

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

FY 2022 Javits Application Package

CFDA # 84.206A

PR/Award # S206A220037

Grants.gov Tracking#: GRANT13594441

OMB No. 1894-0006, Expiration Date: 02/29/2024

Closing Date: Apr 11, 2022

PR/Award # S206A220037

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

04/11/2022

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

NE

8. APPLICANT INFORMATION:

* a. Legal Name:

Educational Service Unit 2

* b. Employer/Taxpayer Identification Number (EIN/TIN):

* c. UEI:

d. Address:

* Street1:

PO Box 649

Street2:

2320 N. Colorado Ave.

* City:

Fremont

County/Parish:

Dodge

* State:

NE: Nebraska

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

68025-0649

e. Organizational Unit:

Department Name:

Special Projects

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Dr.

* First Name:

Diane

Middle Name:

M

* Last Name:

Wolfe

Suffix:

Title:

Director of Special Projects

Organizational Affiliation:

Educational Service Unit 2

* Telephone Number:

Fax Number:

* Email:

PR/Award # S206A220037

Page e3

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

G: Independent School District

Type of Applicant 2: Select Applicant Type:

E: Regional Organization

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.206

CFDA Title:

Javits Gifted and Talented Students Education

* 12. Funding Opportunity Number:

ED-GRANTS-021622-001

* Title:

Office of Elementary and Secondary Education (OESE): Well-Rounded Education Programs: Jacob K. Javits Gifted and Talented Students Education (Javits) Program, Assistance Listing Number 84.206A

13. Competition Identification Number:

84-206A2022-2

Title:

FY 2022 Javits Competition

14. Areas Affected by Project (Cities, Counties, States, etc.):

1236-City_County_State.pdf

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Project RESTORE: Rural Exceptional Student Talent Opportunities, Resources, & Experiences

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):*** a. Federal * b. Applicant * c. State * d. Local * e. Other * f. Program Income * g. TOTAL *** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**☐ a. This application was made available to the State under the Executive Order 12372 Process for review on ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.☒ c. Program is not covered by E.O. 12372.*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:Prefix: * First Name: Middle Name: * Last Name: Suffix: * Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

City	County	State
Ashland	Saunders	Nebraska
Bancroft	Cuming	Nebraska
Cedar Bluffs	Saunders	Nebraska
Hooper	Dodge	Nebraska
Lyons	Burt	Nebraska
Mead	Saunders	Nebraska
Oakland	Burt	Nebraska
Raymond	Saunders	Nebraska
Scribner	Dodge	Nebraska
Tekamah	Burt	Nebraska
Wahoo	Saunders	Nebraska
West Point	Cuming	Nebraska
Wisner	Cuming	Nebraska
Yutan	Cuming	Nebraska
Fremont	Dodge	Nebraska

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1237-GEPA for RESTORE.pdf

Add Attachment

Delete Attachment

View Attachment

Statement of Compliance with Section 427 of GEPA

As per the requirements for equitable access outlined in the Notice to All Applicants in the grants.gov application package for **The Jacob K. Javits Gifted and Talented Students Education Program**, Educational Service Unit 2, as LEA for the proposed RESTORE Program, states the following:

1. We will continue to take any and all steps necessary to ensure equitable access to, and participation in, its federally assisted program for students, teachers, and other program beneficiaries with special needs.

Barrier – Students with special needs may require accommodations or modifications to access project recourses and equipment.

Solution: Grant money will be spent to purchase modified or special equipment necessary for students with disabilities to fully participate in project activities.

Barrier – Non-English-speaking parents cannot read information about grant activities and therefore do not sign necessary permission slips for students to access field-based studies or activities.

Solution: Grant money will pay for appropriate translations of print materials and/or translators to read documents to non-English-speaking parents.

2. For the purpose of this statement, we extend the definition of “special needs” to include all possible participants from schools serving “special needs” students, all potential participating teachers with special needs or who must overcome any of the six types of barriers that can impede equitable access or participation. The six types of barriers are defined as: gender, race, national origin, color, disability, or age.
3. Furthermore, Educational Service Unit 2 in the administration of the proposed RESTORE Program and the districts of Ashland-Greenwood, Bancroft-Rosalie, Bishop Newmann, Cedar Bluffs, Logan View, Lyons-Decatur, Mead, Oakland-Craig, Raymond Central, Scribner-Snyder, Tekamah-Herman, Wahoo, West Point -Beemer, Wisner-Pilger and Yutan, in the implementation of the grant will ensure that no student will be denied services by the RESTORE Program due to their gender, race, national origin, color, disability, or age.
4. RESTORE will provide equal access to students and staff regardless of their barriers and will consider the needs of the students in all activities and meetings.
5. RESTORE will provide equal access to all family members regardless of their barriers and will consider the needs of the family members in all activities and meetings.

Ted DeTurk
Administrator
Educational Service Unit #2

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Educational Service Unit 2

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. * First Name: Ted Middle Name:
* Last Name: DeTurk Suffix:
* Title: Administrator

* SIGNATURE: Diane Wolfe

* DATE: 04/11/2022

U.S. Department of Education Supplemental Information for the SF-424
Application for Federal Assistance

OMB Number: 1894-0007
Expiration Date: 12/31/2023

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Dr.	Diane	M	Wolfe	

Project Director Level of Effort (percentage of time devoted to grant): 50

Address:

* Street1:	PO Box 649
Street2:	2320 N. Colorado Ave.
* City:	Fremont
County:	Dodge
* State:	NE: Nebraska
* Zip Code:	68026-0649
Country:	USA: UNITED STATES

* Phone Number (give area code) Fax Number (give area code)

--	--

* Email Address:

--

Alternate Email Address:

--

2. New Potential Grantee or Novice Applicant:

a. Are you either a new potential grantee or novice applicant as defined in the program competition's notice inviting applications (NIA)?

☐ Yes ☒ No

3. Qualified Opportunity Zones:

If the NIA includes a Qualified Opportunity Zones (QOZ) Priority in which you propose to either provide services in QOZ(s) or are in a QOZ, provide the QOZ census tract number(s) below:

4. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #(s): ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

☐ No Provide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

Add Attachment

Delete Attachment

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Abstract

An abstract is to be submitted in accordance with the following:

1. Abstract Requirements

- Abstracts must not exceed one page and should use language that will be understood by a range of audiences.
- Abstracts must include the project title, goals, and expected outcomes and contributions related to research, policy, and practice.
- Abstracts must include the population(s) to be served.
- Abstracts must include primary activities to be performed by the recipient.
- Abstracts must include subrecipient activities that are known or specified at the time of application submission.

For research applications, abstracts also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that the investigation builds upon and that provides a compelling rationale for this study).
- Research issues, hypotheses and questions being addressed.
- Study design including a brief description of the sample including sample size, methods, principals, and dependent, independent, and control variables, as well as the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

[Add Attachment](#)

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[View Attachment](#)

Rural Exceptional Student Talent Opportunities, Resources, & Experiences (RESTORE)
Abstract

Absolute Preference Priority: *Develop “new information” that assists schools in the identification of, and provision of services to, gifted and talented students.....*

Rural Exceptional Student Talent Opportunities, Resources, & Experiences (RESTORE) will meet the program’s absolute priority by focusing on three program activities:

1. RESTORE will develop new and improved tools to support improved methods of identification of talented and gifted (TAG) students, most especially students who have been previously underrepresented including low SES, minority, English language learners, and twice-exceptional students.
2. RESTORE will improve instruction for TAG students by focusing on providing multiple professional development opportunities to improve multi-tiered systems of support (MTSS)/differentiated lesson development and delivery. A minimum of 40 hours of PD per teacher will be supported with a gradual release instructional coaching. In addition, on-line modules as well as face-to-face PD will be made available. Finally, graduate level courses will be developed and delivered to allow teachers to earn a Nebraska Rule 24 supplemental High Ability Learner endorsement.
3. RESTORE will provide expanded opportunities to TAG students that have previously been underserved and underrepresented through clubs, camps, projects, field experiences, and other opportunities in a variety of subject areas.

Meeting the Competitive Preference Priorities:

Competitive Preference Priority 1: RESTORE seeks to identify and serve twice-exceptional students including children with disabilities.

Competitive Preference Priority 2: RESTORE will develop new tools and processes to

identify previously underrepresented students. These tools may include checklists, rubrics, portfolios, or other methods not yet determined or developed.

Competitive Preference Priority 3: RESTORE will meet this priority by improving instruction for TAG students by focusing on providing multiple professional development opportunities to improve MTSS/differentiated lesson development and delivery. A minimum of 40 hours of PD per teacher will be supported with a gradual release instructional coaching. In addition, on-line modules as well as face-to-face PD will be made available. Finally, graduate level courses will be developed and delivered to allow teachers to earn a Nebraska Rule 24 supplemental High Ability Learner endorsement.

Project Outcomes:

- RESTORE will develop new identification tools for talented and gifted learners.
- RESTORE will assist up to 20 teachers earn High Ability Learner endorsements through graduate credit.
- RESTORE will provide a minimum of 40 hours of PD in TAG education with instructional coaching support.
- RESTORE will support up to 700 TAG students with adult mentors to provide clubs, camps, field experiences, projects, and other opportunities.

Project Partners: 15 NE rural school districts, Nebraska Association for the Gifted, University of Nebraska Extension and 4H, Nebraska Arts Council, Wayne State College

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

View Mandatory Project Narrative File

To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File

Delete Optional Project Narrative File

View Optional Project Narrative File

Rural Exceptional Student Talent Opportunities, Resources, & Experiences (RESTORE) Table of Contents	
Section	Page
(a) Need for the Project (5 points)	1
(1) The secretary considers the extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.	1
(b) Quality of Project Design (30 points)	5
(1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable;	5
(2) The extent which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs;	5
(3) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance;	14
(4) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice;	9
(5) The extent to which the proposed project is supported by promising evidence;	15
(6) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.	16
(c) Quality of Management Plan (20 points)	16
(1) The adequacy of the management plan to achieve the objectives of the proposed project on-time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks;	16
(2) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project;	19
(3) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.	20
(d) Quality of the Project Services (30 points)	21
(1) In determining the quality of the services to be provided by the proposed project, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.	21
(e) Quality of Project Personnel (5 points)	23
(1) In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.	23
(2) In addition, the Secretary considers the following factors – (i) The qualifications, including relevant training and experience, of the project director or principal investigator; and (ii) The qualifications, including relevant training and experience, of key project personnel.	23
(f) Adequacy of Resources (10 points)	25
(1) The extent to which the budget is adequate to support the proposed project	25

(2) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project;	25
(3) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.	26

Meeting the Absolute Priorities:

Absolute Preference Priority: *Develop “new information” that assists schools in the identification of, and provision of services to, gifted and talented students.....*

Rural Exceptional Student Talent Opportunities, Resources, & Experiences (RESTORE) will meet the program’s absolute priority by focusing on three program activities:

1. RESTORE will develop new and improved tools to support improved methods of identification of talented and gifted (TAG) students, most especially students who have been previously underrepresented including low SES, minority, English language learners, and twice-exceptional students.
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3. RESTORE will provide expanded opportunities to TAG students that have previously been underserved and underrepresented through clubs, camps, projects, field experiences, and other opportunities in a variety of subject areas.

Meeting the Competitive Preference Priorities:

Competitive Preference Priority 1: RESTORE seeks to identify and serve twice-exceptional students including children with disabilities.

Competitive Preference Priority 2: RESTORE will develop new tools and processes to identify previously underrepresented students. These tools may include checklists, rubrics, portfolios, or other methods not yet determined or developed.

Competitive Preference Priority 3: RESTORE will meet this priority by improving instruction for TAG students by focusing on providing multiple professional development opportunities to improve MTSS/differentiated lesson development and delivery. A minimum of 40 hours of PD per teacher will be supported with a gradual release instructional coaching. In addition, on-line modules as well as face-to-face PD will be made available. Finally, graduate level courses will be developed and delivered to allow teachers to earn a Nebraska Rule 24 supplemental High Ability Learner endorsement.

(a) Need for the Project (5 points)

(1) The secretary considers the extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

“....rural students may be particularly at risk for under-identification by the application of historically accepted criteria for gifted on traditional gifted assessments. Traditional assessments may not be nuanced enough to capture concepts of giftedness of rural or culturally diverse gifted students, leading to underrepresentation.”¹

Educational Service Unit 2 (ESU 2) is a regional service center and serves predominantly rural and small school districts in eastern Nebraska. Fifteen public school districts and two private school organizations completed a survey to measure the need for improving services to talented and gifted students in their districts. Nebraska’s Rule 3 law requires public school districts to submit a High Ability Learner plan to the state on an annual basis. To the surprise of the project developers, seven of the seventeen districts surveyed were not in compliance with this rule. When asked why, districts responded that they did not have the resources to support the plans, so they did not submit them. Conversations and survey results from the remaining districts that did have plans, also echoed the comment that lack of resources, funding, and staff skills to support talented and gifted students was lacking. In fact, most districts with plans that included traditional academic achievement as identification factors, provided nothing more than recognition and induction into an honor society. Not one single district’s plans provided information on supporting twice-exceptional students, nor did they provide any information about ensuring students of low SES, minority, English language learners, English language learners, or other under-represented groups were being identified. In most cases, the plans

¹ Bevan-Brown, J. (2011). Indigenous conceptions of giftedness. In W. Vialle (Ed.), *Giftedness from an Indigenous perspective* (pp.10–23). Australian Association for the Education of the Gifted and Talented. Retrieved from <http://www.aegt.net.au/DEEWR%20Books/02%20Indig.pdf>

indicated that teachers were responsible to support TAG students through MTSS and differentiated lessons.²

District	HAL Plan Submitted	K-12 Student Enrollment	TAG identification other than academic achievement	TAG programming other than honor society	Way to identify twice-exceptional students?
Ashland-Greenwood	Yes	1,016	No	No	No
Bancroft-Rosalie	Yes	283	No	No	No
Cedar Bluffs	Yes	429	No	No	No
Logan View	No	572	N/A	N/A	No
Lyons-Decatur	No	254	N/A	N/A	No
Mead	No	255	N/A	N/A	No
Oakland-Craig	Yes	371	No	No	No
Raymond Central	No	691	N/A	N/A	No
Scribner-Snyder	No	172	N/A	N/A	No
Tekamah-Herman	No	499	N/A	N/A	No
Wahoo	Yes	1,055	Yes	Limited	No
West Point-Beemer	Yes	642	No	No	No
Wisner-Pilger	Yes	396	No	No	No
Yutan	Yes	503	No	No	No
Bishop Newmann	No	589	No	No	No
Total		7,727			

While districts have the best of intentions to support talented and gifted students through differentiated lessons, the reality is that teachers feel ill prepared with little to no professional development to support the unique needs of TAG students.³ In a recent doctoral survey of over 2,000 educators, 84% of respondents indicated that in the last three years, they have had no professional development in differentiated lesson development and delivery or if they did, it was focused solely on low achieving students. In addition, 80% of respondents indicated that they had not received professional development in twice-exceptional students. Finally, 84% indicated

² ESU 2 talent and gifted survey is available in the appendix of this application.

³ Doctoral survey of over 7000 educators by Kirsten Job included in the appendix of this application.

that these topics were not part of their pre-service training as a stand-alone course nor as part of another course.

A review of research including work found in the *Handbook of Research on Student Engagement*⁴ shows the key role student engagement plays in student success in general. More specifically TAG students who are not challenged with appropriate lessons become disengaged and do not perform to their potential. Since 2011 through five US Ed grants, field evaluator Nick Parker Ed.D. has conducted nearly 1,000 K-5 class-room observations using a student engagement and task complexity analysis tool based on the work of Phil Schlechty.⁵ He found students demonstrate higher order thinking up to 6x more often in classes of teachers using high engagement strategies like those found in highly differentiated instruction.

Students of poverty, twice-exceptional, or with unique cultural backgrounds in rural locations are not likely to have the opportunity to develop skills in creativity through differentiated instruction and project-based learning unless those opportunities are provided through school. Access to museums, art galleries, performing arts centers, maker spaces and other cultural clubs and venues are not as available to rural students as they are to urban families. It takes a direct effort and organization by adults to provide those opportunities and small schools simply do not have the resources or manpower to provide them. Therefore, a collaborative approach, managed and staffed by a regional service center is appealing. Through innovative teaching methods to integrate and strengthen differentiated instruction in the classroom, this project will enhance student academic performance in all academic subjects, provide opportunities to identify previously underrepresented students, and deliver collaborative expanded opportunities for

⁴ Fredricks J.A., McColsky W. (2012) The Measurement of Student Engagement: A Comparative Analysis of Various Methods and Student Self-report Instruments. In: Christenson S., Reschly A., Wylie C. (eds) *Handbook of Research on Student Engagement*. Springer, Boston, MA

⁵ Phil Schlechty, *Engaging Students: The Next Level of Working on the Work* (Jossey-Bass, 2011).

talented and gifted students. Rural Exceptional Student Talent Opportunities, Resources, & Experiences (RESTORE) looks at ways to foster students' academic potential by encouraging active participation in learning.

Lack of teacher training: Most K-12 teachers need more MTSS/differentiated education training based in Universal Design for Learning. In Nebraska, a Multi-tiered System of Support (MTSS) is defined as an educational framework for continuous improvement, problem-solving and decision-making. It offers a meaningful and effective way to organize instruction and intervention to help improve outcomes for all students in the state.⁶

Universal Design for Learning will serve as in-class instruction's foundation. Since 1984 the Center for Applied Special Technology has worked to improve education using flexible methods and materials. "UDL is based upon the most widely replicated finding in educational research: learners are highly variable in their response to instruction. In virtually every report of research on instruction or intervention, [students'] individual differences [are prominent] in the results."⁷

Self-contained elementary teachers have minimal MTSS/differentiated education. Wayne State College's multiple subject credential program is one of the few teacher education programs in Northeast Nebraska and even though it includes methods education courses, College of Education faculty have found this to be inadequate to develop the skills, understanding, and comfort level needed for teachers, with no prior background knowledge in MTSS/differentiation, to foster a rigorous differentiated curriculum in their classes. In addition, teachers with poor experiences in any particular subject area, unintentionally display negative or uncomfortable feelings for the subjects in class, thus creating potential negative attitudes for the subjects in their

⁶<https://nemtss.unl.edu/about/#:~:text=In%20Nebraska%2C%20a%20Multi%2Dtiered,all%20students%20in%20the%20state.>

⁷ CAST (2018). Universal Design for Learning Guidelines version 2.2. Retrieved from <http://udlguid>

students.⁸

Secondary teachers are not required to take MTSS/differentiated courses beyond graduation requirements. Their programs are more content intensive. Despite these challenges, there is hope and a plan to better prepare teachers to support MTSS/differentiated lessons across the K-12 curriculum to increase student engagement and success for TAG students. RESTORE proposes to use a three-step approach to create a region wide MTSS/differentiated culture designed to improve student engagement for talented and gifted students and their achievement. However, this is simply one step in the development of a comprehensive system of support for TAG students. Identification as well as direct service beyond classroom environments is critical.

(b) Quality of Project Design (30 points)

- (1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable;
- (2) The extent which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs;

During the month of March of 2022, the RESTORE planning group from ESU 2 communicated with stakeholders to identify the interventions to be developed and delivered through the program. Dr. Diane Wolfe facilitated the process of identifying high priority needs for the RESTORE districts. The interventions identified were: (1) Develop and deliver improved identification tools to support inclusion of underrepresented talented and gifted students including low social-economic status (SES), minority, English language learners, and twice-exceptional students in all content areas to support individual interests and talents. (2) Improve teacher skills to support talented and gifted students in the classroom through MTSS/differentiated lesson development and delivery, and (3) Provide opportunities for students

⁸ Teachers' Self-Efficacy Beliefs as Determinants of Job Satisfaction and Students' Academic Achievement: A Study at the School Level. <https://eric.ed.gov/?id=EJ746776>

to participate in project-based activities, clubs, camps, field experiences, and additional supports with adult mentors. (4) Sustain a talent and gifted focused district into the future. These four goals reflect the districts' broad goals for students.

Through this detailed and expansive planning process, project RESTORE identified the following activities necessary to ensure all students in RESTORE schools are truly **supportive of all talented and gifted** learners.

1. First, new tools will be developed to support better identification methods of talented and gifted students. Most importantly, the tools will improve identification of underrepresented populations including low social-economic status (SES), minority, English language learners, and twice-exceptional students.
2. Next, a multi-faceted approach to building teacher skills through professional development. It will include face to face workshops, on-line modules, and graduate credit courses with instructional coaching cycles. PD will be designed to support underrepresented populations including minorities, low SES, and twice-exceptional students through MTSS/Differentiated lesson development and delivery.
3. Then, utilizing adult mentors/coaches to support clubs, non-school and in-school programming, camps, field experiences and projects. The adults will work with students, families, and districts to develop collaborative programs and opportunities that individual schools cannot support on their own.
4. Finally, the RESTORE districts will create a sustainability plan to support all talented and gifted students beyond the grant.

The RESTORE planning procedure was an eye-opening experience that helped guide the development of this proposal. By working with the state department of education's high ability

consultant, the executive director of Nebraska's Association for the Gifted, and Educational Service Unit 2's professional development department, we are assured the project is tightly aligned with the National Association for Gifted Children standards.⁹ RESTORE is designed to build on current research as well as develop new tools to fully integrate an efficient approach to high-quality and comprehensive talented and gifted programming for all students, especially those previously underrepresented. The final goals, objectives, and progress measures of this project were designed to include input from all necessary stakeholders.

ESU 2 RESTORE Project Goals
Goal 1: Develop and deliver comprehensive rubrics, screeners, identification tools, and resources to recognize all talented and gifted students in all content and subject areas including but not limited to, art, music, dance, STEAM, agriculture, industrial technology, computer science/robotics, and etc..
Measurable Objective 1.1: In year one, a multi-disciplinary TAG identification team of educators will be convened to include, at a minimum; elementary classroom teacher, middle school classroom teacher, school counselor, elementary administrator, high school administrator, professional development consultant, superintendent, two parents, project director and consultants. <ul style="list-style-type: none">• Progress Measure 1.1.1: Within 30 days of receiving the GAN, all members of the TAG work group will be identified.• Progress Measure 1.1.2: Within 60 days of receiving the GAN, the TAG work group will meet monthly.• Measurable Objective 1.2: By the end of year 1, the project will have researched, secured, and developed new screeners, rubrics, and methods for identifying talented and gifted students that are otherwise excluded from more traditional identification practices and methods.• Progress Measure 1.2.1: By May 31 of 2023, final identification tools will be presented to districts for approval.• Progress Measure 1.2.2: By September 30, 2023, all districts will adopt new identification tools and begin new screening processes.
Measurable Objective 1.3: Beginning in year 2, and for the duration of the project, the identification team will review, evaluate, and revise all identification products, procedures, and processes on an annual basis. <ul style="list-style-type: none">• Progress Measure 1.3.1: Beginning October, 2023, the TAG work group will begin meeting quarterly to review project data including program enrollments, services scheduled, services provided, student TAG programming numbers and etc..• Progress Measure 1.3.2: Beginning October 2023, TAG work group will develop annual

⁹ <https://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education>

<p>student, parent, and district surveys to monitor and adjust project actions and outcomes.</p>
<p>Goal 2: Based on the 2019 National Association for Gifted Children (NAGC) standards, provide professional development and instructional coaching for educators of talented and gifted students through both graduate and non-credit opportunities.</p>
<p>Measurable Objective 2.1: By end of year 1, in partnership with Wayne State College, the project will create a graduate level pathway for teachers to earn a Nebraska Department of Education supplemental endorsement as a highly effective teacher of High Ability learners.</p> <ul style="list-style-type: none"> • Progress Measure 2.1.1: By January 2023, WSC will contract with faculty to create 6 new courses to create a Nebraska Department of Education Rule 24 supplemental High Ability Learner endorsement. • Progress Measure 2.1.2: By May of 2023, WSC will have completely developed three of the six courses to support a NDE Rule 24 HAL endorsement. • Progress Measure 2.1.3: By June of 2023, WSC will be prepared to deliver the first three of six HAL endorsement courses with up to 10 teachers enrolling and completing the first three courses during summer of 2023. • Progress Measure 2.1.4: By January 2024, WSC will have completely developed the remaining three of six courses to support a NDE Rule 24 HAL endorsement. • Progress Measure 2.1.5: By June of 2024, WSC will be prepared to deliver all six HAL endorsement courses with the first cadre enrolling and completing all six courses by fall of 2024. • Progress Measure 2.1.6: By spring of 2025, WSC will continuously offer a cycle of the six HAL endorsement courses each year of the grant with teachers enrolling and completing all six courses each year in years 3, 4 and 5 of the project, for a total of 20 total teachers earning a full NDE Rule 24 HAL endorsement. <p>Measurable Objective 2.2: By the end of year 1, create highly engaging face-to-face MTSS and differentiated non-credit workshops that shall provide educators with no less than 40 hours of face-to-face instruction on teaching talented and gifted students in all subject areas. (Teachers may take face-to-face OR on-line PD)</p> <ul style="list-style-type: none"> • Progress Measure 2.3.1: Beginning in year 1, a minimum of 1 teacher from each district (50 total teachers) will have successfully completed 40 training hours on supporting MTSS and differentiated lesson design and delivery to support TAG students. • Progress Measure 2.3.2: Beginning in year 1, a minimum of 1 teacher from each district (50 total teachers) will have successfully completed four coaching sessions on supporting MTSS and differentiated lesson design and delivery to support TAG students. <p>Measurable Objective 2.3: By the end of year 1, create highly engaging on-line non-credit professional development modules that shall provide educators with no less than 40 hours of self-paced instruction on teaching talented and gifted students in all subject areas. (Teachers may take face-to-face OR on-line PD)</p> <ul style="list-style-type: none"> • Progress Measure 2.2.1: Beginning in year 1, a minimum of 1 teacher from each district (50 total teachers) will have successfully completed 40 training hours on supporting MTSS and differentiated lesson design and delivery to support TAG students. • Progress Measure 2.3.2: Beginning in year 1, a minimum of 1 teacher from each district (50 total teachers) will have successfully completed four coaching sessions on supporting MTSS and differentiated lesson design and delivery to support TAG students.

Goal 3: Provide access to and delivery of high interest programming for identified students in non-traditional content areas including art, music, dance, STEAM, agriculture, industrial technology, computer science/robotics, and etc..

Measurable Objective 3.1: By the end of year 1, create highly engaging program of services for newly identified TAG students.

- **Progress Measure 3.1.1:** Beginning in July of 2023, hire two FT TAG student engagement facilitators to support TAG student projects, clubs, camps, and programming.
- **Progress Measure 3.1.2:** By September of 2023, create and deliver student, parent, and district surveys concerning programming requests and service delivery options for TAG students.
- **Progress Measure 3.1.3:** By January of 2024, begin, at a minimum, weekly clubs, programs, and service delivery at each district or in combination with two or more districts, for TAG identified students based on survey results and identified needs.
- **Progress Measure 3.1.4:** Beginning in January of 2024, no fewer than 15 student services, programs, projects will be developed and delivered each month during September – April each year.
- **Progress Measure 3.1.5:** Beginning summer of 2024, summer camp opportunities will be delivered for students each summer for the duration of the camp based in content identified by student, parent, and district surveys. Camp examples may include but not be limited to; theater, art, music, STEAM, ag, industrial technology, e-gaming, robotics, coding, and computer science.

Goal 4: Create a sustainability plan to ensure continued support of all TAG students beyond grant funding.

Measurable Objective 4.1: By October 1 of 2026, a TAG sustainability work group will be convened.

Measurable Objective 4.2: By July of 2027, a comprehensive TAG sustainability plan will be written.

Measurable Objective 4.3: By September 30, 2027, an ESU 2 TAG sustainability plan will be adopted.

(4) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice;

New identification tools that go beyond the traditional achievement or intelligence testing practices that seem to be the standard for the districts involved will be the first order of business. Year 1 of the project will focus on developing new tools and provide districts with opportunities to build on the very small body of work that supports better identification of all TAG students, most especially those of low SES, minority, English language learners, , or twice-exceptional. “Research into evidence-based practice with twice-exceptional youth is in the nascent phase however, the fields of education and psychology can contribute considerably to formulating

ideas for best practice.”¹⁰ RESTORE will strive to add to that research by developing better tools and instruments to identify and then serve these students as well as other rural students that have previously gone underrepresented.

A Research-Based Professional Development Model

The first step in the process will be working with district curriculum directors and administrators to identify staff to participate in professional development opportunities specifically designed to support the MTSS/differentiated practices that will fully support classroom experiences for TAG students. ESU 2’s Dawn DeTurk and Nebraska Association for Gifted executive director Kristen Job will lead those efforts. During the process, DeTurk and Job will collaborate with WSC faculty to support the development of the graduate courses, on-line modules, and the face-to-face workshop syllabi and resources, something Job has previously done for other post-secondary institutions. Once that work has been completed, teachers will be recruited to participate in the extensive PD necessary to learn how to support TAG students in current classroom practices.

The RESTORE PD model integrates the teacher support structures, including coaching being successfully used in other ESU 2 federal grant projects. The model follows the Center for Public Education’s **Five Principles of Effective Professional Development.**¹¹

- **Principle 1:** The duration of professional development must be significant and on ongoing to allow time for teachers to learn a new strategy and grapple with the implementation problem.
- **Principle 2:** There must be support for a teacher during the implementation state that addresses the specific challenges of changing classroom practice.
- **Principle 3:** Teacher’s initial exposure to a concept should be active and varied so they

¹⁰ Foley-Nicpon, Megan & Kim, Ji. (2018). Identifying and Providing Evidence-Based Services for Twice-Exceptional Students. 10.1007/978-3-319-77004-8_20.

¹¹ *Teaching the Teachers, Effective Professional Development in an Era of High Stakes Accountability*. Alexandria: Center for Public Education, 2013.

participate in experiencing the new practice first hand.

- **Principle 4:** Modeling has been found to be highly effective in helping teachers understand a new practice.
- **Principle 5:** The content presented to teachers should not be generic but specific to their grade level or content needs.

Using these five principles, the RESTORE PD model integrates teacher support structures including coaching being successful used in other ESU 2 federal grant projects.

PD and support will be as follows. Each year, teachers will engage in over 40 hours of training, coaching and in class collaboration per year. This number is based on research that suggests the need for approximately 40 hours of instruction, practice, and coaching for a new teaching strategy to be effectively learned and implemented.¹² (Principle 1)

Each teacher will attend a summer institute or complete on-line modules to accomplish *Stage One: Introduction to New Teaching Ideas*.¹³ Instruction will focus on **foundational skills in talented and gifted student identification, needs, and concerns, multitiered systems of support, and research-based best teaching practices including differentiated lessons**.

Learning will be active and first hand so the teacher will know what their students will be experiencing. (Principle 3) This training will focus on the concepts teachers actually teach at their grade levels, not generic lessons. (Principle 5)

Stage Two: Support During Classroom Implementation will begin in the late fall of 2022 or winter of early 2023. (Principle 2) To ensure that all teachers can implement the MTSS/differentiated strategies taught in the professional development, a coaching cycle model will be implemented.

Diane Sweeney's Student-Centered Coaching is one such model. A coordinator/coach will

¹² www.k12.wa.us/Compensation/pubdocs/Guskey2009whatworks.pdf

¹³ Gulamhussein, Allison. *Teaching the Teachers, Effective Professional Development in an Era of High Stakes Accountability*. Alexandria: Center for Public Education, 2013.

visit the teacher's classroom and meet with the teacher to establish goals for talented and gifted student learning and best practices in teaching. The coach will model a lesson or series of lessons with the teacher's students (Principle 4) which has been effective in changing teacher beliefs as they see their students succeeding with a new teaching practice.¹⁴ After each lesson, the coach and teacher will debrief to give both opportunities to discuss how the lesson went and how to improve it in the future. In the next lessons, the two will co-teach. Again, after these sessions a debrief/ goal setting session will follow. In additional sessions of the cycle the teacher will teach independently while the coach observes and provides feedback based on previously established goals. Each teacher will participate in five coaching experiences throughout the year.

By fostering a coaching relationship with teachers, the RESTORE Leaders can formatively assess each teacher's skills and work with each one personally to maximize their effectiveness in the classroom.

Foundational concepts and integration techniques for supporting TAG learners

The RESTORE team will train teachers in foundational concepts and differentiation techniques for supporting TAG students. They will follow up with classroom modeling of the strategies and reflective coaching sessions with each individual teacher.

Each grade level will have evolving and age-appropriate objectives. MTSS and differentiated lesson delivery will be used to support learning. As an example, evolving objectives in science might involve 3rd grade students studying the wildlife photography of Thomas Mangelson and create an analysis of the biome, the animal classification, and explore the problem of environmental impact on animals and then develop a potential solution to the problem. This open-ended approach to critical questions provides multitiered opportunities for

¹⁴ Guskey, T.R. (2002). Professional development and teacher change. *Teachers and Teaching: theory and practice*, 8 (3), 381-391

all learners and provides challenges for TAG students to fully rise to their abilities.

In creating differentiated education examples, some characteristics stand out. First, student work evolves over time. Next, input from others will help them shape and develop their skills and support collaboration skills and perspective taking. Sharing their ideas and thoughts with others develop social-emotional awareness, and class cohesion. Engagement in the classrooms will reach new highs as each student becomes invested in their solution to a real-world issue. By asking students to use a variety of skills and methods to demonstrate the concepts they are concerned about, students were more attuned to specific details, higher order thinking and metacognitive skills, all things critical for engaging TAG learners. Finally, observers of the projects were struck by the uniqueness of each one. Since each student was working to represent their vision of each challenge, no two projects will be the same. This supports feelings of self-worth and respect for others' perspectives and ideas, thus building on student self-efficacy in applying personal skills and interests in activities tied to real-world problems.

In addition to teacher professional development, a key to student engagement and support is the implementation of adult mentor/project coordinators. This is the one additional feature of the project that will provide TAG students further growth to meet their full potential. RESTORE has selected partners of remarkable capacity to support student interests and talent areas. Currently, students are not being given the opportunity to explore their talent areas outside of their current school setting. Rural and small schools just simply do not have the capacity to support individual talents or interests due to limited staffing and resources. By collaborating with outside agencies and project staff, students will be given opportunities to attend clubs, camps, non-school time experiences, and coordinated programs. Two adult mentors will be hired to meet with students and parents to develop individual projects based on student interest. New

opportunities will be developed. The Nebraska Arts Council, Nebraska Department of Education, University of Nebraska Extension Service and 4H, Wayne State College, and the Nebraska Association for the Gifted have all pledged their support and will work with RESTORE staff and districts to develop and deliver these additional programming options for students on a regular and continual basis. Student programming will begin as early as summer of 2022 and continue throughout the project.

(3) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance;

Goal 4 of RESTORE specifically speaks to building capacity for the sustainability of the program.

Goal 4: Create a sustainability plan to ensure continued support of all TAG students beyond grant funding.

Measurable Objective 4.1: By October 1 of 2026, a TAG sustainability work group will be convened.

Measurable Objective 4.2: By July of 2027, a comprehensive TAG sustainability plan will be written.

Measurable Objective 4.3: By September 30, 2027, an ESU 2 TAG sustainability plan will be adopted.

In addition to the sustainability specific goal, the extensive professional development that will be delivered will build capacity in each district to improve MTSS/differentiated lesson delivery. While not all districts will train all teachers through the RESTORE program, the improvement of instruction and outcomes will be the catalyst for full district improvement. High quality instruction that meets the needs of all learners is the goal of any district and this proposal beings that evolution. The tools, including the on-line modules, face-to-face workshop materials, and graduate credit will be available beyond the federal funding.

In addition, districts have expressed that possible sustainability efforts may involve district sharing of permanent TAG student mentors past federal funding through consorted funds and cooperative agreements with the ESU. We truly believe that this three-pronged approach

(improved identification, teacher PD, and student mentoring/projects) will be a model that all rural regional service centers may adopt across Nebraska and further.

(5) The extent to which the proposed project is supported by promising evidence;

Much research and planning has gone into this proposal. Using What Works Clearing House, project developers found evidence that supports and guided the development of project goals.

To begin, there is little research in the field and nothing in WWC to support improved TAG identification tools. In fact, research articles in the field all claim that further research for rural and twice-exceptional TAG students is lacking. “Compared to scholarship in urban setting, relatively little systematic research has been conducted in rural schools.”¹⁵ Also, the text; *Serving Gifted Students in Rural Settings*, claims; “First, even knowing which students are gifted in rural environments proves to be a difficult task requiring unconventional methods of identification. Geography limits access for gifted students to enriching activities that have otherwise been proven to benefit this population.”¹⁶

There are several WWC studies to support the use of instructional coaching as part of a professional development effort. The previous section also provides much evidence to support the proposed PD model. Findings from two case studies support the benefits perceived by teachers and administrative leaders who participated in coaching to enhance their leadership potential and performance.¹⁷ RESTORE will provide instructional coaching to support the professional development portion of the project.

¹⁵ Gandara, P., Gutierrez, D., & O'Hara, S. (2001). Planning for the future in rural and urban high schools. *Journal of Education for Students Placed At-Risk*, 6(1), 73-93.

¹⁶ Stambaugh, T., & Wood, S. M. (2015). *Serving gifted students in rural settings: A framework for bridging gifted educations and Rural Classrooms*. Prufrock Press, Inc.

¹⁷Personal, professional coaching: Transforming professional development for teacher and administrative leaders. <https://www.semanticscholar.org/paper/Personal%2C-Professional-Coaching%3A-Transforming-for-Patti-Holzer/373d53b5bb8418ca7f5576a9ac83dcb1fade9fd1>

Finally, projects and problem-based learning has been proven to support student learning with moderate evidence. “Using outcome measures of academic achievement in mathematics and reading, multivariate and univariate analyses of the data showed that the PBL groups performed at a higher achievement level than did the non-PBL students.”¹⁸ RESTORE will utilize PBL for TAG students and supported by the project adult mentors/sponsors that will serve each district.

6) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.

The RESTORE leadership team took time to ensure every aspect of supporting talented and gifted students was fully supported and developed a comprehensive plan of action with timely progress measures and outcomes clearly defined. The plan includes strong coordination between the participants, clearly delineated activities and comprehensive outcomes for evaluation and feedback from stakeholders. Each goal has a specific measurable outcome. Each outcome reflects several data points collected and evaluated formatively, not at the end of an activity. The director, coordinator, and project staff will implement a systematic data collection system. The evaluators will develop a process-focused **Project Implementation Fidelity Matrix** (see p. 22) to measure progress towards meeting benchmarks and with the Leadership Team (LT), provide site-level and project-wide data reports to be reviewed in the monthly LT meetings with the evaluators. The LT will meet monthly and an Advisory Committee (AC), comprised of representatives from each school, will review program implementation and help the LT make mid-course corrections as necessary.

(c) Quality of Management Plan (20 points)

(1) The adequacy of the management plan to achieve the objectives of the proposed project

¹⁸ The Impact of Project-Based Learning on Minority Student Achievement: Implications for School Redesign. <https://files.eric.ed.gov/fulltext/EJ1105713.pdf>

on-time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks;

RESTORE begins with substantial research and development of new TAG identification tools, followed by a robust and extensive PD approach that considers the capacity of ESU 2 staff and their relationship with support systems and national leaders in providing quality services. It was determined that current ESU 2 and leaders within the Nebraska Department of Education and the Nebraska Association for the Gifted have the experience, research base, and capacity to lead the professional development portion of this project.

Each of the participating districts have very strong relationships with ESU 2. Through decades of partnerships including contracts to support special populations, mental health supports and training, continuous school improvement, integration of the arts, and many additional services, ESU 2 is a significant partner with its member districts.

The RESTORE program will be led by highly qualified project director, coordinator, instructional coaches, and a seasoned principal investigator who will serve as the project evaluator. While a formal evaluation plan is not identified in the request for applications, a project of this magnitude requires an additional outside investigator to objectively review all program tools, instruments, and data to ensure continuous feedback.

The project staff will serve as the Leadership Team (LT). The LT will meet weekly in the first several months to ensure the project is clearly articulated, work is progressing, and goals and objectives are being met. In addition to the LT, an Advisory Board (AB) will be developed. This board will also serve as the year 1 TAG workgroup. The AB/Workgroup will be representative of the districts involved in the project and include teachers, administrators, parents, and program partners. In the first year, the AB will meet monthly, or more, to develop the instruments and tools necessary to ensure previously underrepresented individuals will be

identified and served. Once the program is underway and professional development has begun, the AB will move to a quarterly meeting schedule.

The RESTORE management plan outlines specific tasks, responsible parties, and timeline for year one. Each year, the LT and AB will meet to review progress and adjust the timeline and activities in accordance with project goals and objectives. This ability to monitor and adjust will ensure all aspects of the research and programming are thoughtfully addressed and documented. By doing so, we will ensure replication of RESTORE by other entities and improve the body of evidence on research-based interventions and strategies for TAG education in small rural schools.

ESU 2 RESTORE Management Plan Timeline		
Activity	Responsible Parties	Time Frame
Project Director (Dir.), Project Coordinators (PC), and Mentor Coordinators (MC) are reassigned/hired, notify schools and partners of award.	Dir., LT, Business Office (BO)	Within 60 days after project award
Dir. will negotiate and secure contracts for staff.	Dir., BO	
Finalize contractual agreements with evaluator, WSC, districts, and other partners.	Dir., BO	
Monthly Leadership Team Meeting (Ongoing)	Dir., LT, evaluator	
Organize TAG AB/workgroup, assist schools in identifying workgroup members.	Co, school counselors, Principals, teachers, parents, etc..	
Meet with Wayne State College (WSC) to begin graduate credit course development.	CTETs, WSC business department chair, PC	
Begin development of mentoring program.	Dir., LT, MC	
Evaluators/LT meet to finalize grant fidelity matrix & benchmark evaluation targets	LT, Evaluator, Project Personnel	
RESTORE info meetings at schools to outline program expectations for classroom teachers participating in PD.	PC, Co, LMS, Principals	
Identify first cohort of teachers to participate in TAG PD.	Co, school counselors, Principals	Within 75 days of project award
Evaluators/LT conduct first Fidelity Matrix review	Dir., LT, Evaluators	
First AB/workgroup meeting to begin research	Dir., LT, AB	Within 90 days of project award
LT begins weekly meetings (knowing some team members will not be on staff until July)	Dir, PC, ESU 2 admin.	
Begin data analysis of districts to include annual state assessments and demographic data to build baseline	Evaluator	
Identify courses to begin graduate credit HAL endorsement pathway	Dir., PC, WSC	

Rural Exceptional Student Talent Opportunities, Resources, & Experiences (RESTORE)
Educational Service Unit 2

Develop mentoring agreements and secure opportunities for students to begin in summer	PC, MC	
Develop PD workshop dates schedule sessions.	Dir, PC, Co, LMS, school counselors, principals.	
Begin delivery of PD workshops.	PC, WSC,	June, 2023
Begin recruitment of students for summer camp, clubs, events, experiences	PC, MC, AB	Spring, 2023
Evaluators/LT conduct 2 nd Fidelity Matrix review	Dir., LT, Evaluators	
Deliver summer camps, clubs, events, experiences for currently identified TAG students and newly identified students if districts have piloted new identification tools.	MC	Summer, 2023
Review new identification tools, begin pilots of new tools,	Districts, AB	
Evaluators/LT conduct 3 rd Fidelity Matrix review	Dir., LT, Evaluators	
File Year One Annual Yearly Report	Dir., LT, Evaluators	Sep. 2023
Repeat Year One Program Activities for PD and Mentoring	Dir., LT, Evaluators	Fall. 2023
Revise, edit, and monitor all program deliverables.	Director & above staff	Dec. 2023
Organize and recruit Sustainability Planning Team	LT and schools	2025-27

(2) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project;

To formatively assess progress towards meeting project goals, within 90 days of award the evaluators will develop a Program Implementation Fidelity Matrix to measure progress meeting short-, mid-, and long-term goals, and finalize an implementation timeline. The **Program Implementation Fidelity Matrix (PIFM)** is a progress measure tool that (1) takes each goal and benchmark, (2) determines each goal's short-, mid-, and long-term targets, (3) list the level of achievement to meet the target, (4) assigns each target a point value, and (5) using the sum of the target scores measures progress toward meeting the goal or benchmark. The evaluators will develop a PIFM (a 40+ hour task) for regular review to determine RESTORE's implementation level. They were trained in the i3 Fidelity Matrix in a prior i3 grant and developed the PIFM tool and methodology based on that experience and have now used it in ten different US Ed. grants.

EXAMPLE Program Implementation Fidelity Matrix (PIFM)			Met/ Achieved (2 pts)	Partially Met/ In Progress (1 pt)	Not Met/ Not yet attempted (0 pt)
School/Classroom Level Subsection	Timeline	Responsible Parties			
Example Review date: December 2022					
Intro PD delivered to teachers	June. '23	Coord, ICs	x		
Coaching cycle completed for teachers	Dec. '23	Instructional		x	
Teachers reflect on and discuss the practice completed	Dec. '23	Coaches,		x	
Teachers and coaches set future student learning goals	Dec. '23	Teachers		x	
Student Mentors collaborate with TAG students to identify needs/interests	June. '23	School Teams			x
School teams review student progress with LT	Jan. '24	Teams, LT.			x
Overall Progress Towards Meeting Goal:			x / # of measures x 2 pts.		
Overall Weight: (How much does this section count towards the overall project implementation score of 100/100). Example = 20 pts			x/20		

The above table is just an example for the purpose of providing a snapshot of what the PIFM will be. This is NOT the actual PIFM. When notified of funding, the project director will meet with the evaluator to develop the PIFM based on grant goals and the technical review feedback. The PIFM will include program-wide, staff-specific, and school-level subsections. Each will be given an overall weight which totals 100 points. An overall score of 85/100 will be the measurable threshold for acceptable program implementation.

(3) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

As outlined in the budget narrative, the time commitments of all personnel is substantial. The only part time position will be that of the project Director. Dr. Diane Wolfe is a seasoned professional in large federal grant management. Having nearly 20 years' experience with federal grants, Dr. Wolfe will serve as director at a .50 FTE. Her responsibilities are outlined in another following section. All other grant funded positions will be 1.0 FTE on extended contracts of no less than 205 days per year.

The strength of the proposed staff will ensure that the project will be highly successful. The project coordinator/instructional coach has served in a similar capacity in a previous project and

the potentially identified mentoring coordinator/coach is currently completing a doctorate in talented and gifted education. The second mentor will be a new hire.

The project evaluator will contract for no less than 20 days per year to ensure that all project work will be completed according to the project goals and performance measures. He too has a long history of successfully leading evaluation and research protocols for numerous federal projects, including ESU 2's 2019 US Ed. Education, Innovation and Research (EIR) grant.

However, even with the project staffing, the real benefit of this project involves the 75 educators that will receive, at a minimum, 40 hours of professional development to ensure appropriate differentiated, targeting TAG students. Rarely do such PD programs afford as much dedicated programming as is proposed in RESTORE. With the budget set to support 20 educators to receive graduate courses that will earn them a NDE Rule 24 compliant High Ability Learner Endorsement, each district will be ensured at least one highly qualified TAG instructor to build upon the other professional development hours offered through the project.

(d) Quality of the Project Services (30 points)

(1) In determining the quality of the services to be provided by the proposed project, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

RESTORE has clearly articulated the services and supports that will be provided in previous sections of this proposal.

As mentioned in the needs section, rural and small schools have difficulty in providing instruction, experiences, and opportunities to students that are unique in their needs and abilities. Federal law requires students of exception identified with verifiable deficits or conditions be served to meet their individual educational needs. There are no such laws to support the needs of exceptional students that show exceptional talents or gifts. While Nebraska's Rule 3 REQUIRES all public-school districts to develop a high ability identification and notification

plan, it does not REQUIRE special services for such students. In most cases, only the best and brightest that demonstrate academic achievement in the highest percentages are even identified. Rarely, however, do they receive adequate services. As mentioned earlier, they are usually invited to participate in honor societies or allowed to enroll in dual credit courses. There are few additional opportunities like clubs, camps, field experiences, or other such activities to meet their needs and interests. Instead, teachers are asked to provide differentiated lessons and very few teachers have had adequate professional development to do so.

