



Wenatchee  
School District



November 2012

Enrichment News



## Calendar



January 31, Advanced  
Placement Info Night for  
students and parents, 7 pm,  
WHS Commons

## WAETAG Conference

Wenatchee School District sent a strong contingent to the Washington Association of Educators of Talented and Gifted conference this October. It was held in Tacoma and had numerous experts on the topics of differentiation and serving the educational needs of highly capable students.

Attending from Foothills: Ray Birks, Tye Goodrich, and Aaron Hansen. Birks and Hansen even presented--“60 Inspiring Apps in 60 Minutes”--which was very well received. Attending from the elementary enrichment specialist team were Rozanne Lind, Kathy Moody, and Kari DeMarco.

\$1000 was raised for highly capable students from poverty to attend gifted summer camps. Approximately 300 teachers, administrators, and parents from around the state were in attendance. Perhaps you will be in attendance next year!



“The legislature finds that, for highly capable students, access to accelerated learning and enhanced instruction IS access to a BASIC education.”

Section 708 of HB2261,  
effective 9/1/2011

## News Briefs

### Elementary

Each elementary school is looking for Math is Cool coaches. Please talk to your child’s classroom or enrichment teacher if you are willing to step forward and help in this wonderful way.

### Middle School

Foothills and Pioneer Middle Schools are having a Battle of the Books. Talk to your school librarian about this contest and how you can help your team.

### High School

There are three enrichment programs at WHS: Academic Challenge, Advanced Placement, and Directed Study. Go to the website for more info (WSD, Learning and Teaching, Enrichment).

### Advanced Placement

WHS students surpassed the global pass rate of 61% with a 74% pass rate in 2012!

### Gifted Ed Day

Washington State’s Gifted Education Day is Tuesday, March 19, 2013. It will be held in the Columbia Room, Legislative Building, in Olympia, WA. Students, parents, and teachers are welcome to talk with legislators about the unique needs of gifted students for an appropriate education. Students can make their own citizen comments to legislators.



Dr. Jim Webb, SENG founder (Supporting Emotional Needs of the Gifted), says: “These are special needs kids. They are often more sensitive, more intense. They are subject to existential depression.”

[www.sengifted.org](http://www.sengifted.org)

## Different Kinds of Boredom

How often have you heard a student say, “I’m bored!”? This can be frustrating to teachers who work hard to make their lessons interesting and relevant. It is also distressing to parents when their child comes home and relates that a class is boring. It recently occurred to me that there are different kinds of boredom, and it is very important to pin-point just why the student is bored. I had a major epiphany when I realized that *there’s a difference between being bored and being uninterested!*

If a student is bored because she *already knows* the information or wants more challenging material, there are many options available to address this issue. • Assess the student to determine if she really does know the material as opposed to “I’ve heard this before.” • If she has demonstrated mastery of the required material, allow her to eliminate the assignments and work on something more appropriate to her learning level. Let her have input on the alternative assignment so she’ll be motivated to complete it. (By 4<sup>th</sup> grade, students should be able to propose their own alternative learning assignments that meet your non-negotiable requirements. They can help you develop a contract that includes a timeline, expectations, and a rubric.) • Provide “tiered” assignments, i.e., give them a choice between a grade level assignment and a more demanding one. Be careful not to give “more of the same” work, but more complex work. • Give choices and open-ended assignments. • Allow a small group of advanced students work together on a difficult task. They challenge each other and will often far exceed your expectations. • Provide advanced reading materials.

However, if he’s bored because he’s *uninterested* in the subject matter, that poses a different problem. I’ve watched teachers try all kinds of motivational techniques, and it works to some extent but takes a great deal of energy, and some students are very hard to satisfy. This can become a never-ending cycle of “please entertain me!” There’s a difference between being challenging and entertaining. *All students love being entertained, but only some students want to be challenged.* It’s important to determine the difference. Some students are provided with many opportunities, but they are just not interested in pursuing them.

Students need to take some responsibility for the solution. If they want more challenge, they should let the teacher know by proposing a more difficult task that fulfills the general assignment. If they already know the information, they should ask the teacher if they can prove their prior knowledge or skill and advance to a different assignment. Teachers cannot read students’ minds, so it is important for them to become self-advocates. Students who are uninterested in a topic need to find ways to apply their own interests and talents to the task. Be creative in response to the assignment. If the situation does not allow for creativity, fulfill the basic requirements and move on. You shouldn’t be expected to “live up to your potential” by doing more demanding work if you are truly uninterested in the subject.

Both parents and teachers need to make an honest appraisal of the situation before they begin a conversation about dealing with boredom. Simply ask the student if he or she wants more *challenging* work. The answer will tell you how to solve the problem.

This 2006 article, written by former Enrichment Coordinator Terri Bawden, was reprinted due to popular demand.)

