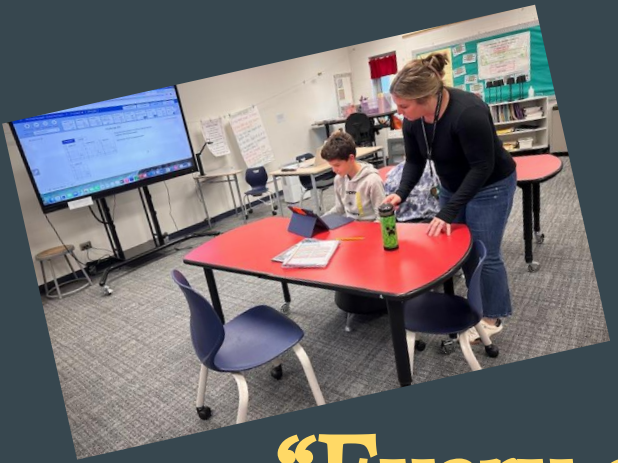
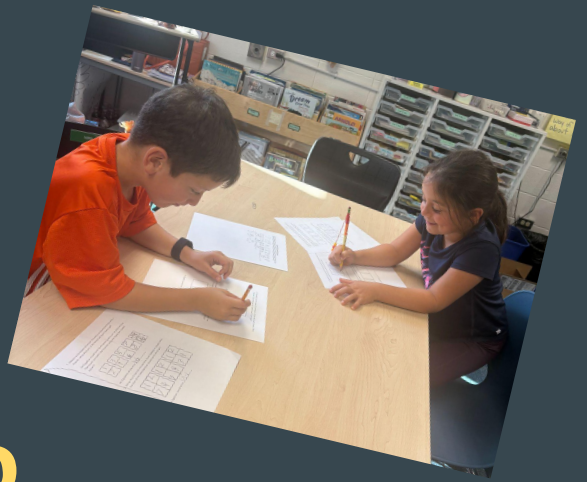
Welcome to Navigate Parent Night!

Thursday, Nov. 5, 2026



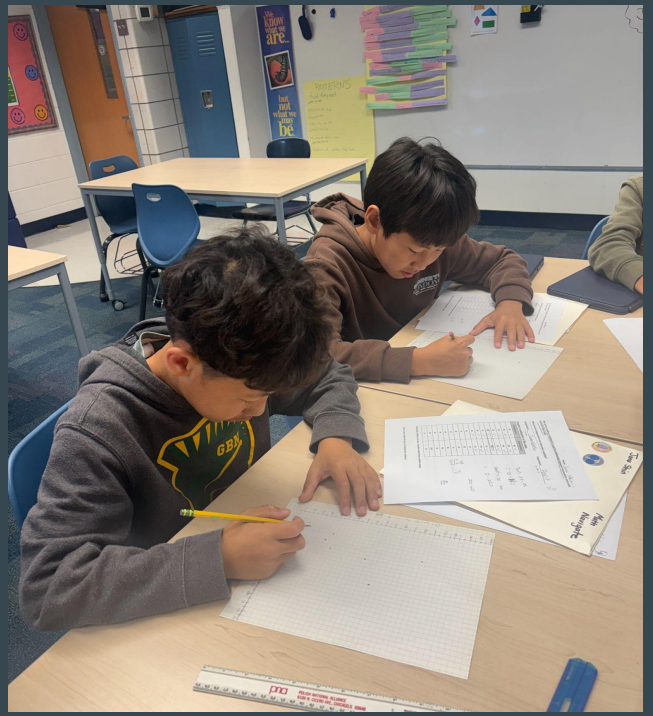


“Every child deserves to learn something new every day.”

-Adapted from the National Association for Gifted Children:

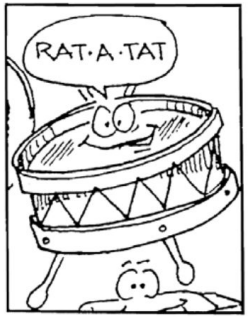
Parent Night Overview

- Introduction
- Presentation: Supporting Children at Home
- Curriculum Overview



How Can We Support Children at Home?