Because of these issues, many students who have had few non-school extended experiences do not generally perform well on assessments. Therefore, they are not being appropriately identified as TAG. This is ever so true of students of low SES, minority, English language learners, students, and twice-exceptional students. It is imperative that the RESTORE AB/workgroup work with qualified TAG educators and researchers to build better tools. But that is only the first step.

After building better tools, we need to build better educators. Survey results mentioned in previous sections indicate teachers are not adequately trained in MTSS and differentiated lesson design. Professional development is only one step and is not always successful without intensity, adequate duration, and additional follow up. Therefore, RESTORE will implement 40-hour PD sessions, and instructional coaching, based on Diane Sweeny's gradual release methodology.

Finally, classroom opportunity is just the tip of the iceberg for improving outcomes for TAG students. Kids need the opportunity to explore, expand, create, and express their talents and gifts. The implementation of adult mentors/project leaders is the thing that will bring this project full circle. Small and rural schools simply cannot provide enough opportunities to support the special needs of all TAG students. Students with a gift for the visual arts may attend a district

that schedules art class at the same time as other courses needed for graduation. Students often must choose required courses over electives that develop their talents. By providing out of school opportunities, these students may explore their talents while still meeting other instructional requirements. The partnerships with the Nebraska Arts Council and UNL Extension and 4H can maximize experiences for students. The mentor/coaches will lead these efforts to match student needs/talents with appropriate opportunities.

To ensure equal access and treatment for eligible project participants, RESTORE will work vigorously to ensure ALL students are appropriately identified, served, and supported. Better tools, better educators, and better opportunities for ALL TAG learners. This project is designed to remove barriers and improve services to students, no matter their circumstances.

(e) Quality of Project Personnel (5 points)

(1) In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.
2) In addition, the Secretary considers the following factors – (i) The qualifications, including relevant training and experience, of the project director or principal investigator; and (ii) The qualifications, including relevant training and experience, of key project personnel.

Project Director: RESTORE will be led by Dr. Diane Wolfe at a .50 FTE. Dr. Wolfe holds a bachelor's degree in Elementary and Special Education, a MS in Technology Integration, and an Ed.D. in educational leadership. She has served the past 25 years as ESU 2 Director of Special Projects and has worked extensively with all RESTORE partners. She has successfully directed several US DOE programs including Teaching American History, Demonstration Grants for Indian Children, Professional Development for Arts Educators, Arts Development and Dissemination, and a 2019 EIR early-phase grant. The .5 FTE position will coordinate all contract negotiations, budget, staff evaluation efforts, and collaborate with the project coordinators/instructional coaches and student mentors. She will also be responsible for working closely with the evaluation team to ensure all program measures are being collected and analyzed

according to the project evaluation protocols.

Project Coordinator: Dawn DeTurk will serve as the project coordinator and lead instructional coach. Ms. DeTurk is a seasoned professional in leading instructional coaching as the project coordinator of ESU 2's Art Dissemination grant that is in its final year. DeTurk has also served as an elementary principal for several years before beginning her work with ESU 2. She has a very close working relationship with the districts involved in the project.

Student Mentor and project/instructional coaches: The first position will likely go to the soon to be Dr. Kristen Job. Ms. Job is currently serving in a fellowed position at the University of Nebraska where her research topic is twice-exceptional students. Jobs has served in many different capacities in education, she is the current Executive Director of the Nebraska Association for the Gifted, created the High Ability Learner Endorsement at Midland University, and taught for 17 years as a Gifted Educator. Job was a member of the planning team for this application and will serve on the RESTORE work group, advisory board, and be involved in the development of the WSC graduate course development, on-line modules, and face-to-face MTSS/Differentiated professional development. She will also serve as a consultant and advisor to the adult student mentors and project-based learning opportunities for students regardless of if she chooses to accept a FT position with the project. Should she not, she will be highly involved in the hiring of the open positions.

The second position will be a new hire. As the grant will not be announced until the fall, potential candidates will already be contracted to other positions. The worthy candidate will have experience in working with one or more of the following: special populations, twice-exceptional students, talented and gifted students, as well as working in the areas of art, music, industrial technology, computer science, media arts, or other high interest and/or specialized

content. They will be required to provide service in a variety of formats, locations, and non-traditional school times. Each candidate must prepare to work an extended contract to support summer camps, activities, and programming.

Evaluation Team: Principal Investigator: Dr. Mark Baron is currently assistant to the Dean of Education at Wayne State College and recently retired as Dean of the Educational Leadership program at the University of South Dakota. He will lead the review of PD activities (including developing surveys and evaluation documents). As PI he is responsible for assuring compliance with US Dept of Education regulations, and oversight of the informed consent process for any and all student surveys/observations. In addition, he will assist with all annual report documentation as well as designing and completing the PIFM.

(f) Adequacy of Resources (10 points)

(1) The extent to which the budget is adequate to support the proposed project

RESTORE is requesting the full allowable funding for the program. Economies of scale are not always possible when 15 separate districts are involved in a regional project. However, it is much more effective to collaborate between districts with the regional service center than to try to do this work as 15 separate districts. Therefore, we believe the costs are reasonable and effective considering the scope of the work.

(2) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project;

Nationally and locally, a growing shortage of teachers, exacerbated by early retirements (caused in part by the rigors of the job), fewer people entering the profession, and often shrinking budgets are posing problems for many school systems. Years ago, summer training sessions were highly attended, and teachers were eager for the learning opportunities. In recent years, however, fewer teachers are attending summer training unless they are compensated either through contracted payments or graduate credit opportunities.

It is anticipated that teachers will work from 8 AM to 4 PM each day with a hour lunch, allowing for 7 hours of face-to-face contact. According to the website Salary.com, the average salary for a 185-day contract in NE is \$55,000 or \$297/day.¹⁹ The \$200/day contracted payment for the professional development portion of this budget is below what an average teacher makes daily during the year, however, the planning committee considers it fair.

The salary calculations for all project personnel were carefully considered. The educational level of everyone requires a higher range of salary than a classroom teacher. The project director has an advanced degree and nearly 30 years of experience with over 20 years' experience with federal programs. The project coordinator is a former administrator and has an excellent employment history with supporting and developing teachers. We anticipate similar educational backgrounds and salary requirements for the two student mentor/coaches. These salaries are right in line and perhaps under normal administrative salaries in this region.

Finally, the funds for supplies, while not clearly identified pending student input, is robust enough to support most programming. The year 1 budget must support anticipated needs of students to include things like computers (programming), robots, gaming systems (e-sports), art supplies (which may include things like laser printers, 3-D printers, pottery wheels, easels and etc.. With 15 districts involved, we must anticipate duplication of materials as well as appropriate storage and transporting of materials.

We believe this budget is appropriate and essential to ensure all project goals and progress measures are met.

(3) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.

The grant budget is seeking the maximum funding allowable under the grant rules.

¹⁹ <https://www.salary.com/research/salary/benchmark/public-school-teacher-salary/ne>

“Reasonable costs” are always difficult to support for small and rural districts because students and staff are not concentrated in one place. The total student population for this project is close to 8,000 total students which is perhaps two high schools in larger urban districts. RESTORE district sizes range from 172 students in grades K-12 in Scribner-Snyder to 1,055 students K-12 in Wahoo. Building capacity in a single district of over 8,000 students may be accomplished with economy of scale. Here, however, there are 15 participating districts with 15 different boards of education, 15 different superintendents, and 15 different climates and communities. Larger districts may only need a few high ability endorsed leaders while this project will need at least one per district. Larger districts may provide PD to lead teachers or department chairs. Small districts generally have one member departments and one grade level teacher. This means that MTSS and differentiation efforts cannot be simply a department PLC effort.

It is estimated that anywhere from 6-10% of any given district’s population is identified as TAG, we are projecting nearly 600-700 students can/will be identified and served and anticipate that nearly half have already been identified through traditional means by those districts with HAL plans. We anticipate that there will be a minimum of 300 newly identified students and that of those newly identified students, approximately 150 will be underrepresented in previous identification methods. We also believe that of the previously identified students, almost all will require additional supports. Therefore, we are calculating a per student expense of \$1,000 per student. This seems a small expense considering what is at stake; the support and improvement of instruction with an increase in opportunities and resources for talented and gifted students to assist in them reaching their full potential, no matter their circumstances, location, or gifts.

Rural Exceptional Student Talent Opportunities, Resources, & Experiences (RESTORE)
Educational Service Unit 2

ESU 2 RESTORE Logic Model

Inputs- resources	Inputs- activities	Outputs	Short Term Outcome	Intermediate Outcome	Long Term Outcome
<p>Previous research studies on instructional coaching, student mentoring, project-based learning, and</p> <p>Knowledge gained over past years of arts PD projects involving instructional coaching</p> <p>.50 FTE project director with extensive grant/project development experience and 1 FTE project coordinator/instructional coach</p> <p>2.0 FTE Mentor and summer activity with established connections across the region and state</p> <p>Wayne State College graduate department</p> <p>15partner districts</p> <p>Guskey’s studies of effective PD</p> <p>Schlectly’s studies on student engagement</p>	<p>Development of new tools for TAG identification for Rural schools to better serve underrepresented populations</p> <p>MTSS/differentiated lesson development PD in face-to-face and on-line modules</p> <p>“Student centered coaching cycle” (Diane Sweeney) that begins with PD, goal setting, in class modeling, co-teaching and finally independent practice with observation. Each phase includes debrief either in person or via internet.</p> <p>Content partners including UNL Extension and 4H, Nebraska Arts Council, Nebraska Association for the Gifted</p> <p>Mentoring programs, clubs, activities, field experiences and camps for students</p> <p>Sustainability team & plan for long term outcomes of this project.</p>	<p>People Served</p> <p>Over 75 teachers trained serving over 7,700 students</p> <p>15 districts in the ESU 2 service region.</p> <p>New TAG identification tools for underrepresented students.</p> <p>Materials/Resources</p> <p>Create network of teachers trained in MTSS/ Differentiated instruction to support TAG students</p> <p>20 new HAL endorsed educators in the region</p> <p>Highly effective PD sessions shared via established statewide networks</p> <p>Sustainability plan to ensure long term outcomes of this project.</p>	<p>Increased teacher knowledge of TAG needs, skills, integration strategies, teaching best practices and technology</p> <p>Teachers engage in goal setting and coaching cycle to continuously improve their practice</p> <p>Teachers participate in regular reflective process</p> <p>Teachers begin to use effective teaching strategies learned in project</p> <p>Improved student behavior & attitudes about school and projects, clubs, camps, and experiences</p> <p>Students are more successful in school</p>	<p>Underrepresented students identified as TAG with new tools</p> <p>Teachers regularly implement MTSS/differentiated lessons</p> <p>Teachers use effective teaching strategies learned in project PD and supported by in-class coaching</p> <p>Increased time students do projects</p> <p>Students demonstrate higher levels of engagement</p> <p>Students demonstrate increased use of higher-level thinking.</p> <p>Increase # of students meeting or exceeding standards on NE MAP assessment</p> <p>More TAG students being served in clubs, camps, projects, experiences</p>	<p>Teachers sustain use of teaching practices including higher order thinking practices through MTSS/ differentiated lessons</p> <p>20 certified HAL teachers across the region.</p> <p>Teachers sustain use of effective teaching strategies learned in PD and supported through in-class coaching—without additional support</p> <p>Sustain increased time doing projects across the curriculum</p> <p>RESTORE treatment student scores on the NE MAP Assessment will increase from 2022 baseline by 50% more than students not in TAG.</p> <p>Sustained increased student use of higher level thinking and creativity</p>
<p>Process Evaluation: Using data determine to what level RESTORE is meeting goals. Determining what works/doesn’t work using the Fidelity Matrix. Are there unintended outcomes? If so, what are they? How do we respond?</p>			<p>Impact Evaluation:Judging the Merit/Worth of the project. Did it achieve project goals? If so, can the evaluation determine a strong causal relationship. Did the project outcomes result in “evidence of promise”?</p>		

Other Attachment File(s)

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DR. DIANE M. WOLFE

EXPERIENCE

Educational Service Unit 2

Director of Special Projects

1997-present

- Serves as chair of the ESUCC Customized Services work group – May 2018 - present
- Wrote and awarded 2 21st Century Community Learning Center grants for Schuyler Public Schools (continuation grant) and Lyons-Decatur Public Schools – awarded April 2019
- Wrote and awarded a \$3 million Native American Youth project grant for Niobrara Public Schools. Serving as a consultant to the project in its first year – September 2018
- Wrote and awarded a \$2.5 million Arts Dissemination Grant, Integrating the Arts, and serves as project director – September 2018
- Wrote and awarded a \$1.5 million Professional Development in Arts Education grant, Mastering the Arts and serves as project director – September 2017
- Wrote and awarded \$1.3 million School Improvement grant focusing on personalized learning platforms and technology integration for Schuyler High School – July 2016
- Wrote and awarded \$1.2 million Demonstration Grant for Indian Children focused on high-school graduation rate improvement and pre-school literacy skills – September 2014
- Nominated and selected to serve on the US Department of Education's Superintendent Technology Summit Planning Committee – May 2014
- Wrote and awarded \$2.1 million School Improvement grant focusing on personalized learning platforms and technology integration for Schuyler Middle School – April 2014
- Wrote, awarded, and directing \$1.1 million Carol White Physical Education Program focusing on utilizing digital tools to track/improve fitness for American Indian Children for Santee, Umo n ho n Nation, and Walthill schools – April 2014
- Wrote and awarded 21st Century Community Learning Centers grant for Fremont Public Schools –March 2013, Schuyler Community Schools March – 2014, and Bancroft-Rosalie Public Schools – March 2016.
- Wrote and awarded \$3.75 million School Climate Transformation Grant for Fremont Public Schools to implement multi-tiered behavior support systems – March 2014
- Grant evaluator for Race to the Top – District Federal Grant program 2012 and 2013.
- Wrote and awarded 4 Federal Teaching American History grants in 2002, 2004,

2006, and 2010 for \$1 million each. Provided directorship for each project.

- Member of ESU #2 Leadership group. Duties include project management, supporting technology ticket systems, supporting professional development activities for member schools, organizational budget planning, and assessment data analysis. 1997-present
- Lead efforts to become first ESU in NE to establish on-line regional library for member districts. First ESU in NE to adopt Discovery Education access for member districts. 2011-present

EDUCATION

2014-May 2019	University of South Dakota	Vermillion, SD
▪ Ed.D. Educational Leadership		
2011-2013	Wayne State College	Wayne, NE
▪ Additional graduate hours in school administration –		
1996	Wayne State College	Wayne, NE
▪ Masters of Education in Curriculum and Instruction – instructional technology focus		
1991	Morningside College	Sioux City, IA
▪ BA in Elementary Education & Special Education		

REFERENCES

Dr. Ted DeTurk	Educational Service Unit #2	Fremont, NE
□ Administrator – 402-721-7710		
Dr. Bill Heimann	Educational Service Unit #1	Wakefield, NE
□ Administrator – 402-287-2061		
Mark Shepard	Fremont Public Schools	Fremont, NE
□ Superintendent – 402-727-3007		
Dr. Craig Pease	Wayne State College	Wayne, NE
□ Former Superintendent Ashland – College Professor 402-375-7		

WORK EXPERIENCE

Art Integration Coordinator/Coach

2019–Present

Educational Service Unit #2, Fremont, NE



Director / Administrator

2004–2019

Curriculum Director, Special Education Director, Principal
West Point Public Schools, Weeping Water Public Schools

Elementary and Special Education Teacher

1990–2004

Crofton Public Schools, Salina Public Schools, Grand Island Public Schools



DAWN DETURK

Arts Integration
Program Coordinator
and Coach

PROFILE

Sixteen years' experience in educational leadership as an Art Integration Program Coordinator and district leader. Art Integration Specialist Certified with experience as an art integration coach for multiple schools in northeast Nebraska. Helping all students learn and grow through creativity.

CONTACT

PHONE

[REDACTED]

WEBSITE:

[REDACTED]

EMAIL:

[REDACTED]

EDUCATION

Masters / Education Administration

2003 - 2005

University of Nebraska – Cum Laude

Masters/ Curriculum and Instruction

1998 - 2000

Doane College, NE – Kappa Delta Pi Honor Society

Bachelors / Elementary - Special Education

1986 - 1990

Wayne State College, NE/ Ft. Hays State University, KS – Dean's List



ACHIEVEMENTS

REFERENCES

"Dawn Demonstrates strong planning, organizational and communication skills and does an excellent job of creating a collaborative environment with staff."

Ken Heinz, Superintendent

"I truly value the hands on and physically engaging activities, the take home resources, lesson plan ideas and strategies from these ITA professional development workshops."

Judy Miller, Teacher

"Dawn's organizational skills and involvement indicates she has a strong foundation for leadership. She is knowledgeable, flexible and cooperative. The organization depends on her input."

Gary Cooper, Superintendent

"You are very professional, Dawn. You demonstrate daily that you will give what you need to give, so students will be successful. You will invest the energy necessary to make a difference!"

Melody Pebley, CNSSP Admin.

Grand Island Public Schools

Professional Development	92%
Coaching	92%
Knowledge Increase	40%
Attendance	100%
Completion	100%

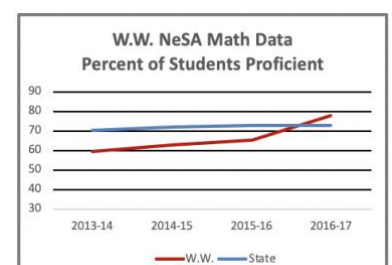
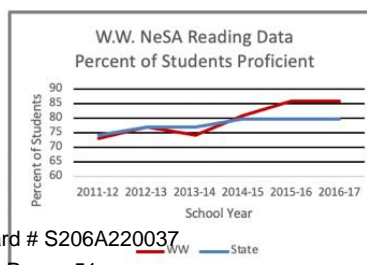
- 92% teacher satisfaction rate for **professional development** and **coaching** experiences for integrating the arts
- 100% **attendance** rate in the professional development series for integrating the arts
- Increased teacher **knowledge** of arts integration through pre-test and post-test data by 40 percentage points.
- 100% **completion** rate for teachers involved in the coaching cycles over the course of a semester

AS ART INTEGRATION COORDINATOR

- Coordinating 2.4-million-dollar grant for integrating the arts
- Increased "Creative Student Engagement" from 21.60% to 52.75% for an increase of +31.15%
- Modeled, planned and co-taught arts integrated lessons with 22 teachers per semester
- Developed curriculum alignment focusing on standards in core subjects and the arts.
- Supported all teachers with art integration practices and assessments

AS SCHOOL LEADER

- Reduced the number of students labeled Learning Disabled from 29% to 5% through MTSS
- Presented at professional conferences: Excellence in Education and Student Success Strategies Conference
- Interviewed for the book *Teach Them All to Read* by Elaine McEwan
- Increased the District's number of students proficient in reading to 86% and math to 78%, surpassing the state average



K R I S T E N J O B

Creative
Thinker

Collaborative
Worker

Idea Generator

Problem Solver

Natural Leader

Investigative
Learner

Discussion
Instigator

Detail Oriented

Research Driven

Project Based
Learner

Relationship
Builder

Driven Planner

Community
Savvy

Profile

To obtain a position that embraces creative visioning, goal-centered initiatives, student and staff development on a rigorous level, and a strong commitment to blended learning environment for high ability learners.

Accomplishments

- Created and teach Midland University High Ability Learner Endorsement.
- Created strategic visioning plan for K-12 Gifted Program including progressive identification model for gifted services.
- Serve as Executive Director for state-wide non-profit with a membership of over 500 and contact base over 3000.
- Plan and execute annual conference with 300+ in attendance.
- Plan and execute regional student conference with 100+ in attendance.
- Oversee committee work and collaborate with a board of 15 elected members across the state of Nebraska.
- Contract with national leaders to speak around the state and work with national leaders on legislation for gifted education
- Work with local lobbyist for educational bills related to but not limited to gifted education.
- Create marketing campaigns for educational conferences across the state.
- Created strategic visioning plan for K-12 Gifted Program including progressive identification model for gifted services.
- Coordinating 2-day summer institute for entire K-12 staff regarding differentiation, personalized learning, SEM, and cluster grouping. Collaborating with national and school presenters.
- Collaborating with Schramm Park and Nebraska Aquarium to allow students to research and write narratives for new displays.
- Authored staff Professional Development regarding: Differentiation, Personalized learning, Cluster Grouping, Schoolwide Enrichment Model, Questioning, Pre-testing for gifted students, and independent projects.
- Created blended learning environments for high ability students in core content areas for teachers, online course with face to face experiences in Vocabulary Enrichment course.
- Created independent study classes in all content areas for students of high ability.
- Middle School SEM Coordinator, Professional Development of staff regarding SEM, created student interest analyzer, scheduling of 900 students into SEM groups, SEM group creation for teachers.

- Served as two-term president for Nebraska Association for the Gifted, and created a 4-year strategic plan identifying wide-ranging goals for group. Accomplished communication goal, student opportunity goal, by-law revision goal. Current position on NAG Board, president-elect.
- Planned numerous statewide and local conferences, increasing attendees in each realm, and worked with national and local presenters. Fostered long-term relationships with colleagues in national gifted education realm.
- Outlined Board policy, guidelines, and expectations for board members and organization staff, including revision of Rule 3.
- Increased membership of NAG during tenure as president by 20%.
- Created expansive working relationships with students, parents, and all levels of school staff in gifted and diversity education.
- Fostered technology integration by creating online courses at the middle level including fostering relationships with UNO CIS&T, Omaha Peter Kiewit Institute and CodeCrush Organizers.
- Increased participation of girls, students of color, and students of poverty in educational programming traditionally aimed at white, upper-class students by 10%.
- Presenter at numerous local conferences for NAG and NETA.
- Serve on various District committees, currently revamping middle school transition working with all levels to ensure positive transition for middle school students.
- Member Education Committee of FilmStreams and Omaha Film Festival created innovative humanities programming for both groups.

Experience

ADJUNCT FACULTY, MIDLAND UNIVERSITY FEBRUARY 2019 - DECEMBER 2021

Responsible for creating and executing the Midland High Ability Endorsement for teachers across the state of Nebraska. Created an online pathway and currently teach 3 of the courses online to educators across the state.

EXECUTIVE DIRECTOR NEBRASKA ASSOCIATION FOR THE GIFTED, MAY 2017 - PRESENT

Responsible for overseeing all day to day functions of large non-profit educational organization in the state of Nebraska. Maintain financial information, create monthly newsletters highlighting organizational events, achievements, scholarship opportunities, national gifted news and state wide educational programming. Oversee a board of 15 members from across the state, run all board meetings and conduct committee meetings throughout the year. Organize and run annual conference with 300+ attendees yearly, coordinate and create marketing campaigns for local and statewide educational conference. Work closely with schools across the Midwest regarding gifted educational programming and events. Create student events and contests across the state in conjunction with schools and ESUs. Work closely with lobbyist regarding gifted educational bills in the Unicameral.

SECONDARY EXCELLENCE IN YOUTH COORDINATOR, WESTSIDE COMMUNITY SCHOOLS, OMAHA, NE – AUGUST 2006-2020

Responsible for all 7th-12th student programming for gifted and talented students. Developed training K-12 for staff in gifted education. Create unique service learning opportunities, mentorships, and internships for students. Analyze focus group information for program implementation. Participated in Superintendent task force for re-visioning and re-imagining gifted program in District. District Acceleration Specialist and SHARP plan coordinator. Serve on numerous committees district wide, work with numerous student groups, and coach academic groups and theater troupes. Served 6 years on the Nebraska Association for the Gifted Board, two years as president, and currently on the Advisory Board. Serve on the ESU 3 HAL Advisory Committee as a member and presenter.

7TH GRADE ENGLISH TEACHER, WESTSIDE COMMUNITY SCHOOLS, OMAHA, NE – JULY 2003-JUNE 2006

Created and implemented curriculum for seventh grade English classroom. Served on various district and building committees. Worked with K-12 English staff for programming and staff development.

Served four years on the Nebraska Association of Middle Level Educators Board of Directors and as state conference planner for two years.

GRADUATE ASSISTANT, DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, LINCOLN, NE – AUGUST 2001-JUNE 2002
Created focus group and interview protocol for English and Language Arts teachers across state of Nebraska regarding state standards and district assessment practices. Conducted both interviews and focus groups with teachers regarding the Nebraska STARS assessment process. Worked closely with Superintendents and Principals across the state to conduct research. Maintained and updated database information for final project report.

Education

UNIVERSITY OF NEBRASKA-LINCOLN, PHD STUDENT 2020

UNIVERSITY OF IOWA, GIFTED AND TALENTED ENDORSEMENT K-12, 2008

UNIVERSITY OF NEBRASKA-LINCOLN, MASTERS OF SECONDARY TEACHING, 2003

UNIVERSITY OF NEBRASKA-LINCOLN, BACHELORS OF ARTS ENGLISH/WOMEN'S STUDIES, PSYCHOLOGY, 1997

UNIVERSITY OF SOUTH DAKOTA, ENGLISH/WOMEN'S STUDIES, 1992-1994

Endorsements

Gifted and Talented K-12

English 7-12

ELL 7-12

References

John Thomsen, High Ability Learner Coordinator, 2623 North 145th Avenue, Omaha, NE 68116
402.880.9103 jthomsen@esu3.org

Dr. Marcia Gentry, Director Gifted Education Resource Institute Purdue University, 100 North University Street, Beering Hall, Room 5178 West Lafayette, IN 47907 765.586.9383 mgentry@purdue.edu

Dr. Richard Cash, President and Lead Consultant nRich Educational Consulting, 2929 Chicago Avenue #1201, Minneapolis, MN 55407 612.670.0278 nrichconsulting@msn.com

Memberships

NAGC - National Association for Gifted Children

Presentations

NAG Conference - Yearly - February, Nebraska Association for the Gifted annual conference, yearly presentations on topics ranging from Programming, Legislative issues affecting Gifted Education measures, Identification, Social Emotional issues in High Ability Learning, et. al.

NAG Student Conferences - yearly across the state.

NETA - 2017, 2016 Using Technology to program unique learning experiences for high ability students.

Publications

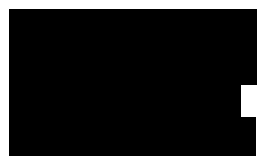
Monthly newsletter, Nebraska Association for the Gifted Archived at www.negifted.org

Honors and Awards

2020 Predoctoral Leadership U.S. Department of Special Education Training Fellow. Office of Special Education Programs. Intervention Design, UNL

Curriculum Vita**Mark Baron**

Assistant to the Dean
 School of Education & Counseling
 Wayne State College
 1111 Main St., Wayne, NE 68787
 402.375.7379

**Education**

Institution	Area of Specialization	Degree	Year Earned
University of Alabama	Educational Administration	Ph.D.	1991
University of Alabama	Educational Administration	M.A.	1990
Towson State University	Secondary Education	M.Ed.	1989
University of Maryland	Biological Science	B.A.	1972

Professional Experience

Institution	Position/Title	Dates
Wayne State College	Assistant to the Dean	2017-present
University of South Dakota	Professor/Chair/Associate Dean	1991-2017
University of Alabama	Graduate Research Assistant	1988-1991
American School, Maracaibo, Venezuela	School Teacher/Administrator	1984-1988
American School, Cartagena, Colombia	Science Teacher	1981-1984
American School, Maracaibo, Venezuela	Science Teacher	1979-1981
Baltimore City Public Schools, Baltimore, MD	High School Science Teacher	1978-1979
US Peace Corps, Sierra Leone, West Africa	School Teacher/Administrator	1973-1978

Publications**Books**

- Baron, M. A., Jacobson, M., & Boschee, F. (2008). *Performance-based education: Developing programs through strategic planning*. Lanham, MD: Rowman & Littlefield Publishing Group.
- Boschee, F., & Baron, M. A. (1996). *Outcome-based education: Developing programs through strategic planning*. Lanham, MD: Scarecrow Education Press.
- Baron, M. A., & Boschee, F. (1995). *Authentic assessment: The key to unlocking student success*. Lanham, MD: Scarecrow Education Press.

Refereed and International/National Journals

- Mourlam, D., DeJong, D., Shudak, N., & Baron, M. (2019). A phenomenological investigation into teacher candidate experiences during a yearlong teacher residency program. *The Teacher Educator*, 54(4), 397-419.
- Lehmann, E., DeJong, D., & Baron, M. (2018, Fall/Winter). Investigating the relationship of standards-based grades vs. traditional-based grades to results of the Scholastic Math Inventory at a middle-level school. *Educational Leadership Review of Doctoral Research*, 6, 1-16.
- Zalud, G., & Baron, M. (2017). The effectiveness of Reading Recovery with American Indian children. *Journal of Reading Recovery*, 17(1), 10-17.
- Webner, S., DeJong, D., Campoli, A., & Baron, M. (2017). Public school board presidents' and superintendents' perceptions of the characteristics of effective superintendents in a Midwestern state. *Journal of School Leadership*, 27(6), 810-840.

- Gough, E., DeJong, D., Grundmeyer, T., & Baron, M. (2017). K-12 teacher perceptions regarding the flipped classroom model for teaching and learning. *Journal of Educational Technology Systems, 45*(3), 390-423.
- Fayer, L., Zalud, G., Baron, M., & Anderson, C. M. (2014, May-June). Revisiting the underrepresentation of women in science. *Academe, 100*(3); <http://www.aaup.org/article/revisiting-underrepresentation-women-science#.U>
- Phillips, R., & Baron, M. (2013). Leadership effectiveness of collegiate aviation program leaders: A four-frame analysis. *Collegiate Aviation Review Journal, 31*(1), 107-127.
- Fayer, L., Zalud, G., Baron, M., Anderson, C. M., & Duggin, T. J. (2011). Student perceptions of the use of inquiry practices in a biology survey laboratory course. *Journal of College Science Teaching, 41*(2), 20-26.
- Lloyd-Smith, L., & Baron, M. (2010). Beyond conferences: Attitudes of high school administrators toward parental involvement in one small Midwestern state. *The School Community Journal, 20*(2), 23-44.
- Chen, H., & Baron, M. (2007). Psychometric properties of the Chinese Leadership Practices Inventory. *International Journal of Nursing Education Scholarship, 4*(1), 1-16. Available at: <http://www.bepress.com/ijnes/vol4/iss1/art23>.
- Chen, H., & Baron, M. (2006). Nursing directors' leadership styles and Taiwanese faculty job satisfaction, *Journal of Nursing Education, 45*(10), 404-411.
- Sevening, D., & Baron, M. A. (2002). A comparison of traditional teaching methods and problem-based learning in an addiction studies class. *Journal of Teaching in the Addictions, 1*(2), 27-42.
- Heath, J., Boris, G., & Baron, M. (1999). Enhancing the elementary school curriculum through community arts organizations. *NCA Quarterly, 73*(3), 418-424.
- Baron, M. A. (1998). Preparing principals for the 21st century: A planning model. *Educational Planning, 11*(4), 73-84.
- Baron, M. A., & Boschee, F. (1996). Outcome-based education: Providing direction for performance-based objectives. *Educational Planning, 10*(2), 25-34.
- Baron, M. A., & Boschee, F. (1996). Dispelling the myths surrounding OBE. *Phi Delta Kappan, 77*(8), 574-76.
- Baron, M. A., & Uhl, P. (1995). LEADER 1-2-3 training influences instructional leadership behaviors. *NASSP Bulletin, 79*(574), 62-68.
- Baron, M. A. (1994). Assessment center participants and assessors benefit professionally in South Dakota. *NASSP Bulletin, 78*(563), 102-105.
- Boschee, F., & Baron, M. A. (1994). Pariah or paragon? The outcome-based education debate. *School Business Affairs, 60*(10), 48-52.
- Baron, M. A., & Bishop, H. L. (1991). Come one, come all. *The American School Board Journal, 178*(3), 29-30.
- Baron, M. A. (1990). Who's to blame for misbehavior in our schools? *The Clearing House, 63*(7), 333-334.

International/National Presentations

- Baron, M. A., et al. (2019, February). Increasing the value of a teacher candidate entry survey. Presented at the American Association of Colleges for Teacher Education, Louisville, KY.
- Baron, M. A., et al. (2017, August). *Using Networks for Building Better Teacher Preparation Programs*. Presented at the American Association of Colleges for Teacher Education Quality Support Workshop, Minneapolis, MN.
- Baron, M. A., et al. (2017, March). *Engaging the Professional Community and Sharing Quality Data*. Presented at the American Association of Colleges for Teacher Education, Tampa, FL.
- Baron, M. A., et al. (2017, March). *Better and Stronger Together: Cross-Institutional Collaboration*. Presented at the American Association of Colleges for Teacher Education, Tampa, FL.
- Baron, M. A., & Zalud, G. (2016, October). Revisiting the Effectiveness of Reading Recovery. Presented at the National Indian Education Association, Reno, NV.
- Baron, M. A., et al. (2016, February). *Common Metrics: Strategies for Teacher Preparation Survey Use in Accreditation and Program Improvement*. Presented at the American Assoc. of Colleges for Teacher Education, Las Vegas, NV.
- Baron, M. A., et al. (2015, September). *Common Metrics Surveys: Use of Data to Improve Educator Preparation Programs*. A paper presented to the Annual Conference of the Council for Accreditation of Educator Preparation, Washington, DC.
- Baron, M. A., et al. (2015, April). *Common Metrics: The use of data for program improvement*. A paper presented to the Annual Conference of the Council for Accreditation of Educator Preparation, Denver, CO.

Grants and Contracts

- Bush Foundation / Network for Excellence in Teaching (2015) – Awarded three-year grant for \$176,000 to continue and expand work with the Common Metric surveys.
- East Dakota Educational Cooperative (2014) – a \$22,000 contract to conduct research regarding the implementation of the Teacher and Principal Effectiveness Pilot Programs.
- South Dakota Technology and Innovation in Education (TIE, 2012-13) – a \$23,000 grant to conduct statistical analysis regarding the South Dakota Incentives Plus project.
- South Dakota Department of Education, Coordinated School Health (2011) – a \$12,600 grant to conduct the 2012 biennial secondary school health profile.
- Prairielands Addiction Technology Transfer Center, University of Iowa (2011) – a \$5,000 grant to collect, analyze, and present program data regarding the effects of drug treatment programs on South Dakota prison inmates.
- South Dakota Department of Education, Coordinated School Health (2009) – an \$18,400 grant to conduct the 2010 biennial elementary and secondary school health profile.
- South Dakota Department of Education, Coordinated School Health (2007) – an \$18,000 grant to conduct the 2008 biennial elementary and secondary school health profile.
- South Dakota Department of Education, Coordinated School Health (2005) – an \$18,000 grant to conduct the 2006 biennial elementary and secondary school health profile.
- South Dakota Department of Education, Coordinated School Health (2003) – a \$16,000 grant to conduct the 2004 biennial elementary and secondary school health profile.
- Flandreau Indian School, Flandreau, South Dakota (2002) – a \$2,500 grant to serve as external project evaluator for a Comprehensive School Reform Demonstration grant from the US Department of Education.
- Elm Valley/Leola School Districts, South Dakota (2002) – a \$5,000 grant to serve as external project evaluator for a Comprehensive School Reform Demonstration grant from the US Department of Education.
- Governor Janklow's Teaching with Technology in the Classroom (1999) – an \$18,500 grant for equipment, technological training, and developing and integrating web-based case studies for integration into EDAD 711 - Secondary School Administration.
- International Society for Educational Planning (1999) – a \$6,000 grant for publication of the Educational Planning journal.
- International Society for Educational Planning (1997) – a \$6,000 grant for publication of the Educational Planning journal.
- Phi Delta Kappa Educational Foundation (1994) – a \$1,200 service grant for training and organizing a Leadership Skills Institute on the campus of the University of South Dakota.

Administrative Responsibilities

- Institutional Review Board (2018-present). Chair/member of the Wayne State College Institutional Review Board.
- Editorial Board, *International Journal of Educational Management* (2014-present). Member of the editorial board for a peer-reviewed online international journal.
- Associate Dean – School of Education, University of South Dakota (2014-2017); responsible for grants, assessment, and student services.
- Common Metrics Grant (2016-2017) – Supervised expenditure of \$176,000 grant to collect and analyze data, as well as report findings to Network for Excellence in Teaching partner institutions within Minnesota, North Dakota, and South Dakota.
- Institutional Review Board (2014-2017) – Member of the National American University Institutional Review Board.
- Division Chair – Division of Educational Administration, University of South Dakota (2000- 2014); Responsible for planning, budgeting, personnel, programmatic, and supervisory responsibilities consistent with the position of division chair.
- Member of AdvancED South Dakota State Council (2000-2017): Represented higher education on the SD state council for AdvancED. Served as External Review Team chair for approximately 12 accreditation visits from 1995-2014.
- Editorial Board – *Research in the Schools* (1993-Present): Member of the editorial board for a peer-reviewed national journal sponsored by the Mid-South Educational Research Association.

North Central Association – Board of Trustees (2004-2007); Member of the Board of Trustees of the North Central Association.

Governor Janklow's Teaching with Technology in the Classroom (1999); Responsible for budgeting and accounting for \$18,500 for purchasing equipment, obtaining technological training, and developing and integrating web-based case studies for integration into EDAD 711 - Secondary School Administration.

Educational Planning Journal – Editor (1996-2001); Responsible for budgeting and accounting of several \$6,000 annual grants for publication of the national peer-reviewed journal.

South Dakota LEAD Project – Advisory Board Member (1991-1996); Met regularly with advisory board members to plan and assess LEAD-sponsored professional development activities throughout the state.

Leadership Initiatives

School of Education Research Center (2016-2017) – As Associate Dean, supervised the establishment of a research center within the School of Education providing statistical and research methodological assistance to faculty.

Technology Integration (2000 to 2014) – As division chair, purchased equipment and provided professional development opportunities for faculty to fully integrate technologies such as WebCT, Desire2Learn, and Elluminate into their teaching and research agendas.

Development of Distance Education Programs (2000 to 2014) – As division chair, initiated and participated in the transition of on campus to distance delivery of seven Master of Arts and three Educational Specialist degree programs in Educational Administration and Adult and Higher Education.

Doctoral Cohorts (1998 to 2014) – As division chair, initiated and participated in doctoral cohorts delivered to South Dakota State University (52 students), Sioux Falls, (54 students), and Rapid City (80 students).

USD-Taiwanese Partnership (1995 to 2017) – One of principal planners and initial instructors of several cohorts of Taiwanese doctoral students who studied on the University of South Dakota campus. More than 100 Taiwanese students have participated to date in this partnership and six different Educational Administration faculty have taught cohort classes in Taiwan and Guam.

Honors and Recognition

Emeritus Professor, University of South Dakota, for 26 years of service to the university (April 24, 2018).

Excellence in Education Award, AdvancED, (service to PK-12 and higher education, and service to AdvancED) Chamberlain, SD, September 25, 2013.

Certificate of Recognition, International Society for Educational Planning (for serving as editor of the *Educational Planning* journal), Washington, D.C., October 8, 2010.

Resolution of Appreciation, University Senate of the University of South Dakota (service to the University Senate), May, 2007.

Certificate of Recognition, North Central Association of Colleges and Schools (three years as Board of Trustee Member), April, 2007.

Certificate of Recognition, AdvancED Quality Assurance Review Chair Training, Chamberlain, SD, February, 2007.

Certificate of Merit, Developing the 21st Century Principal (Certified Assessor), National Association of Secondary School Principals, Chamberlain, SD, March 5-7, 2003.

Certificate of Recognition, South Dakota LEAD Project (five years as Regional Director and board member), March, 1996.

Certificate of Recognition, Midwest Regional Middle Level Educators, March, 1993. Certificate of Merit, National Association of Secondary School Principals' Mentoring and Coaching Workshop, Sioux Falls, SD, July, 1992.

Certificate of Merit, National Association of Secondary School Principals' LEADER 1-2-3 Workshop (instructional leadership), Watertown, SD, June, 1992.

Beyond War Award (for five years of U.S. Peace Corps service), U.S. Peace Corps, Washington, D.C., December, 1987.



April 7, 2022

Dr. Ted DeTurk & Dr. Diane Wolfe
Educational Service Unit 2
PO Box 649
Fremont, NE 68026

Dear Dr. DeTurk and Dr. Wolfe,

Please accept this letter of partnership for Educational Service Unit 2 for the Project RESTORE grant proposal. We will be partnering with ESU 2 for the purpose of improving opportunities for talented and gifted students who have previously been underrepresented in current TAG programs.

We believe many students have talents that are not fully recognized and support your efforts to develop new tools to support those students and their gifts. As Rule 3, the legislation that requires districts to identify high ability learners, has been law since 1997, districts are not required to move beyond identification to any significant programming to support talent and gifted students. In small rural districts where limited resources and staffing prevent any significant investment, they face additional challenges in supporting TAG students.

As detailed in your program, you are addressing the need to improve identification systems to support the inclusion of previously underrepresented populations including dual-exceptional students, minority, low SES, and rural students to name a few.

You are addressing the need to improve educator knowledge and skills to support the special needs of gifted students through rigorous professional development and coaching. You are also planning to commit time, staffing, and resources to support student activities where they will have the opportunity to explore, practice, and develop their interests and abilities.

This three-sided approach addresses identification, professional development, and student engagement will become the model for supporting small rural schools at a regional level through the Educational Service Unit system.

As the Nebraska Department of Education, we agree to support your project by involving our High Ability Learner consultant to support your advisory council, support the identification work group, and help identify programs, resources, and opportunities for student services and supports.

I wish you the best of luck in the application process. We look forward to this partnership.

Yours in TAG Education,

[REDACTED]

High Ability Learning Specialist
Office of Teaching, Learning, & Assessment
500 S. 84th St., 2nd Floor
Lincoln, NE 68510-2611

[REDACTED]

[REDACTED]





The Nebraska Association for the Gifted

April, 6, 2022

Dr. Ted DeTurk
Dr. Diane Wolfe
Educational Service Unit 2
PO Box 649
Fremont, NE 68026

Dear Dr. DeTurk and Dr. Wolfe,

It is with pleasure that I write this letter of partnership for Educational Service Unit 2 for the Project RESTORE grant proposal. We are thrilled to be working with ESU 2 for the purpose of improving opportunities for talented and gifted students who have previously been underrepresented in current TAG programs. We believe many students have talents that are not fully recognized and support your efforts to develop new tools to support those students and their gifts.

Even the name of your project clearly aligns with the mission of NAG. Rural Exceptional Student Talent Opportunities, Resources, & Experiences are at the heart of what we support. As you know, the Nebraska Association for the Gifted has clearly articulated our

beliefs that in Nebraska we must meet the unique learning needs of ALL learners and your project clearly supports those beliefs.

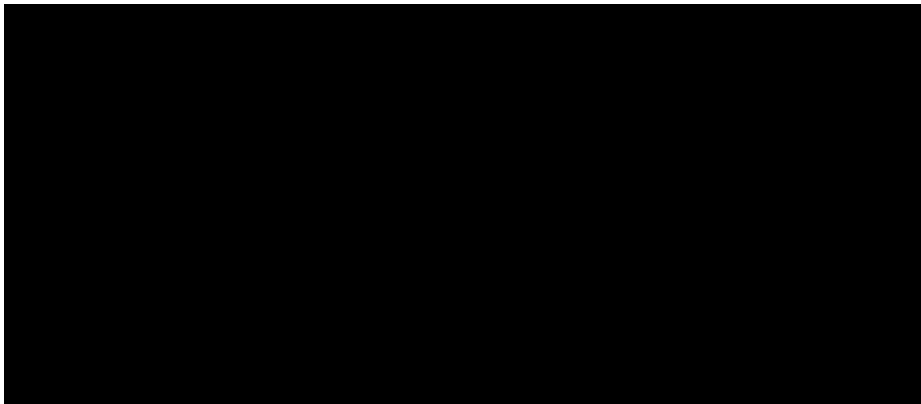
As detailed in your program, you are addressing the need to improve identification systems to support the inclusion of previously underrepresented populations including dual-exceptional students, minority, low SES, and rural students to name a few. You are addressing the need to improve educator knowledge and skills to support the special needs of gifted students through rigorous professional development and coaching. But most impressive is that you are planning to commit time, staffing, and resources to support student activities where they will have the opportunity to explore, practice, and develop their interests and abilities. This three-sided approach addresses identification, professional development, and student engagement will become the model for supporting small rural schools at a regional level through the Educational Service Unit system.

As an organization, we agree to support your project by providing people to serve on your advisory council, serve on the identification work group, and help identify programs, resources, and opportunities for student services and supports.

We are most excited to expand our relationship with your organization. Through your extremely successful Teaching American History, Arts Integration, and STEM EIR programs, several educators throughout Nebraska have improved their skills and content knowledge and students have benefitted from expanded opportunities.

We have no doubt that this program will do the same for previously underrepresented talented and gifted students. Far too many of these students are left without supports due to lack of resources and instructional supports.

I wish you the best of luck in the application process. We look forward to an extremely successful partnership.





April 5, 2022

Dr. Ted DeTurk
Dr. Diane Wolfe
Educational Service Unit 2
PO Box 649
Fremont, NE 68026

Dear Dr. DeTurk and Dr. Wolfe,

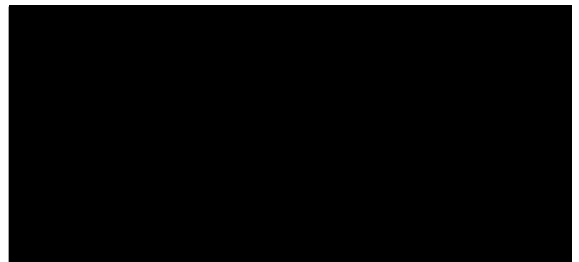
It is with pleasure that I write this letter of partnership for Educational Service Unit 2 for the Project RESTORE grant proposal. We are delighted to be working with ESU 2 for the purpose of improving opportunities for talented and gifted students who have previously been underrepresented in current Talented and Gifted (TAG) programs. We believe many students have aptitudes in areas that are not fully recognized or supported. Your inclusion of the arts certainly aligns with the Nebraska Arts Council's educational outreach and mission to 'forge partnerships that create and expand opportunities for the arts' and 'establish the arts as basic to education and lifelong learning'.

As detailed in your program, you are addressing the need to improve identification systems that support the inclusion of previously underrepresented populations including dual-exceptional students, minority, low SES, and rural students to name a few. You are addressing the need to improve educator knowledge and skills to support the special needs of gifted students through rigorous professional development and coaching. Most importantly, your proposal commits time, staffing, and resources to support student activities where they will have opportunities to explore and develop their interests and their abilities, particularly in the arts. We fully support your three-pronged approach that addresses identification, educator professional development, and student engagement. This program may very well become the model for supporting small rural schools at a regional level through the Educational Service Unit system.

The Nebraska Arts Council will support your project by providing individuals to serve on your advisory council, serving on the identification work group, and helping to identify programs, resources, and opportunities for student services and supports.

We are most excited to build upon our relationship with your organization. Through your successful Arts Integration and Arts Professional Development programs, many Nebraska educators have improved their skills and content knowledge and students have benefitted from expanded opportunities and arts-infused curricula. We have no doubt that this program will do the same for previously underrepresented talented and gifted students, who far too often lack resources and instructional supports.

I wish you all the best in the application process. We look forward to expanding our current trusted partnership.



