



**project bright idea II**



**Exceptional Children  
Regional Meetings:**  
February 24 - Regions 3 & 4  
February 25 - Region 6  
February 26 - Region 5

**A K-2 NURTURING PROGRAM**

*Project Bright IDEA:*

**Interest Development Early Abilities**



**PUBLIC SCHOOLS OF NORTH CAROLINA**  
Department of Public Instruction | State Board of Education  
Exceptional Children Division

**AMERICAN ASSOCIATION FOR GIFTED CHILDREN**  
Duke University



**Javits Research and Dissemination  
US Department of Education-2004-2010**

**Exceptional Children Division**

**Mary Watson, Director and Principal Investigator  
Exceptional Children Division, NCDPI**

**Margaret Gayle, Project Manager, Bright IDEA 2 and  
Executive Director**

**The American Association for Gifted Children**

**At Duke University**

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**A K-2 NURTURING PROGRAM**

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# Essential Questions for Educators

- How do we educate the child born in 2000 to live, work and compete in the “flat world” described by Thomas Friedman?
- How will this generation of children grow up with the necessary knowledge and wisdom as defined by the new 21st century taxonomies, to address issues, problems and challenges when solutions are complex and not easily definable and accessible?
- Most importantly, how will children have meta-cognitive prowess to explore deeper questions to ponder and seek solutions to problems not yet known?

# Five Minds for the Future

Howard Gardner, Harvard Business School Press©2006

- **Disciplinary Mind- pages 27-30**
- **Synthesizing Mind**
- **Creating Mind**
- **Respectful Mind**
- **Ethical Mind**

Bright IDEA Pedagogy provides the early development of Gardner's, Five Minds for the Future.

# Bright IDEA is....

- A Nurturing and Cognitive Development Strategy for all children and a re-training model for all teachers.

QuickTime™ and a  
TIFF (LZW) decompressor  
are needed to see this picture.

# Bright IDEA is.....

- A model for differentiated instruction;
- A toolbox of current research-based practices for teachers & students;
- Rigorous professional training that aligns with new teacher evaluation instruments
- A multi-faceted, interdisciplinary and integrated set of curricular components;
- A natural or organic approach to teaching and learning; and
- Nurtures and engages each child, no matter what!

# **Bright IDEA is.....**

- **A program for nurturing potential and developing talent in all K-2 children**
- **A program where special needs of the exceptional children and underserved populations are being met**
- **A program to encourage the development of rich, engaging and challenging curriculum for ALL students**
- **A program which mandates change in teacher dispositions**
- **A program which forms partnerships**

# Project Bright IDEA Research Goals

- Overarching goal:
- Create a model nurturing program for transforming K-2 instruction and curriculum for all 21st century students
- Specific goals:
  - Increase the number of gifted students from underserved populations via change in teacher dispositions
  - Increase the number of underserved third graders in G/T programs
  - Advance these students' meta/cognitive skills
  - Level the academic playing field for all students
  - Change teachers' dispositions to impact goals

