



GT Staff

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Thank you for taking the time to read our GT newsletter. We are working very hard to improve communication with our families, and this newsletter has become an efficient way to share information with our stakeholders. Please feel free to share any ideas YOU may have by emailing krpeterso@wausauschools.org. If it's information important to you, chances are very good that it would be meaningful to other parents as well.

GT Coordinator Corner – by Tammy Steckbauer

The 2021-2022 school year is drawing to a close and soon summer vacation will be upon us. Hoping that families will check out some fun options for your kids. Some ideas are linked to this newsletter. Enjoy!

Due to some exciting staffing shifts in the district, we find ourselves with a .5 GT Learning Resource Teacher posting. We will be working to fill that position over the summer. If you know of anyone who might be interested, please encourage them to apply on the WECAN job site. The position has been posted for a couple of weeks with no applicants. Thank you for your help!

Renee Heinrich served Rib Mountain and Hewitt-Texas Elementary Schools as their GT Learning Resource Teacher for 21-22. Next year, she'll be working as a full-time third grade teacher at Hewitt. We thank her for her service and wish her well in her new position.

*Due to unique learning models and curriculum, Montessori and WAVE are not served in the same manner as our traditional elementary schools.

Newly identified students and families will be invited to our annual GT Parent Informational Meeting. This meeting will be held at Rib Mountain Elementary School in the gym on Thursday, September 29, 2022, at 6:00 pm. This meeting is designed for adults to learn about GT programming in the Wausau School District. That being said, your children are welcome to attend with you.

Thank you for your continued support and have a wonderful and safe summer!

Greetings Families of students of all grades,
Aaron Boller, the middle school GT resource teacher here,
with an invitation for students of all ages! If you have a child
who may be in the mood this summer to consider language
arts or math related CONTESTS to be submitted this summer
or next year, please take a moment to consider
the CONTESTS within these links. (Some contests have a
summer due date, some have a mid-school year due date,
and some are yet to be updated.) Happy writing and
calculating to all!

Yours in going above and beyond,

Mr. B

Aaron Boller
Wausau School District Middle School GT/Enrichment
Program Teacher
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Book Bowl Lists 2022-2023

[Division I](#)

[Division II](#)

GT Legislation

The **G/T legislation**--Assembly Bill 903 ([AB903](#)) and the
companion Senate Bill 860 ([SB860](#))--passed both the State
Assembly and the State Senate and was sent to Governor
Tony Evers for his approval or veto. Governor Evers
vetoed the bill on April 8, 2022. If interested, his veto
message can be found
at https://docs.legis.wisconsin.gov/2021/related/veto_messages/ab903.pdf

Summer Enrichments

Summer offerings not
specifically endorsed or
affiliated with WSD:

[WSD Summer Learning
Programs](#)

[UWSP Continuing Education](#)

[Summer Youth Programs at
UW LaCrosse](#)

[Badgers Precollege Ages 5-
18](#)

[College for Kids & Teens at
UW Milwaukee](#)

Parent, Educator, and Student Resources

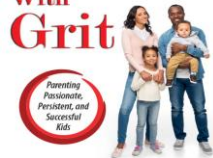
[Hoagies' Gifted
Education Page](#)

[Center for Healthy Minds –
University of WI Madison](#)

[WATG Conference
Information and
Registration](#)

Resources Available from WSD GT Dept.

**Raising
Children
With
Grit**



Laila Y. Sangurus

GT Music Experience 2022

Fifth graders with a special interest and skill set in music were nominated to attend this year's event at Wausau East High School on April 13, 2022, from 9:15am-1:30 pm. The event involved fifth grade students from across all 15 elementary schools in Wausau. The event kicked off with an ice breaker that encouraged students to mingle with one another. Guest teachers for the event were three Wausau School District Music Specialists: **Sana Wressell, Kathy Johnson, and Sam Ward.**

Students were divided into two groups. In one group, they experienced learning multiple new songs. They added instruments to these new songs such as xylophones, woodblocks, bells, and metallophones. Students were challenged to play independently throughout the song.

In the second group students experienced making music in a drum circle setting. They started off by learning the basics of African and Latin American style drumming and also had the opportunity to experience some of the other percussion instruments used in those parts of the world. Students then did a jam session where everyone started off playing the steady beat and then gradually transitioned to playing their own pattern or even soloing.

As a special treat, the students visited Wausau East's orchestra class in session. They were introduced to the string family instruments including the violin, viola, cello and bass. The orchestra performed two contrasting selections for the students.

Students enjoyed a school lunch and the day concluded with a group activity after lunch where students created their own composition. Students had to decide what instruments to include in their song and create the entire piece. Students very creatively made their own music and then performed it in small groups.

Special thanks to Wausau East for hosting the event, to Kris Peterson for all the organizing that took place behind the scenes, and the three music specialists for making this all possible.

~Submitted by Tammy Steckbauer, Sam Ward, Sana Wressell and Kathy Johnson~



Long Term Success: Giving Bright Kids Feedback excerpt from Byrdseed.com

It's *vital* to give students good feedback, especially your brightest kids. It's so easy to give them another A, tell them "great job," and send them on their way. But these kids need to learn how to talk about their work and receive actual feedback – or we're setting them up to see feedback as inherently bad, and giving them a lifelong **fear of feedback**.

But... The Work IS Great.

The problem is: what the heck do you say? It really was a "great job." It exceeded standards. There's nothing to really correct.

In that case, use affective questions (questions about feelings) to talk about the *work* rather than just the product:

- What part did you enjoy the most?
- What was the hardest part for you?
- What part are you most proud of?
- What did you spend the longest on?
- What part were you most worried about?

With affective questions, there's no right or wrong answers. And these set up some nice probing questions to pull more from students:

- Oh really? Why do you say that?
- I see. What do you think caused that?
- Is that true or you a lot of the time?
- Do you think most people agree with that or disagree?
- When did you start thinking that?

And you can gently pop your opinion in:

- Oh, that makes sense now. I see that you were trying to explain that, but the wording wasn't quite right. Thanks.
- I could tell that was probably your favorite part – your excitement came through in your writing.
- I really liked that part also. I had never seen someone do it like that.