Kristen E. Job

April 5, 2022

Dr. Ted DeTurk
Dr. Diane Wolfe
Educational Service Unit 2
PO Box 649
Fremont, NE 68026

Dear Dr. DeTurk and Dr. Wolfe,

I cannot express to you both my sincere pleasure and professional desire to work with you and Educational Service Unit 2 on the Project RESTORE grant proposal. I am very excited to be workin with ESU 2 for the much needed purpose of improving opportunities for high ability and gifted and talented learners who are and have been underrepresented in current high ability programming and services. I believe as do many others across our great state that many students have talented that are not fully realized, recognized and supported by current practices. The efforts of ESU 2 to envelop new tools to support these students is exciting and will help schools within your service area.

Rural Exceptional Student Talent Opportunities, Resources and Experiences is what the entire state of Nebraska should be focusing on and is near and dear to my research interests. I am a current Doctoral Student at the University of Nebraska-Lincoln in the Special Education program studying twice exceptional students with an emphasis on these rural students identification and programming.

As your program states you are addressing the need to improve identification systems to support the inclusion of previously underrepresented populations including dual-exceptional students (twice exceptional), minority, low SES, and rural students to name a few. You are addressing the need to improve educator knowledge and skills to support the special needs of gifted students through rigorous professional development and coaching. I have been instrumental in developing college certification programs in this area and feel I can offer much to your project in this area. In my research at UNL, I have conducted a statewide survey of teachers regarding their teacher preparation and staff development in the area of high ability/gifted learners and twice exceptional learners and they were quick to offer they had little to no training or preparation in these areas. I am so excited to see all that your project can offer in the areas of teacher prep and professional coaching.

Most importantly, your project plans to commit time, staffing, and resources to support student activities where they will have the opportunity to explore, practice, and develop their interests and abilities. Students in rural areas are often only allowed to be gifted one day a week after school with scheduling and time restraints, this project helps to fill the gaps that schools are facing.

The three-sided approach addresses identification, professional development, and student engagement will become the model for supporting small rural schools at a regional level through the Educational Service Unit system.



April 5, 2022



Dr. Ted DeTurk
Dr. Diane Wolfe
Educational Service Unit 2
PO Box 649
Fremont, NE 68026

Dear Dr. DeTurk and Dr. Wolfe,

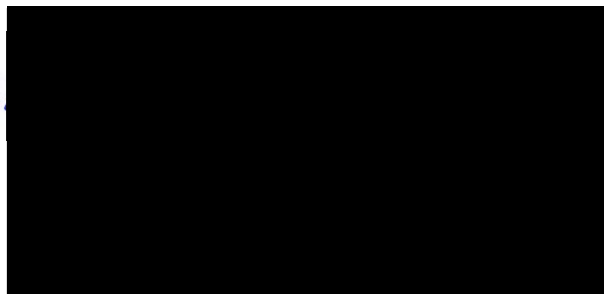
It is with pleasure that I write this letter of partnership for Educational Service Unit 2 for the Project RESTORE grant proposal. We are thrilled to be working with ESU 2 for the purpose of improving opportunities for talent and gifted students who have previously been underrepresented in current TAG programs. We believe many students have talents that are not fully developed or recognized and support your efforts to develop new tools to support those students and their gifts.

Even the name of your project clearly aligns with the mission of the University of Nebraska's Extension system. Rural Exceptional Student Talent Opportunities, Resources, & Experiences are at the heart of what we support. As you know, UNL Extension is the proud sponsor of the 4-H programs that promote student leadership through programming and opportunities that include, but are not limited to, robotics, entrepreneurship, computer coding, photography, and more. We believe a partnership with your project will benefit both our organizations, and most importantly, the young people we serve.

As detailed in your program, UNL Extension agrees to work with your project leadership team to identify new and improved methods of youth identification. We will also work with your staff to identify programming opportunities and resources available through 4-H and other Extension services. And finally, we may be well suited to provide consultation and supports to promote service delivery and programming.

We are most excited to expand our relationship with your organization. Through your extremely successful Teaching American History, Arts Integration, and STEM EIR programs, several educators throughout Nebraska have improved their skills and content knowledge and students have benefitted from expanded opportunities. We have no doubt that this program will do the same for previously underrepresented talented and gifted students. Far too many of these students are left without supports due to lack of resources and instructional supports.

I wish you the best of luck in the application process. We look forward to an extremely successful partnership.





1111 Main Street
Wayne, Nebraska 68787
www.wsc.edu
Member of the Nebraska State College System

PRESIDENT
(402) 375-7200

April 7, 2022

Dr. Ted DeTurk
Dr. Diane Wolfe
Educational Service Unit 2
PO Box 649
Fremont, NE 68026

Dear Dr. DeTurk and Dr. Wolfe:

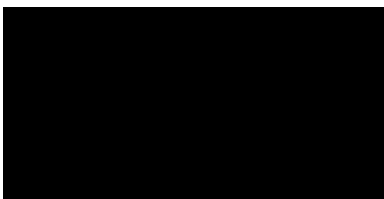
It is with pleasure that I write this letter of partnership for Educational Service Unit 2 for the Project RESTORE grant proposal. We are thrilled to be working with ESU 2 for the purpose of improving opportunities for talented and gifted students who have previously been underrepresented in current TAG programs. As Rule 3, the legislation that requires districts to identify high ability learners, has been law since 1997, very few districts move beyond identification to any significant programming to support talent and gifted students. Most districts address talent and gifted needs by asking teachers to provide differentiated curriculum, something that requires training and support and something woefully missing in most district professional development.

As detailed in your program, you are addressing the need to improve identification systems to support the inclusion of previously underrepresented populations including dual-exceptional students, minority, low SES, and rural students to name a few. You are addressing the need to improve educator knowledge and skills to support the special needs of gifted students through rigorous professional development and coaching.

Supporting teachers is where Wayne State College's partnership will support your programming best. Should you be funded, WSC pledges to work with NDE to develop and deliver a Rule 24 compliant High Ability Learner (NE's term for Talented and Gifted) supplemental endorsement program. We will commit to delivering this programming for the duration of the grant and work with your districts to enroll and support teachers throughout the project and beyond.

We also agree to support your project by involving our High Ability Learner instructors to support your advisory council, support the identification work group, and help identify programs, resources, and opportunities for educators.

I wish you the best of luck in the application process. We look forward to an extremely successful partnership.





Ashland-Greenwood Public Schools
Saunders County School District One
1842 Furnas Street
Ashland, NE 68003-1899
Equal Opportunity Employer

District Office
(402) 944-2128
Middle & High School
(402) 944-2114
Elementary School
(402) 944-7083
District Fax
(402) 944-3310

Board of Education

Eric Beranek
Ally Miller
David Nygren
Suzanne Sapp
Karen Stille
Russ Westerhold

Superintendent

Jason Libal

Middle School & Senior

High Principal
Brad Jacobsen

Elementary School

Principal
Teresa Bray

Assistant Elementary

Principal
Megan Poell

Activities Director-

Assistant Principal
Matt Flynn

Curriculum Supervisor

Jill Finkey

Student Services

Director
Kristin Fangmeyer

April 5, 2022

Dr. Ted DeTurk - Administrator
Educational Service Unit 2
PO Box 649
Fremont, NE 68026

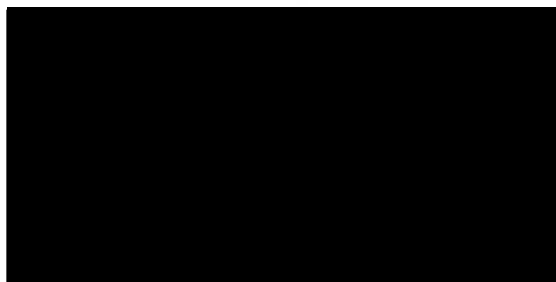
Dear Dr. DeTurk,

Ashland-Greenwood is pleased to be included and considered a supporting partner and participant in your efforts to improve services to students that demonstrate talents and gifts who may have previously gone underrepresented. We are thrilled that your organization is proposing new and better methods of identification of these students. In addition, we are also extremely excited about professional development for our teachers to improve how we will support talented and gifted students in the classroom. And finally, one of the most appealing aspects of this proposal is direct service to students. As a small and rural district, we simply do not have the capacity to address the many specific talents and gifts of individual students. By collaborating and providing such programming through the ESU, we know many more of our students will greatly benefit.

As detailed in your proposal, Ashland-Greenwood agrees to support and participate with you to develop and implement new methods of identifying, supporting, and serving talented and gifted students, most especially those previously underrepresented in talented and gifted programming.

We have a long history of working with the ESU to support programs that benefit our schools and look forward to intensifying those connections. We have no doubt that this program will provide extraordinary opportunities for our teachers and most importantly, our students in the classroom. Our district is most fortunate to have this opportunity.

I wish you the best of luck in the application process. We look forward to hearing of your proposal being selected for funding.



BANCROFT-ROSALIE COMMUNITY SCHOOL

"Striving For Student Growth and Excellence"

708 Main Street
P.O. Box 129
Bancroft, NE 68004

Phone (402) 648-3336
Fax (402) 648-3338

website www.bancroft-rosalie.org

April 4, 2022

Dr. Ted DeTurk - Administrator
Educational Service Unit 2
PO Box 649
Fremont, NE 68026

Dear Dr. DeTurk,

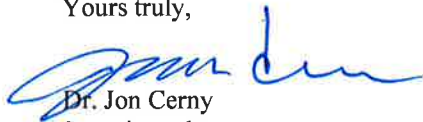
Bancroft-Rosalie Community Schools is pleased to be included and considered a supporting partner and participant in your efforts to improve services to students that demonstrate talents and gifts who may have previously gone underrepresented. We are thrilled that your organization is proposing new and better methods of identification of these students. In addition, we are also extremely excited about professional development for our teachers to improve how we will support talented and gifted students in the classroom. And finally, one of the most appealing aspects of this proposal is direct service to students. As a small and rural district, we simply do not have the capacity to address the many specific talents and gifts of individual students. By collaborating and providing such programming through the ESU, we know many more of our students will greatly benefit.

As detailed in your proposal, Bancroft-Rosalie Community Schools agrees to support and participate with you to develop and implement new methods of identifying, supporting, and serving talented and gifted students, most especially those previously underrepresented in talented and gifted programing.

We have a long history of working with the ESU to support programs that benefit our schools and look forward to intensifying those connections. We have no doubt that this program will provide extraordinary opportunities for our teachers and most importantly, our students in the classroom. Our district is most fortunate to have this opportunity.

I wish you the best of luck in the application process. We look forward to hearing of your proposal being selected for funding.

Yours truly,



Dr. Jon Cerny
Superintendent
Bancroft-Rosalie Community Schools

Cedar Bluffs Public Schools

Superintendent
Mr. Harlan Ptomey

P.O. BOX 66, 110 MAIN STREET
CEDAR BLUFFS, NEBRASKA 68015

7-12 Principal
Ms. Kristina Headid

PK-6 Principal
Mr. Ben Hansen

Phone: (402) 628-2080
Fax: (402) 628-2108
<http://www.cedarbluffsschools.org>

Activities Director
Mr. Thomas Brinkman

April 5, 2022

Dr. Ted DeTurk - Administrator
Educational Service Unit 2
PO Box 649
Fremont, NE 68026

Dear Dr. DeTurk,

Cedar Bluffs Public School is delighted to be considered as a supporting partner and participant in your efforts to improve services to students that demonstrate talents and gifts who may have previously gone underrepresented. We are thrilled that your organization is proposing new and better methods of identification of these students. In addition, we are also extremely excited about professional development for our teachers to improve how we will support talented and gifted students in the classroom. And finally, one of the most appealing aspects of this proposal is direct service to students. As a small and rural district, we simply do not have the capacity to address the many specific talents and gifts of individual students. By collaborating and providing such programming through the ESU, we know many more of our students will greatly benefit.

As detailed in your proposal, Cedar Bluffs Pubic School agrees to support and participate with you to develop and implement new methods of identifying, supporting, and serving talented and gifted students, most especially those previously underrepresented in talented and gifted programing.

We have a long history of working with the ESU to support programs that benefit our schools and look forward to intensifying those connections. We have no doubt that this program will provide extraordinary opportunities for our teachers and most importantly, our students in the classroom. Our district is most fortunate to have this opportunity.

I wish you the best of luck in the application process. We look forward to hearing of your proposal being selected for funding.

Sincerely,



Mr. Ptomey, Superintendent of Schools



LYONS-DECATUR NORTHEAST

400 SOUTH 5TH PO Box 526

LYONS, NEBRASKA 68038-0526

PHONE NUMBER: 402-687-2363

FAX NUMBER: 402-687-2472

April 4, 2022

Dr. Ted DeTurk - Administrator
Educational Service Unit 2
PO Box 649
Fremont, NE 68026

Dear Dr. DeTurk,

Lyons-Decatur Northeast is pleased to be included and considered a supporting partner and participant in your efforts to improve services to students that demonstrate talents and gifts who may have previously gone underrepresented. We are thrilled that your organization is proposing new and better methods of identification of these students. In addition, we are also extremely excited about professional development for our teachers to improve how we will support talented and gifted students in the classroom. And finally, one of the most appealing aspects of this proposal is direct service to students. As a small and rural district, we simply do not have the capacity to address the many specific talents and gifts of individual students. By collaborating and providing such programming through the ESU, we know many more of our students will greatly benefit.

As detailed in your proposal, Lyons-Decatur Northeast agrees to support and participate with you to develop and implement new methods of identifying, supporting, and serving talented and gifted students, most especially those previously underrepresented in talented and gifted programming.

We have a long history of working with the ESU to support programs that benefit our schools and look forward to intensifying those connections. We have no doubt that this program will provide extraordinary opportunities for our teachers and most importantly, our students in the classroom. Our district is most fortunate to have this opportunity.

I wish you the best of luck in the application process. We look forward to hearing of your proposal being selected for funding.

Yours truly,

Lindsey Beaudette, Superintendent



Logan View Public Schools

School District No. 594
2163 County Road G
Hooper, Nebraska 68031-1259

Phone: (402) 654-3317
Fax: (402) 654-3699

April 4, 2022

Dr. Ted DeTurk - Administrator
Educational Service Unit 2
PO Box 649
Fremont, NE 68026

Dear Dr. DeTurk,

Logan View Public Schools is pleased to be included and considered a supporting partner and participant in your efforts to improve services to students that demonstrate talents and gifts who may have previously gone underrepresented. We are thrilled that your organization is proposing new and better methods of identification of these students. In addition, we are also extremely excited about professional development for our teachers to improve how we will support talented and gifted students in the classroom. And finally, one of the most appealing aspects of this proposal is direct service to students. As a small and rural district, we simply do not have the capacity to address the many specific talents and gifts of individual students. By collaborating and providing such programming through the ESU, we know many more of our students will greatly benefit.

As detailed in your proposal, Logan View Public Schools agrees to support and participate with you to develop and implement new methods of identifying, supporting, and serving talented and gifted students, most especially those previously underrepresented in talented and gifted programming.

We have a long history of working with the ESU to support programs that benefit our schools and look forward to intensifying those connections. We have no doubt that this program will provide extraordinary opportunities for our teachers and most importantly, our students in the classroom. Our district is most fortunate to have this opportunity.

I wish you the best of luck in the application process. We look forward to hearing of your proposal being selected for funding.

Respectfully,

Jeremy Klein, Superintendent



ACCREDITED
SINCE 1942

Mead Public Schools

115 North Elm Street
Mead, NE 68041-0158

Preparing For The Future. . .



ORGANIZED 1875
CONSOLIDATED 1918

Darin Kovar, Principal



P.J. Quinn, Superintendent



Terry Hickman, Athletic Director



April 4, 2022

Dr. Ted DeTurk - Administrator
Educational Service Unit 2
PO Box 649
Fremont, NE 68026

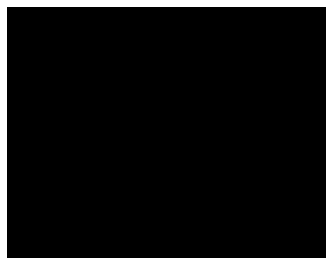
Dear Dr. DeTurk,

Mead Public Schools is pleased to be included and considered a supporting partner and participant in your efforts to improve services to students that demonstrate talents and gifts who may have previously gone underrepresented. We are thrilled that your organization is proposing new and better methods of identification of these students. In addition, we are also extremely excited about professional development for our teachers to improve how we will support talented and gifted students in the classroom. And finally, one of the most appealing aspects of this proposal is direct service to students. As a small and rural district, we simply do not have the capacity to address the many specific talents and gifts of individual students. By collaborating and providing such programming through the ESU, we know many more of our students will greatly benefit.

As detailed in your proposal, Mead Public Schools agrees to support and participate with you to develop and implement new methods of identifying, supporting, and serving talented and gifted students, most especially those previously underrepresented in talented and gifted programming.

We have a long history of working with the ESU to support programs that benefit our schools and look forward to intensifying those connections. We have no doubt that this program will provide extraordinary opportunities for our teachers and most importantly, our students in the classroom. Our district is most fortunate to have this opportunity.

I wish you the best of luck in the application process. We look forward to hearing of your proposal being selected for funding.





Oakland-Craig Public Schools

Junior-Senior High & Business Office
309 N. Davis Avenue
Oakland, NE 68045-0105
Phone: 402-685-5661

www.ocknights.org
Fax: 402-685-5697

Elementary School
400 N. Brewster Ave.
Oakland, NE 68045
Phone: 402-685-5631

"Home of the Oakland-Craig Knights"

April 4, 2022

Dr. Ted DeTurk - Administrator
Educational Service Unit 2
PO Box 649
Fremont, NE 68026

Dear Dr. DeTurk,

Oakland-Craig Public School is pleased to be included and considered a supporting partner and participant in your efforts to improve services to students that demonstrate talents and gifts who may have previously gone underrepresented. We are thrilled that your organization is proposing new and better methods of identification of these students. In addition, we are also extremely excited about professional development for our teachers to improve how we will support talented and gifted students in the classroom. And finally, one of the most appealing aspects of this proposal is direct service to students. As a small and rural district, we simply do not have the capacity to address the many specific talents and gifts of individual students. By collaborating and providing such programming through the ESU, we know many more of our students will greatly benefit.

As detailed in your proposal, Oakland-Craig Public Schools agrees to support and participate with you to develop and implement new methods of identifying, supporting, and serving talented and gifted students, most especially those previously underrepresented in talented and gifted programming.

We have a long history of working with the ESU to support programs that benefit our schools and look forward to intensifying those connections. We have no doubt that this program will provide extraordinary opportunities for our teachers and most importantly, our students in the classroom. Our district is most fortunate to have this opportunity.

I wish you the best of luck in the application process. We look forward to hearing of your proposal being selected for funding.

Yours truly,

Jessica Bland
Superintendent



RAYMOND CENTRAL PUBLIC SCHOOLS

Lynn Johnson, Interim Superintendent
1800 W. Agnew Road
Raymond, NE 68428

Email - [REDACTED]

Dr. Ted DeTurk - Administrator
Educational Service Unit 2
PO Box 649
Fremont, NE 68026

Dear Dr. DeTurk,

Raymond Central Public Schools is pleased to be included and considered a supporting partner and participant in your efforts to improve services to students that demonstrate talents and gifts who may have previously gone underrepresented. We are thrilled that your organization is proposing new and better methods of identification of these students. In addition, we are also extremely excited about professional development for our teachers to improve how we will support talented and gifted students in the classroom. And finally, one of the most appealing aspects of this proposal is direct service to students. As a small and rural district, we simply do not have the capacity to address the many specific talents and gifts of individual students. By collaborating and providing such programming through the ESU, we know many more of our students will greatly benefit.

As detailed in your proposal, Raymond Central Public Schools agrees to support and participate with you to develop and implement new methods of identifying, supporting, and serving talented and gifted students, most especially those previously underrepresented in talented and gifted programming.

We have a long history of working with the ESU to support programs that benefit our schools and look forward to intensifying those connections. We have no doubt that this program will provide extraordinary opportunities for our teachers and most importantly, our students in the classroom. Our district is most fortunate to have this opportunity.

I wish you the best of luck in the application process. We look forward to hearing of your proposal being selected for funding.

Yours truly,

Lynn Johnson, Superintendent



Scribner-Snyder Community Schools

400 Pebble Street P.O. Box L
Scribner, Nebraska 68057
402-664-2567

Superintendent: Joe Peitzmeier
Principal: Brad Stithem
Activities Director: Malia Nemecek
School Counselor: Leah Fischer

April 4, 2022

Dr. Ted DeTurk – Administrator
Educational Service Unit 2
PO Box 649
Fremont, NE 68026

Dear Dr. DeTurk,

Scribner-Snyder Community School is pleased to be included and considered a supporting partner and participant in your efforts to improve services to students that demonstrate talents and gifts who may have previously gone underrepresented. We are thrilled that your organization is proposing new and better methods of identification of these students. In addition, we are also extremely excited about professional development for our teachers to improve how we will support talented and gifted students in the classroom. And finally, one of the most appealing aspects of this proposal is direct service to students. As a small and rural district, we simply do not have the capacity to address the many specific talents and gifts of individual students. By collaborating and providing such programming through the ESU, we know many more of our students will greatly benefit.

As detailed in your proposal, Scribner-Snyder Community School agrees to support and participate with you to develop and implement new methods of identifying, supporting, and serving talented and gifted students, most especially those previously underrepresented in talented and gifted programming.

We have a long history of working with the ESU to support programs that benefit our schools and look forward to intensifying those connections. We have no doubt that this program will provide extraordinary opportunities for our teachers and most importantly, our students in the classroom. Our district is most fortunate to have this opportunity.

I wish you the best of luck in the application process. We look forward to hearing of your proposal being selected for funding.

Yours truly,



Joe Peitzmeier, Superintendent



St. John Nepomucene Catholic School
PO Box 10
130 North Front Street
Weston, NE 68070

April 7, 2022

Dr. Ted DeTurk - Administrator
Educational Service Unit 2
PO Box 649
Fremont, NE 68026

Dear Dr. DeTurk,

St. John Nepomucene Catholic School is pleased to be included and considered a supporting partner and participant in your efforts to improve services to students that demonstrate talents and gifts who may have previously gone underrepresented. We are thrilled that your organization is proposing new and better methods of identification of these students. In addition, we are also extremely excited about professional development for our teachers to improve how we will support talented and gifted students in the classroom. And finally, one of the most appealing aspects of this proposal is direct service to students. As a small and rural district, we simply do not have the capacity to address the many specific talents and gifts of individual students. By collaborating and providing such programming through the ESU, we know many more of our students will greatly benefit.

As detailed in your proposal, St. John Nepomucene Catholic School agrees to support and participate with you to develop and implement new methods of identifying, supporting, and serving talented and gifted students, most especially those previously underrepresented in talented and gifted programing.

We have a long history of working with the ESU to support programs that benefit our schools and look forward to intensifying those connections. We have no doubt that this program will provide extraordinary opportunities for our teachers and most importantly, our students in the classroom. Our district is most fortunate to have this opportunity.

I wish you the best of luck in the application process. We look forward to hearing of your proposal being selected for funding.



ST. WENCESLAUS

Catholic Elementary School

108 North Linden St.

Wahoo, NE 68066

Phone: 402.443.3336

April 7, 2022

Dr. Ted DeTurk - Administrator
Educational Service Unit 2
PO Box 649
Fremont, NE 68026

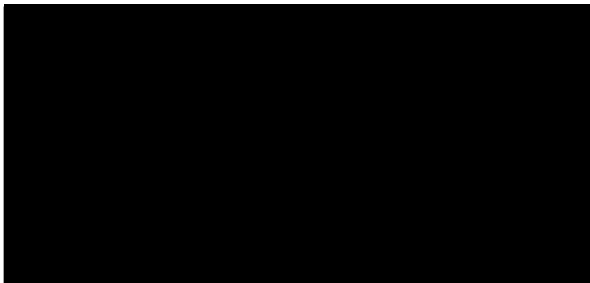
Dear Dr. DeTurk,

St. Wenceslaus Catholic School is pleased to be included and considered a supporting partner and participant in your efforts to improve services to students that demonstrate talents and gifts who may have previously gone underrepresented. We are thrilled that your organization is proposing new and better methods of identification of these students. In addition, we are also extremely excited about professional development for our teachers to improve how we will support talented and gifted students in the classroom. And finally, one of the most appealing aspects of this proposal is direct service to students. As a small and rural district, we simply do not have the capacity to address the many specific talents and gifts of individual students. By collaborating and providing such programming through the ESU, we know many more of our students will greatly benefit.

As detailed in your proposal, St. Wenceslaus Catholic School agrees to support and participate with you to develop and implement new methods of identifying, supporting, and serving talented and gifted students, most especially those previously underrepresented in talented and gifted programming.

We have a long history of working with the ESU to support programs that benefit our schools and look forward to intensifying those connections. We have no doubt that this program will provide extraordinary opportunities for our teachers and most importantly, our students in the classroom. Our district is most fortunate to have this opportunity.

I wish you the best of luck in the application process. We look forward to hearing of your proposal being selected for funding.





TEKAMAH-HERMAN COMMUNITY SCHOOLS

PREPARING TO CONTRIBUTE TO A CHANGING WORLD.

Dr. Ted DeTurk - Administrator
Educational Service Unit 2
PO Box 649
Fremont, NE 68026

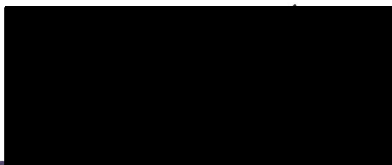
Dear Dr. DeTurk,

Tekamah-Herman Community Schools is pleased to be included and considered a supporting partner and participant in your efforts to improve services to students that demonstrate talents and gifts who may have previously gone underrepresented. We are thrilled that your organization is proposing new and better methods of identification of these students. In addition, we are also extremely excited about professional development for our teachers to improve how we will support talented and gifted students in the classroom. And finally, one of the most appealing aspects of this proposal is direct service to students. As a small and rural district, we simply do not have the capacity to address the many specific talents and gifts of individual students. By collaborating and providing such programming through the ESU, we know many more of our students will greatly benefit.

As detailed in your proposal, Tekamah-Herman Community Schools agrees to support and participate with you to develop and implement new methods of identifying, supporting, and serving talented and gifted students, most especially those previously underrepresented in talented and gifted programming.

We have a long history of working with the ESU to support programs that benefit our schools and look forward to intensifying those connections. We have no doubt that this program will provide extraordinary opportunities for our teachers and most importantly, our students in the classroom. Our district is most fortunate to have this opportunity.

I wish you the best of luck in the application process. We look forward to hearing of your proposal being selected for funding.





WAHOO PUBLIC SCHOOLS

2201 N. Locust St., Wahoo, NE 68066

Fax: (402) 443-4731 • www.wahooschools.org

"Inspiring Our Students to Thrive!"



Brandon Lavaley	Vernon Golladay	Marc Kaminski	Ben Kreifels	Robert Barry	Josh Snyder	Shelley Maass
Superintendent	High School Principal	Middle School Principal	Elementary Principal	Asst. Principal/AD	Dir. of Learning	Dir. of Student Services

April 5, 2022

Dr. Ted DeTurk - Administrator
Educational Service Unit 2
PO Box 649
Fremont, NE 68026

Dear Dr. DeTurk,

Wahoo Public Schools is pleased to be included and considered a supporting partner and participant in your efforts to improve services to students that demonstrate talents and gifts who may have previously gone underrepresented. We are thrilled that your organization is proposing new and better methods of identification of these students. In addition, we are also extremely excited about professional development for our teachers to improve how we will support talented and gifted students in the classroom. And finally, one of the most appealing aspects of this proposal is direct service to students. As a small and rural district, we simply do not have the capacity to address the many specific talents and gifts of individual students. By collaborating and providing such programming through the ESU, we know many more of our students will greatly benefit.

As detailed in your proposal, Wahoo Public Schools agrees to support and participate with you to develop and implement new methods of identifying, supporting, and serving talented and gifted students, most especially those previously underrepresented in talented and gifted programming.

We have a long history of working with the ESU to support programs that benefit our schools and look forward to intensifying those connections. We have no doubt that this program will provide extraordinary opportunities for our teachers and most importantly, our students in the classroom. Our district is most fortunate to have this opportunity.

I wish you the best of luck in the application process. We look forward to hearing of your proposal being selected for funding.

Sincerely,

Brandon Lavaley, Superintendent
Wahoo Public Schools

West Point Public Schools

1200 East Washington
West Point, Nebraska 68788

www.wpcadets.org

West Point Elementary

402-372-5507
402-372-5318 Fax

West Point-Beemer Middle & High School

402-372-5546
402-372-2252 Fax

District Office

402-372-5860
402-372-5458 Fax

April 4, 2022

Dr. Ted DeTurk - Administrator
Educational Service Unit 2
PO Box 649
Fremont, NE 68026

Dear Dr. DeTurk,

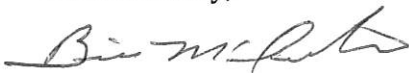
West Point Public Schools is pleased to be included and considered a supporting partner and participant in your efforts to improve services to students that demonstrate talents and gifts who may have previously gone underrepresented. We are thrilled that your organization is proposing new and better methods of identification of these students. In addition, we are also extremely excited about professional development for our teachers to improve how we will support talented and gifted students in the classroom. And finally, one of the most appealing aspects of this proposal is direct service to students. As a small and rural district, we simply do not have the capacity to address the many specific talents and gifts of individual students. By collaborating and providing such programming through the ESU, we know many more of our students will greatly benefit.

As detailed in your proposal, West Point Public Schools agrees to support and participate with you to develop and implement new methods of identifying, supporting, and serving talented and gifted students, most especially those previously underrepresented in talented and gifted programming.

We have a long history of working with the ESU to support programs that benefit our schools and look forward to intensifying those connections. We have no doubt that this program will provide extraordinary opportunities for our teachers and most importantly, our students in the classroom. Our district is most fortunate to have this opportunity.

I wish you the best of luck in the application process. We look forward to hearing of your proposal being selected for funding.

Educationally,



Bill McAllister

WISNER-PILGER PUBLIC SCHOOLS

801 18th St.
P.O. Box 580
Wisner, Nebraska 68791

WISNER-PILGER ELEMENTARY SCHOOL
(402) 529-6465

JUNIOR-SENIOR HIGH SCHOOL
(402) 529-3249

OFFICE OF SUPERINTENDENT
(402) 529-3248

April 4, 2022

Dr. Ted DeTurk - Administrator
Educational Service Unit 2
PO Box 649
Fremont, NE 68026

Dear Dr. DeTurk,


Wisner-Pilger Public Schools is pleased to be included and considered a supporting partner and participant in your efforts to improve services to students that demonstrate talents and gifts who may have previously gone underrepresented. We are thrilled that your organization is proposing new and better methods of identification of these students. In addition, we are also extremely excited about professional development for our teachers to improve how we will support talented and gifted students in the classroom. And finally, one of the most appealing aspects of this proposal is direct service to students. As a small and rural district, we simply do not have the capacity to address the many specific talents and gifts of individual students. By collaborating and providing such programming through the ESU, we know many more of our students will greatly benefit.

As detailed in your proposal, Wisner-Pilger Public Schools agrees to support and participate with you to develop and implement new methods of identifying, supporting, and serving talented and gifted students, most especially those previously underrepresented in talented and gifted programming.

We have a long history of working with the ESU to support programs that benefit our schools and look forward to intensifying those connections. We have no doubt that this program will provide extraordinary opportunities for our teachers and most importantly, our students in the classroom. Our district is most fortunate to have this opportunity.

I wish you the best of luck in the application process. We look forward to hearing of your proposal being selected for funding.

Yours truly,



Chad Boyer, Superintendent



YUTAN PUBLIC SCHOOLS

1200 Second Street
Yutan, Nebraska 68073

Superintendent	(402) 625-2243
High School Principal	(402) 625-2241
Elementary Principal	(402) 625-2141
Athletic Director	(402) 625-2241

Fax: (402) 625-2812 - High School

Fax: (402) 625-2462 - Elementary

April 4, 2022

Dr. Ted DeTurk - Administrator
Educational Service Unit 2
PO Box 649
Fremont, NE 68026

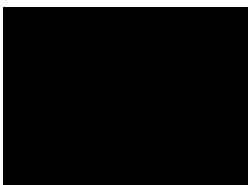
Dear Dr. DeTurk,

Yutan Public School is pleased to be included and considered a supporting partner and participant in your efforts to improve services to students that demonstrate talents and gifts who may have previously gone underrepresented. We are thrilled that your organization is proposing new and better methods of identification of these students. In addition, we are also extremely excited about professional development for our teachers to improve how we will support talented and gifted students in the classroom. And finally, one of the most appealing aspects of this proposal is direct service to students. As a small and rural district, we simply do not have the capacity to address the many specific talents and gifts of individual students. By collaborating and providing such programming through the ESU, we know many more of our students will greatly benefit.

As detailed in your proposal, Yutan Public School agrees to support and participate with you to develop and implement new methods of identifying, supporting, and serving talented and gifted students, most especially those previously underrepresented in talented and gifted programming.

We have a long history of working with the ESU to support programs that benefit our schools and look forward to intensifying those connections. We have no doubt that this program will provide extraordinary opportunities for our teachers and most importantly, our students in the classroom. Our district is most fortunate to have this opportunity.

I wish you the best of luck in the application process. We look forward to hearing of your proposal being selected for funding.



Quality Education Leads to a Quality Life

PR/Award # S206A220037

Page e84

Rural Exceptional Student Talent Opportunities, Resources, & Experiences (RESTORE)
Educational Service Unit 2

ESU 2 RESTORE Logic Model

Inputs- resources	Inputs- activities	Outputs	Short Term Outcome	Intermediate Outcome	Long Term Outcome
<p>Previous research studies on instructional coaching, student mentoring, project-based learning, and</p> <p>Knowledge gained over past years of arts PD projects involving instructional coaching</p> <p>.50 FTE project director with extensive grant/project development experience and 1 FTE project coordinator/instructional coach</p> <p>2.0 FTE Mentor and summer activity with established connections across the region and state</p> <p>Wayne State College graduate department</p> <p>15partner districts</p> <p>Guskey’s studies of effective PD</p> <p>Schlectly’s studies on student engagement</p>	<p>Development of new tools for TAG identification for Rural schools to better serve underrepresented populations</p> <p>MTSS/differentiated lesson development PD in face-to-face and on-line modules</p> <p>“Student centered coaching cycle” (Diane Sweeney) that begins with PD, goal setting, in class modeling, co-teaching and finally independent practice with observation. Each phase includes debrief either in person or via internet.</p> <p>Content partners including UNL Extension and 4H, Nebraska Arts Council, Nebraska Association for the Gifted</p> <p>Mentoring programs, clubs, activities, field experiences and camps for students</p> <p>Sustainability team & plan for long term outcomes of this project.</p>	<p>People Served</p> <p>Over 75 teachers trained serving over 7,700 students</p> <p>15 districts in the ESU 2 service region.</p> <p>New TAG identification tools for underrepresented students.</p> <p>Materials/Resources</p> <p>Create network of teachers trained in MTSS/ Differentiated instruction to support TAG students</p> <p>20 new HAL endorsed educators in the region</p> <p>Highly effective PD sessions shared via established statewide networks</p> <p>Sustainability plan to ensure long term outcomes of this project.</p>	<p>Increased teacher knowledge of TAG needs, skills, integration strategies, teaching best practices and technology</p> <p>Teachers engage in goal setting and coaching cycle to continuously improve their practice</p> <p>Teachers participate in regular reflective process</p> <p>Teachers begin to use effective teaching strategies learned in project</p> <p>Improved student behavior & attitudes about school and projects, clubs, camps, and experiences</p> <p>Students are more successful in school</p>	<p>Underrepresented students identified as TAG with new tools</p> <p>Teachers regularly implement MTSS/differentiated lessons</p> <p>Teachers use effective teaching strategies learned in project PD and supported by in-class coaching</p> <p>Increased time students do projects</p> <p>Students demonstrate higher levels of engagement</p> <p>Students demonstrate increased use of higher-level thinking.</p> <p>Increase # of students meeting or exceeding standards on NE MAP assessment</p> <p>More TAG students being served in clubs, camps, projects, experiences</p>	<p>Teachers sustain use of teaching practices including higher order thinking practices through MTSS/ differentiated lessons</p> <p>20 certified HAL teachers across the region.</p> <p>Teachers sustain use of effective teaching strategies learned in PD and supported through in-class coaching—without additional support</p> <p>Sustain increased time doing projects across the curriculum</p> <p>RESTORE treatment student scores on the NE MAP Assessment will increase from 2022 baseline by 50% more than students not in TAG.</p> <p>Sustained increased student use of higher level thinking and creativity</p>
<p>Process Evaluation: Using data determine to what level RESTORE is meeting goals. Determining what works/doesn’t work using the Fidelity Matrix. Are there unintended outcomes? If so, what are they? How do we respond?</p>			<p>Impact Evaluation: Judging the Merit/Worth of the project. Did it achieve project goals? If so, can the evaluation determine a strong causal relationship. Did the project outcomes result in “evidence of promise”?</p>		

High Ability Project Proposal

17 responses

[Publish analytics](#)

Please enter the name of your school district.

17 responses

Mead Public Schools

Guardian Angels Central Catholic-West Point Beemer Public Schools

Tekamah-Herman

Wisner-Pilger Public Schools

Bancroft-Rosalie Community School

Saunders Catholic Schools - Bishop Neumann, St. Wenceslaus, St. John Nepomucene

Cedar Bluffs

Oakland-Craig

Scribner-Snyder Community Schools



Please enter the name of the person completing this survey.

17 responses

PJ Quinn

Kate Hagemann

Dan Gross

Chad Boyer

Jon Cerny

Fr. Lee Jirovsky

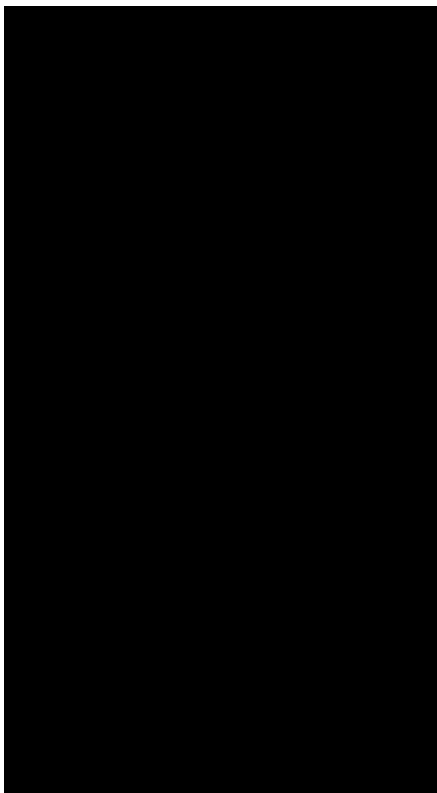
Harlan Ptomey

Jess Bland

Joe Peitzmeier

Please enter the e-mail address of the person completing this survey.

17 responses



Please enter the job description of the person completing this survey.

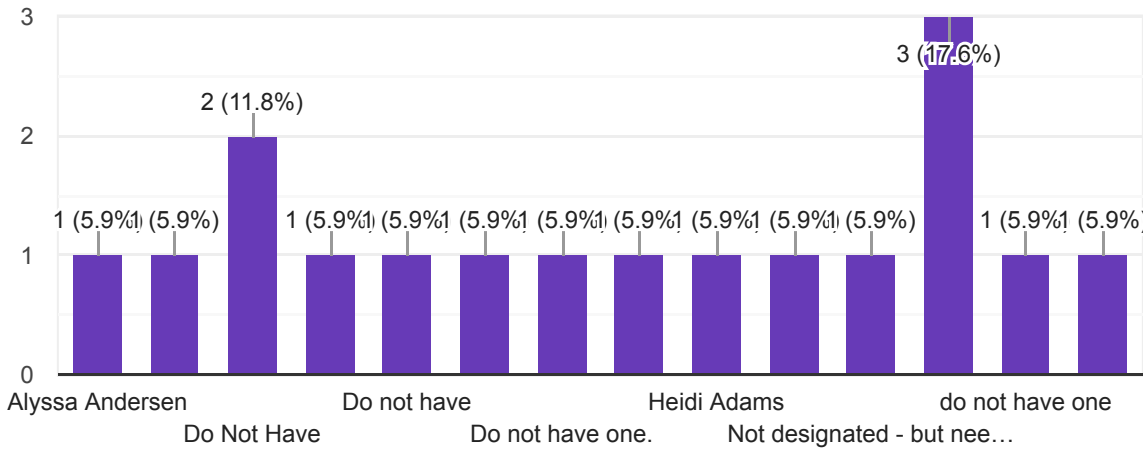
17 responses

- Superintendent
- Principal
- Chief Administrative Officer
- superintendent
- Elementary Administrator
- Supt.

Who is your current HAL coordinator. If you do not have a HAL coordinator, please simply answer do not have.

 Copy

17 responses



How are your current HAL students served? Please check all that apply.

0 responses

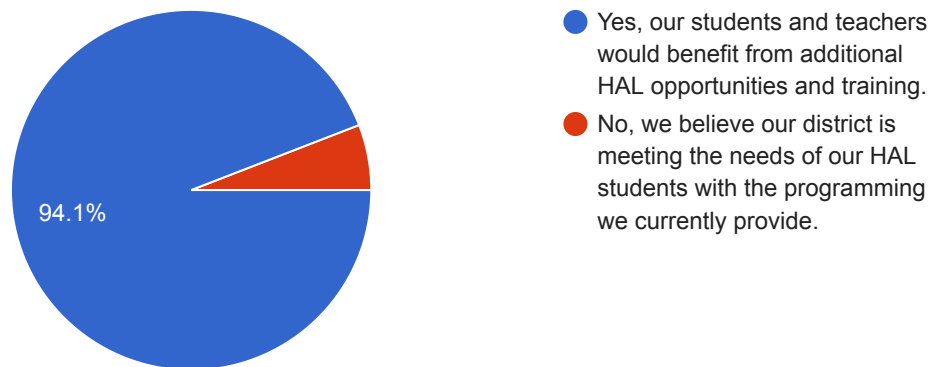
No responses yet for this question.



ESU 2 is planning to submit a federal grant to support HAL education in ESU 2 rural districts. Do you believe your district would benefit from ESU 2 HAL programing and teacher education?



17 responses

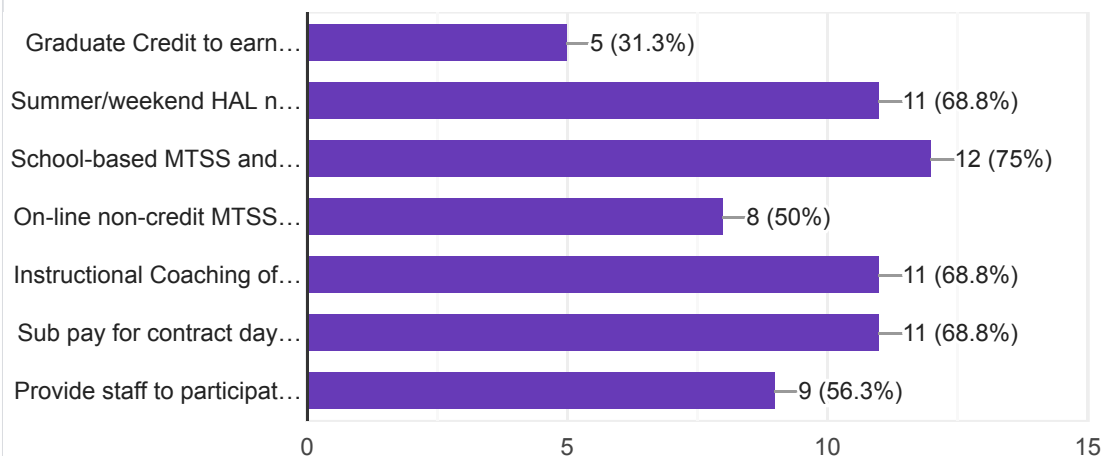


Teacher Development

What teacher training opportunities would you support. Check all that apply.



16 responses



If you selected "other" above, please explain.

0 responses

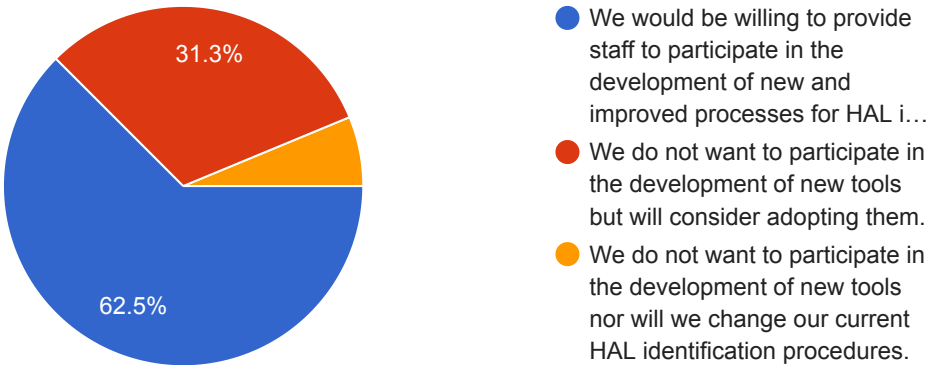
No responses yet for this question.



Part of the grant requirement is to develop new and improved methods of identifying underrepresented high ability learners. Please indicate your level of involvement/interest in this process.



16 responses

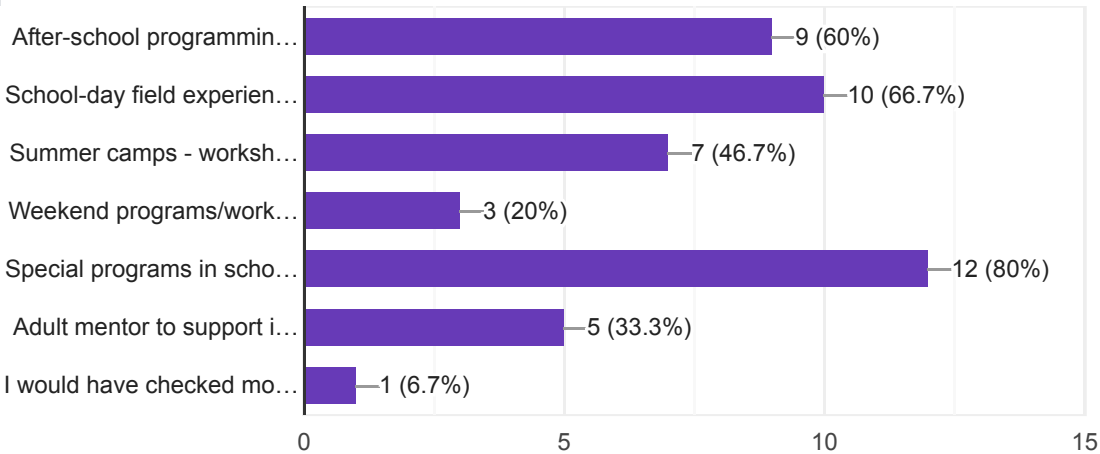


Student Opportunities

The grant requires that services to previously underrepresented students be provided. These groups include but are not limited to; dual-exceptional students (students with IEP or 504 plans but that also display talent or ability in other areas), students with talent or ability in the arts, agriculture, industrial technology, gaming, computer coding, etc. that do not meet the current district HAL achievement requirements. Please check all opportunities you would support for your students.



15 responses




If you marked "other", please elaborate.

