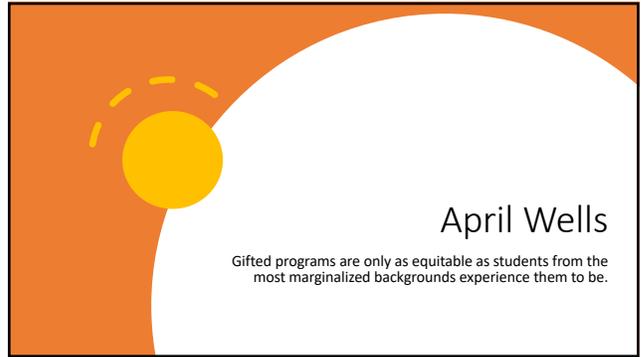


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4

Opportunity to Learn—A Central Concept

- Schmidt, Burroughs, Zoido and Houang (2015)
- Conducted a cross national study using PISA data to assess the relationship between opportunity to learn in math, SES, and mathematics achievement.
- Results showed that opportunity to learn had a strong and direct relationship to SES and accounted for one third of the relationship between SES and mathematical achievement.
- Importantly and somewhat surprising, these researchers also found that within the US, there were greater differences in opportunity to learn within schools than between schools.
- Essentially half of the within-school relationship between SES and mathematics literacy was accounted for by differences in opportunities to learn that occurred within school, implicating differences in the content and level of the curriculum, the quality of instruction, and access of students to advanced courses and high-quality instruction.
- Adelson, Dickinson and Cunningham (2016) found similar results for the subject of reading based on statewide data for the state of Kentucky, also implicating differences within school in opportunities to learn for students.

5

Aspects of Opportunity to Learn That Impact Identification and Talent Development

- Fewer advanced classes, fewer well-trained teachers, higher teacher turn-over (Rivkin, Hanushek & Kain, 2005)
- Limited family financial resources for supplemental, outside of school learning opportunities (Snellman, Silva, Frederick & Putnam, 2015)
- Less access to peer mentors, adult role models and contact with adult professionals (Snellman, Silva, Frederick & Putnam, 2015)
- Growing income activity engagement gap (Snellman, et al). Participation in extra-curricular activities associated with higher test scores, lower drop-out rates, higher occupational and educational attainment.

6



A Fundamental Issue Is....

- What you believe about the nature of giftedness...
 - Is it an inborn trait?
 - Then we must work to find students who have it
 - Is it a developmental process that starts with potential and with study, opportunity, practice and effort, grows into competency, expertise and creative productivity
 - Then we must create contexts that bring out potential and develop ability

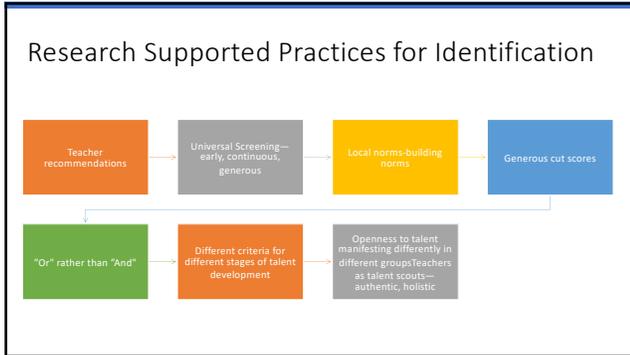
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Gifted Identification

- Essential Question:
- Who/what are we identifying? (Students or students-for-services?)
- We strive for Identification that is....
 - Valid for the population
 - Eliminates/Avoids unwanted obstacles or gatekeepers
 - Matched to service/program
- Identification is viewed as program placement that is based on educational need

8



9

Teacher Referral

- Research shows teachers tend to recommend compliant students with good behavior—they are overly restrictive
- Teachers better at discerning good readers or students with exceptional mathematical reasoning ability—not general intellectual ability or high IQ
- Improve teacher referral via training
- Use teacher recommendations but only to add students at the screening level???

10

Bottom Line on Teacher Nomination and Screening Instruments If Used

- Cast a very wide net with screening—at least 20% to 30% of students (55% of US students participate in sport-less than 1% make it to elite levels)
- Train teachers, multi-cultural competencies
- Seek nominations broadly—from a variety of people--be inclusive
- Constantly assess whether the nomination procedure is effective--does it miss students?