- Multiple Intelligences / Repetitions to Mastery
- Working Through Perfectionism
- Why Kids Need Navigate

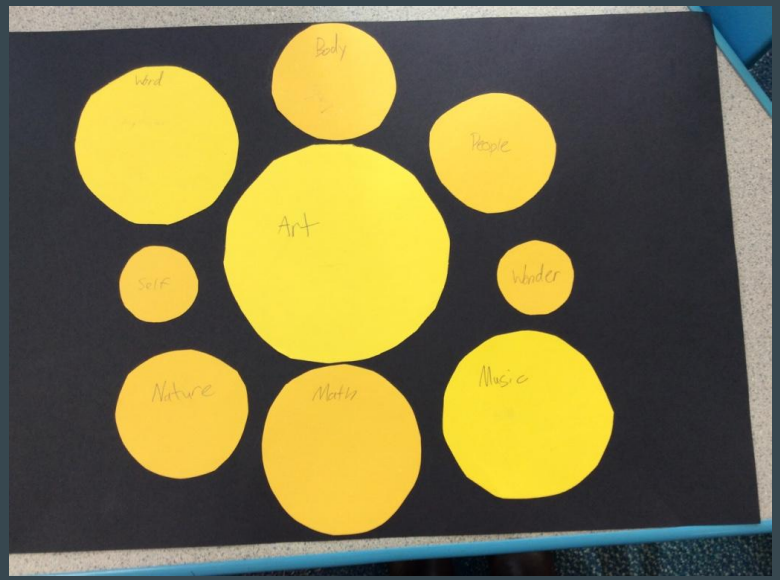


The greatest gift that we can give our gifted children is to believe in the following: That the gifted child is average with gifts, not superior with faults.

Annemarie Roeper, 1984

Howard Gardner's Multiple Intelligences Theory:

- Lots of ways to be smart!
- Intelligence as a chandelier (rather than a single bulb)
- Asynchronous development: different skills at different speeds



Multiple Intelligences

Verbal
"Word Smart"

Mathematical
"Math and Logic Smart"

Visual-Spatial
"Art Smart"

Naturalistic
"Nature Smart"

Interpersonal
"People Smart"

Kinesthetic
"Body Smart"

Musical
"Music Smart"

Existential
"Wonder Smart"

Intrapersonal
"Self Smart"

Repetitions to Mastery: How Much Practice Does it Take?

Depends on the discipline! = Asynchronous Development

Perfectionism: How to Support Children at Home

PERFECTIONIST PROFILE: DOES ANY OF THIS SOUND FAMILIAR?		
PROFILE	**CHARACTERISTICS**	**HOW PARENTS CAN HELP**
ACADEMIC ACHIEVER	Strong focus on external evaluations such as grades Tends to view in extremes - “all or nothing” Seeks external validation: “Is this right?”	De-emphasize grades and external evaluations. Focus growth, learning, satisfaction: “What makes you proud of this?” “How do YOU feel about this work?”

Adapted from the National Association for Gifted Children, September 2018

PERFECTIONIST PROFILE: DOES ANY OF THIS SOUND FAMILIAR?		
PROFILE	**CHARACTERISTICS**	**HOW PARENTS CAN HELP**
IMAGE MANAGER	Focuses on the perceptions of others Tries to maintain the image of perfection, high levels of success	Model good sportsmanship Model vulnerability Praise effort

Adapted from the National Association for Gifted Children, September 2018

PERFECTIONIST PROFILE: DOES ANY OF THIS SOUND FAMILIAR?		
PROFILE	**CHARACTERISTICS**	**HOW PARENTS CAN HELP**
ACCURACY ASSESSOR	Focuses on mistakes, spends extraordinary time creating “perfect” work Spend more time perfecting work to the detriment of other things	Model mistakes as natural and recoverable Provide examples of imperfections in media, real life Limit time spent on assignments

Adapted from the National Association for Gifted Children, September 2018

PERFECTIONIST PROFILE: DOES ANY OF THIS SOUND FAMILIAR?		
PROFILE	**CHARACTERISTICS**	**HOW PARENTS CAN HELP**
RISK EVADER	Disengages to avoid potential disappointment: “I can’t fail at something I don’t do.” May avoid challenge, participating in class, completing work, new experiences or skills	Provide safe environments for taking risks Praise efforts, not outcomes: “Hey, that was hard, but you gave it a try. How do you feel about that?” Model doing tricky things or making mistakes

Adapted from the National Association for Gifted Children, September 2018

PERFECTIONIST PROFILE: DOES ANY OF THIS SOUND FAMILIAR?		
PROFILE	**CHARACTERISTICS**	**HOW PARENTS CAN HELP**
PROCRASTINATOR	Delays initiating work to avoid risk May exhibit anxiety about project or have difficulty breaking into manageable parts Stems from fear that performance will not match expectations	Communicate timelines Support with dividing large tasks into manageable sub-goals Pomodoro method: try working for the duration of a timer

Adapted from the National Association for Gifted Children, September 2018

Why Kids Need Navigate

Academic:

- Learning at appropriate pace
- Complexity of concepts
- Depth of exploration



Why Kids Need Navigate, Cont.

