



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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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

GIFTED BEHAVIORS RATING SCALE WITH COMMENTARY

Review each category and the list of descriptors. Assign an overall rating using the scale below. The ratings 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 style="float: right;" type="checkbox"/></p> <ul style="list-style-type: none"> <input type="checkbox"/> Exhibits exceptional memory <input type="checkbox"/> Demonstrates in-depth knowledge <input type="checkbox"/> Displays persistent, intense focus on one or more topics <input type="checkbox"/> Is highly reflective and/or sensitive to his/her environment <input type="checkbox"/> Learns and adapts readily to new cultures <input type="checkbox"/> Learns quickly and easily <input type="checkbox"/> Acquires language at a rapid pace <input type="checkbox"/> Learns skills independently and makes connections without formal instruction 	<p>Exceptional Creative/Productive Thinking <input style="float: right;" type="checkbox"/></p> <ul style="list-style-type: none"> <input type="checkbox"/> Sees the familiar in unusual ways / Does not conform to typical ways of thinking or perceiving <input type="checkbox"/> Is highly creative and/or inventive <input type="checkbox"/> Demonstrates unusual fluency and flexibility in thinking and problem-solving <input type="checkbox"/> Expresses ideas, feelings, experiences, and/or beliefs in original ways <input type="checkbox"/> Displays keen sense of humor <input type="checkbox"/> Is highly curious <input type="checkbox"/> Generates new ideas, new uses, new solutions easily <input type="checkbox"/> Perceives and manipulates patterns, colors, and/or symbols
<p>Exceptional Application of Knowledge <input style="float: right;" type="checkbox"/></p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates highly developed reasoning <input type="checkbox"/> Employs complex problem-solving strategies <input type="checkbox"/> Uses and interprets advanced symbol systems in academics, visual arts, and/or performing arts <input type="checkbox"/> Understands, applies, transfers abstract concepts <input type="checkbox"/> Uses technology in advanced applications <input type="checkbox"/> Acts as an interpreter, translator, and/or facilitator to help others <input type="checkbox"/> Makes advanced connections and transfers learning to other subjects, situations, cultures <input type="checkbox"/> Communicates learned concepts through role playing and/or detailed artwork 	<p>Exceptional Motivation to Succeed <input style="float: right;" type="checkbox"/></p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates ability to lead large and/or small groups <input type="checkbox"/> Meets exceptional personal and/or academic challenges <input type="checkbox"/> Explores, researches, and questions topics, ideas, or issues independently <input type="checkbox"/> Is poised with adults and engages them in adult conversations <input type="checkbox"/> Exhibits a strong sense of loyalty and responsibility <input type="checkbox"/> Demonstrates exceptional ability to adapt to new experiences <input type="checkbox"/> Strives to achieve high standards especially in areas of strength and/or interest <input type="checkbox"/> Shows initiative, self-direction, and/or high level of confidence

COMMENTARY: *As a list on the back of this paper, 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.*

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.



Gifted Behaviors Continuum

Continuum of Intensity, Frequency, and Complexity of Demonstrated Behaviors

Behavioral Areas	Emergent (1)	Novice (2)	Maturing (3)	Independent (4)	GBRS Connections
	Exploratory and discovery behaviors demonstrated sporadically or rarely.	Application behaviors observed occasionally, acquires and integrates knowledge.	Analysis behaviors observed frequently, extends and refines learning.	Synthesis and evaluative behaviors observed consistently; uses knowledge <i>creatively</i> .	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
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	<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
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	Application of Knowledge
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, inventive	<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
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	Creative/Productive Thinking
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	<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
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	Motivation to Succeed
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	<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

How do these behaviors look different in different contexts and interpretations?

KEY POINT OF TENSION



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

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

Note. Adapted with permission from Coleman, M. R., Shah-Coltrane, S., & Harrison, A. (2010). *Teacher's observation of potential in students: Individual student form*. Arlington, VA: Council for Exceptional Children.

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?