11

Universal Screening

- Strategy to address the under-referral problem
 - Look at ALL students' academic performance and achievement regularly to find high potential students-students showing growth, rapid improvement
 - Can use any local, valid assessment
 - Eliminates teacher referral
 - Still need to use generous cutoffs/criteria (110 or 115 on IQ measures)
 - Followed by more thorough assessment

12

Local Norms

- General principle that giftedness is defined in relation to an appropriate reference group
- Compares students to others with similar opportunities to learn—not national norms
 - In practice—identify highest achievers in under-identified group of students for services
 - Research shows that diversity is increased most by using “building norms” or “school-based norms”

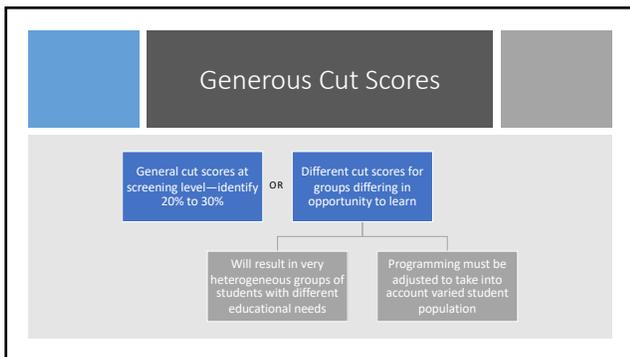
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Local Norms



- Selects students who likely need a more advanced curriculum within the school
- Broadens the range of students receiving gifted services
- Gives higher achieving students contact with intellectual peers
- Some might push back on varying standards for different groups of students
- Need to identify the goal of the program--e.g., to prepare students for future gifted programming?
- Better for younger students--followed by services to enable them to meet school system norms at higher grades

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15

“Or” rather than “And”

01

If multiple criteria are used, allow students to qualify on the basis of either rather than both

- Appropriate for enrichment programs

02

Use “and” criteria for programs that are very advanced in content or very fast-paced and homogeneity is desired

- Make sure both criteria are equally valid for program success

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Different Criteria for Different Stages of Talent Development

- More latitude for soft skills such as motivation, assignment completion, work-quality at younger stages as these skills are developing and programs act to cultivate them
- Greater focus on non cognitive skills such as motivation or study skills at higher stages of talent development that require them

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Openness to Culturally Specific Indications of Talent

- Rapid acquisition of new language for recent immigrants
- Verbal talent may look different for different groups
 - e.g., oral language skills for cultures that emphasize verbal story telling

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Bottom Line
Grow Giftedness

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Program Models

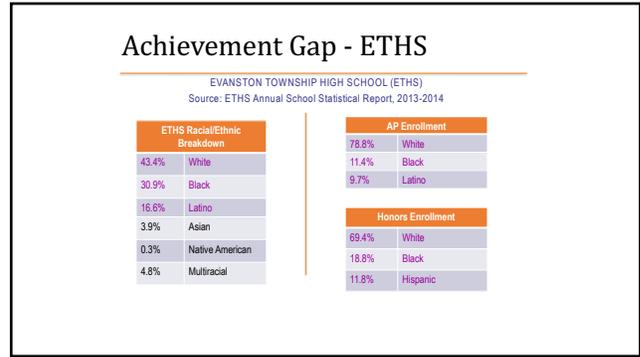
- Intervene early—at school start
- Reverse “Identify, then serve” to “Serve, then assess”
- Increase opportunity to learn within and outside of school—use school breaks and summers
- Develop an array of services for students at different levels of talent development—not “A Program”
- Provide multiple entry points to advanced programming
- Create pathways, through early childhood through secondary level schooling—continuous programming

Unlocking Emergent Talent
Olszewski-Kubilius & Clarenbach

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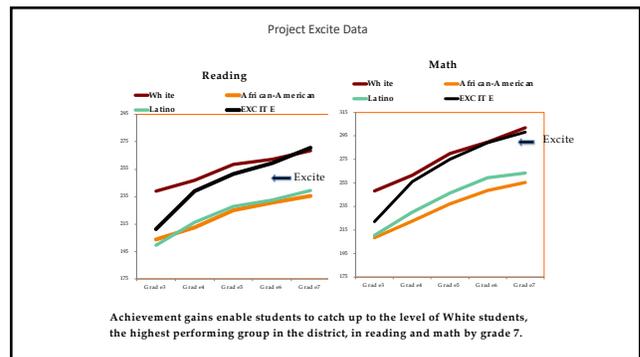


