

SPARKing High Potential in the Early Grades

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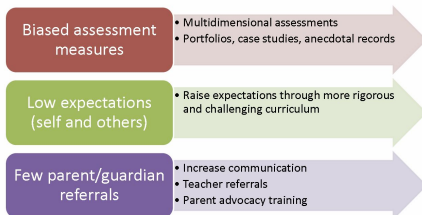
New England Conference for Gifted
Education and Talent Development
October 27, 2017


The Challenge

- Rates of identification for gifted programs among students from traditionally underserved populations
- Need for approaches that support finding high potential across demographic groups
- Need for approaches that provide students with supports to prepare for the challenges of advanced programs
- Recommendations around early intervention, yet limited programming



Underrepresentation of Economically Disadvantaged and Culturally Diverse Students Issues and Recommendations






project
SPARK

This project is supported under the Javits Gifted and Talented Students Education Grant Program, PR/Award Number S206A140017, as administered by the Office of Elementary and Secondary Education, U.S. Department of Education.


Project SPARK: Supporting and Promoting Advanced Readiness in Kids

- Focus on **early identification of high potential**
- **Intervention to promote achievement**
- Emphasis on students in grades K-2, particularly those students from groups **traditionally underserved in gifted programs**.
 - students from culturally and linguistically diverse backgrounds
 - students from low-income backgrounds
- Application/scaling up of the Young Scholars Model (Advanced Academic Programs [AAP] Office, 2013; Horn, 2014)



Benefits for Schools and Students

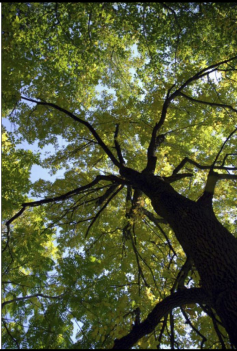
- Increased identification of and services to students of high potential from all populations, and especially to those from underserved groups.
- Intended support for students:
 - *access* to support and advanced learning experiences
 - *affirmation* of their potential and effort
 - *advocates* who will help to ensure their potential is developed (AAP Office, 2013, p. 15).
- Professional development support for school staff





Short Term

To *identify* students who may not be considered for advanced academic programs using traditional methods of identification, and who, without that opportunity, are less likely to pursue advanced levels of learning on their own.



Long Term

To *nurture* high academic potential at an early age so that students who have historically been underserved in advanced academic programs will be prepared to engage in challenging subject matter and rigorous courses in upper elementary school, middle school, and high school.

Identifying Potential

- Observe your students
- Give them opportunities for higher levels thinking and open-ended tasks including Response Lessons.
- Take notes of behaviors and keep work samples
- Use the Gifted Behavior Rating Scale as a tool to rate and record exceptional behaviors

GBRS

- Was developed by FCPS using current research on behaviors that demonstrate academic strengths
- Includes indicators that recognize and value cultural differences
- Aligns with National Association for Gifted Children (NAGC) Standards

GIFTED BEHAVIORS RATING SCALE WITH COMMENTARY

Know each category and the list of descriptors. Assign an overall rating using the scale below. The rating may range from 1 (rarely) to 4 (consistently). Add the four scores and place the sum in the total box.

1 = rarely 2 = occasionally 3 = frequently 4 = consistently

<p>Exceptional Ability to Learn <input type="checkbox"/></p> <ul style="list-style-type: none"> Exhibits exceptional memory Demonstrates in-depth knowledge Displays particular interests, topics, or areas or issues topics Is highly reflective and/or sensitive to teacher's encouragement Learns and adapts readily to new cultures Acquires language at a rapid pace Seems self-independent and makes connections without formal instruction 	<p>Exceptional Creative/Productive Thinking <input type="checkbox"/></p> <ul style="list-style-type: none"> Sees the familiar in unusual ways/ Does not conform to typical ways of thinking or perceiving Is highly creative and/or inventive Demonstrates original fluency and flexibility in thinking and problem-solving Generates ideas, theories, experiences, and/or beliefs in original ways Displays keen sense of humor Is highly curious Demonstrates new ideas, new uses, new solutions easily Proposes and investigates solutions, ideas, and/or methods
<p>Exceptional Application of Knowledge <input type="checkbox"/></p> <ul style="list-style-type: none"> Demonstrates highly developed reasoning Displays complex problem-solving strategies Uses and integrates advanced problem-solving systems in academics, visual arts, and performing arts Understands, explains, transfers abstract concepts Uses technology to enhance and/or produce Acts as an interpreter, consultant, and/or facilitator to help others Makes advanced connections and transfers learning to other subjects, interests, cultures Communicates learned concepts through role playing and/or artistic means 	<p>Exceptional Motivation to Succeed <input type="checkbox"/></p> <ul style="list-style-type: none"> Demonstrates ability to lead large and/or small groups Seeks exceptional personal and/or academic challenges Explores, researches, and questions topics, ideas, or issues independently Is joined with adults and engages them in adult conversations Participates in a strong sense of equity and responsibility Demonstrates exceptional ability to adapt to new experiences and/or interests Shows exceptional high standards and/or high level of strength and/or interest Shows initiative, self-direction, and/or high level of confidence

COMMENTARY: At the bottom of this page, please provide a profile of the student's academic strengths and abilities, citing specific examples. Commentary should include specific examples to support the GBRS rating.

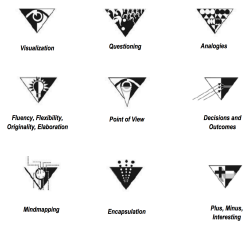
Identifying Potential

- Observe your students
- Give them opportunities for higher level thinking and open-ended tasks including Response Lessons.
- Take notes of behaviors and keep work samples
- Use the Gifted Behaviors Rating Scale as a tool to rate and record exceptional behaviors

Response Lessons

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

Thinking Strategies



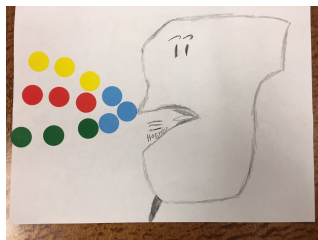
<https://www.fcps.edu/academics/elementary-school/academics-k-6/advanced-academics/critical-and-creative-thinking>

Lesson Examples

A Sunday Afternoon on the Island of La Grande Jatte







Access Lessons:

<http://spark.uconn.edu/>

Resources > Treatment School Educators

Password: *sparkle*

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