



Supporting and Promoting Advanced
Readiness in Kids

Catherine A. Little
Confratute 2017

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

WHAT BRINGS YOU HERE TODAY?



Visit <http://spark.uconn.edu/sparktute2017>

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



Potential Take-Aways

- Guidelines for implementing the approach (or aspects of the approach) in your district
- Key points of consideration for advocacy for high-potential learners from diverse groups
- Classroom resources for promoting critical and creative thinking and the demonstration of high potential



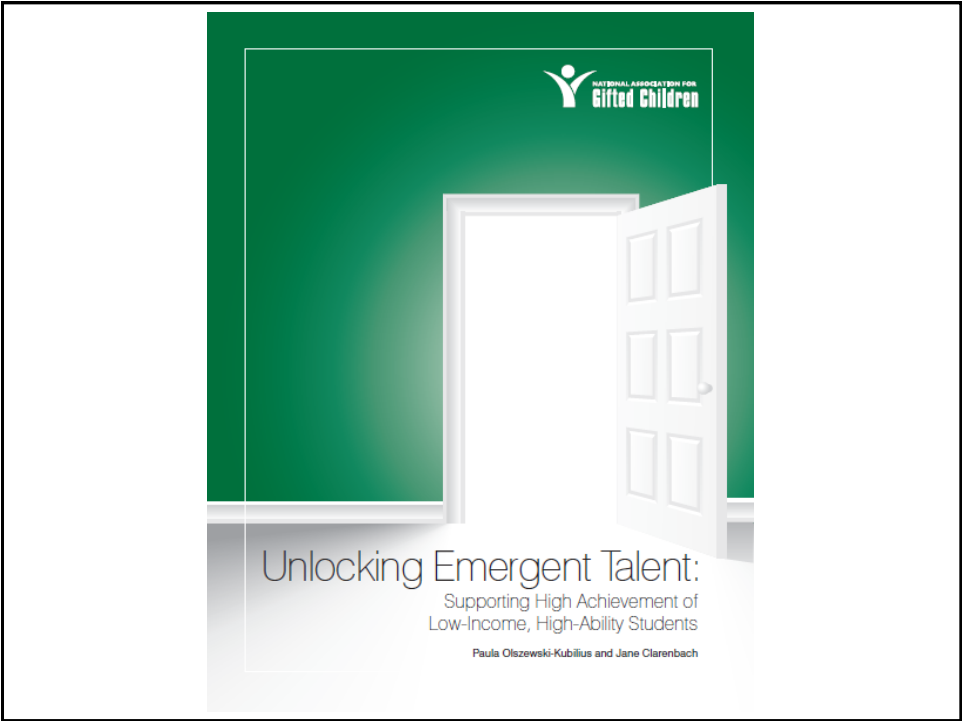
Thinking about Gifted Services in Your Experience...

- What are some of the key levers or resources that facilitate *access* to gifted programming for students?
- To what degree does *affirmation* of potential and effort influence student success?
- Who are some of the groups or individuals who serve as *advocates* for gifted learners?



What are some of the barriers to gifted programming for children from underserved populations?

KEY POINT OF TENSION



Barriers to Participation

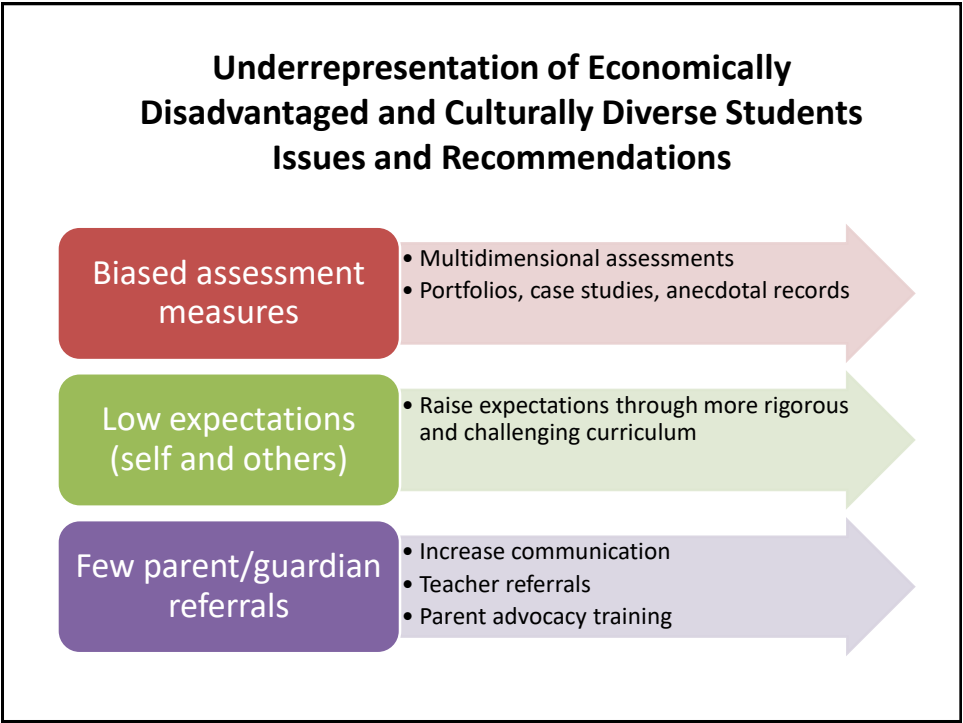
- Conception of giftedness that emphasizes only already-developed ability
- Misconceptions about learners
- Pedagogy and curriculum that fail to support talent development
- School identification policies
- Gifted program policies that hinder participation and performance
- Lack of access to supplemental programs
- Gifted label



The Challenge

- Lower 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





Who are the Young Scholars?

Students with gifted potential who may need:



Advocates



Affirmation



Access



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.



Javits 2014

Absolute Priority: Javits Demonstration Programs:

- Under this priority, grantees must “scale up” and evaluate models designed to increase the number of gifted and talented students from underrepresented groups who, through gifted and talented education programs, perform at high levels of academic achievement.



Javits 2014

...“scaling up’ means selecting a model designed to increase the number of gifted and talented students from underrepresented groups who, through gifted and talented education programs, perform at high levels of academic achievement that has demonstrated effectiveness on a small scale and expanding the model for use with gifted and talented students in broader settings (such as in multiple schools, grade levels, or districts, or in other educational settings) or with different populations of gifted and talented students...”



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



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

Emerging from...

- Prior Javits work (Shaklee, 1993)
- Initial Young Scholars study (Horn, 2005) and follow-up work (Horn & Fisher, 2007; Horn, 2015)
- Emergent Talent report recommendations (Olszewski-Kubilius & Clarenbach, 2012)



Major Elements of SPARK

- Working with teachers to recognize advanced potential in diverse populations
 - Goal to support recognition and *increased response*
- Conducting assessments to follow students referred by their teachers to the project
- Providing summer program access in treatment schools
- Comparing treatment and comparison schools on achievement data and later identification for gifted programs



Let's talk about what high potential looks like...

GIFTED BEHAVIORS



Indicators of Advanced Potential

- With a group, make a list of some of the key behaviors that are indicators of advanced potential.