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Project Excite

- All students in grade 2 are invited to test—**UNIVERSAL SCREENING/EARLY INTERVENTION**
- Used multiple measures—nonverbal reasoning test and achievement test—**"OR" RATHER THAN "AND"**
- Cut Score at 75th percentile—**GENEROUS CUT SCORES/LOCAL NORMS**
- 400 hours of outside of school supplemental instruction increasing learning opportunity from grades 2 through 8
- Intense work with families to raise expectations and support their students' academic talent

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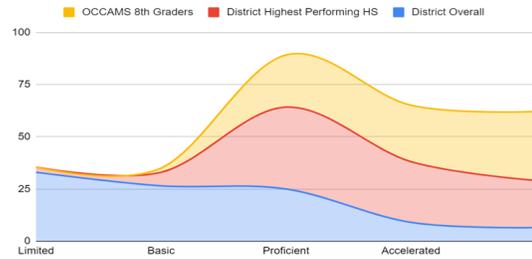
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An Example—Project OCCAMS

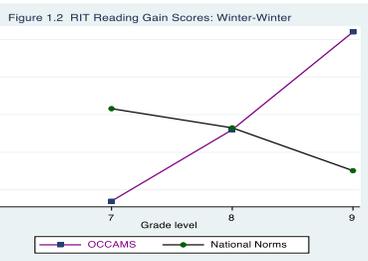
- Low income students in 6th grade who did not meet state criteria for placement in gifted services—**MULTIPLE PATHWAYS**
- Identified potential as “a test score in language arts sometime in the past at 85th-94th percentile”—**LOCAL NORMS**
- Accelerated, hybrid curriculum that compacted 7-9th grade Language Arts curriculum into 2 years, enabling students to accelerate upon entry to secondary school
- Created a pathway into gifted programming in middle school

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OCCAMS 8th Graders vs. Local 9th Graders



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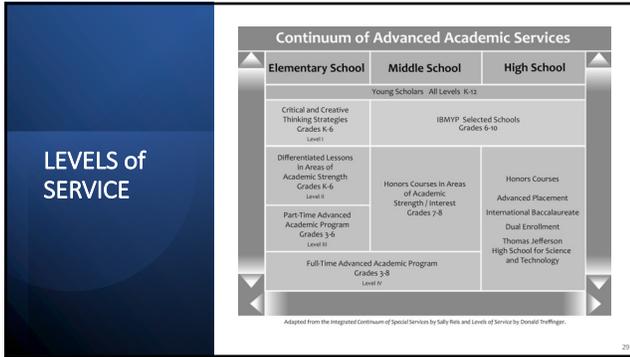


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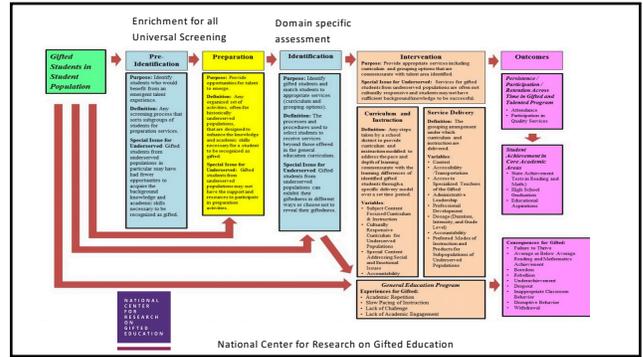
An Example: Young Scholars

- District wide—a model that schools adopt
- Early enrichment—later assessment- **SERVE FIRST, THEN ASSESS**
- Teachers trained in providing challenging lessons
- Teachers trained as **TALENT SCOUTS**
- Increase in opportunities to learn using summer and school breaks
- Levels of service approach to programming
- A systemic approach—**ALL ONBOARD**
- School-based norms used to identify students to qualify based on district norms

