

**GIFTED & TALENTED
ADVISORY COUNCIL
AGENDA**

**Monday, January 11, 2010
7:00-9:00 PM
ESC Board Room**

- Welcome.....Shauna Gilmore, Chair*
- Board Report.....Mary Nichols, Board Liaison*
- SENG Parent Group info.....LPS SENG teachers*
- School Accountability Presentation info....Melinda Ness, G/T Coordinator*
- Technology in the classroom.....Wendy Erickson,
Runyon G/T Facilitator*
- Book Study Processing.....Melinda Ness, G/T Coordinator*
- Closing.....Shauna Gilmore, Chair*

Our Next Meeting is Monday, February 8th, 2010

*Please be sure to have read the following section of our book:
"Family Matters"*

Importance of Curriculum


Curriculum vs Textbooks

CSAP & Accountability

Revised Standards

Six Ways to Promote & Support Student Motivation

Be a model of achievement yourself.



Six Ways to Promote & Support Student Motivation

Introduce the student to other adults who are achievers in his/her area of interest

Six Ways to Promote & Support Student Motivation

Communicate your expectations to the student.



Six Ways to Promote & Support Student Motivation

Give the student some "how-to" help on getting motivated.



Six Ways to Promote & Support Student Motivation

Make sure the student has time to develop and practice the skills necessary for success.

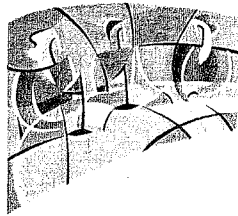
Six Ways to Promote & Support Student Motivation

Encourage and praise learning efforts.

Excellent

Great Job!

Comments/Discussion



 **PARENT SURVEY**

	TRUE	FALSE
1. We celebrate all of our child's successes and thoroughly discuss each of his failures to increase the likelihood that he will succeed in the future.	<input type="checkbox"/>	<input type="checkbox"/>
2. We have been careful never to speak critically about a teacher in our child's presence, nor have we taken her side against the teacher.	<input type="checkbox"/>	<input type="checkbox"/>
3. Both parents are in agreement about our academic expectations for our child.	<input type="checkbox"/>	<input type="checkbox"/>
4. When our child failed a particular subject, we excused it because one (or both) of us was not successful in that subject either.	<input type="checkbox"/>	<input type="checkbox"/>
5. When our child appears to be struggling with learning, we immediately assist him through the difficulty.	<input type="checkbox"/>	<input type="checkbox"/>
6. Our child understands that if she makes an extra effort with school work, the results are better.	<input type="checkbox"/>	<input type="checkbox"/>
7. We give our child incentives or rewards for school achievement.	<input type="checkbox"/>	<input type="checkbox"/>
8. Our child is allowed to put off his school work until late in the evening or weekend.	<input type="checkbox"/>	<input type="checkbox"/>
9. Our child has a regular and specific time and place to study.	<input type="checkbox"/>	<input type="checkbox"/>
10. Our child does not simply work until homework is done, but puts in a required amount of academic time each school day. Additional time beyond homework is used for reading, reviewing notes, and/or working on special projects or activities.	<input type="checkbox"/>	<input type="checkbox"/>
11. We as parents set all the rules and expectations in our home, and our child follows them.	<input type="checkbox"/>	<input type="checkbox"/>
12. We communicate positive, realistic, and attainable expectations to our child.	<input type="checkbox"/>	<input type="checkbox"/>
13. We communicate with our child clearly and effectively. Our child feels that we listen to her ideas and points of view.	<input type="checkbox"/>	<input type="checkbox"/>
14. Our child believes that making mistakes is a way to learn. We as parents encourage safe risk-taking.	<input type="checkbox"/>	<input type="checkbox"/>
15. Our child participates in activities in which success is likely with appropriate effort.	<input type="checkbox"/>	<input type="checkbox"/>