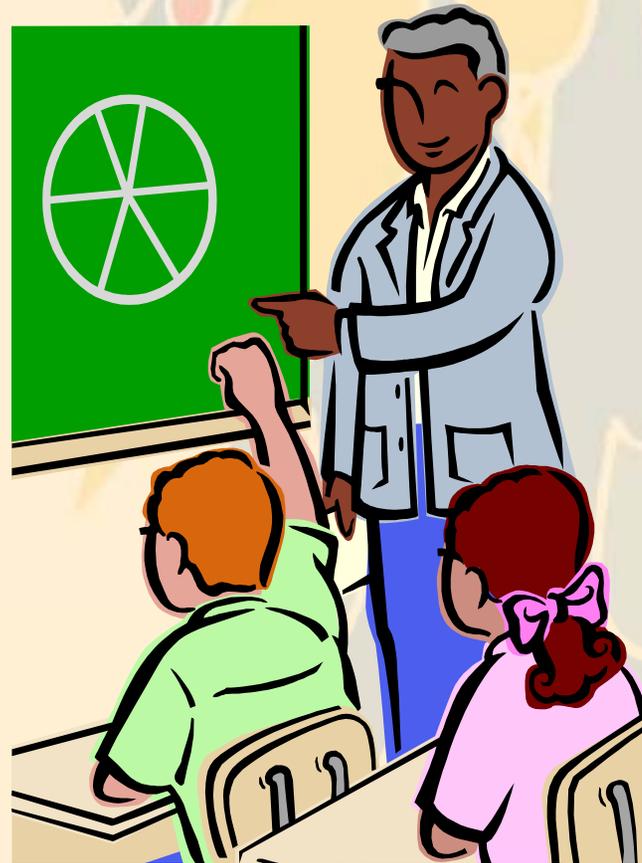
## Research Questions

- What are the dispositions of teachers toward children from diverse groups?
- Can Bright IDEA impact the # of children identified for AIG programs?
- What impact will Bright IDEA have on the meta-cognitive levels of all children?
- Can the impact be linked to changing the dispositions of teachers?

# Update From Dr. William “Sandy” Darity On Identification for Gifted Programs

- “One out five, if a White kid”
- One out of twenty, if Black or Hispanic kid”
- “Universalize the equivalent
- of the Gifted Program for all students”

*State of Things - WUNC  
Radio - June 2006*



# Bright IDEA Sites

## Cohort 1

2004-2007

Guilford

Hickory City

Lenoir

Moore

Roanoke

Rapids

Wake

## Cohort 2

2005-2008

Brunswick

Duplin

Rowan

Wake

## Cohort 3

2006-2009

Brunswick

Elizabeth

City

Guilford

Lenoir

Robeson

## **Dissemination - Meets National and State Goals - Addresses Problems**

- **Improves Teacher Effectiveness through changing dispositions and updating knowledge and skills on curriculum and differentiated instruction**
- **Serves as a turnaround model for low performing K-5 schools**
- **Closes achievement gap in regular and gifted programs from underserved populations**

## Dissemination Goals

- Impacts two approaches to teacher education: top-down training and bottom-up collaboration
- Impacts longitudinal studies on student achievement and sustainability of PD
- Creates an infrastructure for comprehensive professional development for closing the achievement gap across all populations

# Dissemination Goals

## Adds new research instruments to the field:

- Research Design (Alexander, Gayle, Hargett, Tzur, and Watson)
- Curriculum Model Design (Gayle, Hargett)
- Educator Disposition and Satisfaction Surveys (Tzur);
- Math Problem-Based Questionnaire for 3rd graders nominated for gifted programs (Tzur);
- Rubrics for assessing gifted intelligent behaviors-adapted from Costa, Kallick, and Frasier (Gayle & Hargett)
- Interdisciplinary concept-based curriculum unit template (Hargett)

# Why Exceptional Children?

A Two Track Approach for a District

- Coordinated Early Intervening Services (CEIS) Train regular classroom teachers
- EC Services  
Train Exceptional Children Teachers

# Curriculum Options for Consideration

## **CEIS Goal:**

To intervene early with students who need additional academic and behavioral assistance in a general education environment.... by developing their skills, knowledge and dispositions through a research-based curriculum model, Bright IDEA.

**Recommendation:** Train regular ed teachers in components of Bright IDEA to meet their needs and the needs of the district.

# Curriculum Options for Consideration

## Exceptional Children Goals:

1. Prepares children to exit EC classes and perform at successful academic levels.
2. Supports the Reading and Math Foundations courses and moves students to a deeper level of understanding.
3. Supports and Enhances Positive Behavior Models.

# Recommendations

- Adapt and Implement Thinking Skills Program-K-5 for Identified EC Students
- Infuse the five analysis skills (BTS) into reading and math foundations
- Add appropriate Habits of Mind to integrate with Positive Behavior Support
- Implement Pilot Sites

# Five Cognitive Skills Building Thinking Skills, Parks & Black

Found in all content areas and aligned  
with Standard Course of Study -  
Needed for academic success.

