

ACGE 11-27-17 Notes

Members Present: Joe Kaiser, Jen Neira, Katie Johnson, Megan Hughes, Brenda Deimerly, Phil Koopman, Kelli Robertson, Rama and Siva, Jana Grimm, Sarah Sellon, Kristi Urich, Patrick Riehle, Monica Packard, Tracy Schipper, Lori Danker, Lori Ling, Tricia Tendick, Julie Zastrow, Michelle Anderson, Erin Hoffman

6:00-6:15 - Erin Hoffman led the group by reviewing the ACGE goals and table conversation norms. As an opener she had the group members find 10 commonalities within groups of 3 to 4.

6:15-6:20 - Erin then shared some program updates regarding the fall newsletter, board report, and program goals.

6:20-6:50 - Lori Danker led the group to split in half and had them brainstorm names of gifted people throughout history and present day. She then shared in depth profiles of gifted students and had a questions and answer session socratic seminar style.

6:50-7:20 - Tricia Tendick led the group to learn and reflect about growth mindset. Using the acronym GROWTH provides six specific ways adults can nurture a love of learning and challenge in children.

Give appropriate praise

Reinforce risk taking

Opportunities from mistakes

Watch what you say

Teach mindset

Have a growth mindset

7:20-7:30 - Erin led the group in the closing reflection, by asking members to record one thing that squared with their beliefs, question(s) going around in their head, and three things they will remember.

Profiles Notes:

Group 1 -

How to motivate

Traits

Diversity of learning styles and giftedness

Giftedness looks different in different kids

Use different learning strategies

Different ways of motivating kids

More flexibility to allow for needs

Group 2 -

Intensities -

What is their norm?

Perfectionism

How other gifted people overcome their struggles

Awareness to anxiety

What are the triggers?

Supports (with peer pressure too)

Risks

Don't have to be "great" at everything

How can we foster these?

Classroom

Passion and Capable Personalities and Intensities

Remember not necessarily gifted in some/all areas

Learn from eminent people is "imposter syndrome"

Need to see mistakes as okay

Growth Mindset

Persisting

- *Acknowledge effort
- *Mistakes are okay
- *Persisting - Identifying your passion and interest, early identification gives enough time to improve
- *Not focusing on end result but what is learned along in the process
- *Continually focus on growth - persist for GROWTH
- *Give examples within her family experience of persistence
- *Point out the hard work and persistence others put in to achieve what they have
- *Ask your child to share an example of someone they observed using persistence today

Opportunities From Mistakes

- *Set goals and brainstorm potential action steps
- *Empathize
- *Lesson “consequences” associated with mistakes
- *Be real - acknowledge your own mistakes when leading/parenting
- *It’s okay to feel upset. How you act on it is important.
- *No one is perfect - or loves a mistake - free life - important is what to learn from it. Ties well with persistence
- *Mistake cake
- *Power of YET!
- *Sharing examples of our own mistakes and how we learned

Taking Responsible Risks

- *Sharing ideas in groups
- *List possible choices and pros/cons
- *Ask...what ideas do you have to approach this problems. Then encourage them to follow through on it.
- *For perfectionists/fear, use “Think Like a Scientist format
- *What is your thought/fear vs. what data do you have
- *Praise the things that were hard, not the stuff that was easy
- *Do visual zone of proximal development - talk about stretching your comfort zone to make a new zone
- *Provide structured “practice” opportunities for taking responsible risks
- *Continuously encourage to Look at ALL the options - don’t discount too soon.
- *Taking responsible risks - learn to be responsible - take calculated risk and yet own the responsibility

Give Appropriate Praise

- *Thank you. I appreciate what you did here.
- *Give real world examples of learning through a process
- *Give appropriate praise - encourage them, any praise from outside weighs more
- *Give specific praise - highlighting the thought, action, and service
- *Praise the process - not necessarily end result

Teach Your Child About How We Learn

- ★ Experiments linking experiences to science trial and error
- ★ Teach how brains work
- ★ Teach your child about how we learn
- ★ Learning is a never ending process. You strive to improve every time
- ★ Books - Mind up curriculum, Julia Cook Books, Fantastic Elastic Brain
- ★ Meta - Cognitive discussion
- ★ Make this more explicit!
- ★ Have students share their strategies for making learning stick
- ★ Teach how our brains work at a young age and talk about it
- ★ Reinforce the idea that our brains are growing/learning with the mistakes

Remaining Open to Continuous Learning

- Senior mentoring Juniors & Freshman
- Networking with parents
- Group Discussions
- By example - one never stops learning
- Find new ways to explore a theme (how does this relate to music, media tv, internet, movies)
- Considering other people's perspectives
- Discussing empathy: We all learn in our own. Model for others with kindness & humility.

Parent Reflection Responses:

[Square Circle Triangle Reflection](#)