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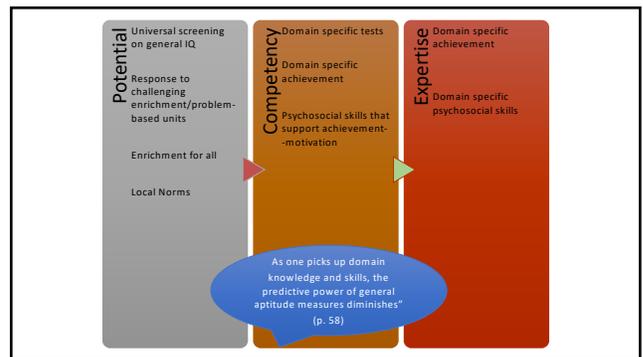


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Greater Growth in Achievement Compared to Comparable Students

Group	N	Mean of ACT English baseline at beginning of 7 th grade	Mean ACT English score at end of 8 th grade	Mean ACT Score Gain
OCCAMS	40	12.6	15.0	+2.4
Overall Talent Search	105	17.4	17.6	+0.2

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Psychological Issues for Students

- "Fewness"
- Stereotype threat
- Affiliation versus achievement conflicts
- Multi-cultural/racial identity
- Family expectations
- Teacher expectations

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Consortium on Chicago School Research: "Teaching Adolescents to Become Learners"

- Academic behaviors: doing homework, studying, organizational skills
- Academic Perseverance: self-discipline, self-control, grit, tenacity, and delayed gratification
- Learning Strategies: study skills, metacognitive strategies, self-regulated learning, goal setting
- Academic Mindsets: sense of belongingness, growth mindset, confidence, valuing academic work
- Social Skills: interpersonal skills, empathy, cooperation, assertion, responsibility

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Criteria

- Were there empirical studies?
- Did the research show the connection to achievement?
- Were they malleable by teachers?

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Levers for Change

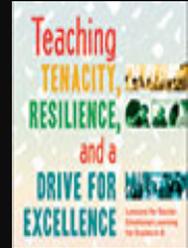
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Consortium on Chicago School Research: "Teaching Adolescents to Become Learners"

- "The essential question is not how to change students to improve their behaviors but rather how to create contexts that better support students in developing critical attitudes and learning strategies necessary for their academic success." • Farrington, et al, 2012

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An Affective Curriculum Emily Molfeld



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Curriculum

- Evidence that a broader range of students can benefit from an advanced curriculum from research studies

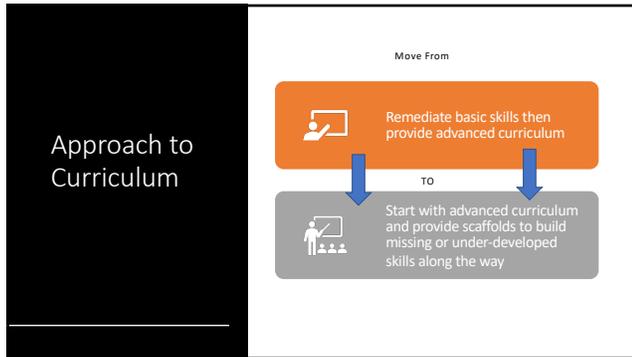


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Qualities of Good Curriculum

- High level (conceptual, promotes design thinking, problem based) with scaffolds, models, organizers
- Focus on verbalizing thinking and developing habits of experts—metacognitive skills
- Hands on activities tied to advanced content
- Multicultural
- Relevant to students' lives

40



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Professional Development for Teachers

Focus on	Focus on raising expectations
Examine and counter	Examine and counter stereotypes
Provide	Provide a welcoming atmosphere for all
Be	Be aware of students' fears and concerns-stereotype threat
Give	Give messages that cultivate growth mindsets
Cultivate	Cultivate other needed psychosocial skills
Provide	Provide a multi-cultural curriculum, perspectives
Honor	Honor students' cultures
Address s.	Address micro-aggressions within the classroom

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Working with Families

- Have family events—provide food and translation
- Capitalize on family strengths such as emotional support and values
- Visit families in their homes
- Participate/attend events in students' communities
- Raise family expectations for achievement and higher education

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Unlocking Potential

Identifying and Serving Gifted Students from Low Income Families

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Unlocking Potential

- Identify talent in alternative and inclusive ways
- Recognize the role of context, culture in talent
- Specialized learning opportunities are needed to fill in gaps and lack of opportunity
- Out-of-school programs matter
- Capitalize on family assets
- Actively teach psychosocial skills
- Advanced curriculum with scaffolding and support
- Take a services approach
- Provide professional development

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