

2014
Jacob K. Javits Gifted and Talented Students Education
Project Abstracts

PR/Award # S206A140017
Grantee: University of Connecticut
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Project SPARK will scale up the Young Scholars Model, which was designed to increase participation of underrepresented groups in gifted and talented programs, to support their achievement in the core subject areas, and to promote their readiness for participation in advanced coursework. The project builds on the previous success of the Young Scholars Model in Fairfax County Public Schools in Virginia, scaling up the model by implementing it in New England, a region with high achievement gaps and limited state support for gifted programming, and by incorporating an experimental design to examine the model's effectiveness. We will assess the project's influence in promoting both achievement and identification for gifted programming, specifically focusing on students from underrepresented minorities, students from low-income families, and students who are English Language Learners.

The specific goals of the project are:

1. To increase the rate of identification of and services to students from underrepresented groups in gifted programs.
2. To promote achievement of high-potential students from underrepresented groups, thereby reducing the excellence gap.
3. To increase student readiness for gifted program participation through engagement in challenging curriculum and cluster grouping for instruction.
4. To promote professional practice that will support the identification and development of emergent talent.
5. To disseminate results of the project and resources for replication.

We expect that students involved in Young Scholars will demonstrate higher levels of achievement and higher levels of identification for gifted programs than similar students in comparison schools. We also expect that the percentage of students from underrepresented groups identified for their school gifted programs will increase in each district as compared to the gifted program demographics at the beginning of the project. Finally, we expect that teachers will show change in their perceptions of giftedness in underrepresented populations and that they will increase their use of specific instructional strategies that support advanced learning. The project will focus on finding and nurturing students with high potential in grades K-2 and providing services for them through summer programming, cluster grouping during the school year, and professional development to support both identification procedures and implementation of advanced curriculum. We will gather observational and assessment data on students, including use of the NWEA's MAP and MPG assessments and the Naglieri Nonverbal Ability Test – Second Edition. Interventions will focus on grades K-2, but students will complete MAP assessments throughout the duration of the grant, even as they progress to higher grades. We will conduct the project across 24 diverse schools in Connecticut, Massachusetts, and Rhode

Island, with 12 treatment schools and 12 comparison schools. We expect the project to involve approximately 3200-4000 students and 250-300 teachers. Districts are being recruited to the project based on (a) existence of a gifted and talented program by the end of elementary school/beginning of middle school and (b) diverse populations with underrepresentation of the groups identified above in the gifted and talented program.

PR/Award # S206A140012
Grantee: University of Hawaii
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The proposed five-year project, entitled Twice Exceptional students Achieving and Matriculating in STEM (TEAMS), will scale up and evaluate a model designed to increase the number of underrepresented students who perform at high levels of academic achievement through gifted and talented education programs.

The overarching goal of TEAMS is to increase the number of high school students with disabilities (SWD) identified as “scientifically promising,” defined by high levels of academic achievement in science, and intent to enroll and actual enrollment in postsecondary STEM programs. TEAMS Model is a 3-pronged model, built upon two evidence based models: Renzulli Schoolwide Enrichment Model (Renzulli Model), effective for serving the needs of gifted and diverse learners, and the Pacific Alliance (PacA) model, effective for increasing the number of high school and college SWD entering, persisting in, and succeeding in STEM fields. For the intervention, trained TEAMS mentors will provide 100 after school hours of (1) academic enrichment (80 hrs.); (2) mentoring on disability and STEM interest building (10 hrs.); and (3) college transition supports (10 hrs.) over 20 weeks in one school year. TEAMS will also create and utilize Communities of Practice at intervention group schools to support the implementation of the intervention, assess students’ progress and products, and evaluate the effectiveness of the TEAMS Model.

