



Supporting and Promoting Advanced
Readiness in Kids

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FINDING STRAND RESOURCES



Strand Goals

- To share the background, structure, and purpose of Project SPARK and its foundation in the Young Scholars Model
- To discuss key elements of the Young Scholars Model and its implementation in various settings
- To explore questions and dilemmas related to early identification and response to advanced potential
- To practice strategies for recognizing and responding to advanced potential in diverse populations



Project SPARK: Supporting and Promoting Advanced Readiness in Kids

- Focus on **early awareness/identification/intervention** to support high **potential**
- Emphasis at **grades K-2** in schools with high populations from **underserved** groups
- Application/scaling up of the Young Scholars Model in 4 Connecticut school districts
 - *Access* to advanced learning opportunities
 - *Affirmation* of high academic potential
 - *Advocates* for students



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GBRS

Contains 4 categories:

- Exceptional Ability to Learn
- Exceptional Application of Knowledge
- Exceptional Creative/Productive Thinking
- Exceptional Motivation to Succeed



Gifted Behaviors Continuum

Continuum of Intensity, Frequency, and Complexity of Demonstrated Behaviors

Behavioral Areas	Emergent (1) Exploratory and discovery behaviors demonstrated sporadically or rarely.	Novice (2) Application behaviors observed occasionally, acquires and integrates knowledge.	Maturing (3) Analysis behaviors observed frequently, extends and refines learning.	Independent (4) Synthesis and evaluative behaviors observed consistently; uses knowledge flexibly.	GBRS Connections Student demonstrates exceptional:
Perceptive	Recognizes basic patterns in the environment	Applies understanding of similarities and differences	Seeks and examines novel patterns and relationships	Transfers patterns and relationships to new situations; looks beyond the obvious to notice verbal and nonverbal subtleties	Ability to Learn <ul style="list-style-type: none"> • Memory • In-depth knowledge • Persistent/intense focus • Sensitivity to environment • Ability to adapt to new cultures • Ability to learn quickly/easily • Acquisition of a new language • Ability to independently make connections
Strategic	Employs learned thinking strategies to solve problems	Investigates alternative solutions to problems	Analyzes situations, searches for additional information, and diligently works to find solutions to problems	Analyzes and researches potential solutions, tests theories, and verifies multiple conclusions to complex problems	Application of Knowledge <ul style="list-style-type: none"> • Reasoning skills • Problem solving strategies • Ability to interpret symbols • Understanding of abstract concepts • Technology skills • Ability to transfer learning to other situations • Communication through the arts
Communicative	Expresses ideas simply but clearly	Expands on ideas and provides additional information	Expands on ideas, compares and contrasts, and gives examples	Initiates and elaborates on complex ideas, providing examples, counter-examples, and inferred characteristics	Creative/Productive Thinking <ul style="list-style-type: none"> • See the familiar in unusual ways • Ability to think independently of peers • Inventive skills • Fluency and flexibility in thinking • Expression of ideas, feelings, and beliefs • Sense of humor • Generation of new ideas • Ability to perceive and manipulate patterns
Resourceful	Recognizes and uses available resources to complete a task	Completes tasks using available resources in a traditional manner	Adapts resources to use in a new and different way	Draws from experiences and transfers understandings to new situations, inventively	Motivation to Succeed <ul style="list-style-type: none"> • Ability to lead groups • Ability to meet personal and academic challenges • Independent exploration/research skills • Adult conversation skills and poise • Sense of loyalty • Adaptation skills • High standards in areas of strength and interest • Initiative, self-direction, and confidence
Creative	Explores ideas and materials freely	Expands on ideas and adds details	Uses fluency and flexibility to view ideas in new and unusual ways	Demonstrates innovative ideas to show new relationships and uses	
Curious	Asks questions on topics of interest	Demonstrates curiosity and actively seeks new ideas	Asks deep questions to initiate investigation and meaningful dialogue	Asks complex questions to explore, test, and evaluate sustained investigations	
Leadership	Interacts effectively with others on assigned tasks	Initiates ideas and is sensitive to the contributions of others	Refines and extends the idea of others to build and foster the talents of a group	Organizes groups in various settings to implement plans of action, seeing complex tasks through to completion	
Resilient	Remains on task when faced with a difficult task	Demonstrates ability to work through difficult times in and out of the school environment	Recovers quickly from environmental and personal challenges	Exudes strength in times of personal hardship and maintains integrity	

Other Observation Scales

- TOPS (Coleman et al.)
- Renzulli Scales (SRBCSS; Renzulli & Smith)
- Gifted Rating Scales (GRS; Pfeiffer & Jarosewich)



GRS

- Was developed by Steven Pfeiffer and Tania Jarosewich
- Includes indicators that recognize and value *teacher pleasing* and *non-teacher pleasing* high potential behaviors
- Aligns with National Association for Gifted Children (NAGC) Standards



GRS

Contains 6 categories:

- Intellectual Ability
- Academic Ability
- Creativity
- Artistic Talent
- Leadership
- Motivation



Ratings

Each category is assigned a rating based on the quality of behaviors observed:

- 1 - 3** Below Average
- 4 - 6** Average
- 7 - 9** Above Average

Ratings are based on how the child compares with other children of the same age.



