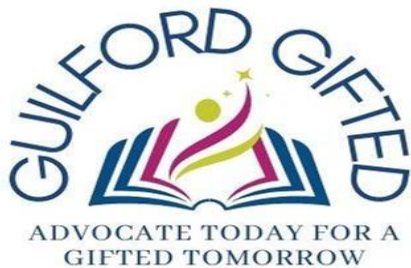


NEWS FROM THE ACADEMICALLY GIFTED DEPARTMENT The Middle School Edition

Quarter 1

When dealing with people, remember you are not dealing with creatures of logic, but with creatures of emotion. *-Dale Carnegie*

Join Guilford Gifted!



Website: <https://www.guilfordgifted.org/>

Guilford Gifted is a 501(c)(3) non-profit organization supporting our community's brightest young minds with strong advocacy for the advancement of gifted education. We provide the tools to engage and empower all those involved with gifted children, thereby building tomorrow's leaders today.

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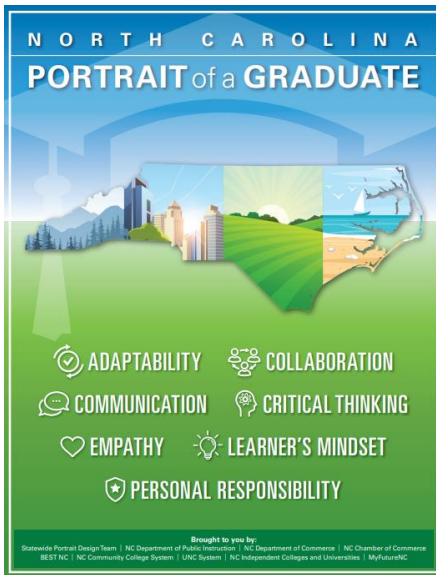
Middle School AG Services

At the middle grades level, to be identified as academically gifted, the student must score a Level 5 on the NC EOG for Math or Reading **OR** have a nationally normed achievement percentile score at or above the 85thile in either of these two areas. Once identified, students in grades 6 – 8 are served through **enrollment in advanced coursework** based on the district's placement guidelines and their identified area.

To ensure proper differentiation occurs in the classroom, teachers of academically gifted students should hold their AIG licensure or, at a minimum, have completed the district's professional development on the characteristics of academically gifted students and proper classroom support for academically gifted and advanced learners. Annually, the school will provide a copy of the **Differentiated Education Plan (DEP)**, which details how the curriculum provided in advanced coursework differs from grade-level content and supports the learning needs of academically gifted students. Each year, the school holds a beginning-of-year parent meeting for parents to review the **DEP** and seek clarification regarding their child's AG identification. In addition to the DEP, for newly identified students or for students who have added an identification area, the **Student Eligibility Record (SER)** is provided. The **SER** details the data used for AG eligibility. The **SER** must be signed and returned by the parent/guardian.

News from Our School:

Curriculum Night is Oct. 5! Please visit sessions to gather more information on curriculum resources, GEAR UP/colleges, social media safety, attendance support, PowerSchool, social emotional learning, and more! Our Book Fair is also happening on Oct. 5! Please visit our Media Center to purchase new books and to support our school!



Using the North Carolina Portrait of a Graduate to Develop a Growth Mindset in High-Achieving Students

Parts of this article were adapted from "The Big Lesson Parents of High-Achieving Kids Must Teach Again and Again" by Christian Dashiell (2023)

When parents/guardians place big expectations on their children, the pressure their child experiences to be perfect can result in anxiety that leads to avoiding failure. Ironically, this avoidance of failure can cause a child not to become high achieving. Instead of placing such lofty expectations on their children, Dashiell (2023) suggests that parents/guardians raise their children to have a growth mindset, which allows a child to learn how to be comfortable with growth and improvement overtime versus expecting perfection when they first attempt a task.

Learning to accept a challenge, failure at the challenge, and then trying the challenge again closely relates to the NC Portrait of a Graduate. The NC Portrait of a Graduate describes the seven durable skills/mindsets students need to thrive in the post-secondary plan of their choice. Developed by stakeholders from across the state, the NC Portrait of a Graduate highlights the importance of both academic success as well as a student's ability to adapt, to collaborate, to communicate, to think critically, to show empathy, to learn, and to take personal responsibility. The competency *Adaptability* closely aligns with the concept of Growth Mindset in that adaptability is describe as one's ability to:

- Demonstrate agility in thought processes;
- Accept feedback, praise, setbacks, and criticism;
- Demonstrate flexibility when navigating challenging situations; and
- Exhibit steadfastness despite difficulty, opposition, and/or failure.

From an early age, parents/guardians can help their child develop adaptable thinking. The first step is to avoid behaviors and language that cause a child to believe that their academic talent is fixed. Statements/Questions like, "You're so smart" or "What grade did you make?" put a lot of pressure on children and can lead to self-doubt, a lack of confidence, and even low self-esteem. Instead, parents/guardians should help their child focus on the process of tackling a challenge by asking questions such as: "Why did you choose that approach?"; "How would you rate the way you tried to take this challenge?" or "What do you think you could do next time when faced with a similar challenge?". This type of questioning helps children develop the curiosity needed to have a Learner's Mindset, which is another NC Portrait of a Graduate competency that has the following attributes:

- Possess an ongoing desire to learn, unlearn, and relearn;
- Embrace curiosity to experience new ideas, demonstrating growth, and persist through challenges; &
- Develop positive attitudes and beliefs about learning.

For high-achieving students, a key to enjoying learning is to demonstrate both Adaptability and a Learner's Mindset. Students who have these two competencies can be challenged, fail, and then try again. These students understand that goals are accomplished overtime. The feedback that parents/guardians provide to their children must be done in such a way that allows the child to value progression over perfection. For the remainder of this quarter, focus on the types of questions you ask your child by seeking to ask process-based questions that allow your child to examine the actions they perform, the end result, and what actions could be done differently or the same to change or keep the same outcome.