Social-Emotional
(Same fish, different pond!)

- Experience with challenges
- Peers who “get us”
- Permission to be mistaken
- Permission to struggle
- Exploration of what it means (and doesn’t mean!) to be smart



Want to know more about Navigate identification?

- Visit the District 30 website: district30.org
- Click “About Us”
- Find “Curriculum and Instruction” >> “Navigate”
- You’ll find:
  - Program description
  - Identification guidelines
  - Resources and additional materials to view

Content Area Presentations

District 30 Navigate Program

Placement

- Reviewed annually
- Multiple data points
  - NWEA MAP
  - CogAT (3-5)
- Additional data points
  - Degrees of Reading Power
  - Math Tasks

Our goal is to ensure appropriate challenge and support

Report Cards

- Twice a year - January and June (paper report cards, sent through mail)
- ELA
  - Literary Skills
  - Written Communication
  - Speaking and Listening
- Math
  - Mathematical Knowledge
  - Mathematical Application
  - Mathematical Thinking

Conferences

- Once a year - February
- 10-minute conference
- Separate sign-up will be sent by teachers
- Descriptors
  - Exceeding Expectations
  - Meeting Expectations
  - Approaching Expectations

Math Navigate

Inquiry-Based Learning

- Shifts students from being receivers of knowledge to investigators in their learning through discovery and collaboration.
- Critical thinking
- Engaging for students
- Strengthens problem solving skills
- Student centered classroom with teacher facilitating the learning

Math Navigate Program

1st Grade

- Problem Solving
- Geometry Concepts
- Symmetry
- Measurement (length)

2nd Grade

- Coordinate Planes
- Area/Perimeter
- Volume
- Measurement (weight)

3rd Grade

- Number systems
- Division
- Ratios
- Problem Solving
- Data Analysis

Math Navigate Program

4th Grade

- Number Sense
- Coordinate Geometry
- Percent
- Volume and Surface Area
- Integers/Algebra
- Problem Solving

5th Grade

- Scatterplots
- Graphing Analysis
- Linear Equations
- Probability

How to be a Cooperative Problem Solver

- Collaborate to compare answers thoughtfully
- Focus on understanding, not finishing first
- Learn from mistakes and use them as growth opportunities
- Show your work clearly and verify that answers make sense
- Take risks and persevere together through challenges

Homework

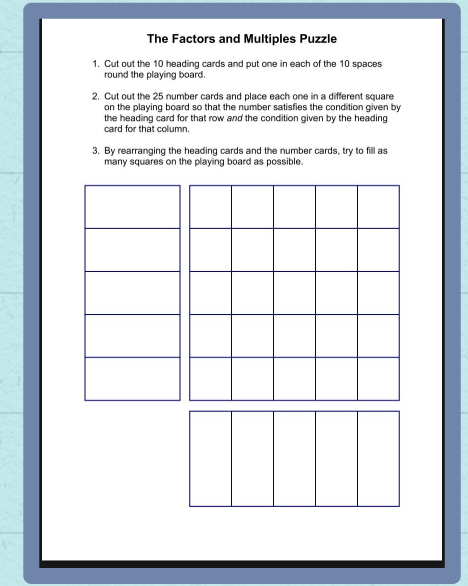


Students may be asked to complete Navigate assignments that were not finished in class for homework.

Students are responsible for completing the homework assignments for their core math classes.