1 response

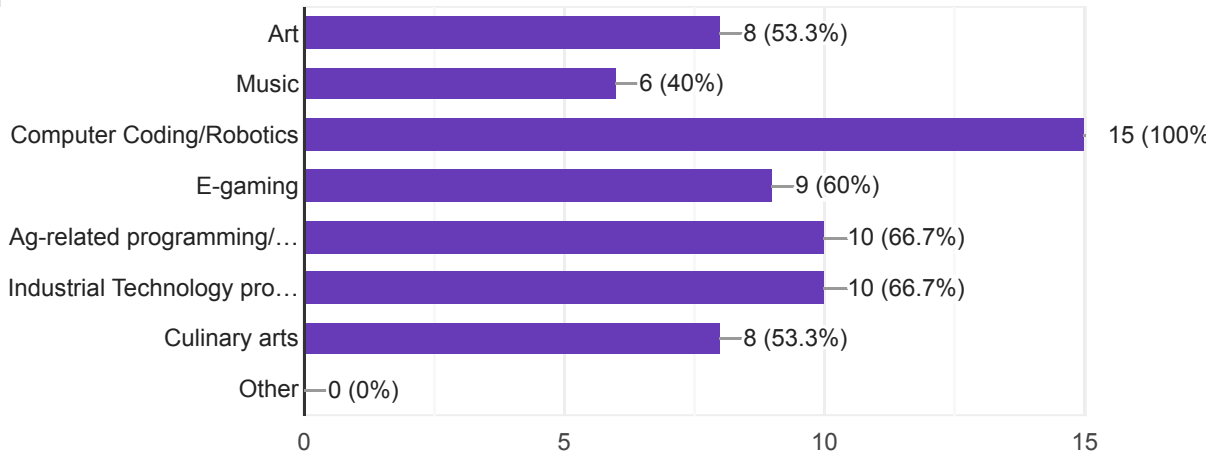
see above.. I would do most all of the above if we had money and time for it



Please indicate the topics/areas most likely to interest your students/district for new or additional programming.

 Copy

15 responses



If you marked "other" above, please elaborate.

2 responses

- None
- didn't mark other, but it made me put this in.. LOL

Do you have any other comments, suggestions, or questions? If so, please provide them below.

15 responses

no

None

N/A

Afterschool programming and summer enrichment activities

We look forward to the opportunity to provide our students with accelerated and exceptional learning modules that will enhance their experiences and prepare them for a diverse and collaborative environment, whether they pursue higher education or enter the workforce. Successful students of the 21st century will master the ability to effectively problem solve and communicate ideas in a multitude of mediums. A High Ability Learning platform will only expand those abilities for our students.

NA

We do not have any district funds so the items marked above would have to be covered in a

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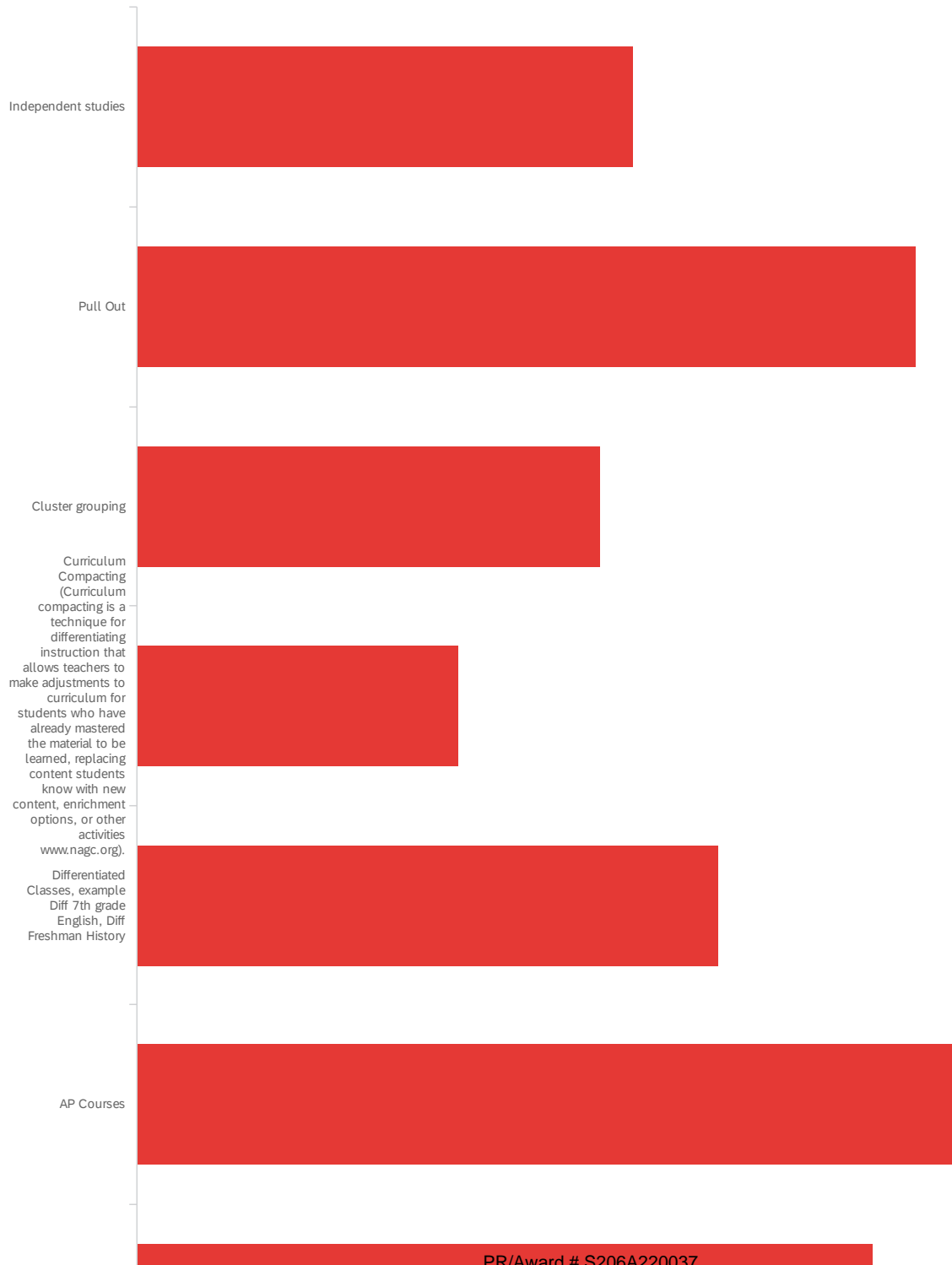
Default Report

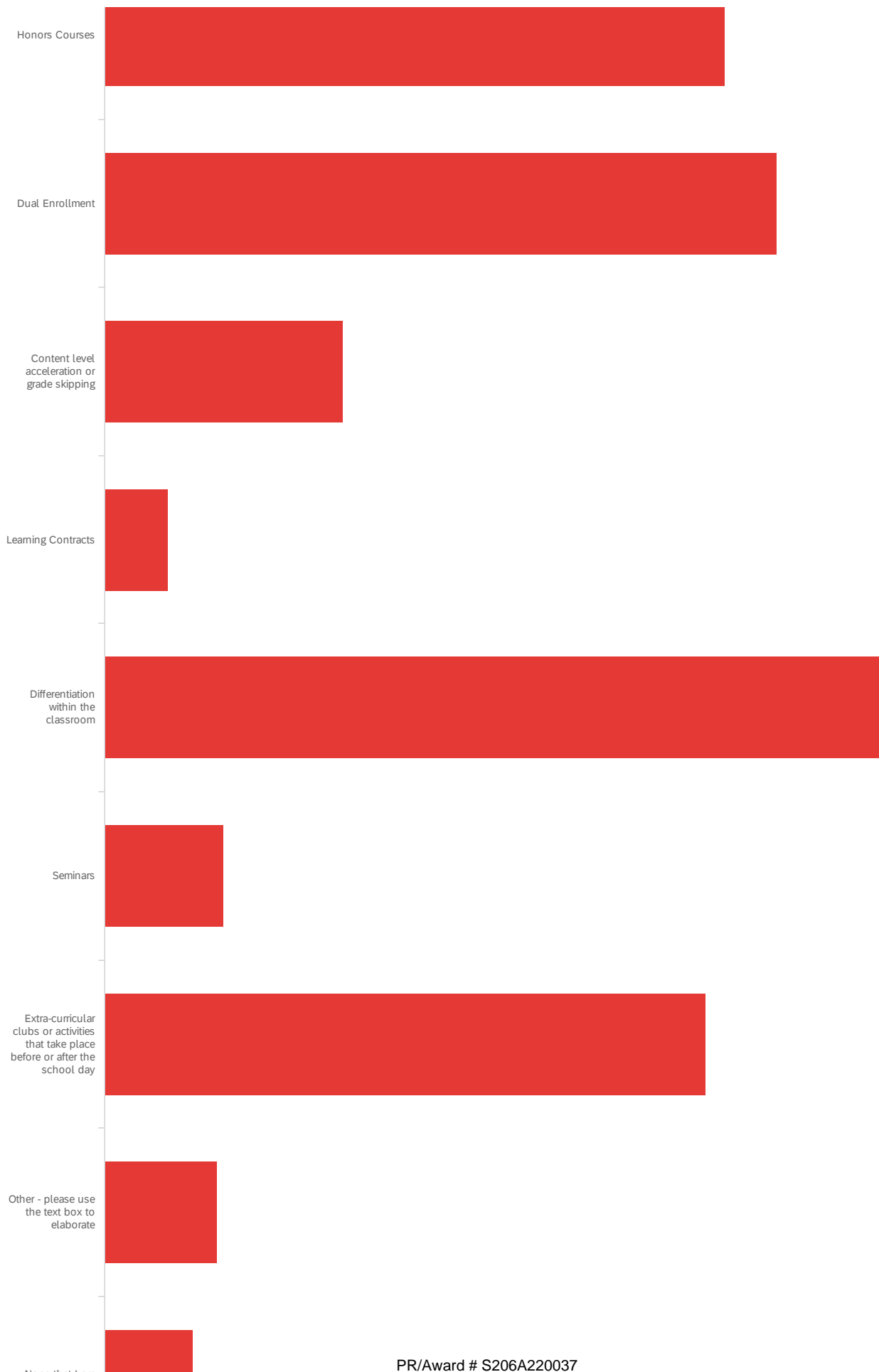
Gifted and Talented and Twice Exceptional Learner Staff Development Survey

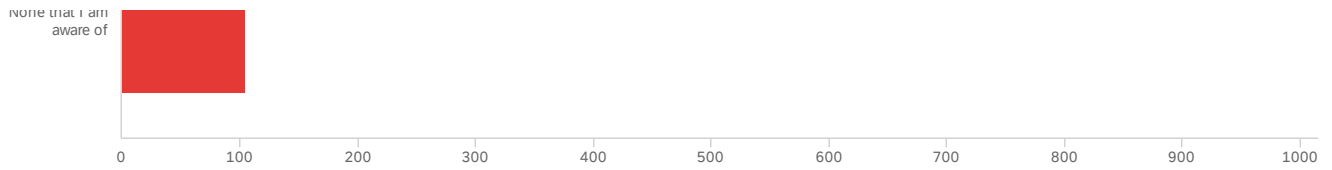
April 6, 2022 9:45 AM MDT

Q10 - Does your school or district have specialized programs for gifted and talented (g/t)

or high ability learners (hal)? Please mark all that apply.





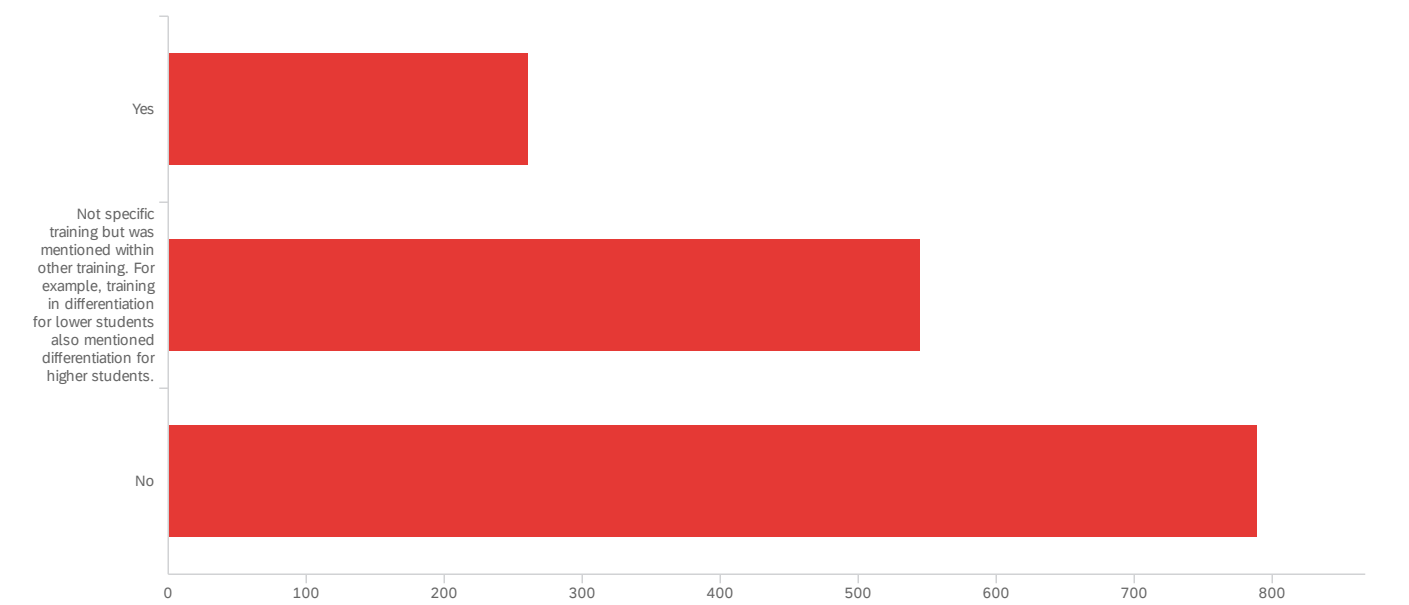


#	Field	Choice Count
1	Independent studies	6.74% 499
2	Pull Out	10.57% 783
3	Cluster grouping	6.29% 466
4	Curriculum Compacting (Curriculum compacting is a technique for differentiating instruction that allows teachers to make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities www.nagc.org).	4.36% 323
5	Differentiated Classes, example Diff 7th grade English, Diff Freshman History	7.90% 585
6	AP Courses	11.18% 828
7	Honors Courses	9.99% 740
8	Dual Enrollment	10.83% 802
9	Content level acceleration or grade skipping	3.83% 284
10	Learning Contracts	1.01% 75
11	Differentiation within the classroom	12.48% 924
12	Seminars	1.90% 141
13	Extra-curricular clubs or activities that take place before or after the school day	9.68% 717
14	Other - please use the text box to elaborate	1.81% 134
15	None that I am aware of	1.42% 105
		7406

Showing rows 1 - 16 of 16

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Q20 - In the last three years, have you received professional development from your school or district regarding gifted and talented (g/t) or high ability students (hal)? Please consider any and all pd that might apply.

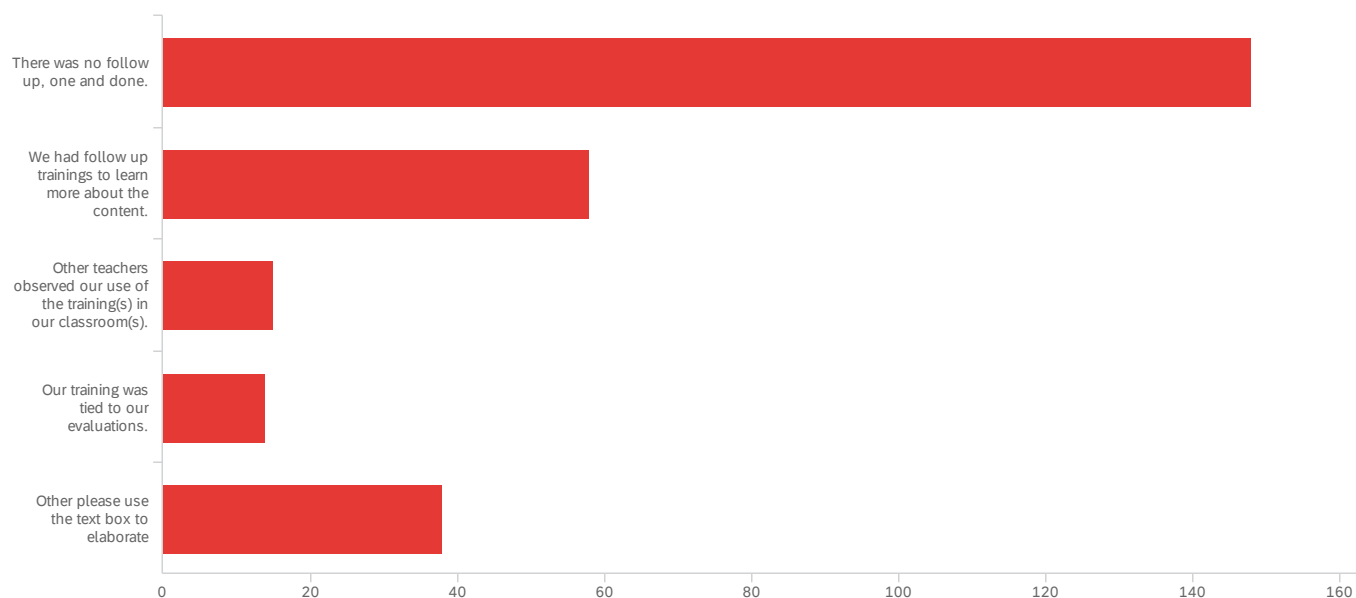


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	In the last three years, have you received professional development from your school or district regarding gifted and talented (g/t) or high ability students (hal)? Please consider any and all pd that might apply.	2.00	4.00	3.33	0.74	0.55	1,595

#	Field	Choice Count
2	Yes	16.36% 261
3	Not specific training but was mentioned within other training. For example, training in differentiation for lower students also mentioned differentiation for higher students.	34.17% 545
4	No	49.47% 789
		1595

Showing rows 1 - 4 of 4

Q23 - How was this training followed up?



#	Field	Choice Count
1	There was no follow up, one and done.	54.21% 148
2	We had follow up trainings to learn more about the content.	21.25% 58
3	Other teachers observed our use of the training(s) in our classroom(s).	5.49% 15
4	Our training was tied to our evaluations.	5.13% 14
5	Other please use the text box to elaborate	13.92% 38
		273

Showing rows 1 - 6 of 6

Q9_5_TEXT - Other

Other please use the text box to elaborate

Our Diff/GT/Hal facilitator/coach is available to learn more and help us with the process. This was fairly recent.

No formal follow up, but continued training sessions during teach work days.

Repeated every 3 years or so

We will have training in the future. We just have not had training for it yet.

Having check-ins with other teachers to discuss the new strategies.

additional trainings were offered and we were allowed to choose the path that we felt would be the most beneficial for our students

Other please use the text box to elaborate

newsletters, emails after training

Renewal classes for each of Reading and Math every five years at a minimum

The Gifted and Talented teacher spoke with me and shared some documents with me that related to what the Gifted and Talented students would be doing.

v

The training was last week so there's been very little time for follow up.

have a follow up session later this semester

Depends on what the training was.

Speak with administration. Receive email newsletters from keynote speakers.

Additional NAG conferences

Once we have the training, we ALWAYS have the option to visit with a gifted facilitator in our building, or district. We are always welcome to call or email with questions or for help. Our facilitators will come and plan with us, model teaching for us, meet with small groups with us, whatever it is we need. The training is a must, and there is no follow up, but we also know that the resources are always at our fingertips, as is any type of help we need or want with the differentiated curriculum.

We had this a few weeks ago & will follow up later

The suggestions and strategies were emailed to staff, that was it.

I followed up with the HAL teacher I met with

Weekly planning with gifted facilitator

I had to go through the AP re-certification process.

Classroom testing to help identify students who qualify.

We shared/presented information that we learned to staff.

I earned my degree and I am hopeful I will be moved to a G/T position.

It was a one and done, but only because of COVID.

I just received this training this year/quarter, so I have yet to follow up. I wouldn't say it was one and done; I would just say that not enough time has passed.

We use AP testing and Dual Enrollment at our school

ongoing training during staff meetings.

Other please use the text box to elaborate

training was 2 different days.....Gifted facilitator checks often seeing how we are doing.

We have expectations to show in our lessons plans these alternatives for HAL. We also monthly collaborate with cohorts that teach HAL students as well.

There is a follow up training scheduled in Feb. of 2022.

Teachers who use the gifted curriculum are expected to retake the course every 5 years.

These training are part of required staff deveopment, training for specific positions, and teacher choice. Required trainings, many times are followed up with classroom visits, modeled lessons and planning discussion and assistance. Some trainings, such as number systems or information on anxiety, are one and done types.

We just had the training a month ago so there hasn't been much time yet.

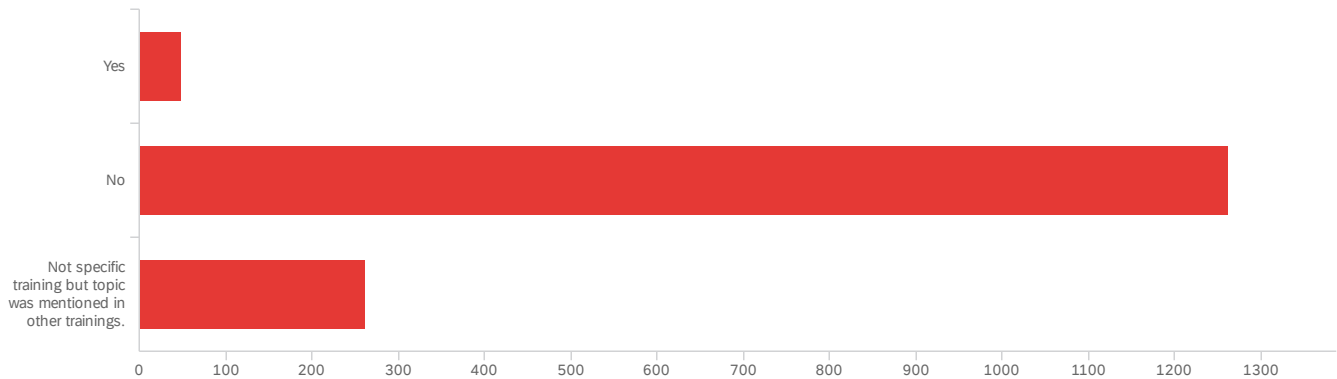
We regularly receive updates and a newsletter about HAL activities in our building

It was a tenure class.

several trainings had follow up

We have gifted facilitators in our schools that are available to answer questions, provide feedback, and offer support when needed.

Q26 - In the last three years, have you received professional development from your school or district regarding Twice Exceptional (students who are identified as gifted or talented or high ability learners and receive special education services)? Please consider any and all pd that might apply.

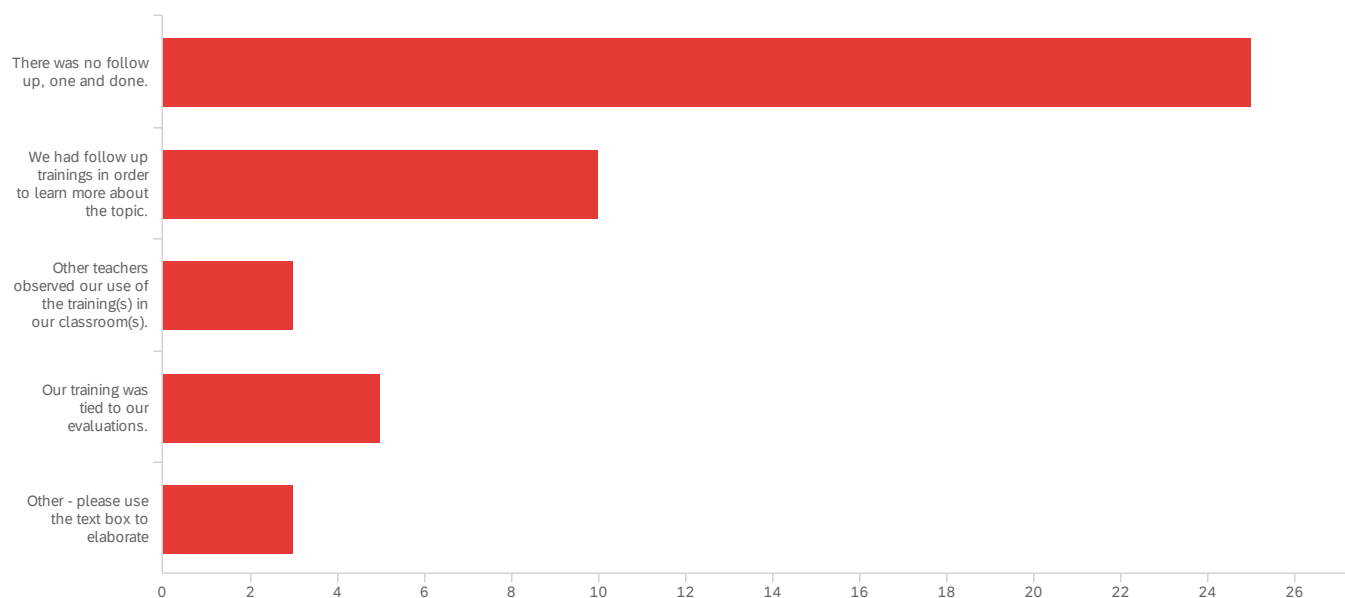


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	In the last three years, have you received professional development from your school or district regarding Twice Exceptional (students who are identified as gifted or talented or high ability learners and receive special education services)? Please consider any and all pd that might apply.	1.00	3.00	2.14	0.42	0.18	1,572

#	Field	Choice Count
1	Yes	3.05% 48
2	No	80.28% 1262
3	Not specific training but topic was mentioned in other trainings.	16.67% 262
		1572

Showing rows 1 - 4 of 4

Q30 - How was this training followed up?



#	Field	Choice Count
1	There was no follow up, one and done.	54.35% 25
2	We had follow up trainings in order to learn more about the topic.	21.74% 10
3	Other teachers observed our use of the training(s) in our classroom(s).	6.52% 3
4	Our training was tied to our evaluations.	10.87% 5
5	Other - please use the text box to elaborate	6.52% 3
		46

Showing rows 1 - 6 of 6

Q11_5_TEXT - Other

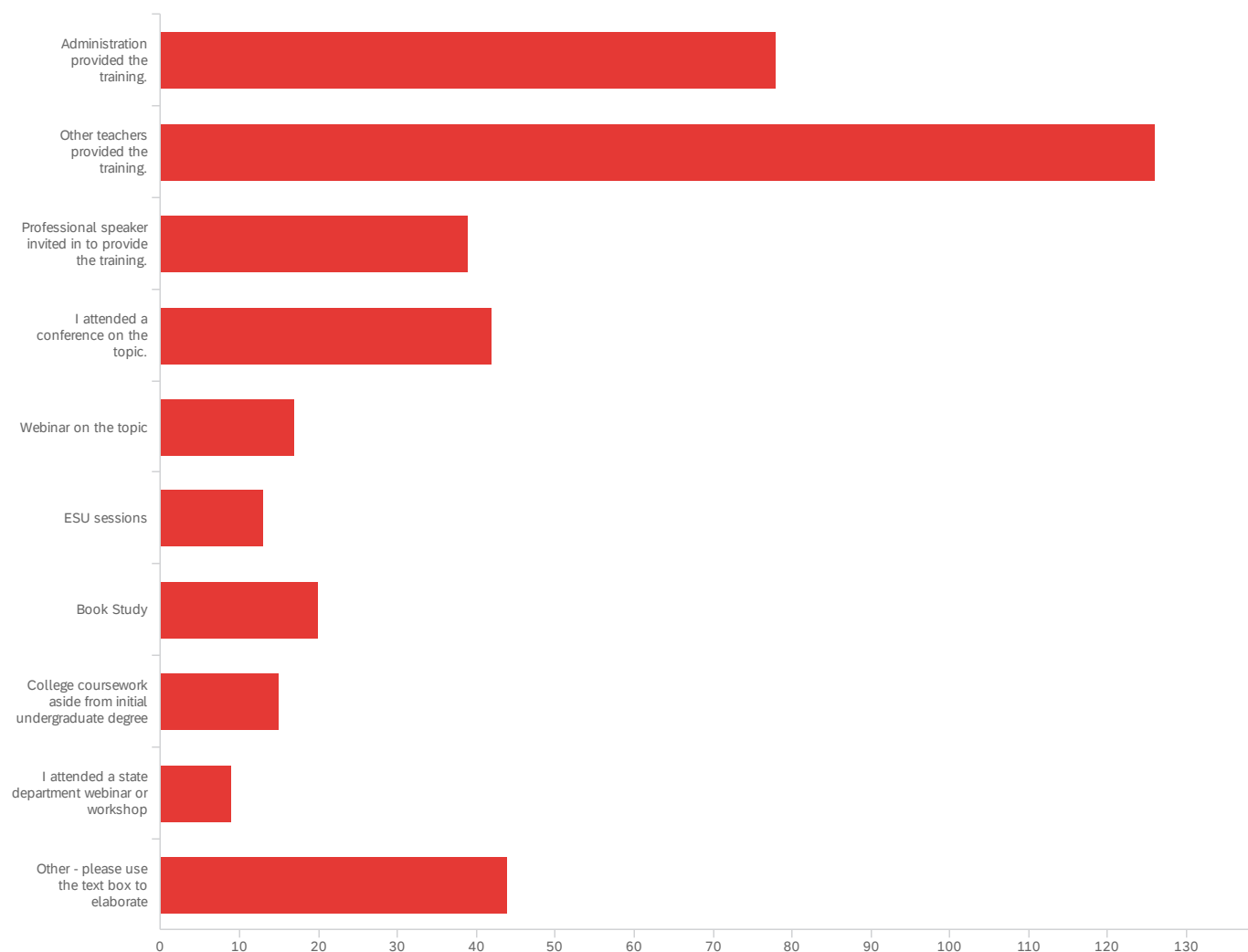
Other - please use the text box to elaborate

Additional training opportunities were provided to dive deeper into the topic. There is no formal follow up,.

Follow up for grades 3 - 6

wkly mtg

Q24 - Who provided the training? Please mark all that apply within the last three years.



#	Field	Choice Count
1	Administration provided the training.	19.35% 78
2	Other teachers provided the training.	31.27% 126
3	Professional speaker invited in to provide the training.	9.68% 39
4	I attended a conference on the topic.	10.42% 42
5	Webinar on the topic	4.22% 17
6	ESU sessions	3.23% 13
7	Book Study	4.96% 20
8	College coursework aside from initial undergraduate degree	3.72% 15
9	I attended a state department webinar or workshop	2.23% 9

#	Field	Choice Count
10	Other - please use the text box to elaborate	10.92% 44

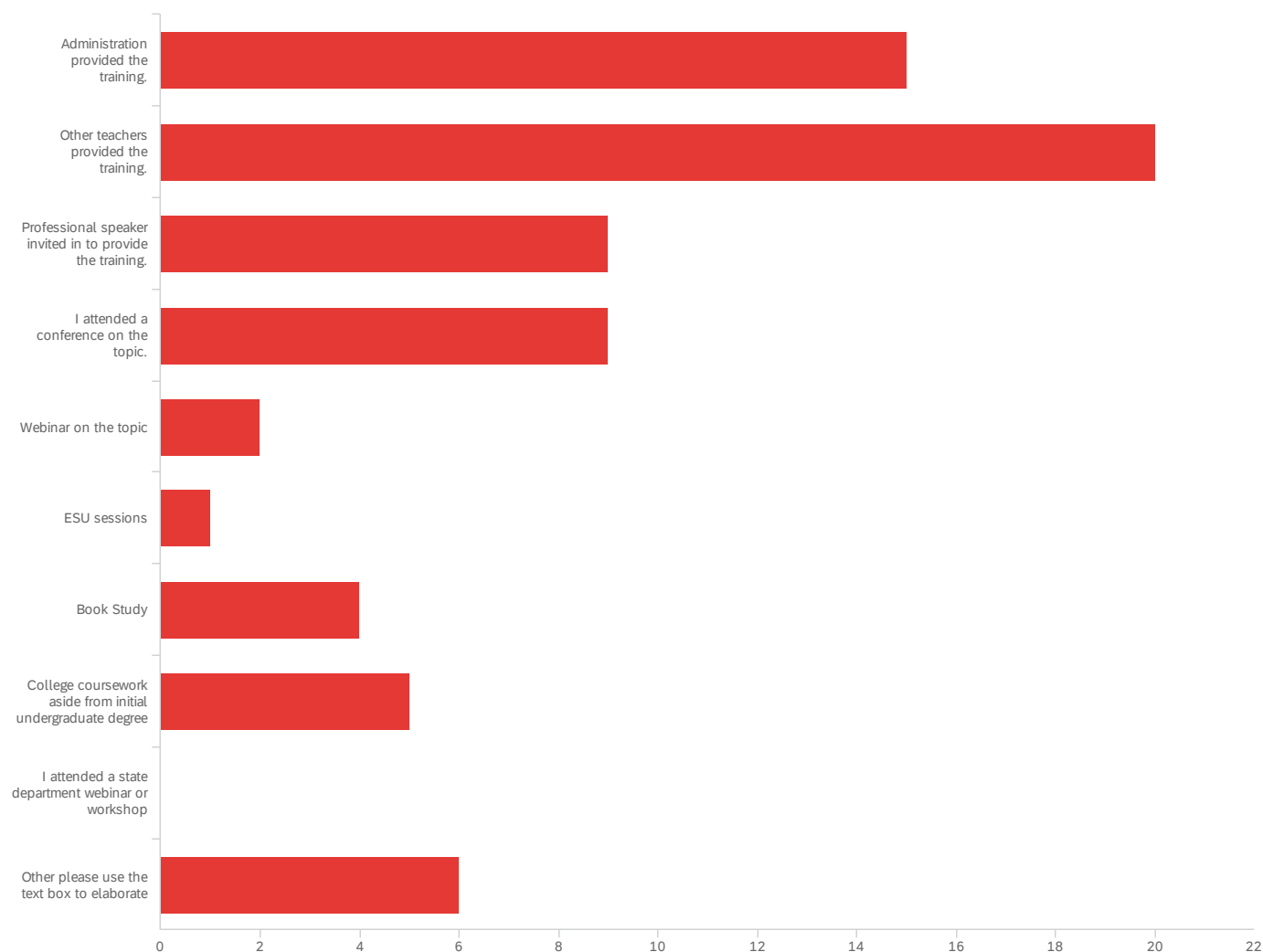
403

Showing rows 1 - 11 of 11

Q12_9_TEXT - Other

WIDGET_ERROR.ERROR

Q29 - Who provided the training? Please mark all that apply within the last three years.



#	Field	Choice Count
1	Administration provided the training.	21.13% 15
2	Other teachers provided the training.	28.17% 20
3	Professional speaker invited in to provide the training.	12.68% 9
4	I attended a conference on the topic.	12.68% 9
5	Webinar on the topic	2.82% 2
6	ESU sessions	1.41% 1
7	Book Study	5.63% 4
8	College coursework aside from initial undergraduate degree	7.04% 5
9	I attended a state department webinar or workshop	0.00% 0

#	Field	Choice Count
10	Other please use the text box to elaborate	8.45% 6

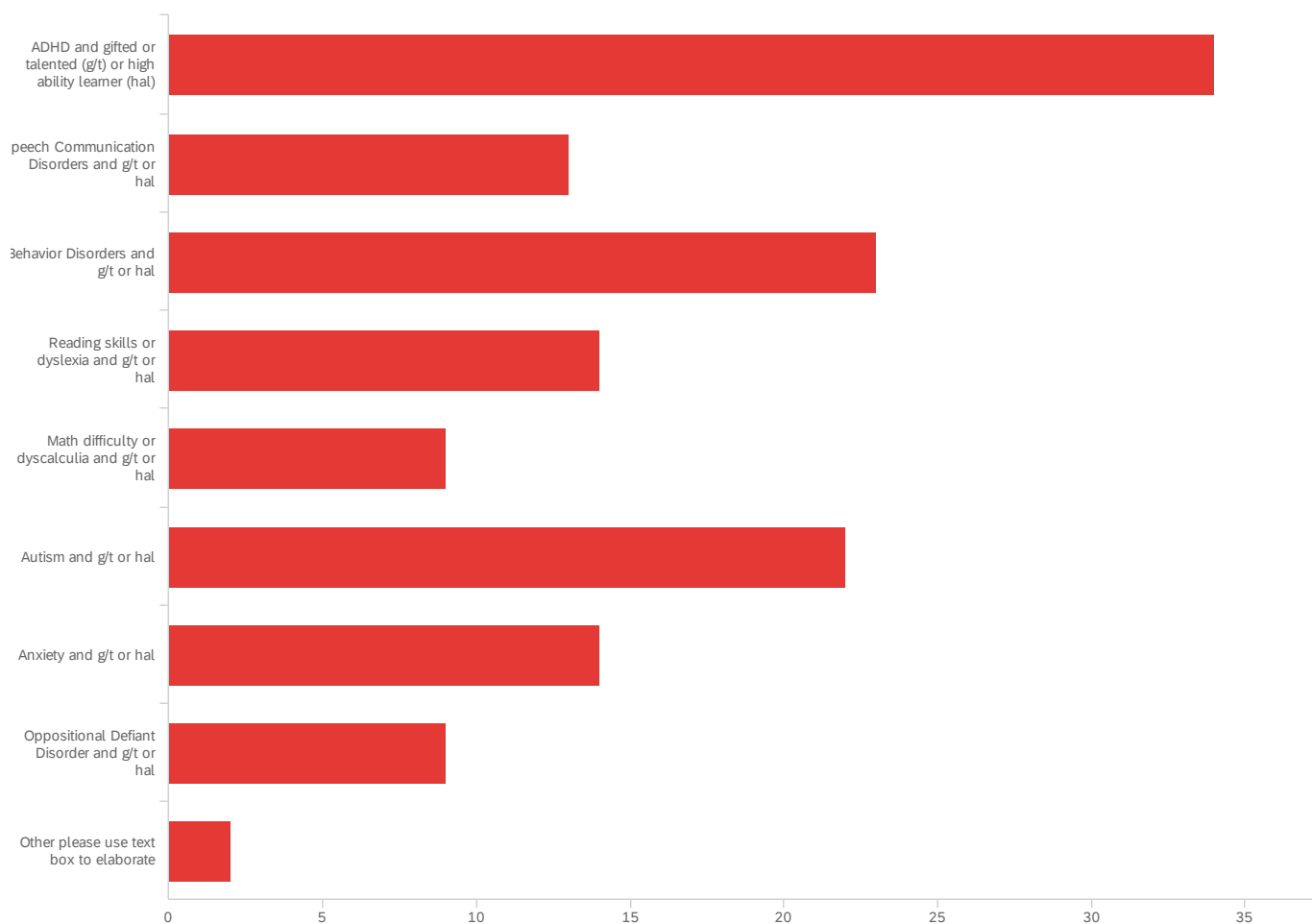
71

Showing rows 1 - 11 of 11

Q13_9_TEXT - Other

WIDGET_ERROR.ERROR

Q28 - Twice Exceptional Learner (2E) training focused on what kinds of learners?



#	Field	Choice Count
1	ADHD and gifted or talented (g/t) or high ability learner (hal)	24.29% 34
2	Speech Communication Disorders and g/t or hal	9.29% 13
3	Behavior Disorders and g/t or hal	16.43% 23
4	Reading skills or dyslexia and g/t or hal	10.00% 14
5	Math difficulty or dyscalculia and g/t or hal	6.43% 9
6	Autism and g/t or hal	15.71% 22
7	Anxiety and g/t or hal	10.00% 14
8	Oppositional Defiant Disorder and g/t or hal	6.43% 9
9	Other please use text box to elaborate	1.43% 2
		140

Showing rows 1 - 10 of 10

PR/Award # S206A220037

Page e106

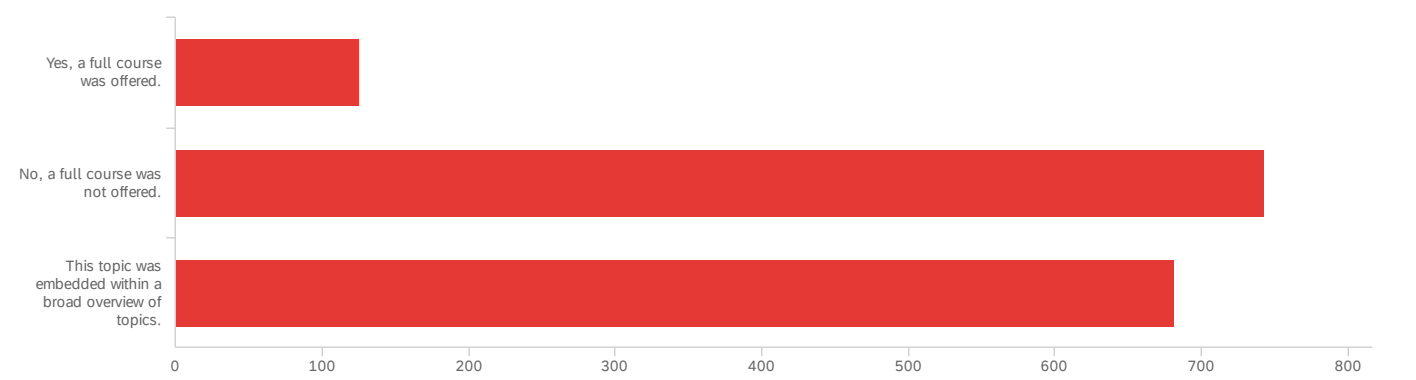
Q16_9_TEXT - Other please use text box to elaborate

Other please use text box to elaborate

These were all discussed, but not at enough depth as time in training did not allow.

NCAPS training includes opportunities for ALL students

Q32 - Did your pre-service teacher training program require classes on gifted and talented (g/t) or high ability learners (hal)?

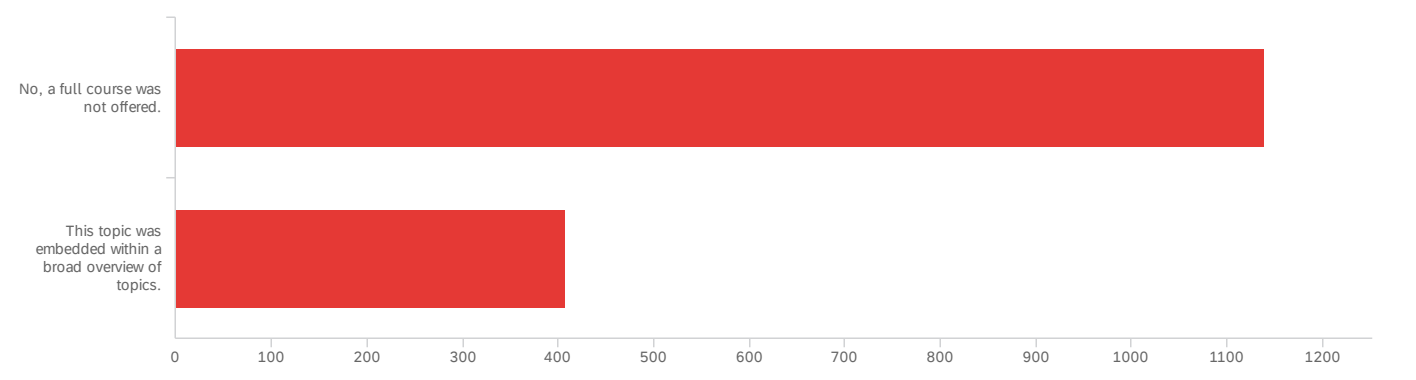


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Did your pre-service teacher training program require classes on gifted and talented (g/t) or high ability learners (hal)?	1.00	3.00	2.36	0.63	0.39	1,550

#	Field	Choice	Count
1	Yes, a full course was offered.	8.06%	125
2	No, a full course was not offered.	47.94%	743
3	This topic was embedded within a broad overview of topics.	44.00%	682
			1550

Showing rows 1 - 4 of 4

Q33 - Did your pre-service teacher training program require classes on twice exceptional learners?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Did your pre-service teacher training program require classes on twice exceptional learners?	1.00	2.00	1.26	0.44	0.19	1,547

#	Field	Choice Count
1	No, a full course was not offered.	73.63% 1139
2	This topic was embedded within a broad overview of topics.	26.37% 408
		1547

Showing rows 1 - 3 of 3

Q34 - What kind of professional development would you like to receive in either areas, high ability/gifted talented or twice exceptional learners? For example, identification of these learners, differentiation for these learners, acceleration, curriculum compacting, social emotional needs of these learners, or any other topic. Please use the text box to elaborate.

What kind of professional development would you like to receive in either a...

Best methods to challenge these students within the classroom. This would be beneficial for newer teachers, but I'm sure seasoned teachers would learn something also.

Push in to the classroom model information and resources in Spanish.

Differentiating between gifted and high ability

Identification and an accelerated program/plan to ensure their needs are being met!

I feel like I have educated myself through conferences, speakers, books, professional online networks, etc. I would love a yearly update on what has been done federally and the state level in terms of changes in law or process.

How best to instruct these students. How to provide challenging materials in a normal classroom.

identification

I would like to learn more about the identification of high ability/gifted learners. I would also like to learn more about the value of identification at various ages (ex. if a learner was identified as a kindergartner or 1st grader based just on teacher and parent input - how valid is that as the learner progresses to middle school and beyond).

Social-emotional needs would be very helpful, especially with students identified gifted/ED.

Anything would be of help.

We have so many different types of classes for these learners in our district already. We need to implement PD for students who have IEP's.

Anything and everything! I have not had much training on supporting the needs of high learners.

differentiation for these learners, acceleration, curriculum compacting, social emotional needs of these learners, or any other topic

Identification of students and how to have a program in such a small school with limited funding

identification of these learners, what to do if you have them, precise activities/lessons that we can make and take or practice that same day

What kind of professional development would you like to receive in either a...

Differentiation

I had a lot of this while I taught in Texas, although a reminder might be nice.

I would like to learn about differentiation.

how to better differentiate in the classroom

All of the suggested. As a reading teacher I usually work with the other end of the spectrum but I see so many students that are not being pushed who have the ability or are being held back by doing what everyone else is doing.

Differentiation - learning how to cater and challenge those students without adding more work. (To clarify Q32 and Q33, I have taught for 28 years total (other states besides NE) so my college courses were a long time ago.

I'm not sure

I'm always up for learning as long as I am able to apply what I have learned. I don't want theoretical stuff without any real life application.

Identifying these students more accurately! Acceleration and curriculum compacting

ID and differentiation and compacting

I think it would be interesting and helpful to learn about their social and emotional needs.

I'd like to learn how to recognize & what to do with those students that are above & beyond the curriculum.

How to properly differentiate for these students beyond letting them complete their exit tickets (for example) independently. Much of the focus is placed on struggling learners, as it should, but I would like to support my teachers in being able to properly differentiate for their high ability learners, too, rather than just letting them work on grade-level content independently.

curriculum, social emotional needs, and

Differentiation for these learners

None

Identification and advocacy

What we can do to challenge in the classroom since we do not have a program.

Differentiation

Project based learning that can be independent for kids

Differentiation for these learners (Especially if they do not get the chance to be pulled in an alternative program)

Really, not much as I have had training in the past along with working with such students as our school is a quasi-magnet school for such students in our district.

What kind of professional development would you like to receive in either a...

Identifying twice exceptional learners

Identification of these learners along with ideas/lessons/curriculum, etc. for differentiation purposes for these learners.

I would like to know what my school does and know what I am expected to do with these students in my class, or how to refer them.

behavior, acceleration, s/e needs

ways to to keep these students engaged through the mundane tasks that must be done even though they find it boring and in addition what I can supplement their learning with to make it more challenging and engage for them

Identification of learners and differentiation

Not sure

It's great to receive training in identification of these learners, differentiation for these learners, acceleration, curriculum compacting, social emotional needs of these learners, regularly as you see new things each training, but also your experience with students has changed your perspective or

differentiation for these learners, curriculum compacting

Gifted - social emotional needs, identification, curriculum compacting

Social Emotional Needs along with curriculum

n/a

Acceleration, Curriculum compacting, SOCIAL emotional needs of these learners

Identification of 2E students, curriculum for 2E students and social/emotional needs of these learners.

social emotional

Alternative curriculum for these learners.

identification of these learners, differentiation for these learners, acceleration, curriculum compacting, social emotional needs of these learners, or any other topic. Please use the text box to elaborate.

