

**Bright IDEA: Interest Development Early Abilities, Javits Research 2004-2010**

The American Association for Gifted Children, Duke University and  
North Carolina Department of Public Instruction, Exceptional Children Division

<b>Bright IDEA Training</b>	<b>Instructional Strategies</b>	<b>Evaluation</b>
<b>Introduction to Training and Goals for Training</b> (Watson, Hargett and Gayle)	<ul style="list-style-type: none"> <li>• Presentation of NC Head Count Data</li> <li>• Darity Report</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing and Reflecting on NC Data and Rationale for Bright IDEA</li> </ul>
<ul style="list-style-type: none"> <li>- <b>Introduction to Rigor and Gifted Methodologies,</b></li> <li>- Concept-Based Curriculum</li> <li>- Differentiated Instruction and Cultural Diversity</li> </ul> (Hargett, Trainer)	<ul style="list-style-type: none"> <li>• Direct Instruction and Interaction</li> <li>• Guided Practice</li> <li>• Scenarios</li> <li>• Research-Based Strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Examining a Rigor Rubric</li> <li>• Reflecting and Mapping Ideas</li> <li>• Mapping their Thinking</li> </ul>
<b>NC State Standards Common Core Standards</b> (Hargett & Gayle, Trainers)	<ul style="list-style-type: none"> <li>• Unpacking the standards on Bloom’s Revised Taxonomy.</li> </ul>	<ul style="list-style-type: none"> <li>• Charting the standards by grade level and subject on Bloom’s Template. (In Pairs and in groups)</li> <li>• Reflecting and Charting Thinking</li> </ul>
<ul style="list-style-type: none"> <li>- <b>Bloom’s Revised Taxonomy (Andersen)</b></li> <li>- <b>Marzano’s New Taxonomy on Educational Objectives</b></li> </ul> (Hargett, Gayle, Trainers)	<ul style="list-style-type: none"> <li>• Direct Instruction of Taxonomies</li> <li>• Guided Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Charting the standards using Bloom’s nouns and verbs to raise the level of rigor</li> <li>• Significance of Marzano’s Taxonomy on Student Interest and Efficacy</li> <li>• Reflecting and Charting Thinking</li> </ul>
<b>Multicultural Literature:</b> Fiction/Non-Fiction – © 2000 to 2009. (Hargett and Gayle and Gifted Coordinators, Trainers)	<ul style="list-style-type: none"> <li>• Literature Circles</li> <li>• Brainstorming Big Ideas and Standards to be addressed by text.</li> <li>• Selecting Texts for Developing Units</li> </ul>	<ul style="list-style-type: none"> <li>• Charting the big ideas on a selected text, based on UBD’s definitions and Template. (In Pairs)</li> <li>• Planning for unit design.</li> </ul>
<b>Building Thinking Skills</b> (Parks & Black)  (Parks, Hargett, Gayle and Gifted Coordinators, Trainers)	<ul style="list-style-type: none"> <li>• Direct Instruction with Model Lessons and Thinking Skills Research</li> <li>• 5 Analysis Skills: Describing; Classifying; Sequencing; Finding Similarities and Differences; and Analogies</li> <li>• Think-Pair-Share</li> <li>• Speaking in complete sentences.</li> <li>• Graphic Organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching a sample lesson to another educator and they reflect together on the results.</li> <li>• Producing a timeline for teaching and integrating into curriculum per grade level.</li> <li>• Students enthusiastically love doing the lessons.</li> <li>• Teachers report they see results on vocabulary development.</li> </ul>