The effectiveness of the TEAMS Model, scaled up to implement in multiple settings (HI, IA, NY, American Samoa (AS), and the Commonwealth of the Northern Mariana Islands (CNMI)), will be evaluated through a cluster randomized trial (CRT). The target population is 11th and 12th grade SWD having potential to become scientifically promising, identified through a two-step approach: (step 1) receiving a grade of C or better in a required science class for graduation Javits Abstract: Project TEAMS 2 or Biology I; and (step 2) being recognized by teachers or parents to have potential in science and creativity, and/or self-rated to have strong spatial and naturalist intelligences. The sample is 1,440 eligible students at 24 high schools at the five sites. Research questions are: (1) Is there a statistically significant difference between intervention and comparison groups in the intended student outcomes, measured over time? (2) Is there a statistically significant difference between intervention and comparison groups in postsecondary STEM program enrollment following high school graduation? (3) At intervention schools, is there at least a 20% increase in the percent of SWD intending to enroll in postsecondary STEM programs upon high school graduation, between the baseline and project end years? (4) What school, mentor, or student factors moderate the strength of the intervention effect on each of intended outcomes? Three phase design. Phase I-Preparation (Months 1-9) goals are: (1) prepare

the implementation of TEAMS Model and (2) pilot test the products of TEAMS Model. Phase II-Experiment (Months 10-47) goals are: (3) implement CRT and (4) evaluate the effectiveness of TEAMS Model. The intervention group will receive the TEAMS Model intervention while the comparison group will receive traditional after school homework support for the same period, provided by TEAMS mentors. Twenty-four schools (8 on Oahu, 4 on Hawai`i Island, 2 in the CNMI, 2 in AS, 4 in IA, and 4 in NY) will be recruited and randomly assigned into the intervention or comparison group. Three cohorts of students (20 in each cohort per year, 1,440 total students) will be recruited. Phase III-Finalization & Dissemination (Months 48-60) goals are: (5) finalize and (6) disseminate TEAMS Model, products, and findings. Outcomes include: increased self-determination, positive attitudes toward school and STEM, behavioral characteristics of scientifically talented students, level of STEM identity development, science achievement, and intention and actual enrollment in postsecondary STEM programs after graduation. Analysis. Quantitative data will be analyzed using a multilevel analysis and a chi-square analysis. Qualitative data will be analyzed using content analysis. A systematic formative and summative evaluation will be conducted to provide periodic feedback on the project process and progress and determine the extent to which the project achieves the intended outcomes.

PR/Award # S206A140006

Grantee: University of Arkansas at Little Rock

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STEM Starters+ “scales up” a previous U.S. Department of Education Javits Demonstration project (STEM Starters) that produced learning gains in identified gifted students, general education students, and teachers. STEM Starters+ is scaled up to an additional grade level (Grade 1) and to additional geographic locations with schools serving high proportions of culturally diverse and low-income children. The project outcomes are increased nomination and identification of gifted students from underrepresented groups, increased science and engineering learning for gifted students in Grades 1-5, and increased knowledge and skills in gifted education and in the STEM disciplines for their educators.

The goals aligned with objectives are to: (1) scale up the STEM Starters model (STEM Starters+) to include an additional grade level (Grade 1) in additional schools serving high proportions of underrepresented students; (2) increase nomination, identification, and participation of underrepresented students in gifted and talented programs and services; (3) increase teacher content knowledge, skill, and efficacy in teaching science and engineering design as defined by the Next Generation Science Standards; (4) increase student learning gains and engagement in science content, process skills, and engineering design; (5) enhance STEM Starters curriculum materials and their delivery through technology (6) conduct research on short-term and longitudinal student and educator gains.

