



**project bright idea II**



**A Javits Research  
Grant funded by the  
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**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

Mary Watson, Director  
Exceptional Children Division  
North Carolina Department of Public Instruction

Margaret Gayle, Project Director,  
Bright IDEA 2  
Executive Director  
The American Association for Gifted Children  
Duke University  
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A K-2 NURTURING PROGRAM

*Project Bright IDEA:*

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## **Dissemination Goals: Overarching Goal**

**To disseminate a unique transformational model that: 1) was designed by interweaving teacher enhancement and research; 2) will contribute to the knowledge in the field about ways to impact teachers' learning in practice so that they can successfully and systematically foster the development of AIG students from any background.**

# Dissemination Goals, continued

- Addresses a state and national problem: (achievement gap among potential gifted students at a foundational period - K-2)
- Utilizes a holistic approach that combines multicultural experiences of students with teaching-learning-assessing processes in a concept-based approach, with a focus on mathematics and literacy

# Dissemination Goals, continued

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

# Dissemination Goals, continued

## Adds new research instruments to the field:

- 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)
- Curriculum Model Design (Gayle, Hargett)
- Research Design (Alexander, Gayle, Hargett, Tzur, and Watson)

# Project Goals

- **Overarching goal**: Create a model nurturing program for transforming K-2 instruction and curriculum for 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
  - Change teachers' dispositions to impact goals

# Research Questions

- What are the dispositions of teachers toward gifted 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 children?
- Can the impact be linked to changing the dispositions of teachers?



# Research Instruments

- **Educators**

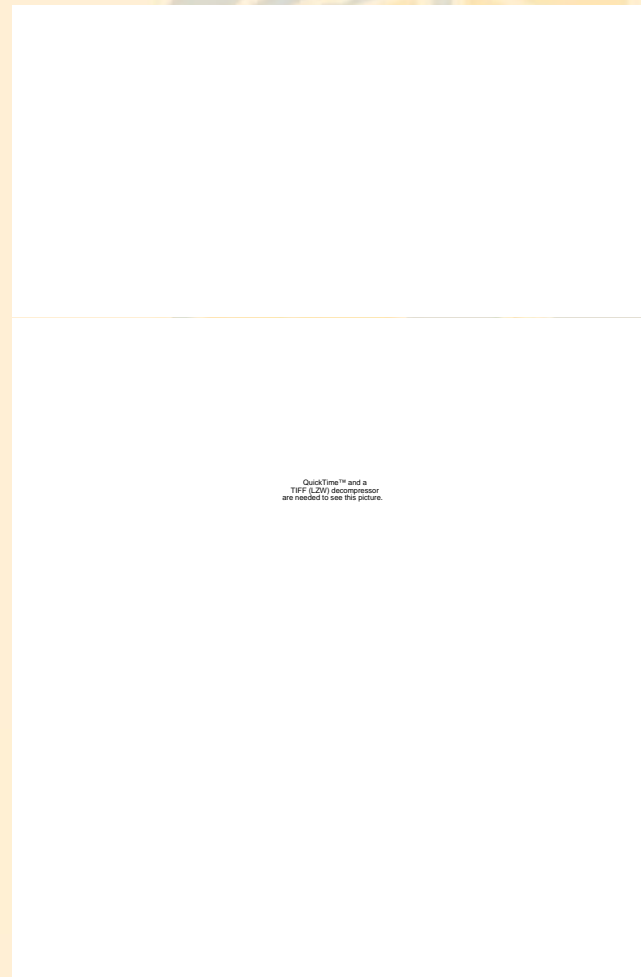
- Disposition Questionnaire (pre and post)
- Satisfaction Survey (end of each year)
- Reflections based on Specific Training (on-going through all the training)
- Evaluator Interviews

- **Students**

- K-2 Assessments:
  - Running Records
  - Writing Prompts
- Pre and Post Assessments on Gifted Intelligent Behaviors
- Math Problem-Based Questionnaire - 3rd grade