Intellectual Ability

- Solves problems quickly
- Demonstrates advanced reasoning skills
- Thinks insightfully, intuitively understands problems
- Learns new information quickly
- Demonstrates a good memory, remembers facts and details
- Understands complex information or abstract ideas
- Answers questions in detail, with extensive information
- Makes logical inferences, draws conclusions based on sound reasoning
- Problem solves analytically, separates problems into their component parts
- Understands the essence of a problem quickly
- Applies prior knowledge to solving problems
- Learns difficult concepts quickly



Academic Ability

- Demonstrates knowledge about current events
- Completes academic work correctly
- Completes academic work unassisted
- Contributes to academic discussions
- Learns academic material with little instruction
- Excels in one or more subject areas
- Understands complicated academic material
- Performs well on achievement and/or classroom tests
- Demonstrates advanced reading, writing, and/or math skills
- Asks relevant questions to learn more about a topic
- Demonstrates extensive knowledge in one or more academic areas
- Demonstrates knowledge of facts in one or more academic areas



How do we work with teachers to move away from a perspective that a child who acts out in class cannot be gifted?

KEY POINT OF TENSION



Committed Professionals



The greatest barrier to learning is not what the student knows, but what the teacher believes!

Dr. Wade Nobles

Challenge Deficit Thinking

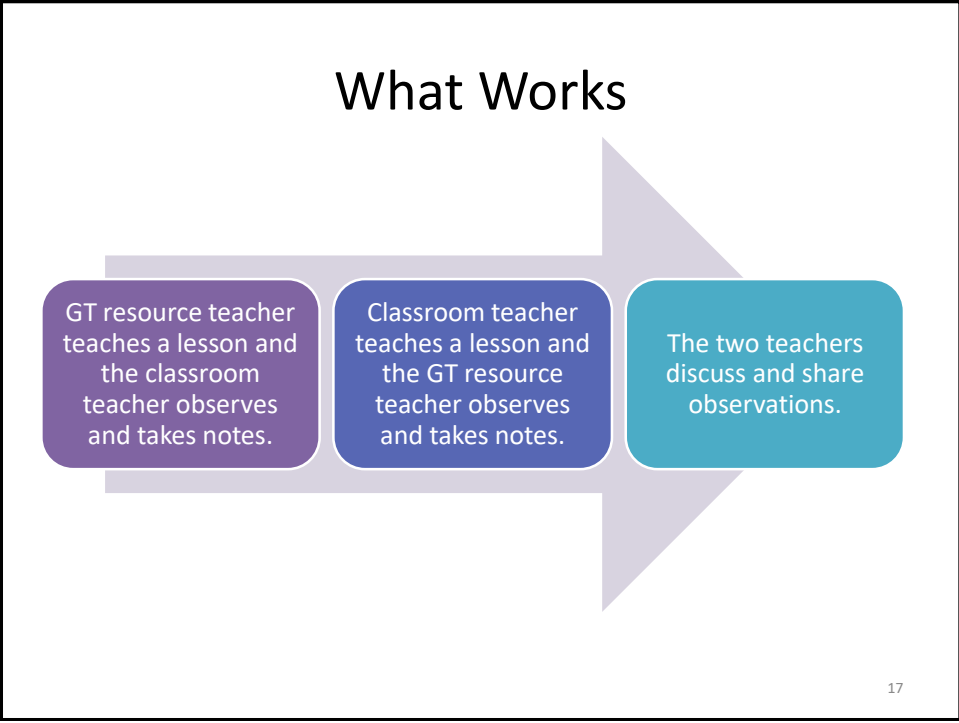
Focus on areas of strength

Provide scaffolding and extra support to promote achievement and success

Response Lessons

- Used to “draw out” gifted behaviors
- Allows for critical and creative thinking
- Aligns with GBRS





Critical and Creative Thinking Strategies

<p>VISUALIZATION</p> <p>Consciously forming the mental images of something that is not actually present in the senses</p>	<p>PLUS, MINUS, INTERESTING</p> <p>Framing the consideration of positive, negative, and intriguing aspects of an idea into one picture</p>	<p>ENCAPSULATION</p> <p>Stating ideas in precise and concise form</p>
<p>QUESTIONING</p> <p>Actively clarifying, exploring, challenging, and assessing the understanding of ideas</p>	<p>POINT OF VIEW</p> <p>Analyzing how different people might look at the same idea and/or situation</p>	<p>DECISIONS & OUTCOMES</p> <p>Understanding that choosing from alternatives affects events which follow</p>
<p>ANALOGIES</p> <p>Comparing two items in order to perceive similarities</p>	<p>MINDMAPPING</p> <p>Recording information with supporting ideas and examples branching out from the main idea</p>	<p>FLUENCY, ORIGINALITY FLEXIBILITY & ELABORATION</p> <p>The production of many ideas, the expression of new ideas, and the recombination of existing ideas</p>

From F


Critical and Creative Thinking....what do those terms mean?

- Critical Thinking
- Creative Thinking

Critical and Creative Thinking are interrelated processes essential to problem solving



As we solve problems, we navigate between both thinking patterns across all disciplines.



A graphic with a pink background and a white border. In the center is a black and white geometric pattern of triangles and circles. Below the pattern, the word "ANALOGIES" is written in a serif font. The graphic has a reflection effect below it.

- A facility for working with analogies gives students a structure for generating creative ideas, seeing complex relationships, and making unusual comparisons.
- Analogies may be used to deepen understanding of topics or concepts.



Sample Lesson: Colorful Categories



Lesson Features to Note

- Critical/Creative Thinking Strategy Icon
- Behaviors to Observe
- Additional emphases related to strategies, behaviors, access for language learners, etc.



Additional Sample Lessons

- In a group, explore your sample lesson. Consider the following (to share with the group):
 - How does the lesson encourage students to demonstrate evidence of advanced potential?
 - To what degree and in what proportion of students would you expect to see the indicated behaviors?
 - Do you agree with the behaviors listed, or are there others from the GBRS paperwork you would expect?