STEM Starters+ includes 4 major project design components: Professional Development, Curriculum Materials Enhancement, Science and Engineering Curriculum Implementation, and Evaluation. The Professional Development component includes activities to provide intensive summer institutes and virtual coaching to Grade 1 general education teachers and Grades 1-5 gifted and talented education teachers on the nomination, identification, and retention of gifted

students from underrepresented groups and on the implementation of science and engineering curriculum in Years 1 through 4. In Year 5, gifted and talented coordinators, STEM specialists, and administrators from Arkansas and surrounding states will be invited to an innovative Virtual Scale-Up Summit designed to present lessons learned from the project and its replication. The Curriculum Materials Enhancement component includes activities to convert existing STEM Starters Blueprints teacher curriculum guides for trade biographies of scientists and engineers to a digital format and to differentiate the Boston Museum of Science *Engineering is Elementary* curricula for advanced learners. The Science and Engineering Curriculum Implementation component includes activities to support teachers implementing William and Mary problem-based units with advanced physical science content, crosscutting science and engineering concepts, and practices aligned to the Next Generation Science Standards. The Evaluation component includes activities to improve the project and to assess the impact of the project on teaching and learning. The Evaluation component includes an Advisory Panel consisting of an external evaluator, content experts, and a representative from the Boston Museum of Science to review project milestones and deliverables.

The project impact on student and educator learning will be evaluated through an experimental design with delayed treatment to comparison schools. From the Cabot, El Dorado, Little Rock, and Pulaski County School Districts, 20 schools will be randomly assigned as experimental or comparison schools serving approximately 120 teachers, 136 classrooms, and 2412 students. In Year 5, 50 gifted coordinators and general educators from Arkansas and the surrounding states will receive professional development through the STEM Starters+ Virtual Scale-Up Summit to enhance sustainability and institutionalization of the project

PR/Award # S206A140022
Grantee: George Mason University
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The objective of the proposed project is to scale up the use of Problem-Based Learning to identify and serve low-income gifted students. Drawing from results from three previous projects, the proposed initiative will provide traditionally underrepresented groups of middle school aged gifted students Experiences Cultivating Exceptional Learning (EXCEL). The goal of Project EXCEL is to improve achievement content and skills associated with English/Language Arts (ELA) and to build students' appreciation for complex knowledge, their sense of academic self-efficacy, and their enthusiasm for learning. To accomplish this, Project EXCEL will use Problem-Based Learning as a platform for both in situ identification in 7th grade and differentiated curriculum in 8th grade.

The proposed project primary outcomes are:

- a) Expand use of PBL as a means of identifying high-ability, low-income students.
- b) Increase ELA achievement among identified students in EXCEL Honors classrooms via PBL curriculum/instruction.
- c) Conduct research and evaluation on all project activities, especially: 1) replicate and conduct further validity studies on the in situ PBL-based identification process; 2) comparisons between EXCEL Honors students and control group (honors) students in ELA achievement, ELA

accountability test performance, and engagement in learning, 3) providing formative and summative evaluation data to teachers, and 4) monitoring and evaluation of professional development and support procedures.

The proposed secondary outcomes include:

- a) Revise no fewer than 4 drafted PBL units into final form; prepare no fewer than 4 new PBL units around topics and themes important to high ability, low-income youth.
- b) Design and implement summer and school year professional development experiences, to develop teachers' understanding of 1) the characteristics of gifted students, 2) in-depth knowledge of PBL curriculum and instruction, and 3) specific of the units they will teach.
 1. Validate the use of Metacognitive Coaching Checklist to encourage fidelity to the PBL model.
- c) Disseminate project information and materials.

The project will involve no fewer than 27 7th grade teachers, and nine 8th grade teachers. An estimated 12,000 general education students will create the pool for the EXCEL Honors students, for the duration of the project. Over the course of five years, three school divisions across two states will participate. In each division three middle schools, for a total of nine middle schools, will participate. The sites were selected for participation based on their capacity, willingness and interest as well as their diversity, foundation and history in modeling exemplar practices for gifted education.

PR/Award # S206A140011

Grantee: Purdue University

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This project experimentally scales-up Total School Cluster Grouping (TSCG) with a sample of 100 elementary schools, thereby enabling true-experimental longitudinal design, with random assignment of schools to treatment or control conditions, with three-level growth curve modeling. As an intervention, TSCG will help teachers (1) improve student achievement in mathematics, language arts, and science; (2) recognize and develop talent among students from underrepresented populations; and (3) routinely use with all students strategies often found only in gifted programs. By providing all students with enriched and differentiated educational experiences in classrooms in which teachers have the training and time to attend to individual needs, the project will result in identifying significantly more students from low-income and culturally and linguistically diverse (CLD) families as gifted and in improved achievement.

