and that day usually comes sometime in October. It's a good idea to make time for that conference since it gives you a chance to get to know your child's teacher and gives the teacher a chance to know you. It's important, though, to be prepared for the conference. What should you do to prepare and what's the best way to talk with your child's teacher about your child.

Preparing for the Conference

The most productive meetings are the ones to which participants come prepared, and the parent-teacher conference is a meeting. The teacher will be prepared to talk to you about your child from her perspective. The child she sees is the one who sits in her classroom.

You want to be prepared to talk to the teacher about the child you know, the one you have at home. Obviously, it's the same child, but the same child may behave differently at home and at school. There are three things you can do to prepare for the conference.

1. Talk to your child
2. Make a list of concerns
3. Create a portfolio of your child's work

Some children come home and talk about what they did at school and some don't. Regardless of which kind of child you have, be sure to talk to him or her before you go to the conference. Let your child know that you are going to talk to with the teacher and ask if there is anything your child would like you to talk about.

Based on what your child tells you and what you have noticed in the first weeks of school, write out a list that you'd like to talk to the teacher about. For example, you may have noticed that the work your child brings home is work that he or she was capable of doing last year.

Also, the perceptions children have are not always accurate. Your child may have told you that

she is being singled out of criticism. It may be that your child is just hypersensitive and isn't being singled out any more than any other child. Of course, your child could be right. You won't know until you talk with the teacher.

Finally, a portfolio containing work your child did last year in school or at home is a good way to demonstrate your child's abilities. It could be pictures drawn, stories written, math problems completed, or anything else that can show what your child has been able to do.

If possible, it's great to be able to include items from more than just one year back, especially if your child is very young and in the first years of elementary school. Early work that is dated can show the teacher something about your child's development that talk alone can't convey.

Talking to the Teacher

Being prepared for the parent-teacher conference is a good start, but for a conference to be successful, it requires the right approach. Here are some ways to approach the meeting for a successful outcome:

1. Avoid saying "bored" or "gifted"
2. Ask for clarification
3. Be positive

It's best to avoid using the terms "bored" and "gifted." Most teachers work hard and telling them that your child is bored is like telling them they aren't doing a good job. I never knew a teacher who purposely set out to create dull lessons.

It's more useful to talk about your child's learning style. For example, you might talk about how your child learns best when challenged. This is also why it's helpful to prepare a portfolio of your child's work to bring with you. However, you want to leave it with the teacher rather than expect to show it to the teacher at the conference. You can simply say you think the portfolio might help the teacher get to know your child better.

Your child's teacher may have some concerns about your child. If so, listen carefully. Remember, the teacher knows your child in the school setting. For instance, she might say that your child is immature. Ask the teacher for some clarification. Why does she think your child is immature? Can she provide some examples of that behavior? Do other children behave in similar ways? Are the behaviors rather typical of that age group, especially at the beginning of the school year?

Throughout the conference, it is important to keep a positive attitude. A positive attitude helps to establish a good relationship with the teacher, and a good relationship with the teacher will in turn help create the kind of partnership with the school that makes it possible for your child to succeed.

If you have time, you can address any concerns you have that weren't already addressed. If you don't have time, however, ask the teacher if you can set up an appointment to continue the discussion. Remember, time is limited in parent-teacher conferences; they aren't meant to solve complex issues. Respecting the teacher's time will help create a positive relationship with the teacher.

Top 10 Things a High Ability Teacher Wants Parents to Know

By Becky Butler
IAG Board Member

1. I'm just as nervous as you and your child are on the first day of school.
2. When your child is with me, I feel as if I am his/her mom.
3. There's a lot more of you than me. I know your email/voicemail is urgent. I'm getting to it as fast as I can.
4. Please don't be offended if I can't talk to you during the day. I'm spending time educating your child.
5. I will push your child to new challenges and he/she might not always like it at first...the key words being at first. Help me encourage your child to work through the push.
6. We may not add and subtract the way you learned in school. Let your child teach you and allow you to grow intellectually.
7. Our homework may not look like the typical worksheets. This is a good thing.
8. I'm just as excited to learn from your child as I am to teach him/her.
9. "I'm bored" is about as high on the "do not say" list in my classroom as any other inappropriate word.
10. I understand your child has interesting habits and interests, and it is my privilege to learn them and integrate them into your child's education.

LCSC Contacts:

Elementary Schools: Just ask for the classroom teacher or the principal.

Central Elementary 482-2000

Harney Elementary 482-5940

Hattie B. Stokes Elementary 482-5950

Perry Worth Elementary 317-769-3286

Lebanon Middle School 482-3400

Lebanon High School 482-0400

Shelley West 482-0380

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