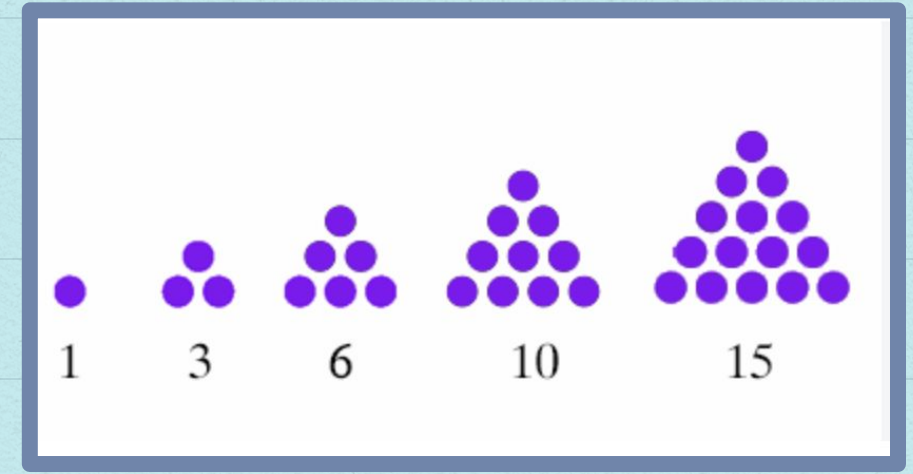
Math Activity

Factor and Multiple Puzzle



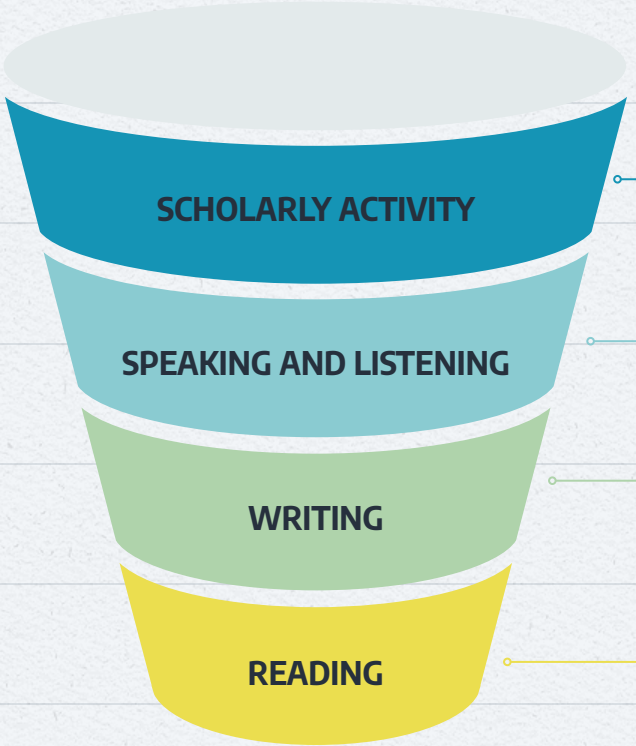
The Factors and Multiples Puzzle

1. Cut out the 10 heading cards and put one in each of the 10 spaces round the playing board.
2. Cut out the 25 number cards and place each one in a different square on the playing board so that the number satisfies the condition given by the heading card for that row *and* the condition given by the heading card for that column.
3. By rearranging the heading cards and the number cards, try to fill as many squares on the playing board as possible.



ELA Navigate

Areas of Instruction in ELA Navigate



Debate, discussion, discourse

Purpose of communication: to understand OTHERS

How to express ourselves in an articulate way

Beyond plot: reading thematically, figuratively metaphorically

Grade 1: Beyond Smart: Being Clever

Focus is on:

- Vocabulary
- Word play
- Critical and creative thinking skills
- Literature: Characters who demonstrate intelligence, resourcefulness

Grade 2: Beyond Story: World of Knowledge

Focus is on:

- Nonfiction
- Questioning and research
- Development of background knowledge to support fiction reading
- Starting from personal (our houses and our life)...
- Moving to global (what life is like around world)

Grade 3: One World: Exploring Big Stories

Focus is on:

The Purpose of Myth: Why stories are so powerful across history and culture

World mythology: Stories that tell us about history and culture

Hero's Journey in myth, legends and modern literature

Grade 4: Beyond Words: Exploring the Figurative World

Focus is on:

Art - using tools and techniques to express ourselves and reach our audience

Viewing reading and writing through that artistic lens

Exploring how attention to writer's craft strengthens us as readers and writers

Developing tools and techniques to hone our craft as writers

Grade 5: Literature: A Mirror to Our World

Focus is on:

Who are we? An exploration of identity and values

Works of allegory: how literature and the arts reflect our world view

Sophisticated analysis: Premise, plot structures

Writing, writing, writing!

Language Study: a study of the development of human language, and the evolution of the English language in particular

Homework Philosophy



- Ideally, an accurate reflection of what a child knows or can do
- Homework is assigned only when meaningful and necessary
- Homework should be a reflection of what students know - struggle is okay
- Mistakes are okay! Poor effort is not.

ELA Activity

Game: "What am I Thinking?"

- **On the count of three,** each partner says a **random word.**
- Each partner thinks of **a new word to connect those ideas.**
- At the count of three, **say the new word.**
- You and your partner "win" **when you both say the exact same word.**
- Hint: keep your ideas simple!