All of the above listed

differentiation

I'm not sure

How to work with gifted students

How to identify high ability learners and what I can do with them to help them grow

more on differentiation

What kind of professional development would you like to receive in either a...

I just don't know how to implement a program, since there is not anything currently going in my district for my grade level

identification of these learners, social emotional learners, and differentiation for them.

Professional Day workshop

Differentiation of learning!

all of the above

Social emotional needs and differentiation

identification of these learners and differentiation for these learners

I'm intrigued about high ability/special education combo. I have never thought about this, but I know that it applies to a number of students at my school. I would love to know how to help these kids, especially in my specialized content area.

Strategies or alternative assignments as well as support from the HAL facilitator rather than just offering seminars outside of my class.

I think PD for 2E students could be very beneficial because these are often students that it is tricky to get work from but they are very capable of higher level learning. Often they are not motivated or more inclined toward work avoidance rather than taking on challenges.

Any tips to help them feel more engaged in the classroom

Simple ways to differentiate instruction.

Differentiated instruction for learners, pros and cons of acceleration and how to help parents, emotional challenges for these learners.

Social emotional needs and differentiation for all learners

A little of all to help guide me on how to meet the needs for them in the classroom.

curriculum compacting

I have no answer for that. Never been in a school where that was emphasized

how to create better differentiated lessons

I am not sure what kind of PD would be helpful.

None at this point... my capacity is over-full. :-(

More about serving dual labels and visual spatial kids in the classroom

?

identification and definition of what high ability/gifted or twice exceptional really is

What kind of professional development would you like to receive in either a...

Difficult to determine for above reasons.

I would like to learn more about social emotional needs.

Curriculum compacting and social emotional needs of these learners.

how to enrich their learning.

Differentiation would probably be the most helpful for a school our size.

Just how to help them better while working in the classroom.

none

i'm overwhelmed right now...I don't want to think about more trainings

I would like to know how to identify twice exceptional students.

Differentiation, curriculum compacting, where to find resources for them.

none

Curriculum compacting, a class within a class-how to manage

Social emotional needs of learners

differentiation for these learners, curriculum compacting, social emotional needs

what opportunities or camps are available? what is free? what is for kids in grades 9-12?

how to modify or differentiate within the classroom

identification of these learners, differentiation for these learners, acceleration, curriculum compacting

How do you keep these students engaged - especially those in Behavior Skills Program

None

differentiation for these learners

NA

Any

not sure

Perhaps, simple and efficient ways to support their learning

What kind of professional development would you like to receive in either a...

Differentiation ideas for HAL students

I would like further PD on differentiation for both of these types of learners.

differentiation and seminar options

Acceleration and differentiation

identification of these learners, curriculum compacting

differentiation for these learners

I intrigued by learning more about working with 2E students.

Social emotional needs and acceleration

The dual identified.

Ways to differentiate without making it feel like extra work for students

Identifying and supporting

NONE

social emotional needs of these learners

accelerated curriculum. I don't like the fact that they are being held back

How to get services for these students

All the above

I'm open to options.

Identification of learners, curriculum

Differentiation ideas

identification of these learners and differentiation for these learners

I would like more opportunities to discuss ways to extend lessons for HAL students.

I would like to see our teachers have the opportunity to see other schools and their curriculums.

How to incorporate g/t, HAL learners, in regular classroom when pull out is not available

Acceleration

What kind of professional development would you like to receive in either a...

?

I think anything would be widely accepted. However, unless we plan to do something with the students that are identified, I don't think it's absolutely necessary.

How to recognize students who may have gifted and talented skills

NA

differentiated instruction, management of behaviors related to productive struggle

I would love to learn how to identify these learners, how to challenge them within our given curriculum, and how to meet the SEL needs of these learners.

Socioemotional needs of gifted learners who are frustrated by the language acquisition process- some become depressed and withdrawn.

Curriculum compacting

any would be helpful

How to better alter my lessons to fit their needs.

I would like to receive training in the identification process.

Twice Exceptional Learners

social/emotional needs

How to better differentiate.

How to fit this in inside of a classroom setting.

what we can do in the classroom

Identification and differentiation for the learners

curriculum compacting

independent project ideas

Curriculum compacting

How and when to offer meaningful and useful formative work and feedback

curriculum compacting and how to do it effectively

identifying and acceleration

What kind of professional development would you like to receive in either a...

I would like to see our district commit to HAL students at a higher level than it does presently, and I don't even know how our district identifies TE learners.

differentiation for these learners, acceleration, curriculum compacting, social emotional needs of these learners

I have had training on both areas when I completed my Masters in Science Education. I feel any specific training on HAL or 2E students would be a huge help to me and other teachers. I feel the district needs to provide assistance in how to meet the educational and emotional needs of these students and not rely on teachers already making modifications and accommodations for SPED and ELL students on top of HAL students. Teachers need help in these areas because there are too many specialized areas for which we accommodate for all lessons and subjects each day.

I feel confident the resources are available in my district

Differentiation and helping teachers understand the social emotional need doesn't take away from their gifted abilities

I've received much training and attended NAG multiple times, just not in the past three years.

High school examples real track of course of action

curriculum compacting sounds interesting

not sure

How best to accommodate these learners

Identification of these learners

Identification and differentiation

Identification and differentiation

differentiation, compacting, and whether acceleration is beneficial

Differentiation, curriculum compacting, and ways to accelerate

Identification and activities to do with groups

differentiation for these learners

At this point, any quick take aways, pre-made independent studies, quick formatives to establish if a student already knows content, TIME to plan for HAL.

Math- I would like to know how to identify these learners and differentiate within the classroom.

Twice exceptional learners

Any training would be helpful at this point, how to find and create curriculum or how to compact curriculum and work on social emotional needs

more about how they are identified and what we can do to help them

What kind of professional development would you like to receive in either a...

Helping them with peer interactions

Acceleration resources

I would love to learn more about their social emotional needs

social emotional needs of these learners

Due to the pandemic, I currently overwhelmed with the additional responsibilities that we have and do not desire any more training.

How to identify the students?

Acceleration, curriculum compacting, and social emotional needs of learners

Continuous trainings in both areas would be beneficial.

We spend a great deal of time on students with special needs. I think we often forget the other end of the spectrum. I'm always open to professional development that addresses these needs and how to push those students to succeed in the same ways we focus on struggling learners.

Identification and strategies to inspire learners

How to support/identify these students in a high school setting.

How to challenge students who are gifted.

Workshops and conferences.

Curriculum ideas and pacing

Twice exceptional is more common now, some training would be beneficial.

How to identify these learners, what can I do for them, how to help them to grow as a learner at my level

Differentiation beyond the curriculum, resources available, how to help with the productive struggle, and support them while doing it.

This is a subject close to my heart for many reasons, one of which is that I have my master's in Differentiation and the state doesn't even recognize my masters degree. I also know that just as much effort that we put into the struggling kids, we need to recognize that these student struggle social/emotional ways as well as working with others. Therefore, I would like PD for our schools to be about what is really going on in their brains and let us get the myths debunked!

differentiation for these learners to challenge them. Being able to focus on learning with them and not having them look at it as extra work

Resources and strategies to meet the needs of gifted students at the same time as teaching to students on grade level.

How to help with social skills of my highly gifted students.

Differentiation practices

PD Day or District In Service

What kind of professional development would you like to receive in either a...

Identification of learners and differentiation for them.

identification of these learners

differentiation and acceleration curriculum

curriculum compacting

It would be beneficial to learn more about ways to help students with higher learning in my classes

social emotional needs for these learners

Strategies for differentiation, best practices for groups of high-ability/gifted or twice exceptional learners. Honestly, I hadn't heard of "twice exceptional learners" until this survey.

Identification and formal training on how to meet their needs.

content specific guidance would be helpful

social-emotional needs

I would like professional development on identifying these learners and how to differentiate for them.

I would love ideas of a program or how to run a small-group pull-out in our school.

differentiation, compacting, social emotional needs

Teacher to screen them for identification of those students

How to identify these students and ideas on how to support them.

Options to take courses like we have had in the past.

appropriate resources for advanced readers to challenge/promote higher-level thinking; many texts that are advanced are not appropriate for younger audiences who need more difficult text

Differentiation for these learners

Differentiation and activities to provide the students in class

I would like to know how to differentiate for these learners in the music classroom.

Twice exceptional learners

with sped it's difficult as I don't work with high ability

Not sure.

What kind of professional development would you like to receive in either a...

social emotional needs and targeted especially towards gifted males

Differentiation for these learners

All of the above. Identification, acceleration, curriculum compacting, SEL needs, etc.

curriculum for high ability learners

Fun & engaging ways to challenge our gifted students.

differentiate lessons

social emotion needs

I identification and curriculum.

Curriculum compacting

None at this moment

General information of twice exceptional learners would be beneficial for both supporting students in the classroom and identifying a need for additional support outside of the classroom.

Easy ways to Differentiate

Unsure.

Identification and differentiation

Identification of these learners, differentiation for these learners, acceleration

how to challenge the students

Differentiation

None

off campus seminars etc. for kids to try

Social emotional needs

I think that g/t should be under the umbrella of SPED, as it is a service outside the general classroom. When in SPED I would have liked to get some ideas on creating a building-wide program that included pull-out options.

unsure

What kind of professional development would you like to receive in either a...

I believe that at this time, curriculum compacting and differentiation would benefit me. I would like to be more informed about how to keep my high learners engaged and challenged.,

Differentiation, SEL

identification of these learners, differentiation for these learners, social emotional needs of these learners

Social emotional

Curriculum Compacting or more differentiation for these learners

all of the above

Curriculum compacting, resources

I would be interested in PD centered on Identification techniques, curriculum compacting, and the social/emotional needs of these learners.

Identification of these students.

Any kind of professional development would be helpful. Also, implementing it along with what I am already doing for my on grade level learners and my below grade level learners.

Our school needs training in all areas regarding these students.

NAG Conference face-to-face, not virtual

Identification of the learners, compacting

I'd like to learn about curriculum compacting.

As an EL teacher, I would certainly like training on identification and differentiation through a language lens.

differentiation, sel, supporting them in learning

I would agree with social emotional needs, but that is true for all students.

Differentiation for these learners

Acceleration would be beneficial since our district has not used this method.

behaviors and high ability/gifted talented students

More strategies to help encourage work ethic in differentiated classes.

I would like to more about the identification process.

meeting needs high ability and/or 2E students in elementary specials

What kind of professional development would you like to receive in either a...

differentiation, curriculum compacting

none

I would like PD on identification so all teachers have the same information, I would like to also see how to include them into our instruction with also teaching our grade level content.

I would like to learn about differentiation of these learners.

I don't usually see that these students need an alternate curriculum, but they master the curriculum sooner so extensions are helpful.

Differentiation for these learners as well as social emotional support

Curriculum compacting

At this time, I do not feel it is a priority.

I would love to see more professional learning for twice exceptional learners. Especially for new teachers.

I enjoy learning most about social emotional needs. Being a gifted facilitator who sees kids for pullout classes, this area is where students seem most needy. They want to be seen, heard, and understood. The misconceptions around giftedness take a toll on elementary school learners. Often they are expected to be gifted in all areas and this is not the case. I wish our district would identify students in the areas of giftedness they excel in and provide resources for their specific needs to be met. I see students too few minutes per week to make a valuable difference in their educational/academic progress. I feel I make the biggest difference with them in the areas of social/emotional development.

Social emotional needs, acceleration

identification of these learners, differentiation for these learners, acceleration

Curriculum compacting

differentiation and acceleration

I am not sure that I need training in these areas.

who is going to manage the program

I don't really want professional development, I want smaller classroom sizes and to be able to separate my HAL students into an honors class

If possible I would like to receive high ability/gifted talented

HAL questions: I have a student who is/should be HAL. The student is in a class with average and low learners. Can I give assignments only to this student and not the others? Recommendations?

Identification and differentiation for these learners

curriculum for these learners

What kind of professional development would you like to receive in either a...

Any. SEL would be interesting, as well as extensions to learning

Like with SPED kids with IEPS or 504s, HAL or TEL should be addressed no matter the number of students who are identified. I do not have an answer as to the type of PD but feel it should be offered.

All of the above would be good training to have.

I would like to receive training so that I can facilitate professional development in my district. Ideally, I would like to develop a resource library, including short videos, that teacher may access on their own or use during our PLC time.

Best practices for teaching gifted and talented students.

Identification and differentiation. Social emotional needs.

How do you work with high ability learners in kindergarten and make sure there are no wholes in their learning

Yes to all listed.

Curriculum compacting, differentiating for high ability students

social emotional needs

Because I teach many HAL students in instrumental music, I have taken up the study of expertise development and have also received content specific differentiation strategies from conventions and professional organizations.

Trainings that would provide ideas outside of technology based programs would be one area I would be interested in. Sometimes the perception is that if there is a student who is gifted, putting them into a STEM program seems to be the answer. At the same time, these students can struggle with connecting with peers and could benefit from learning opportunities that involve interpersonal skills or even exploration of life topics that may impact or influence them.

Identification of these learners and differentiation for my classroom and/or grade level

Differentiation, acceleration, curriculum compacting... just HOW to support them in my classroom

high ability/gifted and talented learners differentiation-but the current federal administration (Biden) wants to quit funding G&T

Curriculum compacting, cluster grouping

all of the above

Identification of these learners and the social emotional needs of these learners

Identification of these learners, differentiation in the classroom, social-emotional needs

No additional training needed at this time

How to identify and challenge these types of learners

differentiation for these learners, social emotional needs of these learners, technology that can be used for these learners.

What kind of professional development would you like to receive in either a...

More SEL

First, identification; next, strategies, last, program support.

Differentiation and social emotional needs

Acceleration and Curriculum Compacting

How to identify and what to plan when we have limited help to pull groups

identification of these learners as well as differentiation for these learners

identification and creating content for them.

Identification

Acceleration, social emotional needs, differentiation

Instructional strategies.

Curriculum compacting

identification and suggestions for strategies and activities or programs

NA

identification of these learners

The ability to teach these students Greeley without constraints

Strategies for independent learning, contracts

content specific

It would be helpful to have this topic discussed and specifically address how this would apply to a music classroom.

identification of gifted, high ability

not sure

Acceleration for younger students

curriculum compacting

differentiation, acceleration, curriculum compacting

Identification.

What kind of professional development would you like to receive in either a...

acceleration

I have been to HAL conferences as the building HAL Coordinator but I would like for all teachers to get more professional development on high ability/gifted talented learners on how to identify, curriculum compacting, social needs of these learners and how to meet the needs of these students in the classroom.

Would like to know of some books and things our typical normal children can work on independently.

Identification of HAL, SEL needs,

Twice exceptional

Curriculum compacting and social emotional

I would like to know more about the identification process. I think that the fact that we just use standardized tests to identify our HAL students leaves some behind.

Differentiation

No sure

Compacting/Differentiation

Perhaps curriculum compacting. I think that more teachers need professional development about ADD learners, socio-emotional (anxiety/depression) issues in students, and even perfection & rejection sensitive dysphoria; these disabilities seem to be much more prevalent in my classroom.

ID these learners. Cross content. Every once in while there are gifted children in different content areas. Music, art, physically.

n/a

Curriculum compacting

Compacting, acceleration, GAT clubs/activities, etc.

any of the topics listed

differentiation for these learners and social emotional needs

always looking for things that will help the students the best way possible to learn

My spouse has an endorsement in HAL, so I am more familiar with some aspects of this than many other teachers (I think), but I also don't know how many of my students would fall into that category. In all of my classes I have students who struggle and students who do well, and I don't see how it is possible to adequately reach all of those students in the same class with material/practice that is appropriate for their level of understanding and ability, so I suppose differentiation for students would be the most helpful for me.

Identifying

As I touched on earlier, with art, things are a little different. From what little I know about this group of students there isn't much of a benefit from the giftedness in art class. This to say, I would be interested in the PD that made some practical suggestions on what to do with a class teaching skills and techniques that may not leverage the skill set of HAL and gifted students.

What kind of professional development would you like to receive in either a...

Social/emotional needs

I teach in a large minority school and we need additional funding so that extra people may be hired to help classroom teachers teach closer to a small group setting. Not really more professional development.

ANYTHING!

Identification and best practices for supoport.

acceleration, and pushing hem farther in the subjects

more ways to differentiate learning within the classroom

Differentiation for these learners

I would like more help with differentiation for a gifted student.

Awareness.

N/A

Not sure

differentiation

identification of these learners

I don't even know

curriculum compacting - pacing is always a challenge in AP classes.

Differentiation of learners, curriculum ideas

Differentiation

How to teach to twice exceptional students

social emotional needs of the learners

Identifying and implementing differentiated activities that provide more comprehensive learning than what I am doing right now.

Identification of these learners

I suppose social/emotional needs of these students would be most beneficial.

I'm not sure.

how to engage high ability learners without increasing workload

What kind of professional development would you like to receive in either a...

any

differentiation for these learners, acceleration, curriculum compacting, social emotional needs of these learner

More on how people are looking at the relationship between behavior and high academic ability and how to make it work better in the classroom

Differentiation/acceleration, social emotional needs

identification of 2E kids, and how to meet their needs

Identification of these learners and how to meet/accelerate their learning needs

dual identification of HAL/student with a disability (SLD in one area, ADHD, OHI)

identification of twice exceptional students and how to better meet their needs

I have attended, as a parent, several sessions offered by the district regarding this topic and found them well done. These type of opportunities should be offered for STAFF as well. There are many, many misconceptions regarding students labelled gifted.

Identification of these learners, differentiation for these learner.

social emotional and project based learning in my content

differentiation, and identification

criteria; what specifically we offer to those students & when do they meet and do?

ways of getting 2x exceptional students included in more gifted programs

differentiation

Sorry, but I don't think we need anymore "PD"

More ideas to serve these students

I would like more training and offerings in my district about these topics.

Identification

curriculum compacting, and social emotional needs, modifications/adapting assignments

Differentiation

We have no district PD that addresses how to teach exceptional learners or 2x exceptional learners.

differentiation and stamina

What kind of professional development would you like to receive in either a...

I am a parent of a gifted student. The most helpful training would be the social-emotional needs; those students act and react to stressors differently than most.

Was to keep them fully engaged, even when introducing a new topic

Differentiation for these learners.

social emotional needs, differentiation

In 29 years I have had 2 "2E" students out of hundreds who needed assistance for "academic" areas. (ie: GT w/low reading ability or low math) The most common is GT with Speech, Behavior, or SLD services.

Any of these topics would be helpful.

would be nice to know what the options are for these students and how to get them in

Teachers do not need anymore professional development. We need more teachers or paras in the classroom to help support a diverse group of learners. Funding should be allocated to hire more teachers to support our vision and mission of the educational system.

I know how to do several of these things. I am the only English teacher 7-12 and my hands are full. I do all kinds of things for my gifted students that go unrecognized by the admin.

identification of these learners

I am always wanting training on how to meet the needs of individual students. Any training would be helpful. With any differentiation training has always seemed like it creates an uneven distribution of work.

Differentiation, acceleration, social emotional needs

How do I help enhance their learning while still teaching whole to my other students?

identification, program ideas

All areas are needed, especially engaging these students in curriculum that is relevant and rigorous.

How to meet needs of 2E learners

Identification of these learners and social emotional needs

acceleration, curriculum compacting

math instruction

differentiation for these learners and how to self pace classes

Strategies to help them take risks and be okay with failing and trying again.

Acceleration, compacting, SEL

What kind of professional development would you like to receive in either a...

Differentiation

differentiation for the gifted learners

information intertwined with the other PD

How to identify these students and how best to work with these students in a gen ed classroom.

Identification procedures and curriculum development pertaining to the individual

Identification and next steps for these learners

identification, differentiation

All of the above with some focused on meeting the needs of Gifted ELL Students.

Whatever one calls it, I think it would be helpful to learn strategies beyond my seat-of-the-pants education on advanced students I have gotten from 29 years in the classroom.

more info about the testing and requirements

All of the examples given in the question.

How to teach them the skills but yet meet their needs without putting them onto a computer program.

How to support them in the general education classroom

Curriculum compacting, social emotional needs, how to ensure challenging without overworking them

I do not work with these students

research based methods of meeting student needs

Differentiation for learners

Differentiation, curriculum compacting

How students are identified in each area.

Identification of these learners; social emotional needs of these learners

I teach SEL with my 6th Grade Life Skills Class

Curriculum compacting

Examples on how to do curriculum compacting and things like that.

How to manage differentiation effectively.

What kind of professional development would you like to receive in either a...

I feel that I have a proficient knowledge for challenging HAL students; however I would like more education regarding twice exceptional learners.

I recently visited with a past 2E student who is studying to be a doctor. She expressed that she never understood why she struggled with reading but excelled with everything else. I think more should be done with the social emotional needs and helping the student to understand how to advocate for their needs.

Better ways to address their needs.

Social emotional needs of these learners

High ability/gifted talented

Training in the difference between hal and 2e learners would be good. Also identifying these students in the classroom.

This does not really pertain to the population of students that I serve

n/a

twice exceptional

ways to differentiate, ideas for lessons for them

ID of HAL learners, developing HAL program

Differentiation within Elective content areas

curriculum compacting and identification

I'd like to have workshops on helping out HAL students in the classroom and also see a pull out program implemented back into the district.

None as I'm retiring at the end of this school year

How do we work with these student to meet their academic needs while also meeting the complicated social emotional needs.

identification, differentiation, curriculum compacting

differentiation to meet individual needs

How to plan for high ability learners in my class

curriculum compacting and design in standards-based education

I think the PD they give us now is already overboard. I dont think adding anything would do much good.

I would like to attend a course on twice exceptional learners.

differentiation for these learners, identifying these learners

What kind of professional development would you like to receive in either a...

I would like to see PD on twice exceptional learners, as this is a student population I am unfamiliar with.

Independent extension or alternative projects that are connected to our content

Ideas to help plan lessons that can satisfy needs of those students.

Any/all

Project based learning

social emotional needs

social emotional needs and the funding for staff positions to support such programs

Anything would be great

differentiation for these learners, social emotional needs of these learners,

I would be interested in the identification of twice exceptional learners since I am the middle/high school SPED teacher.

Identification and differentiation

differentiation for these learners, curriculum compacting

identification for these learners

Any and all information would be helpful

Any

What it means, what our responsibility is and how to meet their needs in the classroom, just as much as there is emphasis on low achieving students.

acceleration

compacting curriculum

supplemental activities- extension activities

How to fit in differentiation during whole group math for these students

I am endorsed in this area; I would like to take refresher courses.

I would love to see some professional development that helps us address needs, how to identify, and what we can do to challenge these students.

I would love to learn more about the twice exceptional learners as this is a new idea/concept for me. I also would love to learn about age recommendations related to developmentally appropriate practices in early childhood.

What kind of professional development would you like to receive in either a...

curriculum compacting

How to make education for gifted students accessible for students who are also learning English

differentiation and social emotional needs

differentiation

social needs and getting them to be socially accepted and sought out by their peers

Identification of the learners

lessons to be incorporated

Identification of these learners and suggestions for meeting their needs

Differentiation, acceleration, soc. emotional, and identification.

ANY would be appreciated.

identification, curriculum compacting, and efficiency (I feel like I need to spend the limited time I have on struggling students, rather than ones who "get it")

All of those mentioned; training focuses mainly on students who struggle with learning.

I would like to have some ideas of what I could use to supplement lessons to continue to push students that are bored.

I would love training of SEL and how to implement that into a classroom setting, especially when we have large class sizes and lots of student needs.

I would like more PD on instructional practices, strategies, etc. Also, differentiation would be helpful.

Acceleration and programs for gifted students.

Help with taking lessons, projects, and activities and creating multiple pathways for students to maximize their potential and meet their needs as a student.

all of the above

Differentiation and Social Emotional needs !!!

How to keep them engaged in the classroom

I'd love to learn about how to identify these learners

PD on what differentiation might look like

All of the above

What kind of professional development would you like to receive in either a...

How to Identify the groups

Anything that would allow me to teacher at a higher level incorporating my lower level students.

New identification methods and practices as MAPs seems to be going away, how teachers can use cluster grouping to be more effective, differentiation for small group time

Identification of these learners, and differentiation for these learners

How to better incorporate alternative lessons

social emotional needs of these learners

I cannot remember any

Curriculum compacting and acceleration

More information on how they learn and what sorts of things they do NOT need in class (as well as what they do need).

differentiation for these learners, acceleration, curriculum compacting

PD that would help design curriculum and lessons to challenge and encourage a deeper learning and understanding.

Curriculum compacting sounds interesting

What to do when we have one.

I would like to know what would help these students feel like leaders without feeling singled out or like they are taking on extra burdens of work.

I have an endorsement in Gifted and Talented from the University of Iowa

I would love to learn about how to identify and differentiate more effectively for these learners, as well as have a deeper understanding of their social emotional needs.

All of these topics would be helpful!

Specific information on how to help them in the classroom

Maybe in how to identify.

How to keep them engaged and learning more

Identification or the learners, differentiation

Identification of these learneres, curriculum compacting, differentiation

I would like to receive any professional development, money and time away from school are major limiting factors

What kind of professional development would you like to receive in either a...

differentiation for these learners

identification of the learners and more ways to differentiate

differentiation or curriculum help. or how to create supporting activities that would challenge those students

identification of the learners

How to identify and ways to meet their needs

N/A

None at this time.

social emotional needs of these students and how to help them

differentiation

just looking for continuing ways to challenge these students

none

Ways to differentiate within the classroom

None, because I teach the other end of the spectrum in SPED

I would love more information on if it is possible to identify these students early and what early intervention services would look like for g/t students and/or twice exceptional students.

Differentiation for these learners

Identifying tendencies of g/t or hal learners would be a fantastic training.

I would always welcome more information on differentiating lessons since there is always room to improve instruction. Also, anything on 2E students would be helpful.

I would like to be able to have a clear plan on differentiation.

????

All of these topics would be very beneficial to know more about in order to support these students.

How to differentiate to the point these students are working almost independently in a classroom of students working as a class.

PD on ready made resources

differentiation

What kind of professional development would you like to receive in either a...

More practical ideas to differentiate would be helpful!

Social emotional, differentiation, curriculum compacting.

How to differentiate in the classroom. The low end learners get the majority of my attention.

not sure I wan to recommend more PD

Social emotional needs of learners.

I would rather the resources be spent on smaller class sizes. All the training in the world is valueless if you don't have the time to address any specific needs.

Twice exceptional learners is a new term for me

Differentiation for these learners

any

Curriculum compacting

How this would look for early childhood, how to identify twice exceptional learners who are nonverbal

Twice exceptional learners - differentiation, social emotional needs and alternative learning pathways

Not sure

Identification of learners, EL students, collaboration

Any

social emotional needs of these learners

Not sure

None

-

identification of the learners, time to teach them something extra

I would like to see our district embrace new models of learning for high ability learners/gifted talented, twice exceptional by hiring more support staff.

what instruction specially looks like in the classroom with the set district curriculum. Real life examples showing how to do it.

Social emotional learning of these students

compacting resources and time to develop compacted materials,

What kind of professional development would you like to receive in either a...

Differentiation of learners and social emotional needs.

Best ways to push them, how to keep them from getting bored, something besides iPad programs

Differentiation

I would like methods to help these students but also in a realistic way. It's been really difficult to take on the breadth of learning so I would love for there to be another system in place to help support these students and the teacher. It's been hard to think of the gifted students when the district is so lazer focused on those students not on grade level.

none- let's accept tracking as a real need

Any type of development would be extremely helpful.

How to accommodate your curriculum

I would like some information on other qualifiers to gifted and talented programs. I feel that we are too focused on academics and don't do justice to the students that are gifted and talented in other categories (art, kinesthetics, etc)

Curriculum compacting

identification and social/emotional needs

social emotional needs

I would like more resources on altering curriculum.

Techniques for challenging those we suspect to be high ability, but aren't identified.

Identification and differentiation

Differentiation

None

Identification of these learners

Unknown as to what is even offered

Acceleration

Identification of these learners and how to differentiation for them

Identification and instruction or 2E students AND how to address the social emotional needs of these learners

Differentiation, social/emotional needs

Offering students ability grouped classes would be beneficial to these learners.

What kind of professional development would you like to receive in either a...

How to effectively differentiate lessons.

Curriculum resources that includes different

I always appreciate PD I can take back to my class and implement right away. We don't need to celebrate the need or problem - let's just solve it with applicable solutions.

I would like differentiation training and the social emotional needs of these learners.

acceleration, curriculum compacting, social emotional needs

Identification, curriculum compacting

Twice Exceptional Learners

identification and differentiation

I would like training on how to teach these students in a regular classroom where they typically only want to do the assigned work. I would also like to know how to better prepare my dual credit students for college.

Identification of these students and what activities I can do with our gifted students.

Identification, different activities to do with HAL students.

I would love to receive professional development in all the areas listed above.

differentiation for high ability

Identification of HAL learners in specific areas such as Math, Science, Reading, History, Music, Arts, etc.

identification of these learners, differentiation for these learners, acceleration, curriculum compacting, social emotional needs of these learners

Would like to know how to help these kids.

differentiation, cooperative learning

Identification, and differentiation of content -how can I develop better curriculum for them?

Better ways to differentiate within the classroom and how to enter these types of things into the grading system

differentiation for these learners, acceleration, curriculum compacting, social emotional needs of these learners - especially self paced or guided learning.

differentiation; acceleration??

None

software that high ability learners could use in my classroom while I am working with other students

What kind of professional development would you like to receive in either a...

I feel like more PD on how to differentiate for these students would be super helpful. How to balance for the students with LDs, on grade level students, and HAL students is a really tricky balance to find and learning more about best practices would be really helpful.

Any sort of professional development over these areas. I only have the knowledge I have now because of an endorsement that I am completing.

Differentiation and social, emotional needs of the students

Differentiation for these learners

How to compact curriculum and accelerate pacing without sacrificing the integrity of said curriculum.

Unsure at this time.

How to identify students, how to meet their needs through the current curriculum and how to help parents

We are working on expanding UDL and I see connections with UDL to the differentiation required to meet HAL needs. Just like we have interventions for students eligible for SPED services, I wonder if we could provide more explicit opportunities for HAL students.

I think we need a way to identify students other than test scores. Teachers need to know specifically how to meet their needs. I'd love a list for third grades that are at their reading level with content appropriate for third grade.

Differentiation, and social emotional needs

Identification, curriculum, and differentiation of instruction

none at this time

Identification and how to differentiate in class would be very helpful.

Identification and differentiation.

All of the above

differentiation lessons and ideas since we are solely responsible for these learners

How to accelerate and challenge these learners

How can I help them achieve more

I would like know about identification of learners, how early grade levels identify HAL/2E

curriculum compacting

curriculum to support what is being taught in the classroom at the particular time

We are focusing more on the SEL of students this year. The professional development would need to be in the specified area of orchestral teaching in order for me to get the most benefit. I do a great deal of reading and talking with the teachers on my own to develop strategies for working with these students.

What kind of professional development would you like to receive in either a...

all of those listed

Differentiation and curriculum compacting professional development

Paths for them to be able to work in higher learning areas. Materials to be shared from upper level courses.

curriculum, emotional needs

I like what we are doing currently

Curriculum compacting

NA

social emotional needs of these learners

The most that would be relevant to me as an individual who has no sway in district policy would simply be how to differentiate and accommodate for these students within the classroom. Particularly without pushing extra bonus assignments/projects on them, as I've met VERY few, if any, students that enjoy receiving those.

differentiation for these learners

I would like to have professional development in the areas of curriculum in the classroom and how to differentiate lesson plans with students who are identified as high ability/gifted students.

Identification and acceleration

How I can provide enrichment opportunities.

Anything! Haven't had any.

I would like guidance on how to identify the high ability learners and a specific plan on how to differentiate instruction with limited resources, help, etc.

All of the above I'd be open to.

All of the above!

helping EL HAL/gifted students take classes at their academic level, not their English language level

Ideas to keep them engaged, social-emotional needs

Nothing specific. Through private lessons I can meet individual needs.

They are always overlooked! Creative ways to take their learning to the next level.

Curriculum compacting and differentiation ideas for these learners

Identification of learners, differentiated planning

What kind of professional development would you like to receive in either a...

differentiation, curriculum compacting and project based learning

How to incorporate the learning opportunities these students need within an already full curriculum. They are getting different curriculum or expanding on what they already know.

identification of gifted learners and ways to differentiate to meet those students' needs

All of the above

?

We are reading Limitless Mind as a staff. Our admin is encouraging us to see the potential in all kids and not label them. We would meet a talented child where they are, and find ways to push them forward.

I would certainly like to hear more information regarding twice exceptional learners.

I'm not sure. Difficult to reach classroom with multi-academic levels. I'm currently grateful to have a pretty strong EY coordinator that orchestrate enrichment.

How to best continue enrichment for them.

Ideas, suggestions. Ways to best meet their academic and SEL needs

differentiation for learners

Social emotional needs of these learners, along with differentiation.

All of these listed above

I would love to learn how to best challenge the gifted students while also meeting the needs o my struggling learners.

identification of these learners

Identification as well as acceleration or differentiated lessons that could be given to students. It really is more about time to come up with a whole other course of study and implementing while also teaching the regular class

Age appropriate

None

differentiation and curriculum compacting for HAL students

Differentiation and social emotional needs

Differentiation for these learners and what unique needs/challenges may be present.

identification and differentiation for these learners.

social emotional needs of these learners

What kind of professional development would you like to receive in either a...

Differentiation options for these learners

Unsure

Identification of these learners

identification and tools to continue growth

Keeping all involved and motivated. Getting the students to open up and discuss things in depth.

identification -- mainly because I think every school does it differently and I think it should be more consistent for such a permanent label. It is far more difficult to get a student into Special Education than gifted.

I would like a variety of professional development. More ideas on curriculum compacting, acceleration, and differentiation within the classroom.

social emotional needs of these learners

Any of the examples listed would be wonderful! I'm interested in learning about the social emotional needs of these learners and how to do curriculum compact within the grade level standards.

How to identify and meet the needs of these kids! I personally have a child who wants to be challenged in her class but is not and we do not have the option to move her or offer her another option.

I would welcome any professional development regarding high ability and twice exceptional learners. I would want the PD to be given by experts in the field, outside of my district.

differentiating and social-emotional needs

We had a hired instructor just for our HAL students. This teacher had a pull out program and was their primary reading teacher. She was trained and had many years of experience in this field. We worked side by side. I too teach the high level students but focused on the kids that didn't quite meet the threshold. She stepped away for personal reasons and the district chose not to fill her job. So now our classroom teachers are trying to meet the needs of all our students through differentiation and various higher level activities.

Identification

Curriculum compacting would be great

How to differentiate lessons for higher ability students satisfactorily

One that taught how to teach these students.

I would like more information on identifying high ability learners and ideas on how to support their continued growth while also supporting my struggling learners.

identification, differentiation

Identification and learning how to accommodate those students in my classroom.

Differentiation in the classroom.

What kind of professional development would you like to receive in either a...

Curriculum compacting and differentiation techniques specific to my content area.

Identification of high ability/gifted talented or twice exceptional learners.

I can't think of any at this time.

None, I was once a G/T teacher with extensive training and a G/T liaison.

Identification and differentiation.

curriculum compacting, independent resources

How to apply it in classrooms that are non-traditional, ie: music, PE, FCS, etc.

I think it would be beneficial for teachers to have trainings in identifying HAL students or Twice Gifted students and how to work with them in a classroom. I have done things on my own in my classes to help HAL students progress further so they can continue making progress towards academic advancement.

just overall education...I've been at a private school for 27 years....I don't know what is being taught now...and how to address the special needs of ALL students in my classroom...

identification of these learners

Curriculum compacting while differentiating instruction for on grade level students and learners who need additional scaffolds/support would be helpful.

all of these suggestions would be great!

how to accommodate these students in different content areas

differentiation of learning or how to teach this when you have a class within a class

differentiation, acceleration, and curriculum compacting

I would be interested in the social emotional needs.

Identification. Implementation within the classroom.

identification, differentiation

How to identify students and strategies for meeting them where they are.

How to differentiate more as a classroom teacher to push high learners

Everything! How to start a program, strategies to teach these types of learners, research based practices to show why this is important.

Curriculum compacting

differentiation for these learners & acceleration

What kind of professional development would you like to receive in either a...

I think our district needs to revisit the identification process, especially through an equity lens.

Basically everything! identification of these learners, differentiation for these learners, acceleration, curriculum compacting, social emotional needs of these learners, or any other topic.

Differentiation, curriculum compacting, and social emotional needs

Differentiation for these learners.

Identification of learners, methods for differentiation of assignments, social-emotional needs

not sure

curriculum compacting

I would like to have time to develop lessons and take the high ability math students to opportunities hosted around the metro area. My main barrier is time, not training.

How to best serve these students.

How to differentiate in all subjects.

I am one semester from having my Masters in HAL. I think all of these would be important for regular ed teachers to be aware of.

Differentiation for these learners

Curriculum and social emotional needs of these learners.

Identification, social emotional needs

acceleration, differentiation, social emotional needs

identification, acceleration, using their academic strengths

identification of these learners, differentiation for these learners, acceleration, curriculum compacting, social emotional needs of these learners

Twice exceptional

More differentiation

curriculum compacting & social needs

We often focus on how to handle low ability learner differentiation. I would like more on high ability differentiation.

Curriculum compacting, social/emotional needs

I would just like more PD so that I can learn more about this population of students and how best to serve them.

What kind of professional development would you like to receive in either a...

Graduate school classes.

How to challenge them in the classroom

How to identify and ways to help them not be bored in my classroom.

PBL for ELA, acceleration ideas, curriculum compacting for district issued materials

How ot differentiate for HAL

Curriculum compacting, underachievement

Id love to do a book study!

How to accelerate within my classes

Differentiation is probably the most practical at this point. What can I do on a daily basis for assessment, challenge, creativity, etc...

I don't see a need for this in my school

Not sure, this topic has never been on the radar in my district.

dedicated class that are g/t hal

Accelerations and social emotional

At present--PD about these specific learners (without institutional changes in scheduling, rostering, teacher prep assignments) is not welcome.

Any kind of additional training would be great.

Identification of these learners, acceleration

identification, differentiation, acceleration, curriculum, social emotional needs

differentiation of instruction for the learners

Acceleration, rigor, perfectionism, and executive functioning

Accelerated or differentiated instruction implementation

Identification of these learners and acceleration

identification of the learner,

Truly just any information and training on twice exceptional learners for awareness for all.

Identification and classroom activities that could help elevate their learning.

What kind of professional development would you like to receive in either a...

Differentiation WITHIN the classroom

I have my masters in Gifted and Talented however I would like more information on how to qualify ELL Gifted and Creatively Gifted students who will not be qualified utilizing test scores.

Differentiation for these learners, social emotional needs, and acceleration

None

allowing teachers college credit for inservice training for accelerated learners

differentiation

Identification process, differentiation, curriculum

All of the above mentioned

ALL OF THE ABOVE! My son is twice exceptional, and I have been so frustrated in our district that he is not given the same services as the SPED students.

None

All of the above and a district-sponsored endorsement like our ESL cert program

How differentiation looks in in the art classroom.

curriculum compacting

Identification of EL students who are gifted.

Curriculum

I would take anything available to me.

Time to learn how to best meet the needs of the students and then time to develop curriculum.

I would like training in the area of social/emotional needs of Hal students.

acceleration and social emotional needs

I feel like the high ability students are often ignored and left to be bored with the regular curriculum because so much emphasis is placed on accommodations for special education. I would like to learn easy ways to differentiate while having seven different preps per day.

Differentiation ideas

Differentiation, curriculum compacting, HAL project based online, self-directed ideas

Identification

What kind of professional development would you like to receive in either a...

twice exceptional learners

n/a

All topics mentioned in question.

more information on differentiation for these students

Continued methods of differentiating to meet the various needs - using a variety of mediums to allow for fluency of the learning

I don't want training - I want better curriculum in the area of math. Our lessons provided are awful!

Social emotional needs of these learners

How to identify 2E students

I have never heard the term "twice exceptional" and would like to learn more about these students. I would love professional development to learn how to differentiate learning within my classroom.

Acceleration and curriculum compacting.

Not sure

Teaching in the younger grades I find it more difficult to identify "gifted" students. I do not see a higher level of thinking, just better quality of work with some.

social emotional needs, acceleration

All of the above mention examples

Differentiation trainings and addressing social emotional needs of students who know they did not qualify. How to prepare for how that will affect them.

Would not know where to begin. The classrooms I teach in have students that range from 1st grade readers to freshman in college reading level. Maybe training that does not require hours of extra planning to be able to reach this range of students.

How to support 2e students so they reach their full potential

differentiation for these learners, acceleration, and curriculum compacting

curriculum compacting

social emotional needs of these learners, ways to differentiate to keep them engaged

I would like ideas on ways to challenge these students within the classroom.

Not sure

What kind of professional development would you like to receive in either a...

Identification of twice exceptional learners. I have had one Autistic HAL learner in my Accounting course that I know of so far. It would be nice know how to more quickly identify these students.

differentiation and social/emotional

In my current position, the majority of learners are mainstream. Those that maybe identified as "needing extra help" or "2E" are receiving additional services "as needed"

I would love to know how to better serve my twice exceptional student. He has specific needs academically, but also different issues with suspected OCD and written expression issues. I want to be able to help him succeed in the world after high school and I'm not always sure how to go about doing that.

Any and all of the examples you mentioned

How to incorporate differentiated lessons without losing instruction time with other students.

Differentiation for these learners

Curriculum compacting.

It would be nice to know how to differentiate for these students while using a basal/scripted curriculum.

curriculum to help these students achieve higher ability tasks and challenges

Early identification or steps to have HAL remain engaged in content areas during the first 3 years of education.

n/a

Differentiation as well as social emotional needs

PD for admins so they realize that teachers with HAL students have to do extra work to help the HAL kids reach their potential, and also to actually have classes specifically for them. And yes, teachers need that also.

Gifted/talented as a disability, Living within a schema that sees meaning arbitrarily, Helping the outlier cope within the average

I would like to see ways to offer these students more whether it be in the classroom or outside the classroom. Our focus seems to be on the lower end and we leave out our HAL students.

identification of these learners

differentiation for these learners (but something that does not require for me to create a whole new plan)

effective practices

Differentiation and curriculum compacting

differentiation for these learners

Acceleration and curriculum compacting. I'm left to a lot of my own decisions about these topics specifically and more support would be nice.

What kind of professional development would you like to receive in either a...

All of the above

It would be nice to have some prof development on gifted instruction and pullout

Differentiated lessons/learning

Social emotional needs

Differentiation

Honestly, anything. I have a master's in Gifted Education and the lack of focus on these students is VERY apparent.

Differentiation

curriculum compacting and SEL

Any

emotional needs

Identification and differentiation

My main areas of interest are specific curriculum, social emotional support, and underachieving/under-motivated g/t students.

Learning more about how to serve those students in a setting where they are not common.

differentiation and acceleration

Identification of these learners

Identification of these learners and how to achieve differentiation realistically.

I'm not sure that I'm interested in any PD in these areas. I already have a full plate of expectations.

I don't know

ANY!!!

Differentiation for these learners to design activities for them to feel that their needs are being met

diffentiation lessons

I would love to learn how I can push my high learners without making them feel separated from the others in the class.

Ways to increase rigor with out increasing workload for students

I would like to know more about curriculum compacting.

What kind of professional development would you like to receive in either a...

The ability to identify 2E and HAL students; SEL Needs; Differentiation for 2E and HAL

ideas for engagement lesson and imedding hands on activities into current curriculum

I would like to see more professional development on how to better serve these students.

differentiation for these learners.

identification and curriculum

Differentiation to not make the student feel secluded

Any would be welcomed!

I would like to know how I can differentiate better for all our students in general.

Differentiation, acceleration, curriculum compacting, social emotional needs, etc. (all of it)

Social and emotional

Not sure. Any would be nice tho.

I would like to know the process and how those students can be supported.

I'm busy enough as it is. Maybe later.

ways to differentiate the curriculum to meet their needs and identification

Id like to see higher level classes offered to challenge the top students at all grade levels

Learning about the identification of these learners and an accelerated curriculum for these students.

I would love to learn about tools I can use to challenge high ability learners and provide independent resources to further their on level learning beyond the content taught in class.

Social/Emotional Needs

Resources for accceleration

Maybe acceleration & curriculum compacting. But it might not be feasible for the district I work for.

identification and extending curriculum to meet needs

ID of learners, ways to challenge them

I'm not sure I want to receive pd in this area. I feel accelerated students should participate in the same environment as regular and lower-functioning students.

What kind of professional development would you like to receive in either a...

n/a

Teaching strategies.

ALL OF THE ABOVE! I would love resources for all of these things!

any that would be helpful for my kids who need extra practice

Project based learning ideas

ways to differentiate, extra curricular ideas on differentiating

ideas of how to incorporate within regular classroom

na

How to bridge the gap between the struggling students and HAL students.

hands on activities

Identification of these learners and how to differentiate for them

NA

Identification of learners and ideas to teach those higher students.

I'd like to see our district have an actual gifted/HAL program.

Differentiation and Independent work for these students.

I would like to receive information on curriculum and differentiation for these learners.

Anything is better than what we do now

I would love strategies for additional differentiation as well as social emotional support techniques

Differentiation for these learners, curriculum. I currently work with these students in a pull-out program and would be very interested in curriculum and activities to use with them.

More suggestions of what to do in a music environment

Any and all of the above as long as it is not generic but specifically relevant to Social Studies, U.S. History, Psychology, etc.

Any/all of these topics would be helpful

none

All the above.

What kind of professional development would you like to receive in either a...

Ways to differentiate within the whole group instead of using a pull out method.

how all teachers can differentiate teaching and learning for ALL students

All of the above

Social Emotional needs, id these learners, acceleration for these students

social emotional needs

differentiation, Social emotional needs

Identification, logistics of curriculum compacting in a "ordinary" classroom,

Strategies and differentiation

Differentiation

Identification, differentiation, social/emotional needs

Not sure

i dont know

identification of these learners, differentiation for these learners, acceleration, curriculum compacting, social emotional needs of these learners

Nothing that I can think of.

SEL for gifted learners

Differentiation for these learners

Identification, social emotional needs, ways to address learning for these students other than additional work from their teacher

I would like to receive training on expanding project based learning in my classes.

I would like to see these students identified using a system we are all aware of and I would like to see staff members hired to accommodate those learners.

All of the above!

I would like to learn about all different kinds of learners and how to reach all of them!

It might be nice to reassess kids as they progress or to differentiate and designate a specific area of talent for each student. I suspect math scores factor heavily in the identification of gifted students. In my Social Studies courses, those math skills make little difference in student success.

I do not see a need for professional development for gifted/talented learners. I actually find the terms "gifted and talented" highly offensive. I absolutely have learners of all skill levels, and some have advanced abilities beyond their peers or typical development at my grade level. However, with the multitude of options for differentiation, I do not feel that additional training or programs are necessary beyond what we already have.

What kind of professional development would you like to receive in either a...

Identification of learners, interventions for meeting their needs

differentiation for these learners

I feel good with my current training

Differentiation in the classroom, using contracts for academics/behavior, socio-emotional

Having a PD on the identification of twice exceptional learners would be great!

Unknown

All that you listed!

Identification, differentiation, student needs

I would like more HAL training, specific to my area (foreign language)

Differentiation fo these learners

Identification, what is available for a school wide system to be implemented.

Differentiation

Not sure

Anything. Especially how the district can support the teachers in the classroom on this.

Identification & differentiation. More info on curriculum compacting.

I would like to have additional training in this area especially in conferences and professional development opportunities.

How to adjust lessons to these students.

None

identification and social emotional needs of these learners.

