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.

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

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, FR/Grant Number S206A140017, as administered by the OSE, U.S. Department of Education.
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.
- Classify the behaviors on your list into clusters/categories.
- Classify the behaviors in a different way.
Indicators of Advanced Potential

• Review your indicators of high potential. Which might look different for students who have had different degrees of access, affirmation, and advocacy?

Gifted Behaviors Rating Scale (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
GBRS

Contains 4 categories:

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

What does this word mean?

**EXCEPTIONAL**
GBRS Sample

Exceptional Ability to Learn:

- Exhibits exceptional memory
- Demonstrates in-depth knowledge
- Displays persistent, intense focus on one or more topics
- Is highly reflective and/or sensitive to his/her environment
- Learns and adapts readily to new cultures
- Learns quickly and easily
- Acquires language at a rapid pace
- Learns skills independently and makes connections without formal instruction

GBRS Form
Ratings

Each category is assigned a rating based on how often behaviors are observed:

1. Rarely
2. Occasionally
3. Frequently
4. Consistently

Note that only whole numbers from 1-4 are used, no fractions or decimals.

![Continuum of Intensity, Frequency, and Complexity of Demonstrated Behaviors](image)

<table>
<thead>
<tr>
<th>Behavioral Areas</th>
<th>Emergent (1)</th>
<th>Novice (2)</th>
<th>Maturing (3)</th>
<th>Independent (4)</th>
<th>GBR8 Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perceptive</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Ability to Learn</td>
</tr>
<tr>
<td>Strategic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Mindfulness</td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Application of Knowledge</td>
</tr>
<tr>
<td>Resourceful</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Creative/Imaginative Thinking</td>
</tr>
<tr>
<td>Creative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Motivation to Succeed</td>
</tr>
<tr>
<td>Curious</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Environmentally Responsible Thinking</td>
</tr>
<tr>
<td>Leadership</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Leadership Skills</td>
</tr>
<tr>
<td>Resilient</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Self-Reliance</td>
</tr>
</tbody>
</table>

Each category is rated based on how often behaviors are observed:

- **1** Rarely
- **2** Occasionally
- **3** Frequently
- **4** Consistently

Note that only whole numbers from 1-4 are used, no fractions or decimals.
How do these behaviors look different in different contexts and interpretations?

**KEY POINT OF TENSION**

![SPARK Logo]

---

### Table 3. TOPS Domains with Examples of Specific Observable Behaviors.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Teacher-pleasing example</th>
<th>Non-teacher-pleasing example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learns easily</td>
<td>Retains and retrieves information easily</td>
<td>Corrects the teacher and students in class</td>
</tr>
<tr>
<td>Shows advanced skills</td>
<td>Has a large vocabulary</td>
<td>Manipulates situations for specific purposes</td>
</tr>
<tr>
<td>Displays curiosity and creativity</td>
<td>Questions, explores, experiments</td>
<td>Refuses to follow rules unless he sees “why”</td>
</tr>
<tr>
<td>Has strong interests</td>
<td>Demonstrates unusual or advanced interests</td>
<td>Resists transitions and moving onto new topics of study</td>
</tr>
<tr>
<td>Shows advanced reasoning and problem solving</td>
<td>Is a keen observer (spots details others miss)</td>
<td>Is argumentative</td>
</tr>
<tr>
<td>Displays spatial abilities</td>
<td>Figures out why and how things work</td>
<td>Moves around often (keeps hands and body always busy)</td>
</tr>
<tr>
<td>Shows motivation</td>
<td>Is a self-starter (requires little direction)</td>
<td>Questions authority (is considered a “trouble maker” or instigator)</td>
</tr>
<tr>
<td>Shows social perceptiveness</td>
<td>Enjoys working in groups</td>
<td>Uses humor and sarcasm inappropriately</td>
</tr>
<tr>
<td>Displays leadership</td>
<td>Accepts and carries out responsibilities</td>
<td>Is seen as “bossy” (wants to be the center of attention)</td>
</tr>
</tbody>
</table>

Teacher Pleasing and NOT

- Each group will work with one GBRS category.
- Look at the indicators on the form. What might some of those indicators look like in teacher-pleasing and non-teacher-pleasing form?