This study is based on evidence from previous scientifically based research and evaluation studies on TSCG that resulted in raised student achievement for gifted and general students in math and reading, and in increased numbers of students from underserved populations being identified and served in gifted programs. The project will focus on students from low-income families from multiple settings including urban and rural schools and from multiple populations including Native American students (Diné and Ojibwe) who attend school on their reservations—populations rarely studied in gifted education. Sites with at least 40% of their students eligible for Federal Free and Reduced Meals Program have tentatively been identified in AZ, IN, MN, WI, and SC. Final selection of schools will be based on demographics and their

willingness to meet the conditions of the research plan. All students and all teachers in the study sites will be included in the research, making for a robust sample. TSCG combines grouping, with teacher training and the delivery of enriched, differentiated curriculum and instruction in every classroom. TSCG involves yearly identification of student achievement levels and places gifted/high-achieving students in one cluster classroom, above-average achieving students in other classrooms, and decreases the range of achievement variability in every classroom. Clustering enables teachers to more effectively challenge their students, thereby providing full-time services to gifted students, facilitating achievement growth among all students, involving all teachers in the use of gifted education strategies, and helping teachers develop and recognize talent among students from underserved populations whose potential often goes unrecognized in heterogeneous classrooms.

Phase I (Years 1 through 3) involves controlled study of treatment and control schools. Delayed implementation of treatment among control schools and on-going data collection from Phase I treatment sites will occur in Phase II (Years 4 and 5). The research team, consisting of gifted education, research, evaluation, technology, and content experts, will provide training of leadership teams, web-based support, and delivery of 10 on-line gifted-education professional-development modules (GEMs) designed to promote understanding of gifted students, recognition of talent among underserved populations, and implementation of gifted-education differentiation strategies in language arts, math, and science.

Quantitative and qualitative data will be collected and analyzed to describe program effects and to evaluate the project. Treatment effects will be examined using a 3-level growth-curve model to explore specific school, group, and individual differences as well as to discern whether the individual growth of students in the treatment program is greater than that of the control group. Findings from the study, in addition to leadership-team, and gifted-education staff-development training modules, will be widely disseminated for replication, research, and programming purposes.

PR/Award # S206A140005-
Grantee: University of St. Thomas
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The proposed project, *Collaborative Planning: Utilizing a Technical Assistance Collaborative to Upscale the Identification Process and Programming for Gifted At Risk Learners*, has five program goals: (1) to collaborate in the development, implementation, and field testing of a valid identification protocol for finding ‘at risk’ (AR) learners who are either twice exceptional, culturally diverse, and/or economically disadvantaged; (2) to collaborate in scaling up appropriate differentiation in all academic core areas for both AR and regular GT learners; (3) to collaborate in the development, implementation, and evaluation of professional development for cluster teachers, advanced class teachers (middle school and high school), and school principals; (4) to collaborate in providing parent and community support to AR and GT families; and (5) to design, implement, and evaluate a scaled up model of consultation and collaboration.

The Collaboration Team, composed of district central office personnel (teaching and learning, gifted education, special education, counseling, research and evaluation, content area specialists), parents of GT and at risk learners, and a University of St. Thomas 'Technical Assistance Collaborative' (faculty from counseling psychology, leadership and administration, and gifted and special education) will engage in four types of project activities: (1) preparing district teachers for the GT and AR programs of service as they are developed; (2) developing, field testing, and validating appropriate identification protocols for the district's GT and AR learners using child study strategies (individualized testing, affective data collection, and performance-based assessment, in particular) to find AR students; (3) providing a scope and sequence of appropriately differentiated curricula 1-10 for GT and AR learners; and (4) training and support for GT and AR parents.