How to identify them and how to challenge them and assess them withthin the restrictions of the day where majority of my class 15/21 are not reading at grade level and where I spend the bulk of my time preparing for and teaching lessons to close that gap.

how to differentiate in centers or small groups

Please note that question #33 has a typo--there is no "yes" response.

social emotional needs and project based approaches

What kind of professional development would you like to receive in either a...

I would like a broader recognition that 2E learners do exist, and that they have needs that we should be meeting. I don't think children should have to fail in order to receive services or accommodations.

Creating differentiated assignments that align with the curriculum I teach in whole group lessons.

none. I teach a reading intervention

differentiation for these learners

None.

I do not even know what the options are. I probably do it already and would find the training tedious. I am a high ability learner.

I believe more identification of the learners is needed along with more programs.

IDENTIFICATION AND SUPPORTING NEEDS OUTSIDE OF CLASSROOM CONTENT

I have sought out my own training because it makes me a better teacher.

differentiation for learners

Identification and differentiation for these learners, as well as their social-emotional needs

Curriculum

None

help differentiating in a classroom

Mostly I would like higher ups to listen. Listen and learn from classroom teachers. Often times curriculum ideas are passed down from the top. I'd like to see a group effort and allow my expert experiences to be heard.

Identification and differentiation in a classroom.

NA

Classes on how to help with accelerating their learning, social emotional needs

I would like professional development if the district has an implementation plan in mind other than an extra-curricular HAL club. I would also benefit from ideas on how to challenge these students within the current classroom environment.

How to address their needs within the framework of what is required of me from my district.

How this could play out in an EL context

Q21 - What was the focus of the training?

What was the focus of the training?

The focus was going deeper not busier.

The purpose of Gifted and Talented education and how we can support in the primary grades.

Resources, questioning skills

How to identify students to get placement into the HAL/GT program.

We learned about how students are identified

Differentiated instruction.

NGT Conference. A wide variety of topics

Diff Lit

AP/College Board

curriculum available for high ability and gifted learners

How to identify and steps to refer

Teaching diff. math/reading

Resources available in district

The focus was on the GATE program and to find students who may qualify for the program.

Identification

Being able to differentiate for all learners. We also had another one focused on PBL.

providing additional supports to challenge the HAL students in my school

identifying gifted students, meeting the needs of gifted/HAL students, working with 2E students, dealing with anxiety and over excitabilities in gifted students, compacting curriculum,

strategies, information on how students are identified, tendencies

To learn what GATE was.

How to identify Gifted and Talented and how to have them receive the correct services, things we can do in the classroom.

GT class/referrals

What was the focus of the training?

How to differentiate instruction

Literature

STEM bins

Learning characteristics and behaviors of gifted kids

How to differentiate their learning in the classroom.

Teaching highly gifted students in math.

differentiation, opportuities the school provides for services, how they are idetified

Good literature, higher level questioning skills, visual spatial kids, math compacting and lessons

differences between high achievers and high ability learners

I don't recall

Identification, referral process, gifted/talented standards

HAL Conferences

One class was teaching gifted reading and one was teaching gifted math curriculum in our district.

How these students learn, what to look for in their behaviors, and examples of lessons.

Diff. Math Teaching Strategies; Diff. Reading Teaching Strategies

differentiation, programming

Knowing the difference between rigor and busy work

Describing a program, Fermie, that is being utilyzed by Gifted and Talented program.

The focus was on not giving them more work, but making the work more challenging to begin with.

Identification process, learning opportunities, opportunities with HAL instructor

How to identify GATE students and the districts plan for service

Identify and implement

MN Humanities

Differentiating instruction within the classroom to meet the needs of HAL students.

What was the focus of the training?

Writing skills

GATE program in OPS

Teaching Gifted Students

Curriculum update

Lesson ideas, how to identify

1) literature 2) math

types of books to use and higher level math games

Differentiation

Identification and district resources available

How to identify and recommend students

ELL and gifted support in class

Differentiation

How to identify and deliver instruction to gifted/talented learners.

Differentiation

How students are identified.

Gifted and Talented STudents and curriculum

Differentiation Identification

there were a variety

Both Reading and Math

I signed up for a training on gifted and talented students. This was mainly elementary focused though.

Finding ways to keep these students challenged and engaged

identifying and providing opportunities for students

Differentiation

I attended the state and national gifted conferences

What was the focus of the training?

identify

The focus was learning what services are available and knowing what kinds of things gifted students may exhibit.

Representation in GATE programs

differentiated instruction

HAL Facilitator training

A variety of things that pertain to us as a department working with GT students.

NAG Conference

STEM activities

Different strategies to help these students, and ideas/suggestions to teach

The training training focus was literature.

High level questioning

Attending NAG, there were a variety of topics offered.

Meeting the needs of those diverse learners

We are required to take the differentiated math and reading/language arts training every 3 years if we are teaching the differentiated curriculum. My last training was the reading/language arts.

Twice Exceptional, Technology Training for Gifted Learners, Social Emotional Development Needs of Gifted

Students with exceptionalities.

Differentiation and how to challenge HAL kiddos

Developing lessons to meet the needs for gifted students.

letting us know the ways to have students get in Gifted/Talented ED

Diff Math and Diff Reading Curriculum

Teaching the differentiated math and literature curriculum provided by the district

Gifted learners

Differentiation

Ways of meeting needs or providing support for these learners

What was the focus of the training?

2E, doing the right types of differentiation rather than simply “extra work”, and how to use higher level questioning during classroom discussions to enrich HAL students while also exposing all learners to this type of reasoning and analysis.

The process for students getting into HAL and some curriculum decisions we can make to support those kids.

Assessment

Identifying HAL students within the classroom and making recommendations to the HAL instructor

How students qualify?

AP Curriculum

Differentiation, Depth and Complexity

On how to identify GATE kids and how some GATE kids can have IEPs as well

differentiation

How the GATE program works.

High ability learners

Literature for H and GT and Math games

Higher level thinking skills in math

Reading and math

2 E students

Reading

HAL and how to adapt it in and outside the classroom.

Executive functioning development in HAL/Gifted students

How to push students and do activities that stretch their thinking, how to identify gifted students,etc.

I took diff math/ diff lit training as a refresher

How to work with G/T

Engagement

Ideas to work with HAL students with the HAL teacher

Mental Health, and Guided Reading/Literature

What was the focus of the training?

identification and differentiation

content, pacing, alternative assessment

Helping AP students maximize their classroom experiences

G/T 101, how students are identified and how to begin differentiating

Reading and math

Use of assessments and curriculum

I have attended AP workshops for each of my classes.

Identification of students and differential education.

How an ADH works and ways to accommodate

How students qualify for the program.

HAL/ Gifted math and lit

It was a meeting with special education teachers

Curriculum and resources to support this learning.

Testing and identifying

Learning Targets, Grading

Options for working with gifted students and their social emotional needs.

gifted / talented students

Project ideas and curriculum for gifted students.

Identifying gifted children

The focus was on meeting the needs of exceptional learners. I was able to learn about what characteristics I should be looking for in a gifted student.

Gifted and talented session breakouts at a conference

To learn about the district requirements and pathways into HALE. Also studying Rule 51.

I earned my G/T Endorsement.

How to challenge these students and give them higher level work

What was the focus of the training?

Advanced Placement seminars.

special education, gifted, and ELL students (one class about all 3)

Inquiry learning--PBL Works

Brief overview of Gifted and Talented Students.

How to extend district-supplied lessons to be interesting for high achieving students.

How to compact curriculum to allow time for extensions.

Identification and Pathways, etc.

AP and Dual Enrollment

Differentiating instruction.

Identifying.

Differentiation and AP prep.

Don't remember.

This was a master's level course I took for my Master's degree

strategies for teaching gifted and talented students as well as ways to identify these students.

Differentiation

Identification for ELs

social and emotional needs, perfectionism, overexcitabilities, bibliotherapy, underachievement, spotting traits, big ideas in diff. lit

how to identify, what the curriculum is, how to support them

Differentiation

Seeing what we can do for them both in the classroom as well as outside of it with the HAL teacher

Advanced placement training is directed toward changes in curriculum and sharing ideas about student activities.

meeting the needs of all learners, characteristics of a gifted student, ways to differentiate lessons

HAL Curriculum Professional Development Video

the materials/lessons the district provides for our grade level HAL students

What was the focus of the training?

what materials to use

Higher level questioning strategies

Identifying HAL/Gifted students, extension activities, HAL/Gifted characteristics

How to identify gifted students

Differentiated Math and Literacy Refresher course for teaching and identifying gifted/HAL learners

Serving g/t students in the classroom.

Had both training for Language arts and math

identifying gifted, hal students (what to look for), how to differentiate and compact, social/emotional needs

curriculum, resources, and traits

Differentiation, levels of vocabulary/writing, alternative studies, and activities.

How students qualify and how to get additional help in the classroom .

The new process the district has as far as subject area acceleration & grade level acceleration.

Dual-labeled students.

Differentiated Kindergarten Math

Expectations for teachers teaching gifted curriculum and the process of identifying students.

Diff literature/Diff math

Needs of Gifted Learners, District Curriculum updates

Gifted Education

How to differentiate in our classroom.

general overview of the program

Characteristics

We do Marzano's Q1-4 method.

Differentiation techniques for the classroom.

We have training on the curriculum, characteristics of gifted students, social/emotional issues commonly seen in gifted students.

What was the focus of the training?

Reading and math

Differentiation

How to implement differentiated math and literature within our district, social/emotional needs of gifted students, Awareness of Visual Spatial Strengths, Bases and Number Systems, Picture books and the Big Ideas Within, Critical Questioning K-12, K - 1 Independent Activities for Literature, Executive Functioning, Anxiety, Vocabulary Acquisition. These are an informal list of what our department has offered and I have taken or taught.,

Independent levels of learning for each student.

Books and methods for Reading DIF instruction

Nebraska Association for the gifted conference

Curriculum, Evaluations, Lessons, extensions, samples of creative games

short video on where to find the lessons

How the district identifies these students and what services they are provided with.

elementary gifted reading

Different topics: SE, differentiation, identification

Gifted and talented education

Referring students that might not be identified, ways to enrich learning with HAL students, not all learn or appear to be HAL students in the same way.

We had several sessions this summer on how to identify gifted students, different types of gifted students or high ability students,

High ability learners

Differentiation

Social/Emotional & Supporting the general ed. classroom teachers

Higher-order questioning for students

High ability learners and differentiated instruction

book study

It was a modeled lesson by our administration, helping us combine right and left brain cognition by helping students break down data and create a chart, map and graph.

identification, differentiated curriculum, characteristics

Providing accommodations and adjustments

What was the focus of the training?

identification of gifted/talented students

Writing

An overview of the importance of Gifted instruction and how the identification process works in the district.

How to help challenge the HAL students

Differentiation for gifted learners

gifted and students who are both gifted and in need of special education services, exceptional learners.

different strategies to meet ALL students abilities

Literature books to be used with the students.

differentiation, questioning, Reading & math activities and curriculum training and extensions

All of my district PD is GT centered.

Finding students with exceptional abilities and looking beyond reading and math scores.

differentiation--the training was provided by me and my HAL colleague

Critical thinking strategies

Getting the students the education that they need and making sure that they are learning at a pace that is comfortable for them and that they are not bored.

Twice exceptional learners: how to support both levels of identification.

Differentiated instruction, SEL needs of gifted students.

2E, visual spacial, tech, soc. emotional, equity

how to differentiate materials

Telling us the mission of the department and how students qualify

Training included information on how to identify students, characteristics of a gifted student, as well as curriculum specific training (what to teach and how to teach it).

I attended a training during a PD day online.

differentiated lesson planning

Identify

What was the focus of the training?

Informational on how students are identified

differentiation

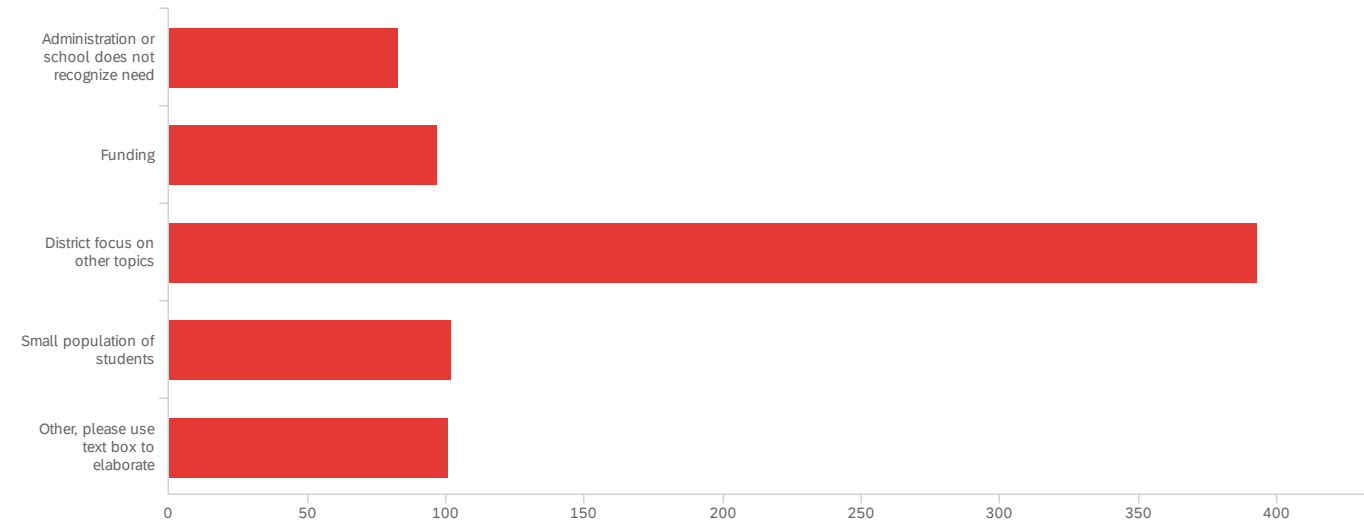
Student achievement/motivation

What extra activities work well for high ability learners.

How they are identified and how to differentiate instruction

questioning techniques

Q22 - If professional development was not offered in this area what do you think the barriers might be to this topic or content?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If professional development was not offered in this area what do you think the barriers might be to this topic or content? - Selected Choice	1.00	5.00	3.05	1.10	1.20	776

#	Field	Choice Count
1	Administration or school does not recognize need	10.70% 83
2	Funding	12.50% 97
3	District focus on other topics	50.64% 393
4	Small population of students	13.14% 102
5	Other, please use text box to elaborate	13.02% 101
		776

Showing rows 1 - 6 of 6

Q22_5_TEXT - Other, please use text box to elaborate

Other, please use text box to elaborate

The district has stepped away and lowered the number of available GT Specialist. Students only recieve services a few times a week.

Other, please use text box to elaborate

No time

We are a private school, so our curriculum is more difficult and challenging for all (in general).

Not identified bc gifted program is on the lower end of scale..

Unsure

Poor interpretation of themes such as "fidelity" and "equity"

All of the above.

I don't know

Bigger concerns at this time (surviving COVID)

Covid restrictions

?

They recognize but as districe got bigger, they don't support much

I do not work with this population.

lack of direction of the program and district not understanding the opportunities available

Personnel and training--how to meet this need; not enough people on staff to meet the need.

No idea why it's not offered.

COVID (This is only my 2nd year in this district, so I don't know what they did prior to COVID.)

We are just trying to survive this pandemic

I think our district spends the majority of their energy on SPED students and students with behavioral issues. HAL students are often overlooked.

I teach in a large school district (10,000) students. We have high poverty and minority demographic, a lot of time, resources and training is on those students.

I'm in a specialized reading program to meet the educational needs of students ex. IEP students

Administration does not recognize HAL as a significant need. However, there is a definite tendency in this and many neighboring districts to compete viciously to laud their "high quality learning environments". We have honors classes that aren't really honors classes. We have career clusters that may not be accessible to every student. The administration is not only to blame. Many teachers are happy with the status quo. In my area, teachers are often happy to leave out special education students and focus exclusively on high ability learners. When confronted by a student who is both, we simply do not know what to do.

If able, I would have selected all options above.

Other, please use text box to elaborate

In the spring of 2020, I was motivated to change the focus of my masters program from Middle School Education to Gifted and Talented Education when I agreed to take over the program starting in the 20-21 school year. Prior to that, I had no previous professional development and, quite frankly, felt panicked that I would not be able to meet the expectations if I did not find training on my own. I think our district is focused on other topics and that the stereotype that smart kids don't need any additional help is prevalent.

All of the above

time

Students are not identified until 4th grade.

Right now they are only focusing on 3-12. BUT we have K-3 kids that should be served too

Our district is really focused on helping our lower students, so our higher ones have fallen to the side.

I have had training, just not in the past 3 years. This was part of the district's tenure course series.

In my district we mostly focus on kids that are test below grade level. We want to get them ready for Kindergarten and caught up.

I work in a private school, so we have an entrance exam. I think the school does not view HAL as an area we need to improve on.

It is a new goal in our 5 year strategic plan. Priority on low-level learners, but we are trying to make adjustments to meet all student needs (lack of staff/resources makes this difficult).

Perception, people think they are the good kids, so they don't need help with them.

These students excel, and administrations focus is on struggling students who may impact graduation rate.

it is only for older grades

Our district does not have training on twice exceptional students

I teach honors and usually the AP teachers are sent to the training.

focus on students who are below grade level

Traditionally, our PD hours and monies are wasted on out of touch topics and snake oil salesmen.

New administration

Training is offered. I have not taken it in the last 3 lyears.

Admin only has "certain" teachers go, where in the end those teachers have very little to do with the students. All teachers need trained in one way or another!

The focus seems to be on the students who are struggling versus the students that are of higher ability. I believe there is gift/talented teacher, but they rarely work with first graders.

Whatever they are doing in this area is not communicated or shared with others

Other, please use text box to elaborate

This is my first year teaching so I have had limited experience with this area.

Time

Teacher time

most hal students will take honors or AP classes, so no need to train the other teachers that do not teach those classes

I have no idea. We have a teacher for gifted int eh program that seems to be well funded.

Not in my area of teaching

We have a full-time HALE teacher

I have a feeling that other student group needs are more important, such as ELLs.

This area does not apply to the student grouping I work with so I am required to attend other development

It was offered but I did not take it as I don't work with this population.

District promotes large level of AP and Dual enrolled classes available but does not assist teachers in how best to instruct these students.

All of the above! Our district is more concerned about the special education (low ability) population.

All of the above

I do not know if the professional development for gifted/talented

So much focus on bringing up the low students.

We spend a lot of time and attention on the other end of the special needs spectrum and not enough on the HAL side.

Time is the main factor. They already have so many things planned for Professional Development, they can't fit anything more in at this time.

Other initiatives such as target-based grading takes away from truly differentiated instruction

Covid

I believe it is a combination of funding and focus on getting our students to the ACT benchmark for Nebraska.

administration not recognizing the need, district focus on other topics, and small population

Our district does offer it. I have not taken the seminar.

I think the administration thinks the HAL teacher at our school is doing something for our HAL students. I have not seen this in the math classroom and it is disappointing.

I really have no idea. I know we are a small school and our admin has a lot of balls in the air.

Other, please use text box to elaborate

I attend Early Childhood specified professional development.

no concentrated g/t teacher

Creating time for these ultra involved student to accelerate their education. lack of time to address individual as there is no separate class

Too much focus on useless, redundant topics

Funding, other focus, small population

The honors classes challenge these students adequately.

Covid

I teach students with intellectual disabilities who would not qualify for gifted programs.

G/T teachers handle this, not much information provided to classroom gen ed teachers

Administration wants to focus on lower level students rather than higher level

Unsure, to be honest

all apply but I can only highlight one

We have a specialist that works with the High Ability Learners and pulls them out of study hall for small group work by grade.

I think its a combination of all of these. The district is focusing on Covid protocols, funding, the smaller population of students that we have that might be gifted, I truly believe it's a combination of all.

Curriculum is seen as meeting the needs.

Our district is only concerned with graduation rates so all resources go to those students who might not graduate.

Focus on reluctant learners and the need to provide emotional support to those who have experienced trauma

District moves very slow and is not progressive in any kinds of PD

The misguided consensus on HAL students in both of the Districts in which I have taught is that they already bring up our test scores so we don't need to focus much on them.

Administration or school does not recognize need and district focuses on other topics

Schools spend all the PD time on teaching the low-end kids. Traditionally smart kids are expected to push themselves.

I am not sure why it is not offered through the district. I have taken graduate level classes on differentiated instruction and blended learning. I have also attended the Nebraska Autism Conference (several years ago). Through these I have learned lots of strategies to help all of my students.

The pandemic has limited our time for anything beyond the absolute necessities

Other, please use text box to elaborate

2 reasons. District focuses on other things, BUT our specialized HAL teachers take classes or seminars

District focusses class time and resources on intervention and low ability learners.

Everyone across the country is so focused on the slow learners that we almost totally ignore our gifted students because they can "get it" on their own.

School district only has program for grades 3-6 in place. There are two teachers (one for 3-4, one for 5-6) who provide an afterschool program 1-2 times per month.

Staff time commitments to general student population

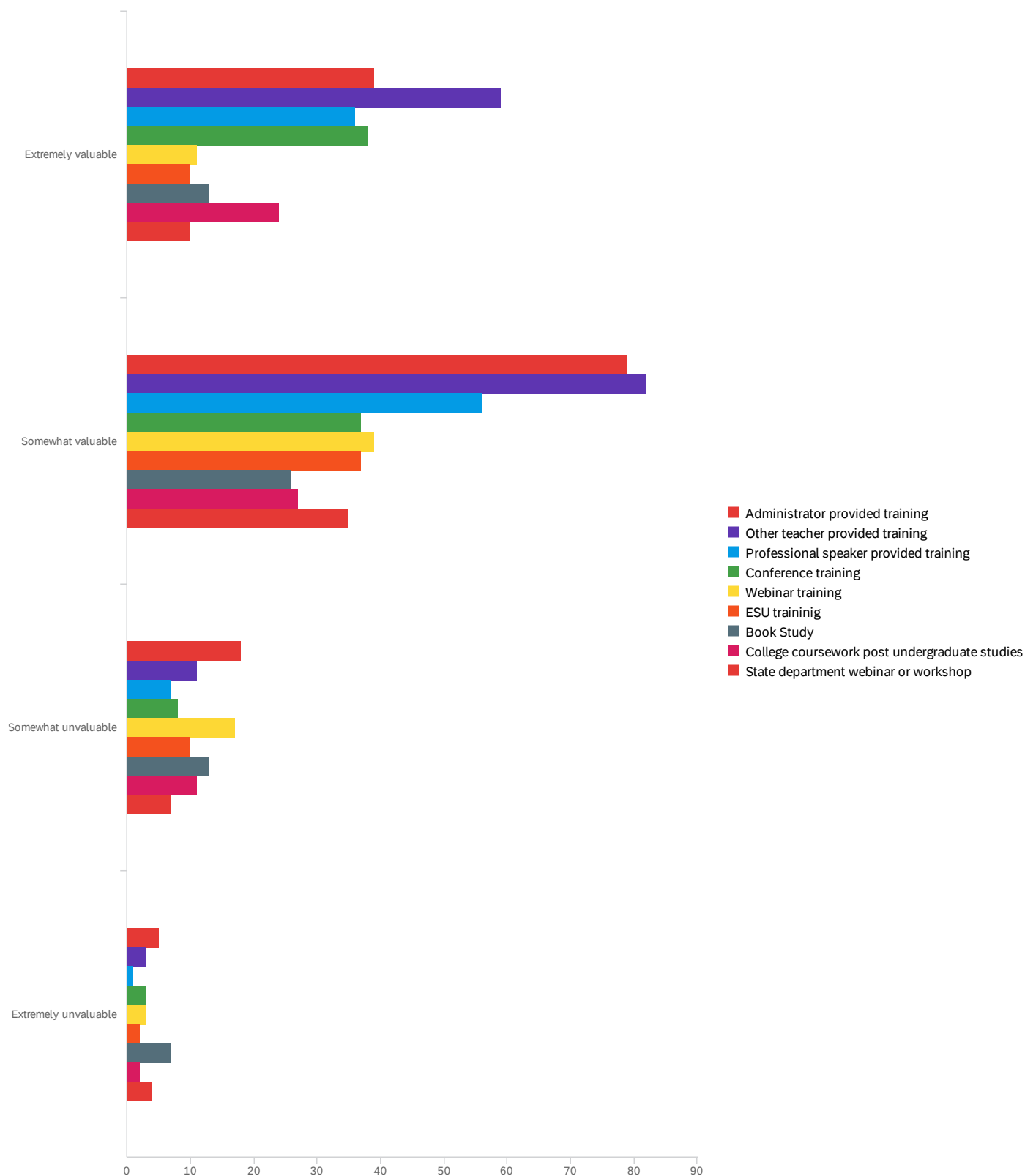
Our school only seems to care about sped

We spend too much time on lower students and not enough on the high achieving students!

Time

Don't know

Q36 - In your opinion, was the quality of the professional development valuable to your instruction? In order to register a response please move the indicator line.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Administrator provided training	1.00	4.00	1.92	0.73	0.54	141
2	Other teacher provided training	1.00	4.00	1.73	0.67	0.46	155
3	Professional speaker provided training	1.00	4.00	1.73	0.63	0.40	100
4	Conference training	1.00	4.00	1.72	0.77	0.60	86
5	Webinar training	1.00	4.00	2.17	0.74	0.54	70
6	ESU traininig	1.00	4.00	2.07	0.69	0.47	59
7	Book Study	1.00	4.00	2.24	0.93	0.86	59
8	College coursework post undergraduate studies	1.00	4.00	1.86	0.81	0.65	64
9	State department webinar or workshop	1.00	4.00	2.09	0.76	0.58	56

#	Field	Extremely valuable		Somewhat valuable		Somewhat unvaluable		Extremely unvaluable		Total
1	Administrator provided training	27.66%	39	56.03%	79	12.77%	18	3.55%	5	141
2	Other teacher provided training	38.06%	59	52.90%	82	7.10%	11	1.94%	3	155
3	Professional speaker provided training	36.00%	36	56.00%	56	7.00%	7	1.00%	1	100
4	Conference training	44.19%	38	43.02%	37	9.30%	8	3.49%	3	86
5	Webinar training	15.71%	11	55.71%	39	24.29%	17	4.29%	3	70
6	ESU traininig	16.95%	10	62.71%	37	16.95%	10	3.39%	2	59
7	Book Study	22.03%	13	44.07%	26	22.03%	13	11.86%	7	59
8	College coursework post undergraduate studies	37.50%	24	42.19%	27	17.19%	11	3.13%	2	64
9	State department webinar or workshop	17.86%	10	62.50%	35	12.50%	7	7.14%	4	56

Showing rows 1 - 9 of 9

Q27 - What was the focus of the training?

What was the focus of the training?

Defining a 2E student and understanding how to meet their needs

Helping them read and sound out words.

Gifted/SPED

identification and referral

Teaching gifted students who may have other needs impacting their learning

Identification and strategies to meet these students needs

Adapting, Challenging

Curriculum

The focus of this training was similar to the Gifted training. We learned what to look for and how they are brought to the attention of the gifted teacher in the school.

Autism

Unique needs as well as identification process for 2E students

Autism and Behavior

How to meet their needs within the classroom.

Identifying HAL students within the classroom

The process for high ability learners and how to differentiate instruction within the classroom.

Autism

Meeting the needs of our gifted students who are also using special education services.

Differentiated learning application in multiple settings.

just that/recognizing

How it related to GATE

How we can reach these students

Differentiated Literacy and Math instruction for teaching and identifying gifted (twice exceptional) learners

What was the focus of the training?

Same as before, dual labeled students

Misdiagnosis and Dual Diagnoses of Gifted Children and Adults: by James T. Webb was a book read by our department during Professional Learning Community. Staff Development for Tenure requirements until 2019 included information during training of 2e students, characteristics and teaching suggestions. I have also attended NAGC conference sessions concerning 2e students.

Technology

Identifying & Serving 2E students

Differentiation and inclusion

Learning how to adapt lessons for HAL students, and how to handle students who are 2E.

twice exceptional learners

L to J training for a perfect school & NCAPS training (our career pathway program)

How to make sure other teachers could identify 2E students

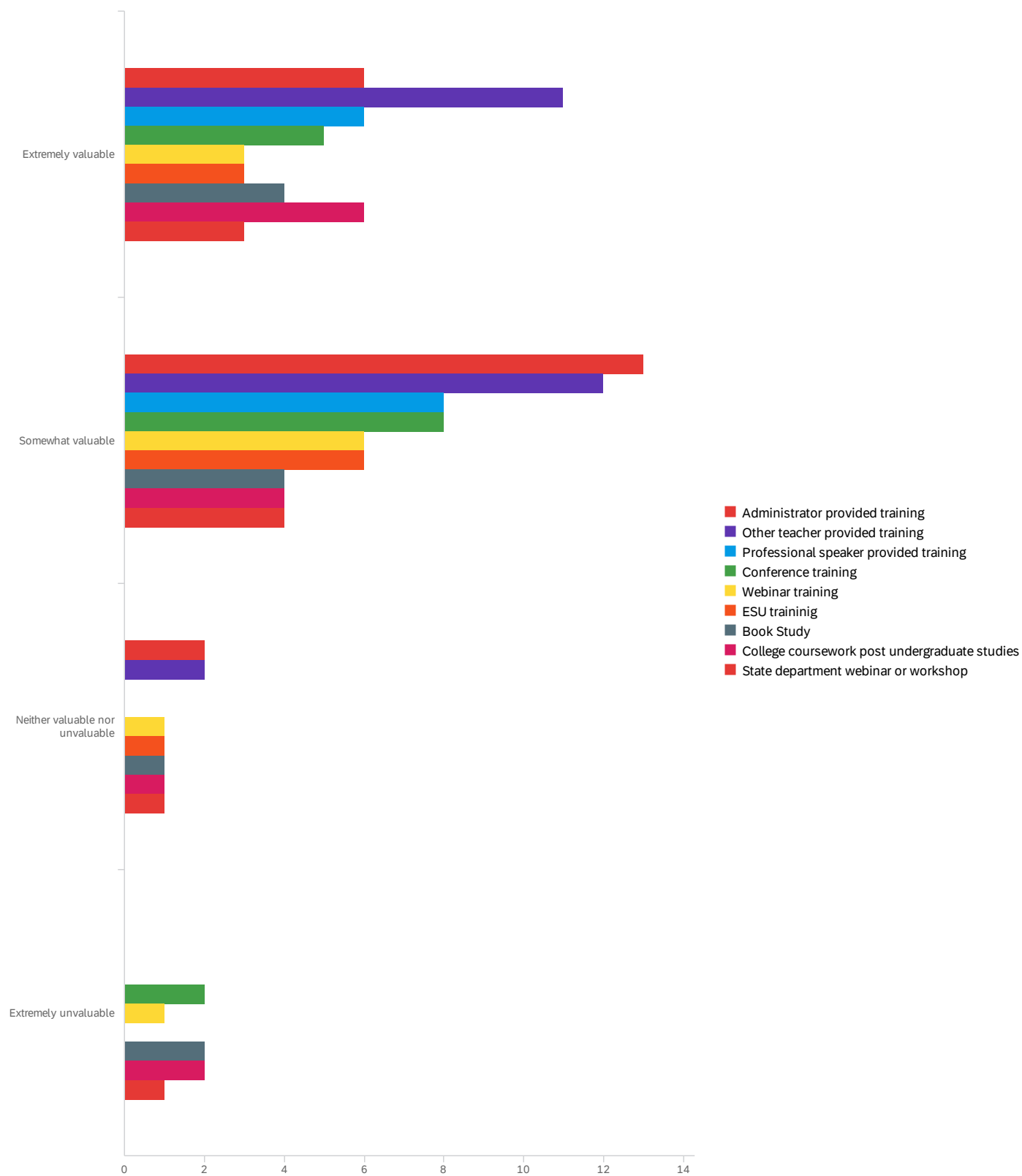
Encouraging us to look past labels of our Special Education students and to remember that students who are seen as having "behavior issues" might be struggling because they are bored.

Supporting learners with multiple identifications.

ADHD

meeting the needs of the twice exceptional student

Q37 - In your opinion, was the quality of the professional development valuable to your instruction? In order to register a response please move the indicator line.

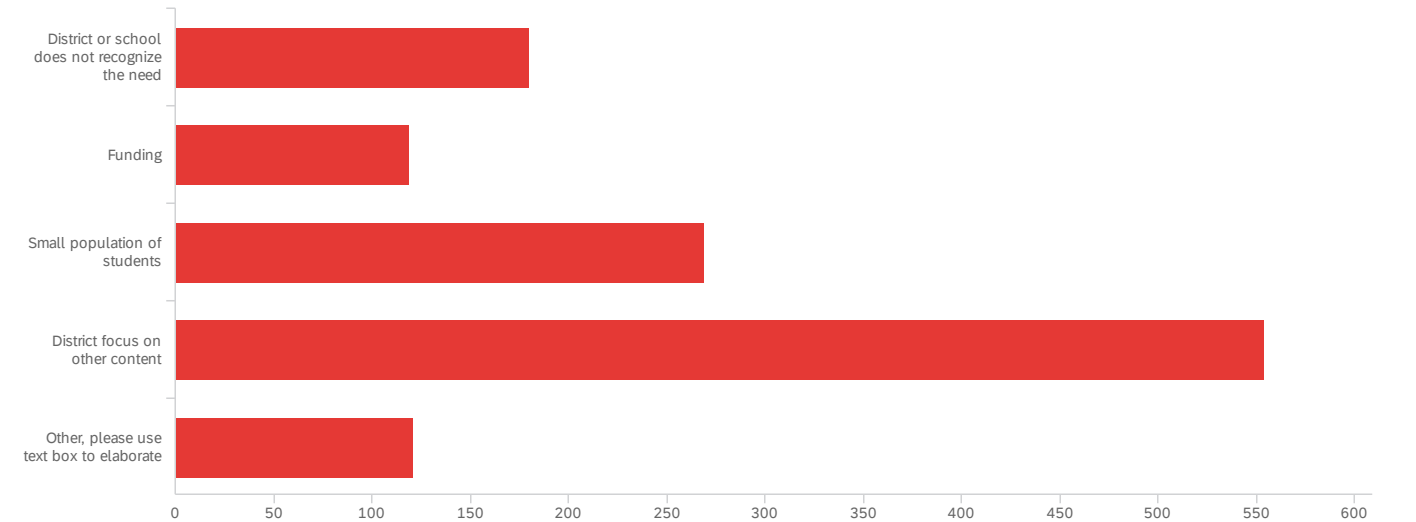


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Administrator provided training	1.00	3.00	1.81	0.59	0.34	21
2	Other teacher provided training	1.00	3.00	1.64	0.62	0.39	25
3	Professional speaker provided training	1.00	2.00	1.57	0.49	0.24	14
4	Conference training	1.00	4.00	1.93	0.93	0.86	15
5	Webinar training	1.00	4.00	2.00	0.85	0.73	11
6	ESU traininig	1.00	3.00	1.80	0.60	0.36	10
7	Book Study	1.00	4.00	2.09	1.08	1.17	11
8	College coursework post undergraduate studies	1.00	4.00	1.92	1.07	1.15	13
9	State department webinar or workshop	1.00	4.00	2.00	0.94	0.89	9

#	Field	Extremely valuable		Somewhat valuable		Neither valuable nor unvaluable		Extremely unvaluable		Total
1	Administrator provided training	28.57%	6	61.90%	13	9.52%	2	0.00%	0	21
2	Other teacher provided training	44.00%	11	48.00%	12	8.00%	2	0.00%	0	25
3	Professional speaker provided training	42.86%	6	57.14%	8	0.00%	0	0.00%	0	14
4	Conference training	33.33%	5	53.33%	8	0.00%	0	13.33%	2	15
5	Webinar training	27.27%	3	54.55%	6	9.09%	1	9.09%	1	11
6	ESU traininig	30.00%	3	60.00%	6	10.00%	1	0.00%	0	10
7	Book Study	36.36%	4	36.36%	4	9.09%	1	18.18%	2	11
8	College coursework post undergraduate studies	46.15%	6	30.77%	4	7.69%	1	15.38%	2	13
9	State department webinar or workshop	33.33%	3	44.44%	4	11.11%	1	11.11%	1	9

Showing rows 1 - 9 of 9

Q38 - If professional development was not offered in this area what do you think the barriers might be to this topic or content?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If professional development was not offered in this area what do you think the barriers might be to this topic or content? - Selected Choice	1.00	5.00	3.26	1.20	1.45	1,243

#	Field	Choice Count
1	District or school does not recognize the need	14.48% 180
2	Funding	9.57% 119
3	Small population of students	21.64% 269
4	District focus on other content	44.57% 554
5	Other, please use text box to elaborate	9.73% 121
		1243

Showing rows 1 - 6 of 6

Q38_5_TEXT - Other, please use text box to elaborate

Other, please use text box to elaborate

No barrier. I didn't choose to attend a session on this content.

Other, please use text box to elaborate

both - small population and district focusing on other content

We have had to deal with so many other issues that professional training has been focused on many areas.

On the lower end of other things that are more important.

Many have been identified before 6th grade

Seems to be more focus on SPED lower end.

unsure

Small population and the fact we spend a disproportionate amount of time getting low students up not bring high students higher.

All of the above

I don't know

We do not have that program

Bigger concerns (COVID)

Covid restrictions

?

I do not work with this population.

We are focused on our low achieving students.

I feel this topic has little focus in general.

I've never heard of this so I haven't paid attention to anything about it.

Other main topics

Pandemic

Our professional development is almost exclusively determined by grants we have received such as STEM, school environment, PBIS, etc. HAL has not received a grant.

?

Our District's attention still tends to work towards those struggling and the info gap rather than meeting the needs of those who are gifted. We also struggle to meet the needs of gifted students who are disengaged because the current academic world isn't engaging for them.

I work with independent living students.

Other, please use text box to elaborate

Same as the last question

Small school. Classroom teachers do what they can. Other types of professional development takes priority.

I am not familiar with this identification.

Please see previous answer.

District is focused on Special Education students and leveling the playing field for all students.

If able, I would have selected all options above

time

Too many other issues needing to be addressed

I teach kindergarten and students do not qualify for HAL until 2nd grade, our district sometimes makes an exception for 1st grade.

Age at which they are identified.

Teachers who serve the diff students take the trainings. Not all teachers have differentiated groups that they serve.

It's not our area of focus. With a limited number of Pre K openings, it is geared for those that fail the screening test to get in the program.

It is not the flavor of the month. Our district is currently more focused on dealing with racial and ethnic disparity in graduation rates.

Diversity/discrimination issues are more important at this time.

they have a teacher that pulls them out 2x a week for 1 hr

Perception, again people don't think there even is such a thing.

Focus on meeting the needs of students who are not on grade level

I think that we do a pretty good job finding the 2E students if they perform well on assessments. The School Psychs are good about sharing test info with the GT teachers. 2E students who do not do well on the various testing instruments will not be found, however.

District is more focused on non-proficient students.

Again, administrations focus on struggling students to improve graduation rates and state assessment scores.

grade specific

Unsure

It is my observation that educators often believe that someone who is gifted must be scoring really high on tests and have no behavior problems. I find this extremely frustrating. Often the test score or class scores are the only aspect of the student they refer to.

Other, please use text box to elaborate

All of the above

We are a Class B parochial school and don't have the same kind of system that many of the public schools in the state have.

This area doesn't apply to my area, I think education/training is given to those that serve this population of students

Focus on students below grade level

I was not teaching differentiated instruction at the time.

Small population and lack of teachers.

The focus of the district is to help the struggling student population.

There is training. I have not taken it in the last 3 years.

time, covid repercussion

Time, lack of funding or support, lack of resources, not enough teachers or instructional paras, focus (legally) has to be on kids who qualify for IRIPs

district focuses on practice and pedagogy but not on student characteristics

time

District seems to focus on AP courses in high school, and we do have curriculum days for AP training

Does not affect me

TIME

Way too few resources with huge classes and students missing instruction due to the pandemic. Hal is kind of on the back burner.

Not sure

Not enough time or people to lead

Our district allows us to pick the development classes we take. I have chosen other areas to take my pd in.

PK would be too young to identify.

lack of staffing and district focus on other content

I do not work with this group ,therefore, I am required to attend other development

All of the above

All of the above. The idea is that the high ability kids understand quickly, so more time is spent on middle and lower achieving students.

Other, please use text box to elaborate

Combination of all 4 - lack of funding, small population of relevant students, district not recognizing the need and pushing focus on other content.

I'm not sure why.

Not enough time to put another thing into Professional Development.

I don't know. Twice Exceptional is a new term to me.

not sure

Time for teaching the curriculum

I am not sure.

Social emotional learning has been a huge focus for a few years in my district.

I'm not sure

District offers it. I have not taken it.

The upcoming focus is increasing number of minorities into HAL and 2E categories.

All of the above

All of the above

Same answer as before. Small population of students and possible district focus on other things

I attend Early Childhood specified professional development.

Our District has a position that is directly responsible for the Gifted.

It's a small population and we have a very large population of low ability students

Funding, other focus, small population

I was not even aware of the 2E designation before taking this survey.

Covid

I teach students with intellectual disabilities.

same as before

I don't have the knowledge.

Many admin think that high-ability learners don't need extra help or work, because they'll just understand the class materials on their own. This is wrong, but I've heard several admins literally say that.

Other, please use text box to elaborate

Adopting new lenses through which to see the same students has been used to add ever greater "adaptation" required of the instructor without the need being met with additional staff in the classroom, time for planning, or long-term support once the trend has passed social awareness.

Difficulty in delivering SD during Covid

Unsure

behaviors can be so severe that they overshadow academic needs

The district might only send those that are heavily impacted by these students. I do not feel I am in that category.

time

All of the above.

I work at a catholic private school. I find that our school focuses on low achievement rather than students who are gifted.

All of the above

Not all building levels have active programs.

All of the above

See other answer. I'm lucky if PD is anything besides assessments, new standards or telling us new policies/what to do.

See other answer

More students are not reading at grade level, so majority of focus is getting students on and not challenging those who are already there or above.

District or school does not recognize the need, and in my personal opinion, The district does not want more students identified within special education, especially if they are earning high grades.

Same as last question. Other teachers do this

I don't know. I have not heard of this category.

Honestly, have never even heard the term "twice exceptional" used by my district.

I am currently in my fourth year of teaching. I started in the 2018/2019 school. 3 of the years I have been teaching have been affected by COVID, which has affected the PD that districts have been doing.

Right brain learners simply aren't recognized as being gifted. If they're good at the Arts it's just because we're viewed as being easy or pud classes.

Time of the teachers, PD topics come from district/admin... this is not a topic

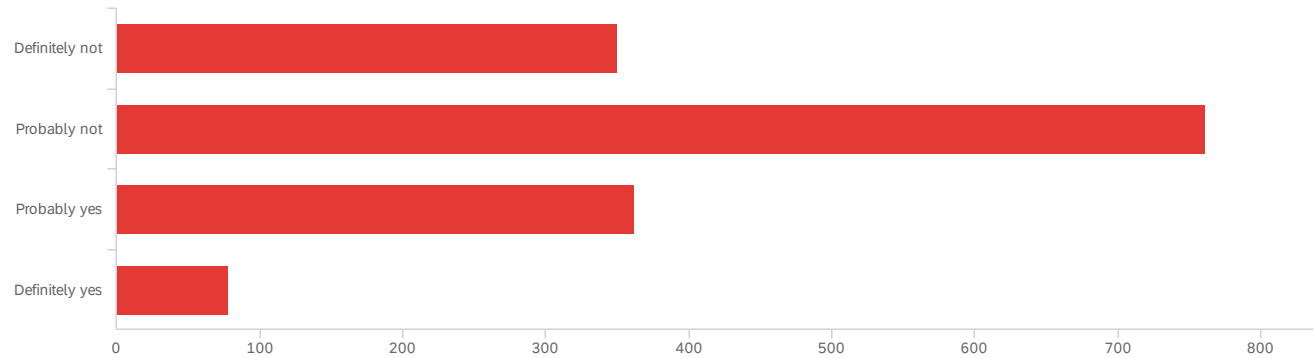
Again, our school only focuses on sped. There are dual credit courses for high school kids - that's it.

We are in the process of improving our G/T programming

Other, please use text box to elaborate

don't know

Q38 - Do you feel you have enough expertise in either of these areas (g/t or hal and 2E)
based on your collective schooling and professional development experiences?