# Context

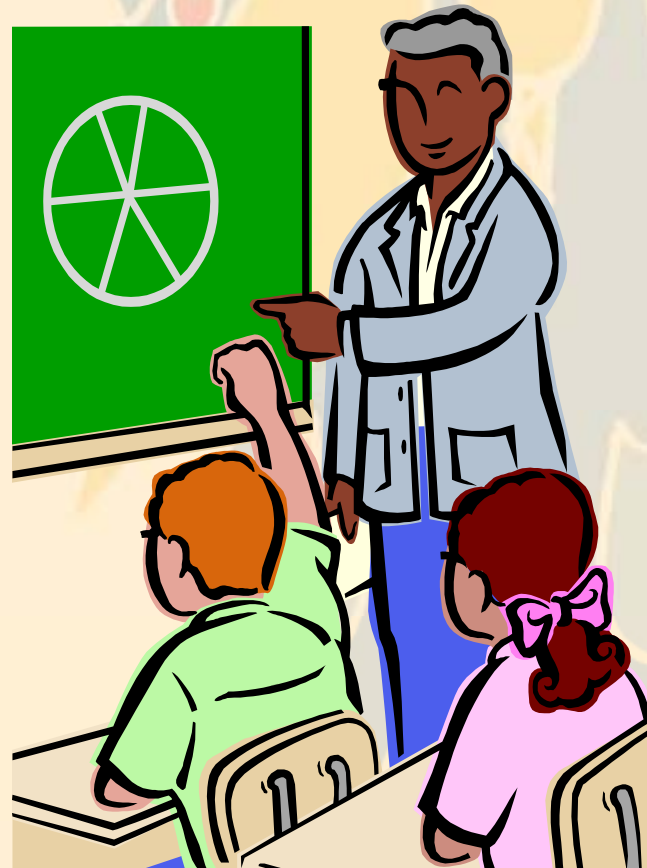
- National Priorities
- State Response:
- Darity Report - 2001
- Article 9B - NC Law (Passed in 1996 to provide flexibility to districts to help better identify underrepresented students.)



# Update From Dr. Darity

- “One out five, if a White kid”
- One out of twenty, if Black or Hispanic kid”

*State of Things - WUNC Radio -  
June 2006*



## **Transformational Response**

**“Universalize the equivalent  
of the Gifted Program”**

**Sandy Darity - *State of Things* - WUNC  
Radio - June 2006**

# Professional Development

- National Researchers/Trainers
- State Trainers
  - Mentors/Trainers
  - Local BI Coordinators/Principals/Instructional Leaders
- On-site follow-up

# 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 and mentoring, to become curriculum architects for the future.
- **Trains** teachers to design interdisciplinary, concept-based curricular units based on state standards and universal concepts and big ideas.
- **Infuses** *Building Thinking Skills, Gifted Intelligent Behaviors and Multiple Intelligences*
- **Redesigns** classroom environments to meet the learning styles of all children

# 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 (125 units completed)
  - 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 the conceptual lens

# Context

## ❖ State law and national practices

- ❖ No standardized assessment in K-2 - no state mandate
- ❖ Nomination & identification for G/T programs: usually grades 3 or 4

## ❖ State/national challenge:

- ❖ AIG - Increase Underserved

%



## Findings of Evaluator - Ron Tzur, Ph.D. Professor, Math Ed, Purdue Univ.

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- ❖ 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* and 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

# **From a Moore County teacher ...**



**“If it weren’t for the conceptual questions we asked in the Bright IDEA units, we would never have known how smart Crystal is.”**

# High Satisfaction



Satisfaction expressed from teachers, administrators and parents on the way students respond to Bright IDEA practices led to expanding the program in a number of schools during school years 2007-2009.

All of the districts started with expanding the *Building Thinking Skills Program* (Parks & Black) and Habits of Mind (Costa & Kallick) to grades 3-5 from K-2 with a strong emphasis on Essential Questions and Bloom's verbs from the Revised Taxonomy.