Five outcomes, relating to the program goals and objectives are expected to result from their project: Full representation of the top 10 percent of each "diversity" group among AR learners, increasing the total population of GT learners in the district to approximately 790 students; Full preparation of AR learners for successful participation in advanced middle school and high school services; Extensive support through a 2-pronged, 3-year professional development plan to approximately 150 educators and principals in the district via both continuing education workshops and graduate level certification programs; Reproducible parent training and support (via handbook production) using field-tested discussion sessions for both AR and GT parents across the 3 years of the project; Differentiated 1-10 GT/AR curriculum in all academic core domains, followed by a full spectrum of AP courses in grades 11-12 using well trained teachers in those courses.

The project will be implemented in all of the district's sites: 10 elementary schools, 3 middle schools and 2 high schools. As the project is envisioned, four "models" will be scaled up. A consultative/collaborative model for service delivery will be extended (scaled-up) to include full representation of those district personnel who are responsible, either directly or indirectly, along with the school community and the University of St. Thomas Technical Assistance Collaborative to produce upscaled identification protocols and differentiation for all three types of AR learners, (CD, ED and 2E), and to extend and restructure the general GT program services in the collaborating district so that the AR population, when fully programmed, can successfully participate in a rigorous and appropriately differentiated continuum of district GT services.

PR/Award # S206A140029
Grantee: College of Charleston
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This demonstration project's purpose is to create talent development academies in economically disadvantaged schools built on lessons learned from previous Javits projects. There are a proposed 900 students in years 1 to three and 1800 in years 4-5. Teachers and administrators are estimated at 70-90 (years 1-3) and 140-180 (years 4-5) with scale up.

The project's objectives with related activities summarized are as follows:

1. Build on existing partnerships and innovations to create talent development academies using curriculum and strategies developed for high ability learners, whole school, with all students in six Title One elementary schools. The academic focus will be English/Language Arts, Mathematics, and Science and will draw on curriculum/strategies developed in previous Javits projects.
2. Center the academies around teachers and their development: their education and training in gifted and talented education, culturally responsive teaching, and education psychology principles linked to motivation. Educate, train and develop a pool of K-5 teachers to serve as talent scouts and developers in project Title One schools. Create curriculum for culturally, linguistically diverse (CLD) gifted students modeled on previous effective Javits projects. Utilize in-school coaching, courses, summer and Saturday professional development with experts to strengthen skills and expertise.
3. Student academic talent development: A talent development approach in school, before/after school, summer enrichment, and extracurricular activities, will improve student achievement in project schools. Find and place more gifted and talented students. Use early intervention with K-2 students. Track with a growth model, using pre/post assessment, with comparisons of treatment/ non-treatment groups, using nationally normed standardized achievement testing.
4. Scale up to add district schools. Create a scale up network for outside of the district. Add 2-3 schools (in years four and five) in the district. Create a Talent Development Academy (TDA) Network through dissemination of TDA Model and results.

Proposed Outcomes:

Outcome 1: Culture change in project schools, reflecting a culture focused on rigor, challenge, persistence, and growth mindset. Evidence will include pre/post environmental assessment.

Outcome 2: 50+ teachers deeply knowledgeable about gifted education and its intersection with culturally responsive teaching. Teachers will engage in leadership activities, e.g., curriculum development, teaching PD courses, coaching and demonstration. Evidence will be student outcomes, graduate and PD activities, published curriculum, and videotaped classroom lessons.

Outcome 3: Improved student achievement and increased identified GT Learners.

Outcome 4: Scale the project up to include 5-6 schools as TDAs by Year Five. Indirectly scale up through the TDA Network. Evidence will include direct and indirect scale up results.

The Principal Investigator will work with Charleston County School District (CCSD), located in Charleston, South Carolina, to select school sites. CCSD has 84 schools (31 are Title One), 46,000 students, and spans 1000 square miles of urban, suburban, and rural communities. In Year One, the PI and CCSD advisory team will issue an RFP for schools to apply to become TDAs. Six selected schools must a) serve 300 or more students in grades K-5; b) be classified as Title One; c) have other compatible innovations underway; and d) have buy-in by principal and 75% of staff. Three of six schools will be randomly selected as startup TDAs. Scale up will add remaining three schools as TDAs by the start of Year Four.