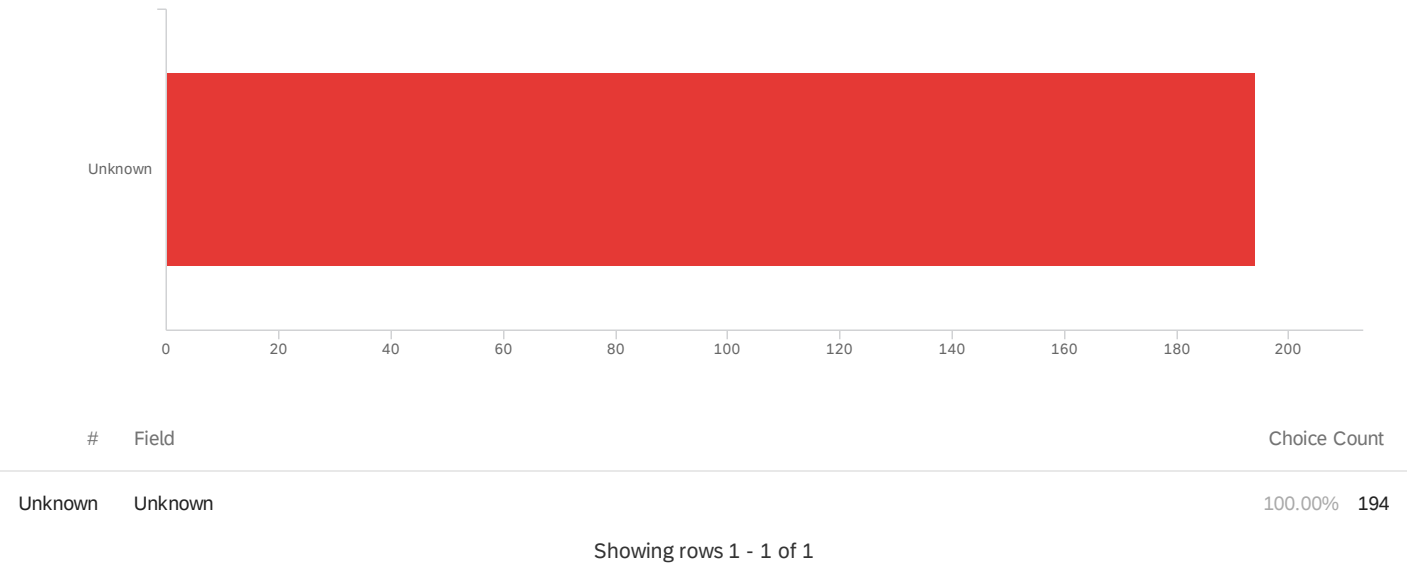
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you feel you have enough expertise in either of these areas (g/t or hal and 2E) based on your collective schooling and professional development experiences?	1.00	4.00	2.11	0.81	0.65	1,551

#	Field	Choice Count
1	Definitely not	22.57% 350
2	Probably not	49.07% 761
3	Probably yes	23.34% 362
4	Definitely yes	5.03% 78

1551

Showing rows 1 - 5 of 5

Q15_10_TEXT - Topics



Q15_10_TEXT - Parent Topics



No results to show



No results to show

Q27 - Topics



No results to show



No results to show

Q27 - Parent Topics



No results to show



No results to show

Q28_9_TEXT - Topics



No results to show



No results to show

Q28_9_TEXT - Parent Topics



No results to show



No results to show

Q38_5_TEXT - Topics



No results to show



No results to show

Q38_5_TEXT - Parent Topics



No results to show



No results to show

Q30_5_TEXT - Topics



No results to show



No results to show

Q30_5_TEXT - Parent Topics



No results to show



No results to show

Q22_5_TEXT - Topics



No results to show



No results to show

Q22_5_TEXT - Parent Topics



No results to show



No results to show

Q29_10_TEXT - Topics



No results to show



No results to show

Q29_10_TEXT - Parent Topics



No results to show



No results to show

Q19_8_TEXT - Topics



No results to show



No results to show

Q19_8_TEXT - Parent Topics

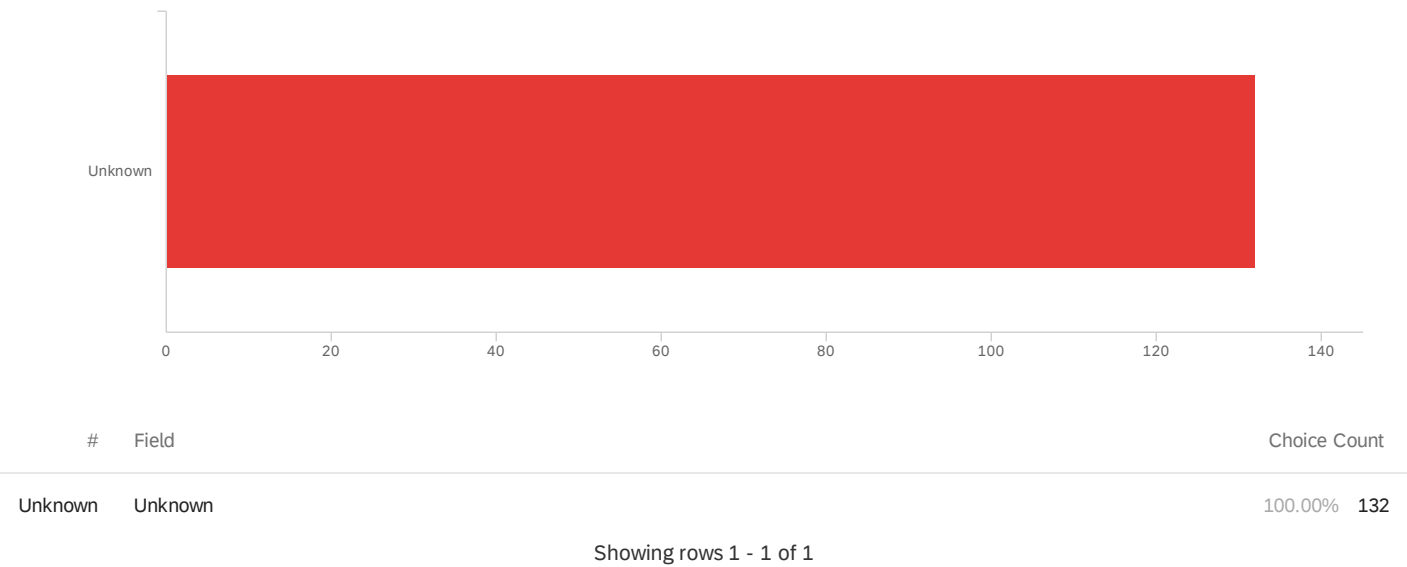


No results to show



No results to show

Q10_14_TEXT - Topics



Q10_14_TEXT - Parent Topics



No results to show



No results to show

Q6 - Topics



No results to show



No results to show

Q6 - Parent Topics



No results to show



No results to show

Q14 - Topics



No results to show



No results to show

Q14 - Parent Topics



No results to show



No results to show

Q21 - Topics



No results to show



No results to show

Q21 - Parent Topics



No results to show



No results to show

Q34 - Topics



No results to show



No results to show

Q34 - Parent Topics



No results to show



No results to show

Q18 - Topics



No results to show



No results to show

Q18 - Parent Topics

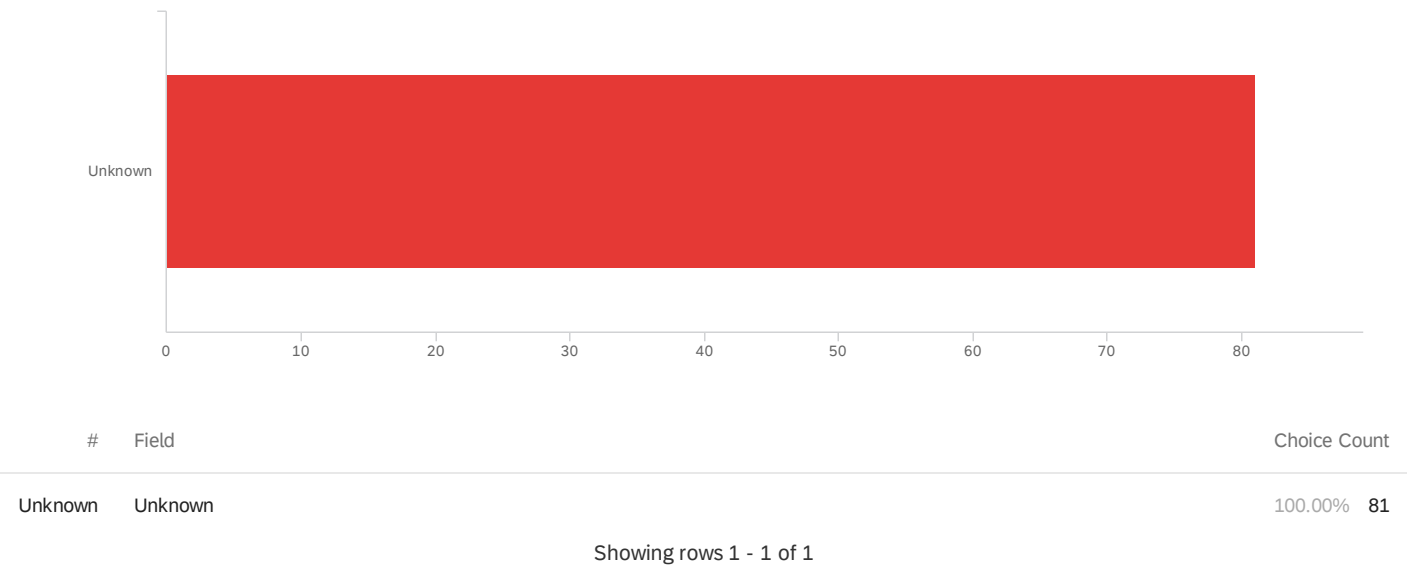


No results to show



No results to show

Q1_4_TEXT - Topics



Q1_4_TEXT - Parent Topics



No results to show



No results to show

Q24_10_TEXT - Topics



No results to show



No results to show

Q24_10_TEXT - Parent Topics



No results to show



No results to show

Q11_8_TEXT - Topics



No results to show



No results to show

Q11_8_TEXT - Parent Topics



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Local Norms for Gifted and Talented Student Identification

Everything You Need to Know

Scott J. Peters, PhD¹ , Matthew C. Makel, PhD², and Karen Rambo-Hernandez, PhD³

Abstract: Conversations over who should be identified as gifted continue perpetually both within the field and in the popular media. In this article, we focus on the use of local norms as one approach to gifted identification that can increase the equity of advanced educational programs and services while also better achieving their stated purpose of providing additional challenge to those students who need it. In this article, we define local norms, explain their purpose, provide examples of schools that have used local norms, discuss common challenges, and provide a tutorial and external resources on how schools can begin to use local norms as part of their gifted identification process.

Keywords: giftedness, identification, local norms, equity

Conversations over who should be identified as gifted continue perpetually both within the field and in the popular media. These conversations often focus on which test to use, whether to use referrals or nominations, whether to use classroom performance as opposed to standardized tests, and even whether students should be identified at all. These questions become even more complicated when multiple measures are considered and when the answers to these questions carry implications for equity. Our goal with this article is to focus on one particular identification procedure that we have seen increase the equity of advanced educational programs and services while also helping schools challenge a wider range of learners.

The practice to which we refer is the use of local norms to identify gifted and talented students. We designed this article in three sections. First, we introduce what local norms are, who should use them, and provide several examples where districts have used local norms to positive effect. Second, we outline and

respond to some of the most common concerns raised by teachers and administrators related to local norms. This list includes the option of a compromise rule where schools continue to use national norms while also adding a local-norm pathway. This is not an exhaustive list, but should help prepare districts interested in implementing local norms for the first time. Third, we include a how to section, including an Excel template and accompanying instructional video, to help educators implement local norms. We approached this manuscript assuming little prior knowledge and with the purpose of being a practical resource for those who are curious to those who are ready to implement local norms. As a result, readers are likely to find various sections to be more relevant to their point in the journey than others. We designed each section somewhat to stand alone so readers can attend to the sections more relevant to their specific needs.

What Are Local Norms?

Every year, schools across the country hold tryouts for their athletic teams with the best players making the team. Subsequently, all-conference, all-state, and all-American teams are selected—each at a different *level* of competition. As the context changes, so do the criteria by which players are selected. Imagine if a school's soccer coach decided that only players who perform equivalent to All-American caliber would make the team. Students who are below that threshold do not make the team, even if that means the school will not field a team that year. We suspect this would be wildly unpopular and the coach would be forced to change course or else would find himself or herself out of a job. Yet, this All-American approach is precisely the type of selection process used by schools across the country for their gifted programs. Regardless of the context of the school, only those students who meet a preset, national-norm criteria are selected.

Typically, athletic teams rely on local norms for selecting players. Teams are comprised of the top players at the school (at least among those who try out for the team). This can lead to teams of varying skill levels across schools or even within a school across different years. Some years the pool of potential players is very strong, while others require a lot of support the coach is not used to having to provide. But that is the job of a coach—to develop the talent at that particular school. How that talent compares with the level of talent at a neighboring school is irrelevant. This same analogy applies to auditions for the school musical, forensics team, or orchestra.

As we will describe, using local norms for the identification of gifted students may feel like a cultural shift. But, as demonstrated by athletics (and the school band, orchestra, plays, and musicals), the concept of applying local norms for a local program is not wholly foreign in the school setting. In fact, it is more the rule than the exception. Professional Organizations (American Educational Research Association et al., 2014) as well as advocacy groups (Yaluma & Tyner, 2018) have argued for purposeful applications of local norms in certain contexts—just as we do here.

Norms in the Gifted Education Context

Any time an assessment is given to a student, the results could be interpreted in one of two ways: either a criterion-referenced interpretation or a norm-referenced interpretation. This applies to a standardized test score or a student's final project in a pottery class. From the criterion-referenced perspective, a student's performance is compared with a preset standard such as an instructional objective. For example, a student's performance on a state achievement test is often compared with the state standards at each grade level to determine whether she has met those standards. That is a criterion-referenced interpretation of her performance. Alternatively, a teacher could apply a norm-referenced interpretation where the only concern is comparison to peers—what percentage of fellow test takers did the student perform better or worse than? Often, this takes the form of high-school class rank or percentile scores. A student's standardized test report might list the skills she has mastered (criterion-based), but also list how many students mastered fewer skills (her percentile). Similarly, Carlos might be the best soccer player on the team this year (norm-referenced), but still not an especially strong soccer player (criterion-referenced). Neither interpretation is right or wrong—they are different ways of understanding the same piece of information.

Historically, gifted and talented student identification has been norm based. Students are identified if they score better than a certain percentage of their peers—often a high percentage such as 95% or 98%. Although often left unsaid, such norm-based identification policies tend to imply national norms, where the student must score higher than 98% of age- or grade-peers across the country. Arizona is an example of where a state policy makes national norms more explicit: "School

districts . . . shall identify as gifted at least those pupils who score at or above the ninety-seventh percentile, based on national norms, on a test adopted by the state board of education" (Arizona State Legislature, n.d., 1.A.). Although we know of no data on how common national-norm criteria are for gifted and talented student identification, we feel confident saying it is the dominant paradigm. Often, using national norms is just assumed or taken for granted by school districts. Test score reports often include a student's national norm percentile so it is easily accessible. But why national norms and not some other type of normative comparison for gifted and talented identification? Do such data provide educators with the information they need to challenge a wider range of learners?

Some states mandate or allow for norms other than national to be used for identification. Illinois is a good example:

Gifted and talented children. For purposes of this Article, "gifted and talented children" means children and youth with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with other children and youth of their age, experience, and environment. A child shall be considered gifted and talented in any area of aptitude, and, specifically, in language arts and mathematics, by scoring in the *top 5% locally* in that area of aptitude. (Illinois General Assembly, 2005, p. 1, emphasis added)

In this case, students are identified as gifted if they score in the top 5% of the students in their grade in their local school building. New Jersey has a similar requirement in its administrative code:

"Gifted and talented students" means students who possess or demonstrate high levels of ability in one or more content areas *when compared to their chronological peers in the local school district* and who require modifications of their educational program if they are to achieve in accordance with their capabilities. (New Jersey Department of Education, 2018, p. 4, emphasis added)

In both cases it is not a national normative comparison that is called for but rather a local, within-building comparison that should be used for gifted student identification.

Many states do not specify a norm group. Some states give general definitions for *gifted* but do not prescribe how high a person's ability or achievement need to be to qualify. In such a situation, how should a norm group be selected? As a general rule, we believe programs should align their selection criteria with the level of service they seek to provide. If a program seeks to serve the top performing students in a school building, then building-level norms make the most sense for identification purposes. Similarly, if a program seeks to identify the top students in the nation, then national norms make sense.

Why Use Local Norms?

Local norms should be used to identify students for within-building advanced academic interventions for two reasons:

1. Local norms better align with conceptual definitions of gifted in K-12 schools;
2. If implemented at scale, local norms would result in greatly-improved equity within identified gifted populations.

We address each of these in turn.

Greater Conceptual Alignment

First, if practitioners want to follow common state or national definitions of who is gifted then they should turn to local norms for local services. This is true even outside of the two local-norm friendly definitions from Illinois and New Jersey cited above. For example, consider the most recent Federal definition from the No Child Left Behind Act:

Gifted and talented.—The term “gifted and talented,” when used with respect to students, children, or youth, means students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, *and who need services or activities not ordinarily provided by the school* in order to fully develop those capabilities. (No Child Left Behind, 2001, p. 115, emphasis added)

This definition includes specific criteria for what constitutes gifted and talented: (a) the student must be capable of high achievement in a particular domain and (b) the student must require additional services not ordinarily provided by *the* school. To us, this implies a clear local norm reference group. The most recent National Association for Gifted Children [NAGC] definition is similar: “Students with gifts and talents perform—or have the capability to perform—at higher levels compared to others of the same *age, experience, and environment* in one or more domains (NAGC, 2019, p. 1, emphasis added). The emphasized clause in this definition is common, often overlooked by gifted identification policies, and aligns with a local norms perspective. Students are often identified if they score at advanced levels (are “capable of high achievement”) without any consideration for how that advanced level of achievement compares with his or her instructional environment. The NAGC definition emphasizes that policies should compare a student’s performance with others of similar age, experience, or environment to determine who should be identified for services. That local context can be the student’s school. After all, K-12 gifted education is a kind of intervention for those who need it to be appropriately challenged (see Peters & Borland, 2020). From this view, knowing who is advanced compared with students across the

country is not relevant or helpful. It fails to identify who is underchallenged in the regular classroom or might require supplementary services. Local norms, although still not perfect, are better at answering the question of who in a given learning environment is most likely to be underchallenged and require additional interventions.

Thus far, we have spent a lot of time discussing why a school should use local norms to identify students. What we have not addressed is for what students would be identified. A good identification system should correctly identify all of the students who have a need for—and would benefit from—a particular intervention. This means that an identification system must depend on the intervention to be provided. Also, this is why the level of the norm should match the level of the service. Full-grade acceleration should follow a different identification protocol than within-class enrichment or cluster grouping. Applying local norms will tell educators at a particular school which students are the most advanced compared to their grade-level peers in the same school. Viewed another way, they will identify which students are *most likely* to require additional interventions to be challenged. We say most likely because it is possible more students will go under challenged without additional intervention. It is also possible that all of the students in a given grade level are perfectly challenged through existing service. All local norms do is identify which students are the most extreme compared to their peers and therefore likely to require content that is different from those peers. We will address the question of “which content?” or “which services?” in the Common Challenges section below.

Greater Equity

A second reason to use local norms is that they would result in an identified gifted population that is much more closely representative of the demographics of American schools (Peters, Rambo-Hernandez, et al., 2019; Plucker & Peters, 2016). Although the following section shares examples of where this was observed in real school districts, we want to emphasize that local norms are only part of a larger model of combatting inequity in gifted education and excellence gaps more broadly. Plucker and Peters argued that in addition to local norms, frontloaded educational experiences are particularly important to closing opportunity gaps that are at the heart of disproportionality.

Recently, one of us was working with a large school district that had been applying national norms for identification purposes. Students needed to score two standard deviations above the national average (roughly the top 2.25%) to be identified as gifted. In Table 1, the demographics of the population of students identified under this criterion are in the “current practice” column. The second column shows the demographics if a local norm of the top 15% were applied, and the final column shows the overall student population demographics.

Table 1. District Demographics Compared With National and Local-Norm Demographics

Race/ethnicity	District population (%)	Current practice of national norms (%)	Local norm of top 15% of school (%)
European American	38.9	42.6	44.7
African American	9.6	2.3	4.9
Latinx	25.7	4.7	12.7
Native American	0.3	0.2	0.4
Asian American	19	41.7	30.1
Multiracial	6	8.5	7.2

Applying local norms in this district would increase African American identification by 213% and Latinx identification by 270%. This does not result in perfect parity, but it is a giant leap toward equitable representation. It is also worth pointing out that in this case, Asian American student representation decreased under local norms from 42% of the identified gifted population to 30%. Even at 30% they are more than 150% as represented in the gifted population compared with the overall population. However, such a change may still cause some concern or controversy. We address this in greater depth in our section on common challenges.

In another case, Aurora Public Schools (Colorado) saw similar results with their pilot of local norms. The District's 40,000 students come from more than 130 countries and speak more than 160 languages: 36% are English language learners, 55% are Latinx, 18% are African American, and 15% are European American. Like so many other districts, identified gifted students were not demographically representative of the larger district population. This district had a second common problem in that most of the gifted kids came from a small cluster of schools while other schools had zero students identified as gifted.

This district was not ready to jump straight to full implementation of local norms across every school, so it implemented a pilot program with 10 elementary schools that had a history of low gifted identification rates and large identification gaps between groups. Before the local norm pilot, Latinx students were underrepresented by 17 percentage points. As a result of the pilot, Latinx students are still underrepresented, but only by 7 percentage points. Rates of underrepresentation shrank for other groups as well: African American underrepresentation went from 6 percentage points to only 2 and European American students went from a proportional overrepresentation of 24 percentage points to only 6 percentage points. All groups made progress toward greater proportionality.

The local norm pilot was so successful that the district is now expanding it to a second set of 10 schools while also

reflecting on what programmatic changes will be needed to be culturally sensitive and meet the needs of its newly identified students—key components of any larger model designed to combat excellence gaps (Plucker et al., 2017; Plucker & Peters, 2016). As we will describe in greater detail below, with any differentiated identification system comes a need to differentiate services, including through culturally relevant teacher training. If a district is not ready to jump straight into local norms, a small pilot (in a few schools or as one potential pathway) can be used to test the concept and work out any challenges before moving forward in the entire district.

Another example of the effects of using local norms comes from a 2018 study by Carman et al. The authors investigated how applying local norms to the nonverbal battery of the Cognitive Abilities Test would influence the representation of the identified population in one of the largest school districts in the country. Again, as shown in Table 2, local norms had a dramatic effect on representation within gifted education, even more pronounced than in the prior example.

Table 2 shows that a move from national to local norms would essentially eliminate underrepresentation for Latinx students and students who are still learning English (ELL) and double representation for African American students in gifted programs. Local norms would also come close to eliminating underrepresentation for students who were eligible for free or reduced-price meals. This case from this district is one of the best-case examples where a simple change in identification criteria yields substantial equity benefits in gifted identification.

Although tests used in the prior examples were both general school ability and nonverbal ability tests, the type of test does not appear to influence the capacity of local norms to improve equity in gifted identification. Peters, Rambo-Hernandez, et al. (2019) investigated the effect of moving to local building norms for identification at a much larger scale—using a database of more than 3 million students across 10 states. In this case, the data were from math and reading achievement tests. They found that a move from a national norm of the top 5% to a local building norm of the top 5%

Table 2. Identified Gifted Demographics Under National and Local Norms

Student group	District population (%)	National norms (%)	Local norms (%)
European American	7	23	10
African American	23	9	16
Latinx	65	44	64
Asian American	3	21	9
Low-income	80	46	74
ELL	46	40	52

Note. ELL = English language learner.

would more than triple African American student representation in reading and quadruple it in math. For Latinx students, local norms would more than double representation in both reading and math. It is important to note that both groups would still be disproportionately underrepresented as gifted in either math or reading, but that this simple change in identification criteria would result in drastic equity benefits with little additional cost in terms of testing. The important takeaway is that across multiple contexts, different types of school districts, and different types of tests, local norms have shown an ability to increase equity in identified gifted and talented populations.

Although the previous section deals with equity benefits, we want to emphasize again that local building norms identified the students most likely in need of additional challenge. Such an application of local norms is most appropriate for within-building services like placement in the gifted or high achieving cluster class. Other advanced learning services, such as full-grade acceleration or placement in a district-wide magnet program for advanced learners should rely on norms at a different level (e.g., district or national norms).

Common Challenges and Stakeholder Concerns

In our experience, local norms can seem a lot more complicated than they actually are. The calculations or rank-ordering of scores is fairly simple once the data are all in one place. We outline the process in the final section of this article. What is more challenging is the rollout, communicating with parents and families, and thinking through the implications for services. A good maxim for anyone seeking to improve the equity of any advanced educational program (e.g., gifted education, honors math classes) is that nothing in life is free. Although local norms are a low-cost intervention for improving equity of identification rates, there are challenges that need to be overcome, expanded services that will be needed, and parent concerns that will need to be addressed. In the following section we respond to some of the most common concerns we

have heard from teachers, parents, and administrators about local norms.

Under Local Building Norms, Could a Lower-Scoring Student Be Identified as Gifted While Her Higher-Scoring Peer Is Not? Simply Due to Which School the Two Students Attend?

Absolutely. We saw this with a school district in Illinois. Table 3 shows the cut scores on the reading and math achievement test for the nation (national norm of 90th percentile), the district (what score it would take to be at the 90th percentile in the district), and at each building (local 90th percentile norm).

This district has six elementary buildings that differ quite a bit from each other. If this district were to implement local norms, a student at Wilson could be identified as gifted in reading with a score of 530—this would exceed the building 90th percentile. However, a student with a 530 at Roosevelt would not be identified as gifted in reading despite having mastered a higher level of reading. We list this as the first common concern because it tends to be the most common question we hear from people once they hear about local norms. Will parents be understandably upset by this? Will this be a logistical nightmare? What if the student moved from Wilson to Roosevelt? He was gifted back in Wilson but has been *de-gifted* now that he moved across town? These are all perfectly reasonable questions.

We need to make clear that we see local norms as identifying students *for* advanced academic interventions and not as diagnosing students *as* gifted. However, for simplicity, we refer to students who are identified for advanced academic interventions using local norms as gifted. Whether giftedness is/should be viewed a fixed state is beyond the scope of the conversation here. Regardless, if the goal of gifted education is to determine who is most likely to require some kind of additional challenge due to the ordinary services or curriculum being insufficiently challenging (see definitions above), then it should come as little surprise that who is identified varies across

Table 3. Average Reading and Math Achievement Test Scores by Elementary Building

Building	Reading 90th percentile	Math 90th percentile
Nation	569	703
District	632	699
Larson	627	663
Middle	565	668
Orland	649	700
Roosevelt	643	711
Rockton	592	666
Wilson	526	686

schools. This happens all the time in schools for sports, music, and the arts. In our example, the student was identified in Wilson because his score of 530 placed him well above the average student at Wilson and, presumably, the ordinary classroom instruction. He was so far away from the typical student in that environment that he was likely to require something more. However, when he moves to Roosevelt, a 530 is not unusual. In fact, the level of readiness and achievement a 530 represents could be in line with most of his peers and with the regular classroom instruction. The result is a student who is challenged in reading in the regular grade-level classroom, hence no additional intervention is required. What is important is that regardless of whether or not a student is identified as gifted or meets the *xx*th percentile at a particular building, *he should still be appropriately challenged*. All students need to be appropriately challenged; it is just that some require an advanced academic intervention for that to happen. At Wilson, the student needed an advanced academic intervention to be appropriately challenged. At Roosevelt, the grade-level classroom was just fine. That is why different scores being required to be identified in different buildings can still be consistent with gifted identification.

What About When the Student Moves to Middle or High School?

From a local norms perspective, moving from elementary to middle school is the same situation as when a student moves from one elementary school to another (like Wilson to Roosevelt). When a student changes schools, what is offered as part of the ordinary, grade-level educational experience also changes. In one high school, Advanced Placement Calculus may be widely available. Because of this, a student need not be identified as gifted or receive special intervention to be appropriately challenged in mathematics. However, if this student moves to a different high school, that school might not offer any mathematics classes after geometry or algebra 2.

Because of this level of *ordinary* math instruction, once the student moved schools, she may require supplemental service to be challenged. The overall thesis is that whether a child needs an additional service depends on what he or she is currently receiving as instruction and how well that aligns with her academic needs.

We recommend school districts note how the students of various backgrounds are performing and participating in more advanced classes after they move from elementary school to middle school or high school. Anecdotally, some of the districts who had moved to local norms have noted students from certain underrepresented groups were opting out of services and advanced classes at much higher rates than students from more typically represented groups despite roughly equivalent performance. If this happens, it is a sign that some additional supports are needed to assure equitable student success. Remember, if a district is going to differentiate identification pathways, it must also be ready to differentiate services to best support students.

How Do We Respond to Concerns About Local Norms *Watering Down* the Program?

We want to emphasize that local norms are about identifying which students are most likely to require additional challenge. They should be used to identify students for a particular service, not to identify students for one general gifted *program*. As noted in Table 3, students who meet the identification criteria in each of these schools will require different services. In some buildings, clustering the advanced learners together to allow for greater depth of math instruction might be sufficient. In another building, the students who meet the local norm might require that the grade-level math instruction to be compacted as to cover 2 years of math content in 1 academic year. Services can and should vary based on the needs of the local students. We do not see this as *watering down* any more than it is *watering down* to provide bilingual or special education supports to

students who require them. Local norms will diversify the students who are served by gifted interventions, and they will require that those services be differentiated, but this does not mean those services are any less rigorous.

Does This Mean We Should De-Gift Kids if They Move?

In the cases of students moving elementary buildings, or moving from elementary to middle, students might no longer meet the criteria for an advanced learning intervention. Such a scenario might be a case where a student is identified as gifted at Wilson elementary, but then moves to Roosevelt where he is closer in performance to his peers and no longer requires supplemental intervention to be challenged. Does this mean he is no longer gifted?

Some of the districts we have worked with assign the gifted label to a student once he or she is identified and then leave that label for all time. However, the district changes whether the student receives a service based on local, ongoing criteria (such as local norms or recent performance). This way, the school is never in the position of *de-gifting* a child. The label and the service are decoupled and whether a student receives a specific service is not tied directly to whether the child is identified as gifted. Other schools have stopped using the gifted term altogether and simply identify students every year as in need of additional services or not. That way, there is less of a concern about the label and more focus on providing appropriate level of service to each student. Regularly adding/removing a label can cause controversy and difficulty. Decoupling labeling from services or providing services without a formal label may avoid some of this difficulty. In either case, the district is never in the position of *de-gifting* a child.

The Examples Above Show a Decrease in the Identification Rates for Some European American and Some Asian American Students. This Could Be a Problem With Some of the Families Whose Kids Would No Longer Qualify

In the Carman et al. (2018) example from above, the district was 3.3% Asian American. Under national norms, 21% of identified gifted students were Asian American, whereas it went down to 9% under local norms. Under local norms Asian American students were still disproportionately overrepresented by almost triple (3.3% vs. 9%), but it represents a significant decrease from national norms (21%). It is unlikely that a district would all of a sudden *de-gift* students who had been previously identified under national norms, but it is still likely that large changes of students who had been identified previously would generate some concern. This gap between national and local norms occurs because there are large numbers of very high-scoring Asian American students who are concentrated in certain school buildings. This concentration results in many unquestionably high-scoring students who are Asian American who, despite these high scores, cannot all score in the top $x\%$

of their school. Peters, Rambo-Hernandez, et al. (2019) found that a general trend with local norms is that all student groups move closer to proportionality. For African American and Latinx groups, this means an increased identification rate. For European American and Asian American groups, this often means a decreased identification rate.

There are multiple ways to respond to this decrease in disproportional overrepresentation. If schools simply implement local norms with no deviation, one challenge will be to explain this new system to parents and families whose children have previously been identified as gifted. A transition period where the new identification process is phased in may help make such a change more acceptable by parents. Alternatively, instead of only using only local norms, a district can implement a compromise plan where students are identified as gifted if they meet a local norm OR a national norm. A simpler way to think about the compromise rule is that it is a second pathway to identification. In the Peters, Rambo-Hernandez, et al. (2019) study, when national norms were applied, approximately 3% of students were identified reading with about 3.5% in math. Under building norms these values were almost identical: 3% in reading and 3.4% in math. A move from national to local norms had almost no change in the size of the service population. However, under the compromise rule where students could be identified if they met the national OR the local norm (the second pathway), 4.3% of students were identified in reading and 5% were identified in math. This might not seem like a large change, but if a district has 5,000 students in each grade level, then this increase is another 65 students to serve in reading and another 80 in math, which is about 40% more students being served under the compromise plan than under local norms alone. As we noted before, nothing in life is free. The cost for avoiding the decreased percentage of Asian American and European American students under local norms (via the compromise rule) is a larger overall gifted population. More gifted students might sound great, but these are more students who will then need to be served. Which option to pursue—local norms alone or the compromise rule—is up to the individual district. Both have characteristics that make them appealing as well as additional costs.

Our State Does Not Allow Local Norms. Are We Out of Luck?

As we noted above, there are states like Arizona where the state criteria for gifted involves a national norm. There are also states like Florida or Oklahoma where a certain intelligence quotient (IQ) score is required (a *de facto* national norm) or national percentile score is required (e.g., Oklahoma requires a score in the top 3% of a nationally standardized test of ability). When a state has such a definition, it is often for the purpose of assigning funding or mandating some kind of service. For example, in Oklahoma, the state provides per-pupil funding for every student who meets the state criteria, but these criteria are national norms. However, national norms being required for gifted service eligibility does not preclude the use of local

norms for other services. A district could still use local norms to identify students for other advanced academic interventions. We have worked with districts in such cases where there are levels of services into which students are placed based on different criteria, such as local norms. The most advanced services might follow the state definition of gifted, whereas other services are based on a local norm.

What About the *Truly Gifted Kids*? Local Norms Seem to Focus Gifted Education on a Different Group of Students

As we articulated in the section on why local norms make conceptual sense with many definitions of gifted, we believe local norms, in the context of K-12 schools, would actually identify the right students—those most in need of additional challenge. However, this requires a shift for those with traditional views of what *gifted* means. A student with an IQ of 145 will almost always still be identified under local norms. This student will need a service very different than the child who has an IQ of 105, even if both are in the 99th percentile of their school. Local norms diversify the population of students identified as gifted. They are more diverse in terms of race, ethnicity, and income, but the side effect is they also have a wider range of learning needs than if a national norm or fixed cut score were to be used for identification. Implementing local norms does not mean students with extreme learning needs no longer exist or are well served by the same services. Some students identified via local norms will require small curricular modifications while others might require specific social-emotional supports as well as grade acceleration. Gifted was never meant to be a homogeneous group with a single set of needs and implementing local norms would further diversify those needs.

Shifting to Local Norms Would Be a Massive Shift for My School, How Do I Talk About It With My Colleagues?

As we have tried to model in this article, schools use local norms for various activities (sports, selecting 1st chair clarinet, who gets the solo in the choir, or the lead in the school play). Because of this, the concept of local norms should be familiar to most school staff even if they do not often think of musical auditions as local norms. Similarly, as we have discussed throughout, the use of any norm should be aligned with the goals of a service. Framing the conversation around the goal of providing services to appropriately challenge students can be compelling. This framing around academic needs has the added benefit of framing the conversation around a goal that is likely universal across all students and a goal shared by all. Who does not want to appropriately challenge students? Similarly, coming equipped with the examples of the changes in demographic representation in gifted programs could also help demonstrate other benefits to using local norms. However, you should be sure not to promise that such changes will necessarily occur in

your schools. Changes in demographic representation in who is identified as gifted will vary widely across schools and school districts. Finally, as demonstrated in an earlier example, trying a pilot application of local norms may foster greater comfort with trying local norms. Seeing how they look in your schools for a short period of time may help shift change in a more low-stakes manner. If even a pilot feels too big, then presenting colleagues with what the gifted program would have looked like using local norms in previous years may help. Using historical data, you could show who (and how many) would have been identified as gifted in your school or district. We show you how to do this in the next section.

How to Implement Local Norms

Before introducing how to use local norms, we need to return to something we wrote earlier on in this article. Local norms, like all norm-referenced interpretations, are a way of *interpreting* a data point. Nothing about local norms tells you what to measure, what data points from which tests you should include in an identification system, or what process should be used to collect identification data. Instead, local norms report who is the *highest or lowest on those identification data* within the local school. This means that the first thing you need to do is decide what data points (tests, observations, teacher ratings, etc.) to collect to make gifted identification decisions. Although we can reference a few sources that are good places to look for help in making this decision (e.g., Lee et al., 2020; Lohman, 2009; Peters et al., 2014), it is beyond of the scope of this article. Any number of data points can be used to make an identification decision via local norms. On one extreme this could be based on a single test score (IQ, CogAT composite score, etc.). In this case, local norms are simply a rank-ordering of that score. On the other extreme, is a system that relies on many different data points from many different sources. For example, in Alabama, all second-graders have some aptitude data point (e.g., Cognitive Abilities Test, Naglieri Nonverbal Ability Test) as well as three classroom performance tasks (scored by a rubric) and then a rating of gifted behaviors—five data points all on very different numerical scales. Both of these extremes and anything in-between can still be used with local norms. We explain how in the next section.

Data Organization

The first step is organizing your data so that all data points are available for all of students. This is often referred to as universal consideration. The process of local norming data will be easiest and most accurate if all data points are available for all students. This is because it is only possible to create a norm based on the data on hand. If you only have data on some of your students, then it is hard to say which of the students are the top performers in the overall group. If the policy will include data points available on some students, but not on all, then there will be some increase to

both false negatives and false positives. This represents a case of missing data. The problem is that the impact such a scenario will have on the accuracy of the identification process depends on why the data are missing. If they are missing because they were only gathered on those students who performed highly on some other (related) test, then the impact will be smaller—such as a case where an IQ test was only given to those students who had high achievement test scores. However, if they are missing because the data were only gathered on students who were referred by their parents, then the increase to both false positives and false negatives will be greater. This is why it is always best to have all data points on all students.

Calculating Local Norms

Matt McBee and Peters (2019) created a local norms implementation spreadsheet (hereafter referred to as “the spreadsheet”) to help educators practice with and implement local norms. We have expanded on this spreadsheet by creating a narrated video of it along with screenshots to help in the implementation of local norms (go.uww.edu/peterss). The spreadsheet is free to download and use with your data; it contains background calculations that do much of the work for you (<https://osf.io/2pqmj/>). Although we refer to the spreadsheet to walk through the steps of calculating local norms, the spreadsheet is not necessary to do so; the same procedures can be done outside of the spreadsheet template.

What data points to include?

As noted above, the first step is to decide what criteria to include in the identification process for a particular service. In the example above, we included percentile scores from the Cognitive Abilities Test, scale scores from a state achievement test, and the scale scores from a teacher rating of each student on common gifted characteristics. You can calculate a local norm on any number of assessments of any different type. However, what is measured should be related to the skills and abilities needed to succeed in the resulting service that will be provided.

Creating a common scale

When calculating a local norm, all of the data points must be brought onto a common scale. Scores can be reported an infinite number of ways to the end user. Regardless of how they exist in a database or come back from a testing company, the first step is to get them onto a common metric or scale. The spreadsheet does all this work. In our example, CogAT percentiles are included as well as scale scores from a teacher rating and scale scores (on a different scale!) from an achievement test. The “data” tab of the spreadsheet shows this example data. Even before any student data are entered, you need to identify whether the data represent percentiles or if they are scores of some kind (e.g., IQ or CogAT scores with an *M* of 100 and *SD* of 15 or 16). You need only select from the dropdown menu in the second row of the spreadsheet to

indicate whether a given data point is a percentile or a score. See Figure 1 for the location of this dropdown.

Do this for every data point (the spreadsheet can handle up to 10) you want to include in the identification decision. Once you enter your student data, the spreadsheet will put each data point on a common scale (*z*-score) automatically.

How to combine multiple data points

Any time an identification decision is made using more than one data point, a decision must be made regarding *how to combine* those data points. Lakin (2018), Lohman (2005), and McBee et al. (2014), describe the three main ways to use multiple data points. The three combination rules they discuss are AND (high test score and high teacher rating must meet a threshold); OR (high test score or high teacher rating must meet a threshold); and MEAN (the average of test score percentile and teacher rating percentile must meet a threshold). The pros and cons of each method is beyond the scope of this manuscript. However, the AND or OR rules do not require much of the work of the spreadsheet. The AND rule is equivalent to rank-ordering based on each person's lowest score across all of the assessments considered. The OR rule is the opposite—equivalent to rank-ordering based on each person's highest score. Because each score is considered on its own (i.e., there is no averaging or putting multiple data points on a common scale), much of the work of the spreadsheet is not needed. For this reason, and because of reliability benefits the MEAN rule yields (McBee et al., 2014), our recommendation and our further example in the spreadsheet will apply the MEAN combination rule. Under this rule, all of the data points are put on a common scale before an average (the mean) of those data points is used for identification decisions.

How much weight should each data point carry?

If you have multiple data points, you will also have to decide how much you want to weigh each data point. For example, maybe you want the ability test scores to count for twice as much as the teacher rating score or the academic achievement test score. If so, you would enter a “2” in the weight row (row 3—see Figure 1 just below the “type” section) under “CogAT” and leave “1” for the other two. When calculating a local norm, the CogAT score will now have twice the influence on the final score as the other two data points. If you are curious about the impact of a particular data point, you can also enter “0.” This will tell you what the resulting identified population would look like, under a local norm, if that data point was not included. You could also put a “3” as the weight for the teacher rating and then look at how the race or ethnicity of the identified students changes when teacher input is given more weight. However, we suggest making decisions about weights ahead of time and not based on looking at who is identified with each weighting option. Also, the spreadsheet will not identify any students with incomplete data, so you will want to be sure each student has a score for every indicator.

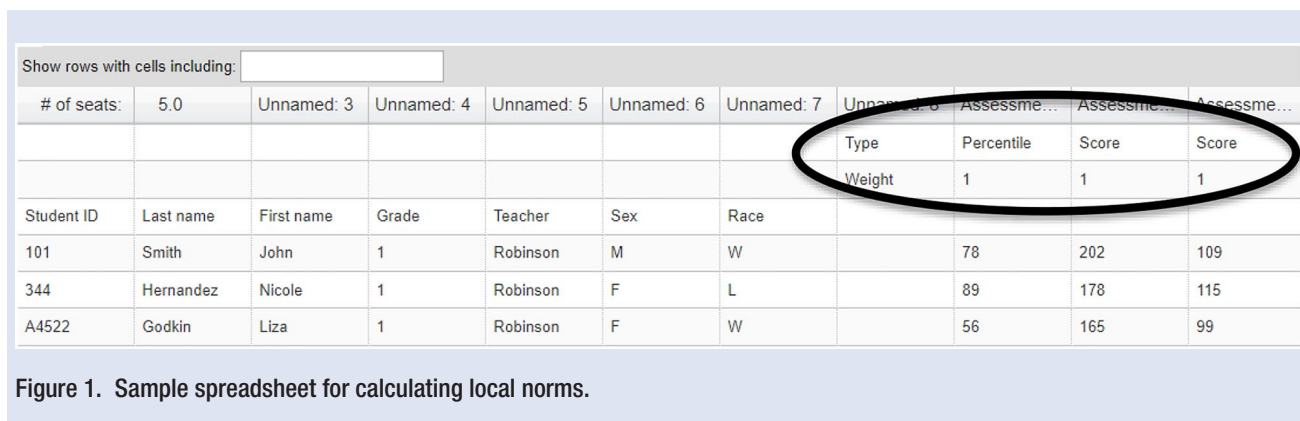


Figure 1. Sample spreadsheet for calculating local norms.

Cut scores or number of seats?

You do not have to make this decision to implement local norms, but a common question is what cut score should be set on which you will make identification decisions? For example, in Illinois, students are identified if they score in the top 5% locally—the 95th percentile is the cut score on the local norm. A second way to determine who gets into a program is based on the number of spaces in that program—how many students can it accommodate? One main difference is that the cut score method could inadvertently reduce the number of students served if some students in the school have very extreme scores. In cell B1 of the spreadsheet, you can enter the number of seats available in the particular program. This does not change any of the resulting calculations. Instead, it just labels students as “yes/no” depending on their rank order. If there are five seats available, then the top five highest scoring students will be labeled as “yes” on the results tab. You can ignore the “# of seats” component entirely and instead use the rank order result if you do not have a fixed number of spaces in a program.

Enter your data

Our example spreadsheet includes several student variables (e.g., ID number, name, grade, race), but all of these are optional. The essential data points are scores for each student on each data point. In our example, that means CogAT percentiles, achievement test scores, and teacher rating scale scores. Once you have decided on which data points or tests to include, how much to weigh each one, and how many seats you have in the program (again, optional), the next step is to get the data into the spreadsheet. As soon as you do so, the “results” tab will populate automatically with your local norms in the form of the “composite, rank, and selected?” columns (see Figure 2). The “composite” column is the average score of all of the scores you included. Remember, those were put onto a common (z-score) metric. The “composite” column takes the mean of the three data points. The “rank” column uses the composite score to list students from highest to lowest. The highest scoring student (on the mean composite of all of the data points) is listed as “1.” As the name should indicate, this is the same process or metric as high school class rank, where

students are listed in order of their overall high school GPA. Finally, the “selected?” column reports which students would fill the number of seats specified in the “data” tab. If you reported five seats were available, then the “selected?” column will report “yes” for the five highest scoring students on the composite score. If you did not enter any number of seats, then this column will be blank and you will use the rank and composite columns to make your identification decisions.

Connecting back to the rationale for local norms at the beginning of this manuscript, what you have done, specifically in the “rank” column, is identify the students most likely to require some additional level of challenge based on them being the furthest from what is typical in this grade in this school (the local norm). If you have measured quantitative reasoning, math achievement, and teacher ratings of gifted behaviors in math, then the lowest rankings (i.e., closer to 1) are telling you which students are the furthest above their peers in terms in the content area of math. A district coordinator could do the same procedure for any other content area. Local norms tell educators who is the most extreme among a group. It is then up to the educators to decide what kind or level of intervention would be necessary to assure that student is appropriately challenged.

Other options

Earlier we mentioned the compromise rule where students are identified if they meet local OR national norm criteria. There is no way to implement or calculate national norms using the spreadsheet because the spreadsheet bases its norm on the data you provide. However, a district could follow the process we just outlined above to calculate a district-level norm (instead of just an individual building). Instead of entering data from a single grade in a single building, you would enter data from every student in a given grade in the *district*. The spreadsheet would then identify students based on a district norm. This form of a compromise identification policy would identify students who meet the district norm OR their local building norm. Similarly, a district could identify students based on nationally norm percentiles they receive from a test company OR based on the local norms calculated with the spreadsheet. Often these compromise rules can help a district transition from national

Instructions

Data

Results

Calculations

Show rows with cells including:

Note: All in...	Unnamed: 2	Unnamed: 3	Unnamed: 4	Unnamed: 5	Unnamed: 6	Unnamed: 7	Unnamed: 8	Unnamed: 9	Unnamed: ...
Student ID	Last name	First name	Grade	Teacher	Sex	Race	Composite	Rank	Selected?
101	Smith	John	1	Robinson	M	W	-0.2929016...	5	Yes
344	Hernandez	Nicole	1	Robinson	F	L	0.08334327...	4	Yes
A4522	Godkin	Liza	1	Robinson	F	W	-0.7508969...	6	

Figure 2. Results of local norming using the sample spreadsheet.

Figure 2. Results of local norming using the sample spreadsheet.

norms to local norms or to assuage political concerns about who would no longer be identified under revised identification procedures.

The process we outlined using the spreadsheet is not the most efficient, primarily because you need to enter all of your data. If you have a large district, many data points you want to include, or a lot of missing data, this can get messy and time consuming. If you happen to work in a district that has a research or assessment office, you might consider asking someone in that office to help with this process. In some of the districts we have worked with, the research and evaluation team has been able to do this entire process and then just provide the advanced learning team with the list of identified students. Similarly, some test companies will provide you with local norm percentiles automatically or if you ask. This would only be a local norm percentile for one test, but perhaps that is what you are looking for. Our larger point is that if going through all of these steps on your own makes you nervous, often school districts have staff who can help with the number crunching.

Conclusion

Gifted and talented education services in K-12 schools face two ongoing challenges. The first is the rationale for the field's existence. Too often *gifted* programs or advanced learning opportunities exist without a clear rationale for why some students should receive those opportunities, but not others. The second is the problem of disproportionality or inequity within the populations of students served by gifted and talented programs. As an example, in 2016, African American students were only 57% as represented in identified gifted populations as they were in the overall United States K-12 population (Peters, Gentry, et al., 2019). We believe implementing local norms would help address both of these challenges. As a method for selecting students in need of additional challenge, they make more sense and are easier to defend. Similarly, in empirical

studies and in the real world of school districts, they have improved racial, ethnic, socioeconomic, ability and language proficiency equity. Local norms do not solve all problems (they fail to even fully resolve underrepresentation) and they are no magic wand. But they do represent a low-hanging fruit that would help move the field forward in meeting the educational needs of students.

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ORCID iD

Scott J. Peters  <https://orcid.org/0000-0003-2459-3384>

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Bios

Scott J. Peters, PhD, is a professor of Educational Foundations and the Richard and Veronica Telfer Endowed Faculty Fellow of Education at the University of Wisconsin—Whitewater. His research work focuses on educational assessment, gifted and talented student identification, disproportionality, and educational policy.

Matthew C. Makel, PhD, is director of Research and Evaluation for Duke University's Talent Identification Program. His research focuses on academic talent development and research methods.

Karen Rambo-Hernandez, PhD, is an associate professor at Texas A&M University in the College of Education and Human Development with a joint appointment in the Department of Teaching Learning and Culture and the Department of Educational Psychology. Her research interests include novel applications of multilevel modeling and growth modeling, the assessment of educational interventions to improve STEM education, and access for all students—particularly high achieving and underrepresented students—to high-quality education.

**Student, Parent, Teacher, and Administrator Perceptions of Gifted and Talented
Identification and Services in a Small, Rural District:
A Case Study**

Kristen E. Job

Department of Special Education and Communication Disorders, The University of Nebraska-
Lincoln

EDPS 935 Qualitative Research

Dr. Wayne Babchuk

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Abstract

This project looks at gifted and talented identification practices and the services provided to identified students in small rural districts in a Midwestern state. This state requires students to be identified in any way the district chooses but does not require districts to serve these students (Rule 3, 1997). The state Rule 3 offers suggestions for identification and services but provides little more than those for these districts. Research has shown that states that have structured identification and service requirements better meet the needs of their gifted and talented students as schools must provide these services (Gentry et al., 2019). This project will look at a case study of one small rural district's identification and services provided to gifted and talented students. A qualitative analysis will be done on participants' perceptions and reflections on what it means to be gifted in a small rural district, how identification and services are provided, and what is needed to meet the educational needs of these students. Implications of this study will be used to develop and enhance policy for gifted and talented students in the Midwestern state.

