

## SPAN Meeting Minutes October 7, 2013

Apryl Henry, Co-president, welcomed all to the first SPAN meeting of the year. Introduced the **SPAN Board:**

Lisa Garborg, Co-president  
Julie Mueller, Vice President  
Anne Fry, Treasurer and Webmaster  
Kathleen Martins, Secretary  
Heather Banas, Elementary Representative  
Joan Shopbell, Elementary Representative  
Becky Smith, Elementary Representative  
Tracey Ringold, Elementary Representative

**MCGT and SPAN:** SPAN is the Prior Lake/Savage Chapter of MCGT (MN Council for the Gifted and Talented). Purpose: to support gifted children, their parents, and the teachers who work with our students. See <http://mcgt.net> for more information on MCGT and how to become a member.

### 2013/2014 Scheduled meetings:

**November 4<sup>th</sup> meeting has been changed to Nov 11** due to a conflict in the guest speaker's schedule. Speaker Dr. Richard Cash (Educational Consultant, see [www.nrichconsulting.com](http://www.nrichconsulting.com), and former Gifted Programs specialist in the Bloomington School District) will speak on **Beyond Ability: What it Really Takes to Be Successful**.

**Thursday, January 9, 2014 @ 7 p.m.** General meeting; agenda TBD.

**Monday, February 3, 2014 @ 7 p.m.** Speaker Karen Rogers (Professor of Gifted Education, University of St. Thomas) will speak on twice-exceptional students' needs in and out of school.

**Monday, March 3, 2014 @ 7 p.m.** Speaker Deborah Ruf (High Intelligence Specialist, author of *5 Levels of Gifted*) will speak on ability testing and levels of giftedness.

**Thursday April 3, 2014 @ 7p.m.** Anne Rinkenberger (Twin Cities' therapist who specializes in counseling gifted children) will speak about the social and emotional needs of gifted kids...what is characteristic of gifted kids and when a parent might want to seek counseling help.

**SPAN Family Fun Night** will be later this year. Options are being discussed.

Introduction of **Megan Luckhardt- Middle School Gifted & Talented Teacher**, responsible for the middle school Synergy program. Megan discussed the Synergy program. The program is a push in program (not mandatory) for identified gifted students to attend during Primetime. She is the connection between parents, students and teachers to make sure gifted students' needs are met on a social, economic, and academic level.

**Anne Fry- treasurer reviewed the treasure's report-** no questions or objections.

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Introduction of **Erin Boltik—Director of Gifted Programs and Services, Bloomington School District**. Erin started her presentation by introducing a punchbowl game. She had the audience introduce themselves and have an opportunity to get to know her.

Erin referenced the book *How To Motivate Reluctant Learners* by Robyn Jackson. This book attests that all students and people have motivation to learn; understanding the motivating factor will be the driver. The author categorizes **four drivers, what is referred to as “will drivers”**:

#1- Mastery: *What*- The driver is being good at things.

#2- Purpose: *Why*- The driver is being involved in something that matters.

#3- Autonomy- *When, where and how*- The driver is to have control of the learning.

#4- Belonging- *Who*- The driver is a sense of belonging.

Erin asked the group to think about our child(ren) and whether they struggle with motivation. If we are able to determine their primary and secondary “will drivers” tasks can be structured to motivate the learner to engage. The child can be dominant in two of these drivers but will always have one that will be primary. Asking the question “what can the student not live without” will help determine their primary driver. **Knowing what the driver is for your child would be helpful to discuss with teachers during conferences.**

Erin spoke on gifted education and how it can be a polarized topic, pondering if a gifted child can prosper in this education system. She suggested starting with a **school’s mission statement** because that is where differing opinions can unite. Seeing this is common area, we can create solutions that balance needs in a way that optimizes the benefits and minimizes the risk. We reviewed the mission statements of three schools and compared them to each other.

Erin referred to a study that was done in the Bloomington district by Jane Kise, *Using the Power of Polarity Thinking to Move Forward in Education*. Using an **infinity loop as a visual** and using breathing as a topic, we discussed the positives (taking a big deep breath) and negatives (an unpleasant smell) of inhaling and exhaling. Using this model allows us to talk about differing perspectives and appreciate others point of view. The key was not this or that but this and that.

Using this polarity thinking map, Erin discussed **Standardized (grade-level) and Customized Assessments** to accurately assess learning and growth. A standards base report card will show how well the child has mastered the standards but does not include work habits, effort, or growth. On traditional report cards, students receive individual grades for reading, math science etc, without mention of the effort, attitudes, or growth.

By looking at the positive and negatives of customized assessments and standardized assessments, educators can take advantage of early warnings (negative) and action steps (positive) of each.

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Erin referenced the book *Reforming Gifted Education-How Parents and Teachers Can Match the Program to the Child* by Karen Rogers. The book refers to how some programs for gifted students are not adequate and other programs do not necessarily fit the needs of all gifted children. We dovetailed into a discussion where Erin passed out quotes, taken from the book, and using the polarity model the group discussed seeing the opinions from opposite viewpoints.

Erin referenced some helpful websites:

National Association for Gifted Children (NAGC): [www.nagc.org](http://www.nagc.org)

Hoagies' Gifted Education Page: [www.hoagiesgifted.org](http://www.hoagiesgifted.org)

Supporting Emotional Needs of the Gifted: <http://www.sendgifted.org>

Free Spirit publishing: <http://freespirit.com>

Davidson Institute for Talent Development: <http://davidsongifted.org/default.spx>

Erin talked about the Gifted Child's Bill of Rights, by Del Siegle (former NAGC president):

Having the Right to:

- Know about you giftedness
- Learn something new every day
- Be passionate about your talent area without apologies
- Have an identity beyond your talent area
- To feel good about your accomplishments
- To make mistakes
- To seek guidance in the development of your talent
- To have multiple peer groups and a variety of friends
- To choose which of your talent areas you wish to pursue
- Not to be gifted at everything

Erin closed with reminding us to think about what motivates our kids, to use the polarity model when encountering conflicting views in our children's education, and to remember The Gifted Child's Bill of Rights.

Next meeting: Monday November 11, 7pm in the WestWood Media Center with speaker Dr. Richard Cash.