PR/Award # S206A140036
Grantee: University of Southern California
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The postponement of the identification process until the third grade, the underrepresentation of students of diversity, the reliance on standardized tests to identify giftedness, and the perceived restricted definition of giftedness within large urban schools are contemporary issues in gifted education within California that provide the basis for the goals, objectives, and outcomes designated for Project CHANGE. The project addresses these issues by extending and implementing two scale-up models (a) the development and implementation of a piloted non-traditional identification system via Curriculum Tasks to recognize talent among kindergarten to second grade students of linguistic, economic, and cultural diversity in urban district's with gifted programs, and (b) the design and implementation of field tested curriculum lessons aligned to the academic and creative features of the Curriculum Tasks, the Depth/Complexity Model of differentiation, and the Common Core State Standards. The University of Southern California Rossier School of Education, California Department of Education, and the California Association for the Gifted will be partners responsible for the articulation, implementation, outcomes, and dissemination of the project.

A primary goal of Project CHANGE is to extend the reliability of the Curriculum Tasks to preschool in order to initiate a non-traditional identification process for grades preschool through two. The California Department of Education Local Control Funding Formula (2014) defines services for low income, English learners, and foster children; this population parallels the student population that has been underrepresented in gifted programs and provides entry and access to this population. In addition, the California Senate's (June, 2014) proposed legislation to institute Pre-Kindergarten programs for all low income four year olds. Over the period of the project, schools with established gifted programs within large urban center throughout the State that have under-identified or have not identified preschool – second graders will be selected as project participants (four classroom within four school districts to equal 64 classrooms within a four year period).

Another major goal of the project is to develop and implement curriculum units that respond the areas of talent uncovered by the Curriculum Tasks, sustain the development of these talents, and provide for student achievement correlated with the concept of high academic success. These curriculum units integrate the skills of the Curriculum Tasks, the Depth/Complexity Model, and the Common Core State Standards. An anticipated outcome of these curriculum units is to reactivate attention to activity-based curricula in the early years and the teaching of the dominant skills of the Common Core State Standards in this type of curriculum learning environment

PR/Award # S206A140032
Grantee: Duke University
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The purpose of this grant is to seek support to implement *Project Bright IDEA* (Interest Development Early Abilities) on a larger scale. *Project Bright IDEA* was developed by the North Carolina Department of Public Instruction and Duke University in collaboration with a Statewide, collaborative committee appointed in 2000 to design a model K-2 program to nurture and increase the numbers of children from underrepresented populations (e.g., limited English language, economic disadvantages, and disabilities) eligible for gifted programs. This committee launched *Bright IDEA 1* (2001-2004), a pilot study in North Carolina that became the basis for the Javits funded (PR/Award #S206A040057) *Bright IDEA 2* (2004-2010).

Since both *Bright IDEA 1* and *2* yielded significant increases in the program objectives, we seek funding for the next 5 years to implement and evaluate *Bright IDEA 3* on a larger scale in the Wake County Public School District in North Carolina. Sixteen schools have been randomly selected to receive the *Bright IDEA* intervention and another 16 schools will serve as the control group. Based on 2013 kindergarten enrollment in Wake County (1,753 for schools in the experimental group and 1,805 for those in the control group), we anticipate a sample size of approximately 3,500 for each cohort of this study (students entering kindergarten in 2014 and followed through grade 4 and those entering in 2015 and followed through grade 3), for a total sample of approximately 7,000 students, which is substantially larger than *Bright IDEA 1* and *2*.