- Describing
- Finding Similarities and Differences
- Sequencing
- Classifying
- Forming Analogies

# Professional Development (PD) for ALL

- **Tailors** best gifted and regular education methodologies for regular classroom teachers to use with all children.
- **Builds** on the most advanced research and practices.
- **Focuses** on empowering regular classroom teachers, principals and curriculum specialists, through training, mentoring, and coaching to become curriculum architects for the future.
- **Trains** teachers to design interdisciplinary, concept-based curricular units based on state standards, universal concepts and big ideas.
- **Infuses** *Building Thinking Skills, Gifted Intelligent Behaviors and Multiple Intelligences in all curriculum*
- **Redesigns** classroom environments to meet the learning styles of all children with engaging learning tasks

# Professional Development (PD)

- All participants are taught to:
  - “unpack” the standards for the “Big Ideas” that leads to un-coverage rather than coverage of factual knowledge
  - “unpack” the level of cognitive thinking in the standards in order to create defensible differentiated curricula for all students
  - design concept-based units of studies with “the end in mind” and six facets of understanding (265 units completed, Grades K-8)
  - align curriculum, instruction and assessment using the Revised Bloom’s Taxonomy
  - understand the impact of Marzano’s Taxonomy on interest development and student learning
  - deliver instruction through a conceptual lens

*Thomasville Primary- The Beautiful Dreamer Debate on Leonardo and Michelangelo: The Renaissance and Why they became the great innovators of the time?*



# Findings of Evaluator - Ron Tzur, Ph.D. Professor, Research, University of Denver



- ❖ Capacity to provide top-notch 21st century professional development (PD)
- ❖ Participants high satisfaction with PD
- ❖ Improvement of dispositions toward teaching and learning of underachieving students
- ❖ Dramatic and (statistically significant) increase in the number of BI graduates nominated and placed in Gifted Programs in 3rd grade.
  - ❖ \_\_\_Annual Report, US Department of Education, 7/1/08

# Findings Include:



- ❖ Overall satisfaction with the Bright IDEA program & the Summer Curriculum Writing Institute experience
- ❖ Writing the curriculum units achieved the highest level of satisfaction
- ❖ Training from the researchers was positive
- ❖ Presentations and involvement of mentors are a highlight of the overall program
- ❖ Stress levels of participants were evident when complex training was presented
- ❖ Most said that they would never go back to the way they had taught because they see the positive impact on their students

# What Teachers Say ...



- ❖ **Teachers report that students:**
  - ❖ **Love the *Building Thinking Skills Program* learn quickly to answer questions in complete sentences**
  - ❖ **Engage in discussions and understandings of concepts, generalizations, and essential questions**
  - ❖ **Describe multiple attributes; write rich descriptions**
  - ❖ **Improve their vocabulary dramatically**
  - ❖ **Demonstrate knowledge of the Gifted Intelligent Behaviors; they reflect objectively on their own GIB's**

# Expanding Bright IDEA Highlights - 2009-2010

- ❖ Brunswick County
  - ❖ Town Creek Elementary-K-5
    - ❖ (new school is a “Bright Tomorrow school”)
  - ❖ Expanding to all K-5
- ❖ Elizabeth City/Pasquotank
  - ❖ Northside Elementary
- ❖ Guilford County
  - ❖ BTS & HOM
  - ❖ Adding schools
- ❖ Hickory City Schools
  - ❖ BTS - K-5 schools
  - ❖ Kindergarten Class-Rebecca Morford - Viewmont
- ❖ Lenoir County: K-5
  - ❖ All elementary schools
  - ❖ Northeast Elementary-K-5 (new school is a “Bright Tomorrow school”)
- ❖ Wake County:
  - ❖ Aversboro-Demonstration Site
  - ❖ Harris Creek, Lake Myra, Swift Creek and Wakelon
  - ❖ All Lead AIG Teachers Grades 3-8
  - ❖ Fuquay-Varina High
    - ❖ Instructional Strategies

# Concluding Remarks



- ❖ **Project Bright IDEA II demonstrates:**
  - ❖ **how to initiate and sustain desired transformations in teaching (sizeable number of teachers/educators )**
  - ❖ **impact on students in underserved districts/schools**
  - ❖ **satisfaction expressed by teachers, administrators and parents regarding students' responses to Bright IDEA practices**
  - ❖ **team work and self-improvement via reflection and utilization of ongoing feedback**

# Contacts

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- ❖ **Bright IDEA Videos: [www.marinegrafics.com/briteideas/](http://www.marinegrafics.com/briteideas/)**

# Project Bright IDEA: The Journey Continues....

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