# Evidence: Does It Work?

**“In 2003-2004, test data indicated that black males were not making the academic growth anticipated. A target group of students in grades 3-5 participated in 30-minute daily lessons using *Building Thinking Skills* from January-April. This group out-performed all students (82.3%) on the ABCs End-of-Grade Test in Math with an average score of 86.5%.”**

**Data provided by: Gayle Polk, Testing Coordinator,  
East Elementary School, Monroe NC**

# Evidence: Does It Work?



**“A target group of grades 2-3 minority students were engaged in the *Building Thinking Skills* program for 30 minutes daily from January-April. These students not only qualified for the Gifted Math Program, based on Naglieri Nonverbal Ability Test scores, they showed an average growth of 11 points in Reading and 17.45 points in Math on the ABCs End-of-Grade Test. As a result, the total gifted population doubled for students going into grades 3-4.”**

Data provided by: Gayle Polk, Testing Coordinator,  
East Elementary School, Monroe NC

# Bright IDEA is.....

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



# Bright IDEA is not.....



- ❖ an add-on “curriculum” or a prescriptive program
- ❖ something you “do today”
- ❖ just for at-risk students

# Bright IDEA Sites



## Cohort 1

**Guilford**

**Hickory City**

**Lenoir**

**Moore**

**Roanoke**

**Rapids**

**Wake**

## Cohort 2

**Brunswick**

**Duplin**

**Rowan**

**Wake**

## Cohort 3

**Brunswick**

**Elizabeth  
City**

**Guilford**


**Lenoir**

**Robeson**

# Expanding Bright IDEA 2007-2009

- ❖ Brunswick County
  - ❖ Lincoln Elementary
  - ❖ Town Creek Elementary-K-5
  - ❖ (new school is a “Bright Tomorrow school”)
- ❖ Elizabeth City/Pasquotank
  - ❖ JC Sawyer Elementary
  - ❖ Northside Elementary
- ❖ Guilford County
  - ❖ BTS & HOM
  - ❖ Adding schools
- ❖ Hickory City Schools
  - ❖ BTS & HOM
- ❖ **Lenoir County: K-3 across all elementary schools (125 teachers, specialists and principals)**
  - ❖ **Northeast Elementary-K-5 (new school is a “Bright Tomorrow school”)**

# Expanding Bright IDEA 2007-2009



- ❖ Moore County

- ❖ BTS & HOM/GIB's

- ❖ Roanoke Rapids GSD

- ❖ BTS & HOM/GIB's

- ❖ Robeson County

- ❖ Rowan County

- ❖ BTS & HOM/GIB's

- Wake County: K-2  
across other schools

- ❖ Aversboro - K-5 (across  
all grade levels)

- ❖ Forestville Elementary

- ❖ Fuquay-Varina High  
School

- ❖ Learning Styles/

- ❖ Instructional Strategies

# Expansion, continued



- ❖ **All Cohort-1 and Cohort-2 districts expanding some of the components**
- ❖ **Some Cohort-3 expanding some components**
- ❖ **Middle School in Carteret County: 6th Grade Bright IDEA and the school will train on Habits of Mind**
- ❖ **Demonstration sites will be available to visit by January 2010. Thomasville Primary is the current site.**

# South Carolina Site



- ❖ **Disseminated to Richland School District 2, Columbia, SC:**
- ❖ **Started with Building Thinking Skills - 2007**
- ❖ **K-2 classrooms**
- ❖ **Contact: Charlene Herring, Chief Academic Officer at:**
- ❖ **E-mail: [cherring@richland2.org](mailto:cherring@richland2.org)**

# Concluding Remarks



- ❖ **Project Bright IDEA II demonstrates:**
  - ❖ **how to initiate and sustain desired transformations in teaching (sizeable number of teachers)**
  - ❖ **impact on achievement in 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**

# 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.

# Contacts

- ❖ **Project Bright IDEA: Margaret Gayle, Project Director**
  - ❖ Executive Director, AAGC
  - ❖ E-mail: [megayle@aol.com](mailto:megayle@aol.com)
  - ❖ Web Site: [www.aagc.org](http://www.aagc.org)
- ❖ **Principal Investigator: Mary Watson, Director Exceptional Children Division, NCDPI**
  - ❖ E-mail: [mwatson@dpi.state.nc.us](mailto:mwatson@dpi.state.nc.us)
- ❖ **Evaluator: Ron Tzur, Ph.D., Professor, Mathematics Department, Purdue University**
  - ❖ E-mail: [rtzur@purdue.edu](mailto:rtzur@purdue.edu)
- ❖ **Research Assistant: Rachael Kenney, Ph.D., Professor, Mathematics Department, Purdue University**
  - ❖ E-Mail: [rhkenney@purdue.edu](mailto:rhkenney@purdue.edu)
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