The aims of *Bright IDEA 3* are to increase 1) the number of students identified as Academically and Intellectually Gifted (using Wake County assessment) from underrepresented populations, 2) achievement outcomes (scores on state assessments and grades) for students from underrepresented populations, and 3) the quality of students' metacognitive/cognitive skills and use of gifted behaviors (based on instruments developed for *Bright IDEA 2*). To accomplish these aims, we will employ an experimental design and use rigorous qualitative and quantitative methods. We hope to provide credible information regarding how *Bright IDEA* can serve as a model that can be generalized and reproduced elsewhere.

During summers teachers in the experimental group will be trained to employ the *Bright IDEA* curriculum. *Bright IDEA 3* training will focus on *Building Thinking Skills* (Parks and Black), *Gifted Intelligent Behaviors* (Costa, Kallick and Frasier), and *Task Rotations and Learning Styles* (Silver, Strong and Moirao). Teachers and principals will be trained to create scholarly environments that engage all students actively and consistently in sophisticated investigations of materials in a manner that promotes the use of critical/creative thinking and gifted behaviors. Teachers will unpack the state and common core standards and align lessons and units of study with skills students are taught to employ.

Bright IDEA is significant because it aims at a noble purpose: providing real opportunities for students from underrepresented groups to develop their academic and intellectual giftedness at

the crucial early grades. *Bright IDEA 3* will accomplish this goal via a shift in teachers' dispositions and capacity to reorganize instruction around student thinking and multi-facet strengths, so that students are not passive receivers but rather active participants in the production of their knowledge. The project will create *real opportunities* because it will foster learning for entire K-2 regular classrooms instead of only students who appear gifted. That is, the proposed project endeavors to close the achievement gap not by limiting access to one group of students in order to pave the road for others, but by enlarging the 'pie' of gifted students via the creation of supportive learning environments for all. Consequently, the project will change the current disproportional distribution of gifted students from different backgrounds while augmenting and diversifying the pool of future leaders.

PR/Award # S206A140034

Grantee: Rector and Visitors of the University of Virginia Contact:

Contact: Carolyn Callahan

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Promoting PLACE (Place, Literacy, Achievement, Community, and Engagement) in Rural Schools, scales up identification processes, curriculum and non-cognitive interventions from scientifically based research and evaluation studies to identify an underserved population of rural students of poverty, develop and adapt curriculum and non-cognitive interventions for gifted students, and deliver both the curriculum and non-cognitive interventions to a new setting (rural schools) and to a new population (high poverty rural gifted students).

Project Objectives and Activities:

Promoting PLACE will incorporate place-based language arts instruction into the CLEAR Curriculum Model with the aim of advancing achievement of students of poverty in rural schools by focusing on *five overarching objectives*: (1) increase the numbers of students identified for gifted education services in high poverty, rural schools; (2) create high quality, place-based language arts units based on the CLEAR Curriculum Model; (3) implement interventions designed to increase a growth mindset and reduce stereotype threat; (4) increase achievement in language arts; and (5) increase student engagement and self-efficacy.

The objectives will be addressed by the following *activities*:

1. Establishment and implementation of an alternative identification process based on Lohman's Opportunity to Learn paradigm and teacher input following specific training in characteristics of giftedness as they would be manifest in gifted rural students of poverty.
2. Creation of language arts curriculum units based on the CLEAR curriculum model and principles of place-based education using the rural context for the concept of place.
3. Implementation of the curriculum across a total of 14 rural school districts in Virginia to identified students in the 3rd and 4th grades of their school career—both those who have already been identified by the school using traditional measures and those identified by the additional screening.

Three cohorts of students will be identified from the each of first four participating districts; two cohorts will be identified from each of the second six school districts, and one cohort will be

identified from each of the last four school districts.

Major outcomes include:

- A. Increased student engagement and self-confidence (as measured through pre and post assessment by a modified Engagement vs. Disaffection Scale and a modified Self-Efficacy Scale of Siegle and McCoach)
- B. Increased student achievement (as measured in pre and post assessment using the Iowa Test of Basic Skills – Reading Subtest; validated writing rubrics; content assessments)
- C. Increased belief in a balanced mindset and decreased stereotype threat (as measured by pre and post assessment using scales validated by Dweck and Picho).