<b>Bright IDEA Training</b>	<b>Instructional Strategies</b>	<b>Evaluation</b>
<p><b>Multiple Intelligences</b> (Gardner) Hargett &amp; Moirao, Trainers</p>	<ul style="list-style-type: none"> <li>• Multiple Intelligent Centers: Linguistic Center (ex. Word Smart)</li> <li>• MI Journals</li> <li>• MI Instructional Strategies integrated with standards, gifted intelligent behaviors and learning styles.</li> </ul>	<ul style="list-style-type: none"> <li>• Designing 3 centers after training and developing a plan for rotation of MI centers for the year. Implemented Word Smart as a main focus for the year by changing performance tasks.</li> <li>• Observing by Trainers with feedback</li> </ul>
<p><b>Differentiating for the Young Child</b> (Smutny &amp; von Fremd) (Hargett, Gayle and Gifted Coordinators)</p>	<ul style="list-style-type: none"> <li>• Creative Writing (Essays, stories and poems)</li> <li>• Research Process</li> <li>• Tiered Lessons – Multiple Intelligences (Gardner)</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Writing summaries and making presentations of differentiated strategies for the classroom.</li> </ul>
<p><b>Learning Styles</b> Resources by Silver/Strong (Dan Moirao, Trainer)</p> <p>4 Days of Training in first year with final coaching and training during Summer Institute.</p>	<ul style="list-style-type: none"> <li>• Window Notes (Four Styles of taking notes)</li> <li>• Do You Hear What I Hear?</li> <li>• Designing Hooks</li> <li>• Inductive Learning &amp; Writing</li> <li>• Interpretive Writing</li> <li>• Persuasive Writing</li> <li>• Concept Attainment</li> <li>• Problem Based Models</li> <li>• Concept Definition Maps</li> <li>• Cooperative Learning</li> <li>• Task Rotations</li> <li>• Scenarios</li> </ul>	<ul style="list-style-type: none"> <li>• Writing performance tasks across standards, learning styles, interest and graduated levels of difficulty using a tiered menu.</li> <li>• Developing performance tasks for lessons and units.</li> <li>• Journal Writing</li> </ul>
<p><b>Gifted Intelligent Behaviors:</b> - Habits of Mind (Costa &amp; Kallick) - Talents, Attributes &amp; Behaviors (Frasier) Costa &amp; Kallick – 3 days Frasier – 3 days, Cohort 1 (Hargett and Mentors)</p>	<ul style="list-style-type: none"> <li>• Instructional Strategies for Integrating Gifted Intelligent Behaviors into lessons and units of study.</li> <li>• Rubric Training &amp; Collection of Data</li> <li>• Essential Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric to assess students on growth over school year.</li> <li>• Journal Writing and reflecting on each session.</li> </ul>
<p><b>Understanding by Design, Stage 1</b> (Hargett, Gayle and Gifted Coordinators)</p>	<ul style="list-style-type: none"> <li>• Big Ideas</li> <li>• Stage 1 Design</li> <li>• Six Facets of Understanding</li> <li>• GRASPS</li> <li>• Scenarios</li> </ul>	<ul style="list-style-type: none"> <li>• Unpacking texts for big ideas.</li> <li>• Designing GRASPS and developing six facets for lessons and units.</li> </ul>

<b>Bright IDEA Training</b>	<b>Instructional Strategies</b>	<b>Evaluation</b>
<p><b>Teaching Math to Young Children.</b> (John Olive, UGA, Trainer) Using text: Extending the Challenge in Mathematics for Gifted (Sheffield) Other trainers, Tzur’s graduate students</p> <p><b>Instructional Math Strategies and Performance Tasks,</b> Moirao, Trainer</p>	<ul style="list-style-type: none"> <li>• New American Lecture</li> <li>• Research on Number System and Teaching</li> <li>• Strategies for Tiered Lessons</li>   <li>• Standards aligned with Performance Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Solving Number Problems</li> <li>• M &amp; M Problem Solving Activity and Presentation</li>   <li>• Writing Math Performance Task Rotations on Learning Styles for Centers</li> </ul>
<p><b>Formative Assessments</b> All trainers focused on assessments within their training. (NC Training on formative assessment, Hargett, Trainer and local coordinators)</p>	<ul style="list-style-type: none"> <li>• Direct Instruction on Assessments and Learning Targets</li> <li>• Instructional Strategies for Lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Developing assessments for learning targets based on standards</li> <li>• Written lesson plans by grade levels</li> </ul>
<p><b>Summer Institute Training</b> – one week, held at the end of the first year of training. Hargett, Moirao and Gayle Trainers Small group review sessions are available on request for clarification and depth of understanding.</p>	<ul style="list-style-type: none"> <li>• Culminating Strategy: Produce an interdisciplinary concept-based unit that integrates all training into one product. (See Template.)</li> <li>• Reflection Sessions daily</li> <li>• Expert Coaching and Mentoring</li> </ul>	<p>In pairs, teachers, principals and curriculum specialists create Concept-Based Units from one or more of the multicultural texts. Due at the end of the week. The units are taught in the following school year and revised. Participants attend a follow-up summer institute to develop a deeper understanding on teaching the units and assessing performance of students.</p>

This training was conducted in the first year with follow-up observations and coaching through the 3 years for each cohort group.

2004-2007 - Cohort – 1: 6 Districts with 2 schools each: 2 teachers in each school at grades K-2  
2005-2008 – Cohort – 2: 4 Districts with 2 schools each: 2 teachers in each school at grades K-2  
2006-2009 – Cohort – 3: 6 Districts with 2 schools each: 2 teachers in each school at grades K-2

A major evaluation component included a Teacher Fair held in April of each year in Raleigh by The North Carolina Department of Public Instruction and the American Association for Gifted Children for the research districts to present teacher and student products and their feedback on the training and student outcomes. Student products included written essays, art and artifacts from social studies, math and science projects. Teacher products included lesson plans and a power point and pictures of classroom activities. Teachers, Principals and the Superintendent shared their experiences about the training and the impact on teaching and learning.