Keywords: gifted and talented, identification, services, rural

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Introduction and Statement of the Problem

Half the world's population lives in rural places (Howley et al., 2014). However, those that make policy and educational scholars pay little attention to rural education (Lewis & Boswell, 2020). This lack of critical research increases when discussing gifted rural students (Lewis & Boswell, 2020). To understand these unique learners, we must first understand all the facets such as what typifies rural, education in rural areas, and gifted education in rural areas.

Researcher Reflexivity

My current position as the Executive Director of the Nebraska Association for the Gifted allows me to observe the state of gifted in a vast rural state. I am heavily invested in meeting the unique learning needs of gifted and high-ability students in every school in the state. I feel I can be objective in this study as I am gathering the perceptions and attitudes of those individuals directly affected by this issue. There is a growing need for more research in rural gifted and talented or high-ability learner education. The firsthand experiences of those directly affected will help to inform this project. The individuals know that I am invested in this research and will be more apt to discuss with me the issues surrounding their learning needs. The participants are not compensated for their involvement in this project.

Purpose Statement

This instrumental case study explores the perceptions of gifted rural students, parents, classroom teachers, and administrators on the identified process and services provided in a small rural school district. At this stage in the research, the identification and service will be generally defined as gifted and talented identification based on the district's definition and services provided based on that identification. The study will describe what it means to be gifted in a small rural district from a student's perspective, the parent(s) of the student, the classroom

teacher, and the administration. According to Stake (1995), this case may not be seen as the typical case but one that provides insight into an issue.

Research Questions

This study's **central research question** (RQ1) asks, *What are the students, parents, classroom teachers, and administrators' perceptions of being or working with gifted and talented students in a small rural district* and describing one small rural district's identification and service provided options for gifted and talented students who may be gifted. How are rural gifted and talented students identified and served in small rural districts?

The following sub-questions will also be addressed:

RQ2: How do you define gifted and talented as a student, parent, teacher, and administrator?

RQ3: How does a small rural school serve these students?

RQ4: How do students perceive these services provided?

RQ5: What kinds of resources do parents, teachers, and administrators must serve these students?

RQ6: Do teachers and administrators feel they have adequate training to meet the needs and challenge these students?

RQ7: What services do small rural districts need from the ESU or state to meet the needs of these students?

RQ8: What do parents need to meet the needs of their children?

RQ9: Do identified students feel their needs are being met, and are they being challenged appropriately?

Literature Review

Gifted Identification

There is no tried and true, agreed-upon single definition of what makes a gifted and talented or high-ability student. They are, in essence, dynamic and ever-changing creatures (www.nagc.org, 2022). These students may share some commonalities across modalities of giftedness, but they all do not fall into a tidy category making identification of these learners ever challenging. Early in the 20th century, the idea of giftedness was associated with higher-than-average intelligence and exceptional performance in a talent area (McClain & Pfeiffer, 2012). The world of gifted education literally had a Sputnik moment with the launch of the namesake satellite. The federal government deemed the identification of bright students a necessity and directed limited funds to states to create services for these students (McClain & Pfeiffer, 2012). The Marland report (1972), created by the Commissioner of Education, encouraged the states to identify a minimum of 3-5% of the school's population as gifted. Since then, experts have argued that numbers should be flexible and not limiting (Pfeiffer, 2003).

Since the late 20th century, gifted experts have argued that only using an IQ score for identification has serious limiting factors and advocate for a more comprehensive method of identifying these learners. Identification, they argue, should involve a defensible approach using multiple pathways and criteria for identification (VanTassel-Baska et al., 2007). The original definition of gifted was a narrow one that only considered the achievement or intelligence of the learner. However, in this evolving field, this definition has broadened to include other non-academic abilities such as leadership, creativity, or in the arts (McClain & Pfeiffer, 2012).

Identification pathways still rely heavily on standardized IQ scores, adversely affecting students from more diverse backgrounds. Experts in the field are actively campaigning schools to understand and modify their identification practices to be more inclusive for these learners (www.nagc.org, 2022). The leading advocacy organization, NAGC suggests that schools look to inclusive identification models by using local norms rather than relying on standardized test scores alone, nominations, universal screeners, and various identification modes or pathways to ensure a “wide net” is cast to find all of their gifted or high ability learners (www.nagc.org, 2022). School districts are urged to create a specific definition of giftedness to identify those students locally who then receive services (Callahan et al., 2017).

Gifted Services

Upon a local definition of gifted and talented at the district level, schools can determine how best to serve their gifted or high-ability students. Key features of services offered to gifted students were first identified by Renzulli and Ward (1969). They included the following features: philosophy and objectives, identification and placement, curriculum, teacher, and finally, program organization and operation (Renzulli & Ward, 1969). These critical components have remained and evolved over time and contribute to the current standards for gifted education (Callahan et al., 2017).

Services provided to gifted students include a variety of modes and models ranging from cluster grouping and heterogeneous classrooms to pull-out programs, acceleration, special classes for identified students to special schools for the gifted (Callahan et al., 2017). The national gifted standards put forth that educators use research-based grouping practices for identified gifted students that allow them to collaborate with like-minded peers (NAGC, 2010). Some of these models include the Autonomous Learner Model (Betts, 1995), the Cluster Grouping Model (Gentry, 2014), and the Schoolwide Enrichment Model (Renzulli & Reis, 1997).

Often schools identify their students based on the services available to them. However, this practice will limit those identified in the program (www.nagc.org, 2022). Curriculum services for the identified gifted student, according to the research, should have increased challenge levels to increase their level of achievement (Callahan et al., 2015). Curriculum or classroom programming could include any of the following research-based practices: content acceleration, grade level acceleration, online learning, flexible grouping practices, differentiated curriculum, instructional differentiation, problem-based learning, higher-level questioning, assessment differentiation, quality teachers, outside of school enrichment opportunities (VanTassel-Baska, 2005). According to VanTassel-Baska (2005), these are the "non-negotiables" for gifted or high-ability students to develop their talents and should be implemented K-12.

Rural Gifted

Defining what it means to be rural is a task, rural looks different every place you go in this country, with diversity in location and people. Differing government entities such as the USDA, NCES, and Census all use geography and population density as constraints; however, much of the geography of our country is rural, yet only 19.3% of the population live in these

areas (US Census Bureau 2016, 2018). Defining what it means to be gifted in a rural location is an area of research undertaken by very few. Lewis & Boswell (2020) looked at rural districts in Texas to understand the rural culture and its influence on gifted programming and services. They found similar issues that point to lack of funding, lack of time, and limited resources available to gifted rural students. Other studies have centered on place-based educational practices tying the individual to the community (Corbett, 2016). However, rural areas cannot be generalized from one locale to the next. Each brings its own unique diversity making the identification and programming for gifted students, not a one-size-fits-all model (Azano et al., 2017).

Literature Gap

Since the Marland Report in the 1970s, more attention has been paid to the unique needs of these learners. However, much still needs to be discovered in terms of the rural and gifted learners. This population combines two separate and very individualized fields of research. In a recent literature review of rural gifted issues, Rasheed (2019) found only six studies focused on rural gifted education. One study offered that rural gifted students often feel dissatisfied with their communities, contributing to the conflict of these students to leave these rural areas for more options outside of their rural existences (Howley et al., 1996). Another critical study in Texas found many disparities, including funding, staffing, resources, enrichment opportunities, and access to gifted services in rural versus urban areas (Kettler et al., 2015). The most recent study by Azano et al. (2017) identified the achievement and opportunity gaps in rural areas for gifted students. It highlighted the need for identification procedures to use local norms to not miss these students for services. According to a study done in Texas, there are significant differences between metropolitan and rural opportunities for gifted students, with the rural students on the shorter end of the stick, which also highlighted proximity as a key for funding and resources for gifted services (Puryear & Kettler, 2017).

Key Terms

Term	Similar Term	Definition
Gifted and talented	High ability	The federal Elementary and Secondary Education Act defines gifted and talented students as "Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to develop those capabilities fully." [Title IX, Part A,

		Definition 22. (2002)] Many states and districts follow the federal definition.
Rural		In, relating to, or characteristic of the countryside rather than the town
Identification		The process of determining students qualified for gifted or advanced programming, identification most commonly occurs through the use of intelligence or other testing. Many researchers emphasize using multiple pathways for identification, adding teacher, parent, or peer nominations or authentic assessments such as portfolios of student work to the process.
Services	Programming	A "continuum of services" provides administrators, teachers, parents, and students with a menu of educational options respectful of individual student differences and mindful of classroom and community resources. In most cases, the decisions about the range of services offered are made locally. They may include pull-out programs, advanced classes, varied grouping strategies, acceleration, differentiation of curriculum and instruction, dual enrollment, magnet schools, and specialized, self-contained schools (e.g., high schools for performing arts). This range of services can be organized in a variety of ways: Accommodations in the regular classroom Part-time assignment to both regular and special classes Full-time grouping with students of similar abilities Acceleration or grade advancement
Acceleration	Content or grade acceleration	A strategy of progressing through education at rates faster or ages younger than the norm. This can occur through grade skipping or subject acceleration (e.g., a fifth-grade student taking sixth-grade math)
Differentiation	Content differentiation, instructional differentiation	Modifying curriculum and instruction according to content, pacing, and/or product to meet unique student needs in the classroom.
Grouping	Cluster grouping, flexible grouping	An instructional strategy where students are grouped together receive appropriately challenging instruction. Depending on the course content, proper flexible grouping permits students to move in and out of various grouping patterns. Grouping can be determined by ability, size, and/or interest—a grouping assignment for gifted students in the regular heterogeneous classroom. Typically, five or six gifted students with similar needs, abilities, or interests are "clustered" in the same classroom, which allows the teacher to more efficiently differentiate assignments for a group of advanced learners rather than just one or two students.
Enrichment		Activities that add or go beyond the existing curriculum. They may occur in the classroom or a separate setting, such as a pull-out program.

Rationale for Qualitative Design

Philosophical assumptions characterizing qualitative research make a qualitative case study design more desirable than a quantitative approach for this study. Simple effect sizes can only explain if something works. They cannot explain the how's and whys of what works. The epistemological assumption is that qualitative research attempts to gain a thorough understanding via the participants' subjective experiences of the study. As a researcher who works within a greater context of this study, this assumption is critical. The axiological assumption of my position as an educator who works within a statewide organization dedicated to collaborating with these participants must also be addressed. My interpretations will be a factor in the written analyses, and the impact of this research will have implications on the policy that my organization is currently engaged with. The rich descriptive and immersive nature of qualitative research was a direct factor in choosing the case study approach for this study.

Qualitative research projects generally start with the greater interest of the researcher, which in turn leads to a unique problem that needs to be addressed with further research (Babchuk & Badiee, 2010). Yin (2018) illustrates that case studies allow in-depth investigations into a real-world bounded system that offers more variables of interest than mere data points. Rural gifted and talented learners are a bound system. They occur in specific places with specific participants. Gifted and talented identification and services in small, rural school districts are one of my primary research interests. I have been actively working to find ways to add these schools to meet the needs of their unique learners. Little research has been done on the students' perceptions, parent(s), teachers, and administrators in these small rural communities regarding identification and services for gifted and talented students. I aim to gain a deeper understanding of the participant's needs, attitudes, and opinions of the identification process and the services provided within their schools. These are variables not easily measured and will be essential

factors in the study, which can only be identified by interviewing, discussing, observing, and working directly with the participants in the settings and contexts of this study.

Design Approach

Instrumental case studies position the case as a greater understanding of a particular case. Instead, the research provides a greater understanding of something bigger than the case (Stake, 1995). This instrumental case study is to understand the conceptualization of what it means to be a gifted rural student rather than to understand just one rural gifted student. Stake (1995) posits that the researcher using an instrumental case study understands that specific contexts are essential. However, not all the contexts necessary to the case are essential to the study, meaning the researcher must glean where to pay the most attention during the data gathering process.

The philosophical frameworks that contribute to the case study are constructivist and critical realist orientations (Schwandt & Gates, 2018). Constructivist views from the interpretive orientation of researchers see the world as socially made. This has roots in early ethnography, and cultural anthropology in that researchers are interested in the categories of how cases are made (Schwandt & Gates 2018). The critical realist orientation asks researchers to generalize beyond the specific case and look for cause and effects (Schwandt & Gates 2018). I would position myself as a constructivist by nature and critical to my understanding of the rural gifted case.

IRB and Ethical Considerations

As with any research study with human subjects, ethical considerations must be addressed. All participants, including the minor participant, gave consent for this study. Consent forms indicated there would be no reward or risk for their participation in the study and no

ramifications if any chose not to participate. In preparation for this study, I completed the CITI training and went through the IRB process before conducting my research. I chose to obtain IRB approval to expand on this project and potentially publish a paper with my results. The school district gave me blanket permission to conduct this study for research purposes. All participants will be given pseudonyms within the final report to maintain confidentiality.

Setting

Data was collected in the natural setting of this particular study, in a rural Midwest town in a 5th-grade classroom, during a recess period, and in the lunchroom. This school is located within a small farming community. One building housing a pre-K – 12 school, with less than 200 students enrolled in K-12. There is little ethnic diversity, but there is some socioeconomic diversity. **ADD MORE HERE**

Sample Selection

Creswell & Poth (2018) ask researchers to find unusual cases and to select for the maximum variation as a sampling strategy. For my initial pilot study, I chose to keep the sample small and accessible. The student, parents, teachers, and administrators selected for this pilot study were purposefully selected because of their location and access to the researcher. As per the district's identification process, the student was an identified high-ability learner. The parent (s) of the student, the teacher, and the administrator were recruited based on the relationship with the student chosen for the study. The research participants themselves do not benefit from this work. Instead, the information gathered and presented will help create a knowledge base for the field to increase awareness of the issue faced by this population and the need for increased policy and legislative action to fund these programs further.

Data Collection Methods

Data collected prior to sample selection was obtained via a survey distributed to certified teachers in the state of Nebraska. This survey information led to the need for a qualitative case study to further understand the issue. Three 45 min. to one-hour interviews were conducted on three different occasions using the interview protocol designed for this study. Recordings were used along with researcher notes to gather pertinent information—direct Observation of the student's classroom and other areas in the school building where the student worked. Photos were taken of these various rooms. Document Examination of the district's identification policy, the student's cumulative file, and examples of student work were all part of the data collection process.

Data Analysis

The nature of the case study, whether intrinsic or instrumental, will help guide the data analysis. Stake (1995) speaks to the attention paid to certain kinds of data in the gathering process and how to best analyze for an instrumental case study. Noting that instrumental cases will need more time devoted to categorical data and measurements to understand better the relationships we are seeking but stating that interpretation of findings is essential (Stake, 1995). Ultimately the design of the case study will help guide the analytic strategy.

Interviews, direct observations, and documents were used. Using these multiple methods makes validity less of a threat to the study. Creswell & Poth (2018) suggest the following data analysis strategy: data coding, finding themes or categories from the codes, and finally, making comparisons and creating a written report. Yin (2018) suggests an analytic technique that asks the researcher to rely on theoretical propositions that led you to the particular case study for analysis or work the data from the ground up by sifting through the data to find a concept. Yin (2018) describes a strategy of analysis that asks the researcher to use a descriptive framework to

organize your study and examine plausible rival explanations to organize data. The validity should increase by triangulating the data via these multiple data collection methods. The findings can be deemed valid by looking at the codes created and the generalized themes across the multiple data sources. Interviews, direct observations, and document collection were utilized within this research study. Descriptive and reflective field notes were recorded during the observations and interviews. To triangulate the findings, all of these manners of conducting research were used as part of the data collection process (Yin, 2018). Interviews were conducted in person, in the school setting, with all participants. The recorded interviews were transcribed by the researcher, and names were changed for anonymity purposes. Coding for this project was done manually for this initial stage. If future iterations of this project occur, software will be used to transcribe and code the data.

Once the interviews were conducted, I recorded voice memos as a reflection tool. Notes were added to the transcriptions after multiple readings and codes emerged. From these initial codes, themes began to emerge from the data. At this point, categorial aggregation (Stake, 1995) was used to find initial meaningful and relevant themes from all the interviews, observations, and artifacts. This process was completed multiple times to ensure those themes emerged as the most important to the case (Creswell & Poth, 2018). This process allowed the themes from this project to relate to the larger literature body of the study.

Construct validity was ensured by utilizing multiple sources of data collection and asking stakeholders to review the data that emerged from the study (Yin, 2018). Using the data to build the explanation ensures the internal validity of the project. (Yin, 2018). Reliability was maintained using a case study database, the evidence chain, and the case study protocol (Yin, 2018).

Research and Findings

After analyzing the data from the various sources, several codes emerged from the data. Time, resources, reliance on one person to do it all, and lack of teacher training were all themes that emerged from the various participants' perceptions of rural, gifted programs and services. Minor themes such as community support in rural areas and the lack of teachers applying for jobs also contribute to the research. Using only the initial four interviewees, this analysis is interpretive and gives more opportunities to interview more participants. Other themes may emerge at a later date (Stake, 1995).

The theme of time was the overarching theme of this study. Administrator A mentioned time as relative to the scheduling of students within the program, the limited amount of time the single teacher has to run the program, and the inability to find more time to schedule kids within the school day versus after school or summer break time. Administrator A also noted that students had little time to choose their activities; if they are in a sport, that time is taken for the sport. If they are working, that time is dedicated to working. If they do not have transportation, that takes time away from the after-school program. Administrator A and Teacher A referred to time as relative to only having one teacher responsible for the entire program, from identification to providing services. The process is lengthy, taking time away from programming for students. Teacher A also referred to the time she wished she had in her classes to support her gifted students as the lower, needier students in her class need more time. The gifted students do not need as much support during the school day. Parent A noted that her children are only gifted one day a week after school. How might they be challenged more throughout the school day if they had time to schedule a class for all the gifted students that would benefit them. Student A discussed time in relation to the students who would like more time within the program, and

students are allowed one after-school meeting time a week to be gifted in this setting. The student would like more time to meet with like-minded peers within the day. Both the student and teacher noted they thought gifted kids needed to have the opportunity to collaborate with their like-minded peers. The challenge they offer to one another and the different ways they approach problem-solving benefit them. The parent would like to see more statewide resources for gifted kids to come together to work on projects. Hence, they see they are not the only ones in their class or grade level but will encounter other gifted kids in college and may need to step up their efforts.

Resources emerged as the second overarching theme of the study. Teacher A discussed the need for more resources for classroom teachers to meet the unique learning needs of their gifted students. She mentioned that more teacher training in this area would help immensely. Parent A discussed the community as supportive of the schools and the programming, which might be an avenue for generating more resources for the program. Administrator A spent a great deal of time discussing the lack of resources both monetarily, opportunities in isolated places, the need for more personnel as resources, and time as a resource as far as gifted services in rural areas. Student A mentioned that in a perfect world, there would be many more class options available to gifted students in her school. All referred to the one teacher as their only resource in the school, and all would like more teachers involved in working with the program, having more training in teacher preparation programs, and be able to meet the needs of their gifted kids in the regular classroom as well as in specialized classes.

Both the teacher and administrator discussed their lack of training around gifted and talented students. Neither had any training in their teacher preparation programs nor sought any additional training. They both commented that they had no idea gifted kids were out there until

they saw them pop up in their classes. They were able to quickly identify the traits and characteristics of these learners and offered many examples of their differences from other kids in their school and classes.

Presentation of Findings

This case study will be presented using structures suggested by Yin (2018) and Stake (1995). The study will begin with an in-depth description illustrating the study, including a general literature search. The purpose of the study and the methods used in the study, and the researcher's background and reflexivity will be presented. The case will be described within the setting so readers are better able to understand the case. The ultimate goal of conducting this research will help lead to policy papers that drive the evaluation of current state statutes and laws and add a relevant research base to further legislative action. **ADD MORE HERE?**

Implications for Practice and Further Research

The current iteration of this project is small and a pilot study at best. This would be better suited in a more in-depth multiple case study to reflect the voices of students, parents, teachers, and administrators across the state. Even at the pilot study iteration, the implications are readily evident. This project would be better positioned in a mixed-methods project that uses quantitative survey data from teachers and administrators across the state to highlight the need for better identification processes, services provided, and teacher training for gifted students in the regular classroom. This more in-depth and detailed understanding of the issue would better inform legislative policy to design statutes and regulations regarding this population of students specifically.

The inclusion of voices from all participants in this study helps build the capacity for the issue at hand. Lack of time, resources, and opportunity are felt at all levels of this issue. Each

participant has a unique perspective on the issue that should be heard to understand better the general lack of understanding of these students' needs. Using the voices of those impacted may help bridge the between policymakers and those governed by those policies or lack thereof. ADD MORE HERE



Place-Based Gifted Education in Rural Schools

25

Carolyn M. Callahan and Amy Price Azano

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Abstract

Across the global landscape, the achievement and opportunity gaps between low-income students and their more economically advantaged peers present serious

C. M. Callahan (✉)
University of Virginia, Charlottesville, VA, USA
e-mail: cmc@virginia.edu

A. P. Azano
Virginia Tech, Blacksburg, VA, USA
e-mail: azano@vt.edu

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challenges for gifted education. Further, for rural students, these excellence gaps may be even more pronounced, and opportunities to maximise potential for gifted students in rural environments are even rarer. Drawing from prior curriculum work, *What Works in Gifted Education* (Callahan, Moon, Oh, Azano, & Hailey, 2015), and ongoing work in a five-year project focusing on promoting gifted education in rural schools, the initial focus of the chapter is on the major issues in rural gifted education internationally and specifically in the Australasia/Pacific Rim nations. These issues include fewer specialists in gifted education, limited resources, fewer program options, fewer research opportunities and field trips (Alston & Kent, 2003; Burney & Cross, 2006; Hébert & Beardsley, 2001; Riley & Bicknell, 2013). The description of issues is followed by a review of strategies to minimise these challenges. These strategies include an alternative process for identifying gifted students in rural schools and presentation of the CLEAR curriculum model. Modification of the empirically validated CLEAR curriculum model is illustrated by the integration of place-based pedagogy drawn from geographically and culturally relevant elements of the Australian, New Zealand, and Pacific region. The modification provides an exemplar for engaging and challenging rural students in gifted programs. Findings from the study of the model and, perhaps, more importantly, lessons learned and more global takeaways for the field conclude the chapter.

Keywords

Place-based education · Rural education · Rural gifted students · Low-income gifted students · Identification of gifted students · High-level curriculum

The aims in this chapter are to:

1. Provide an understanding of the challenges in identifying and serving gifted students in high-poverty rural schools.
2. Describe the challenges of rural education in the context of the USA, Australia, New Zealand, and other Pacific Rim nations.
3. Provide guidance for identifying gifted students in high-poverty rural areas.
4. Explicate the power of place-based education.
5. Provide a model of integration of place-based concepts and growth mindset into high-level curriculum for gifted students.

Place-Based Gifted Education in Rural Schools

For too long, rural education has been coded in deficit ideologies and has been characterised by ‘problem’ language in discussions of the context for rural schooling (Biddle & Azano, 2016). Rural education scholars, also routinely considered rural *advocates*, argue that asset and strength-based scholarship in rural schools can refocus efforts away from deficit views that aim to ‘fix’ rural ‘problems’ to

advancing community or place-based efforts to capitalise on the inherent worth and value of rural places. For the purpose of understanding rural gifted education as an issue of educational equity for gifted students, one must first grapple with definitions of both giftedness and rurality and also consider the impacts of poverty. While scholars, including Renzulli (1976), Sternberg (1984), and Gagné (2018), have argued for expanded constructions of giftedness, less is known about how giftedness is valued, cultivated, and honoured in a given place or how these definitions can be applied or adapted in a variety of contexts. Further, the acceptance of these definitions in the scholarly literature and the development of clear criteria for identification of students with gifts and talents (e.g., Australian Association for the Education of the Gifted and Talented; National Association for Gifted Children, NAGT, 2010) have not been widely translated into concomitant processes and procedures at the local school level (Brodersen, 2016; Callahan, Moon, & Oh, 2017; Jarvis & Henderson, 2012). Even with differentiated or varied definitions a school may use for a gifted education program, arbitrary ‘cut-off’ scores on a given instrument or on matrices that combine test scores can still restrict the degree to which students who do not fall into the categories of the more affluent dominant culture and environment may be overlooked with talent potential unrealised.

In particular, rural students may be particularly at risk for under-identification by the application of historically accepted criteria for gifted on traditional gifted assessments. Traditional assessments may not be nuanced enough to capture concepts of giftedness of rural or culturally diverse gifted students, leading to underrepresentation (Bevan-Brown, 2011). What of the gifts in rural learners that do not manifest in traditional academic lessons or school-honoured ways? To conceptualise rural gifts in ways that honour the place in which those gifts are honed, it is important to understand the complexities and varied ways of rural life and how place identities are shaped in rural spaces. Australia’s Aboriginal students represent one example of an underrepresented population resulting from a ‘mismatch’ of beliefs about giftedness and the home knowledge valued in a given culture (Thraves & Bannister-Tyrrell, 2017). By using assessment measures that honour cultural or community-based understandings of giftedness, educators can “identify and value the funds of knowledge these students bring with them to our classrooms” (p. 19). Further, the ways in which talents are nurtured once discovered must be examined in light of the rural environment.

Theoretical Framework

Framing this work is a theoretical lens shaped by critical pedagogies of place (Gruenewald, 2003), emancipatory and politicised literacies (Freire, 2000; Freire & Macedo, 1987), and nuanced understandings of rural communities (e.g., Carr & Kefalas, 2009; Corbett, 2007). Freire posed a radical understanding of literacy inextricably tied to culture and forever political. This politicised notion of literacy as a mechanism of freedom or democracy underlies our work in rural gifted

education. We argue that critical literacy informs place identities and rural constructions of giftedness—that understanding the recursive nature of reading the word and the world (and understanding how the world *reads* a place) is key for understanding how gifts are honoured or nurtured in rural places. Gruenewald (2003) furthers this understanding by firmly rooting critical pedagogy to a place—that to challenge dominant power structures, for example, is to do so in a highly contextualised environment. Finally, we consider if and how rural schools as rural *institutions* inadvertently (or explicitly) teach students to leave their rural communities. Corbett's (2007) work provides a strong rationale for thinking of place not only as a theory of change for identifying or serving gifted students, but also for putting place at the heart of gifted curricula for rural learners.

The focus in this chapter will be on providing an understanding of the challenges related to gifted education in rural schools and, particularly, in identifying and serving gifted students in high-poverty rural schools. The first task will be to describe the challenges of rural education and to provide guidance for using community assets and understandings to identify students for gifted services by calling out the power of place to expand thinking about ways giftedness manifests. Second, appropriate curriculum for rural gifted students will be described as an extension of a research-validated curriculum model (Callahan, Moon, Oh, Azano, & Hailey, 2015) that explicates place-based pedagogy and provides a paradigm for integration of place-based concepts, growth mindset, and strategies for countering stereotype threat into high-level curriculum for rural gifted students.

Major Issues in Rural Gifted Education Internationally

The context in which education for rural gifted students is to be delivered is heavily impacted by issues that face all educational endeavours in rural schools. For example, rural schools in the USA and Australia struggle to access professional development overall, with only 27% of rural teachers having access to professional development in their schools compared to 40% in cities and suburbs (e.g., Jarzabkowski, 2003; Stambaugh & Wood, 2016). Staffing rural schools with qualified teachers is a pervasive challenge in the literature in rural education, particularly in isolated rural areas. Jarzabkowski (2003), for example, notes that in remote areas of Australia, the teaching staff are primarily young, relatively inexperienced teachers. Similarly, Stambaugh and Wood (2016) indicate that in the USA, rural schools are more likely to be staffed by first-year teachers or teachers teaching outside their subject area. In addition to these long-standing challenges, professional isolation (Fry & Anderson, 2011), difficulty in accessing resources because of geographic isolation, and underfunding (Brown, 2006; Alston & Kent, 2013; O'Callahan, 2015) further complicate opportunities for gifted education programs.

It is easy to see how these general issues have particular and exaggerated influence on gifted education in rural settings (Azano, Callahan, Brodersen, & Caughey, 2017). For example, as in the USA and other western nations (c.f., National Association for Gifted Children [NAGC] and Council of State

Directors of Gifted Programs [CSDGP], 2013), pre-service teachers in most Pacific Rim nations receive very little background in gifted education and teachers finishing their teacher preparation programs do not feel adequately prepared to deal with gifted students or students with special needs (Forlin & Chambers, 2011). Further preparation of specialists in gifted education is seldom provided in pre-service teacher training in countries in Pacific Rim nations, for example, in Australia (Fraser-Seeto, Howard, & Woodcock, 2013; Gindy, 2016), Japan (Basister & Kawai, 2018), or New Zealand (Riley & Bicknell, 2013).

With so few teachers prepared in gifted education to teach gifted students, the recruitment of these teachers to teach in isolated areas in a field where he or she may be the only teacher in a local school or across a multitude of schools is even more difficult than the recruitment of teachers for general education classrooms (Stambaugh & Wood, 2016). Further, the lack of financial resources to support professional development overall and the geographic isolation of gifted teachers result in limited accessibility to professional development (Jarzabkowski, 2003). The availability of online professional development is limited when access to reliable internet services is not available. When certification programs and/or professional development for educators *is* provided, the turnover in rural school staff that seek to move to more suburban or urban areas often makes the impact short-term. The lack of resources in schools exacerbates delivery of appropriate curricular options because the demand for teacher access to books, films, and other resources not part of the curriculum offered for the general education classroom is left unmet (Jarzabkowski, 2003). While the Internet has alleviated some of these issues, spotty and limited internet accessibility—particularly in remote rural settings (Federal Communications Commission, 2016; Thomas, Wilson, & Park, 2018)—makes this solution less viable than it may appear on its face.

One of the unique issues facing rural schools with limited resources is the small number of students identified as gifted. Most theory and policy statements place the numbers of expected gifted students between 5% and 10% of the population (Belanger & Gagné, 2006). And in many Asian countries, the identified percentage of students is considered to be even lower. For example, in China, the percentage of the gifted children is estimated to be between 1% and 3% of the total population of children and in Taiwan the ratio of gifted children is estimated to be between 3% and 5% (Ibata-Arens, 2012). The ‘yield’ therefore of gifted students in a given rural school or school district may present issues with the opportunity to offer a wide array of service delivery options and, thus, leave acceleration or differentiation within the general classroom (ideally, with clustering of students; Gentry, 2018) as the only viable options for offering services to gifted students. Because of the limited preparation of teachers to teach gifted students, offering the option of differentiation calls for the development of curriculum that teachers who are relatively inexperienced and with limited preparation are comfortable and capable of teaching—this is a research-based option to be presented in this chapter.

Finally, rural educators, including those who are teaching gifted students, are often limited by curricular parameters laid down by government agencies. While the process of establishing standards to ensure equity in outcomes for all students has value, the interpretations may limit the engagement of students because of the

remoteness of meaning for students. A student interviewed by Grucho (1995; cited in Haas and Nachtigal; 1998) captured the essence of this issue eloquently:

Among my science courses I took two full years of biology, but I never learned that the beautiful meadow at the bottom of my family's pasture was a remnant virgin prairie. We did not spend, so far as I can remember, a single hour on the prairies the landscape in which we were immersed in two years of biological study. I took history courses for years, but I never learned that one of the founders of my town and for decades the leading banker . . . was also the author of the first comprehensive treatise on Minnesota's prairie botany. (pp. 1–2)

Understanding the Challenges Faced Globally in Identifying and Serving Gifted Students in Rural Schools

The identification of gifted students in rural areas requires consideration of four elements:

1. The definition of giftedness adopted by a nation, a state, and/or a local education agency.
2. Possible bias in instruments used in the identification of gifted students.
3. Level of opportunity to learn of the students in the school.
4. Ways the traits of giftedness may manifest in rural settings or among majority and minority groups within those settings (Callahan, 2018; Lohman, 2013).

Definition

The first challenge that faces schools seeking to identify rural students, especially those in high-poverty areas, rests in the multiplicity of definitions endorsed by the governments of various nations and subdivisions (states, territories, and the like) within those nations. Determining the ways in which formal, and perhaps bureaucratically approved, definitions can be applied within a rural setting is the first step in the identification process. The identification process cannot proceed with integrity until the school unit determines to whom gifted services should be provided.

A corollary issue reflects the influence of the values and views of giftedness held by particular subgroups on definitions of giftedness within the governmental geographic divisions (states, cities, school district boundaries). See, for example, the analyses of Thraves and Bannister-Tyrrell (2017) of the views on giftedness of the Australian Aboriginal people. They conclude that the wide diversity of beliefs about giftedness across just these groups has major implications for localised definitions and concomitant identification strategies. To successfully identify gifted students from indigenous groups and address the differences in learning rates and degree of depth and complexity of learning that should be provided to gifted indigenous students requires consultation with elders, parents, and the students themselves. Further, because many of these minority groups across nations are found in urban, suburban, *and* rural communities, the ways the characteristics of giftedness are

manifest in the varying environments must be considered for adequate identification processes to be devised. For the purposes of this chapter, the processes to ensure fair and adequate identification which mines the ways giftedness may be manifest in rural environments will be the focus, with special attention given to students living in poverty and an underlying caution to take into account the minority issues that may impact any or all of these processes.

While individual nations, states, or local education agencies may have differing definitions, many share the inclusion of general intellectual ability and specific academic abilities. For the purposes of this chapter, a focus on these domains of giftedness will provide the framework for consideration of the underlying issues that often result in the under-identification of students who live in rural areas, live in poverty, and/or are members of groups who are historically underrepresented in gifted programs.

Instrument and Rater Bias

Scholars have identified factors that may inhibit performance of gifted students on instruments. Moreover, several factors in the way data from assessment tools are interpreted may result in under-identification of students who are poor and/or who live in rural environments (e.g., Brodersen, Brunner, & Missett, 2018; Matthews & Peters, 2018; Worrell, 2018). These factors often relate to both the characteristics of instruments used historically in the screening and identification process (particularly standardised tests and teacher rating scales) and the ways in which the scores from those instruments are considered in the decision-making process. Relative to the instruments themselves, one of these factors has been labelled *cultural bias* in test items, and much has been written about the bias (charges and counter-charges) in intelligence tests—both verbal and nonverbal—and will not be reiterated here (see Brodersen et al., 2018; Matthews & Peters, 2018; and Worrell, 2018). The most defensible conclusion would be that the judicious use of traditional tests of cognitive abilities as universal screening devices and standardised achievement tests is warranted when used *in conjunction with other measures* and in accord with a definition of gifted that matches the construct measured by the test. Endorsement of the use of universal screening is based on empirical evidence that low-income and minority student representation is likely to be increased when universal screening is part of the identification process (Card & Giuliano, 2015).

One reason universal screening adds to the pool of underrepresented students identified to receive services in gifted programs, lies in the inappropriate reliance on nominations from teachers or parents to initiate the process of identification. The potential parent and teacher bias in ratings of students as part of the screening and identification process has been widely documented in the USA and internationally. Biases reflecting lack of knowledge about gifted students as well as misconceptions and misunderstandings influence the ratings of students by teachers and the interpretation of item meanings by school administrators untrained in gifted education (Geake & Gross, 2008; Siegle & Powell, 2004).

As with scores on standardised tests, scores on teacher rating scales may reflect differentials according to minority status, school environment, or poverty. The disadvantage of referral is that nominations are thought to be biased when teachers do not recognise talents equally among all students and may overlook gifted and talented students who do not fit traditional archetypes of giftedness (Siegle & Powell, 2004). For example, on the HOPE scales, Peters and Gentry (2010) found that:

mean scores for students from low-income families on both scales were lower than their non-low income peers, providing evidence that instruments need to be normed on the specific groups for which their use is intended. (p. 140)

Opportunity to Learn

The second factor has been labelled *opportunity to learn* by Lohman (2013). Opportunity to learn reflects the ways in which students have had exposure to the ideas, the concepts, and the skills of disciplines and ways of thinking that are reflected in the expected learning behaviours in schools and on the assessments that are used to assess the outcomes of instruction. The student in a rural school may be affected by the opportunity to learn in two distinct ways. First, in rural schools, poverty in the community as reflected in schools may influence the degree to which resources are available to teach the curriculum effectively (Howley, Rhodes, & Beall, 2009).

Second, the degree to which teachers are prepared is often a shortcoming in rural high-poverty schools (high turnover with teachers seeking to leave rural settings may result in many novice, inexperienced teachers in the classrooms). Finally, the students' opportunities to engage in experiences that would provide many of the prerequisite learning expected in a curriculum may be lacking. Minority groups that characterise some rural schools in some countries may not have had the same exposure to the dominant culture's language or cultural reference points. These influences of opportunity to learn have been noted particularly in relation to aptitude and achievement test performance. For example, recent statistical evidence identifies a gap in national and international academic test results between rural and urban students, and this trend "looks likely to continue into the future" (Thomson, De Bortoli, & Buckley, 2013, p. 5). These gaps may be attributed to the opportunity to learn and suggest a need to interpret test scores for students in rural schools relative to students' opportunity to learn.

The Ways Giftedness May Manifest in Rural Populations

Even rating scales with considerable reliability and validity evidence for the general population or across nations may include items that lead teachers to

focus on only a limited interpretation of how the students may exhibit those behaviours, considering only behaviours as exhibited in classroom-based activities. For example, problem-solving abilities may manifest in the ways a child deals with extraordinary home responsibilities, or advanced verbal ability may be reflected in elaborated versions of local folklore or the ability to code switch from dialect to standard language patterns.

Minimising Challenges

The first step in addressing the challenges noted above is to ensure the use of multiple data points in the identification of gifted students. To that end one should collect data from both test and non-test sources (e.g., Australian Association for the Education of the Gifted and Talented; NAGC, 2010). Thus, a mix of scores from standardised measures of cognitive ability and/or standardised tests ideally would be considered in conjunction with teacher ratings, portfolio assessments, and/or performance assessments in determining which students would benefit from the advanced instruction and learning opportunities of gifted services. The appropriateness of any instrument rests on its validity as an indicator of talent for the area of giftedness to be assessed and for predicting success in the services and curriculum to be offered (Callahan, Renzulli, Delcourt, & Hertberg-Davis, 2018). Hence, educators would use a different set of assessments to assess talent in language arts than to assess mathematical talent, and these instruments would be distinctly different from those used to assess talents in the arts.

The recent data on the impact of universal screening would support use of a standardised test of cognitive ability as a critical step when assessing ability in general intellectual domains or specific academic areas (Card & Giuliano, 2015). The data on teacher rating scales suggest that the use of teacher rating scales can be another valuable source of data if teachers are provided training in the use of the instruments within the context of the schools and community in which the students live and learn (Peters & Gentry, 2010). In the case of rural schools, it is critical that the language of the instrument and the training provided to teachers include full access to examples of the ways in which giftedness may manifest in the student population.

However, universal screening, the use of multiple assessment tools, and the training of teachers in the appropriate ways of assessing students will not suffice to ensure that students from underrepresented populations, such as rural students, gain equal access to gifted education opportunities. Of equal importance is the appropriate interpretation and decision-making based on the scores obtained from universal screening, teacher rating scales, and portfolio assessments. Lohman (2013) recommended using local norms and scholars, such as Peters and Gentry (2010) recommend using group-specific local norms:

It is clear from the results discussed earlier that using group-specific norms for low income students will locate those students who have demonstrated high achievement (when compared with their peers), but who also often go unnoticed. (p. 140)

An Application of the Principles Noted Above

In the federally funded grant in the USA, *Promoting PLACE in Rural Schools* (Project PLACE), the investigators applied the principles outlined above in a place-conscious identification process to provide greater opportunities for rural students missed by traditional assessment measures. In this work, we intentionally recruited ‘high-poverty’ rural school districts, that is, districts with at least 50% or more students receiving federally funded meal assistance (although many of the school districts had 80% of students receiving this aid and one district received 100% aid for their students). We did not, however, have socio-economic status data on individual students participating in the grant. Therefore, we refer to the districts as ‘high poverty’ not students. After recruiting high-poverty rural districts and randomly assigning districts to either treatment or control groups, the investigators worked with district administrators to increase the number of students identified for gifted education. School personnel first applied their existing identification process to the pool of second-grade students in their districts. These identification procedures were largely based on screening using either an IQ test or a teacher nomination, application of national norms, and use of matrices for final decision-making. Upon completing district-level identification processes, the district administrators provided us with a list of rising third graders they had identified for gifted education services.

The identification of a second group of students to receive gifted services was based on data from two place-conscious assessment instruments: the *Cognitive Abilities Test-Verbal Battery Level 9* (CogAT-V; Lohman, 2013) and three subscales (motivation, creativity, and reading) of the *Scales for Rating the Behavioral Characteristics of Superior Students* (SRBCSS; Renzulli, et al., 2013). The instruments were selected based on the alignment of the CogAT-V test validity information with offering gifted services in the area of language arts and the congruence of the scales measuring higher levels of motivation, creativity, and reading engagement with the goals of the units in the *CLEAR* language arts curriculum. All second-grade students completed the CogAT-V assessment (universal screening), and all second-grade teachers participated in rural-specific, professional development training sessions designed to increase the validity and reliability of ratings prior to completing the ratings of *all students* in their classroom on the SRBCSS. Training included an overview of the characteristics of students gifted in language arts, videos from popular films that provided examples of how various characteristics represented in the scales may be exhibited, specifically in rural gifted students, and discussions of examples from the participating teachers’ classrooms.

Data from the CogAT-V and SRBCSS were then presented to district personnel in spreadsheets that showed student scores based on national norms, the local norms for that district and classroom and district norms on the teacher rating scales (to counter

issues of potential leniency and strictness in ratings by an individual teacher). The investigators highlighted patterns of performance by relatively high performers on a variety of combinations of test scores (those above 90th percentile on CogAT-V and more than two standard deviations above the mean on two or more rating scales, above the 75th percentile on CogAT-V and more than two standard deviations above the mean on three of the rating scales and additional combinations of scores representing high levels of performance on one or more measures). Additional students were identified at each site based on the values of the school district and arguments that can be made for potential benefit from the advanced curriculum. The focus was on examining the profile of each student to identify additional students to receive gifted services who may have been overlooked or ‘missed’ by the district. Note that neither cut-off scores nor matrices were used in the process as they are likely to mask the individual characteristics of students and are not psychometrically defensible (Moon, 2018). The process yielded additional students in each school district (in one case increasing the number of identified students from 1 to 40; in another the number of identified students went from 0 to 15). In every district the proportional representation of students from low Socio-Economic Status (SES) families increased significantly. The process was successful in identifying students with specific language arts aptitude as assessed by the CogAT combined with the specific reading, motivation, and creativity characteristics of the SRBCSS—school processes most often relied on the assessment of general intelligence and/or spatial ability and relied on national norms in their decision-making. Peters and Gentry (2012) provide a more complex process of considering student scores, but one aligned with the process above.

Supporting Teachers

After increasing the number of students identified for gifted services, project investigators then wanted to ensure that the proper supports were in place for teachers in the treatment group who may or may not have had any training in gifted education. In a prior study, we learned that rural teachers felt a great deal of professional isolation as it related to delivering gifted curricula (Azano, Callahan, Missett, & Brunner, 2014). Moreover, the gifted teachers in Project PLACE often work across multiple schools within a district and may confront a variety of challenges, such as resistance from general education teachers when students leave their classrooms for gifted services. Finally, many rural districts lack gifted education personnel, and, thus, general education teachers implement the curriculum.

To address these concerns, investigators sought ways to provide sustainable professional development and effective curricula. Our primary means for supporting teachers is by thoroughly orienting teachers to underlying principles prior to introducing them to the curriculum, but also by building the curriculum in ways teachers can implement instruction just by following the curriculum guidelines. This ensures that teachers understand and can readily identify foundational aspects in the unit (i.e., differentiation, depth, complexity, enrichment). As part of the grant, investigators work with administrators and school personnel to foster a sense of community

for the teacher (Azano et al., 2014). The goal was to create a professional cadre, answer questions, listen to challenges, and brainstorm solutions. To this end, school districts seeking to further work in gifted education may consider how to facilitate support for teachers, either through web-based relationships or possibly with partnerships at regional universities.

Provision of an effective curriculum as documented by an RCT experiment (Callahan et al., 2015) also supports teachers. This curriculum guided teachers' efforts with rural students. Often teachers would ask if a poem or short story may be too difficult or express concerns over advanced vocabulary or literacy concepts. Use of an evidence-based curriculum model provided assurance to teachers to 'trust the lessons'. As a result, many teachers reported that the curriculum itself served as a form of professional development (e.g., teaching concepts related to differentiation by including not only a formative assessment, but suggestions for next day plans based on students' responses).

Using Place in the Gifted Curriculum

Another core component of this work is using place-based pedagogy within the gifted curriculum. Place-based education has its roots in ecological, environmental, or outdoor education; however, the use of place may be reflected in other disciplines and types of instruction. Application of place in the curriculum relies on consideration of multiple dimensions of place (Ardoin, 2006) conceptualised and contextualised by politics, sociocultural constructions of place, as well as the biophysical sphere of place. In essence, place may be the geographic 'container' in which students live and learn, but community members can experience place in varied, individualised ways. Even rural communities in the same geographic area represent unique diversity, assets, and challenges. As such, place-based pedagogy utilises a student's geographic context and the social construction of that particular place as instructional opportunities in the classroom.

Model for Integrating Place-Based Concepts into High-Level Curriculum

To characterise place in participating treatment districts, the empirically validated curriculum was revised to incorporate the various dimensions of culture, geography, events, industry, and the like of the school division (Callahan et al., 2015). Versions of the curriculum were developed to reflect one set of schools located in a rural farming area of the US state, a second version was developed for an area of the state characterised by coastal fishing and the poultry industry, and a third version was developed to reflect the place of a mountainous mining region. To best reflect the regions, data were collected by distributing a survey to all teachers in treatment districts asking questions about rural life in that particular district (Callahan et al., 2015). For example, questions focused on ascertaining major

industries (i.e., agriculture, tourism, and the like); feelings of connectedness to nearby communities; local places, folklore and events with which most students would be familiar; and, perhaps more importantly, community factors that support and hinder student achievement. Responses provided insight into ways in which *rurality* and *place* were conceptualised within the particular school communities in which the curriculum is offered and guided insertion of examples, modifications in choices of literary inserts and products that would allow students to make personal connections to the curriculum through community-specific reflections (Callahan et al., 2015). While ‘place’ was a general concept used throughout the language arts units, these suggestions for suitable, place-based substitutions as they applied to specific regions freed teachers from needing to identify such references in the units, but also provided the working knowledge of how to develop place-based units themselves in the future. For example, as students studied a canonical poem, such as William Carlos Williams’ ‘The Red Wheelbarrow’ (to learn about language arts concepts, such as abstract and concrete nouns, imagery, and rhythm), all teachers were introduced to the place concepts in the poem—like the fact that the poet is from New York and that New York, beyond the bright lights of New York City, is mostly rural. Using a wheelbarrow is a common image in rural places—even ones that seem far away. Teachers urged students to think about their own experiences with wheelbarrows. In a subsequent lesson, students are given the opportunity to think about what they rely on in their rural community, and examples, such as a rolling pin, tractor, and fishing pole, are provided.

However, beyond these examples and based on the surveys, each district received their own, place-specific suggestions. For a district located deep in Appalachia, a poem such as ‘The Hills are Calling Me’ (Muckenfuss, 1985) is suggested as a substitution, whereas in a coastal community, poems such as ‘The Sandpiper’ (Thaxton, 1896) and ‘Sea Fever’ (Masefield, 1902) were used. Additionally, throughout the units where teachers were encouraged to use specific community features, the survey responses guided suggestions—a renowned flea market and fiddler’s convention in one area and wild ponies in another. Examples of Australian and New Zealand pieces that may be substituted can come from Internet sites such as <https://www.poetrylibrary.edu.au/poets/catalano-gary/remembering-the-rural-life-0054002> or <http://nzetc.victoria.ac.nz/iiml/bestnzpoems/BNZP10/t1-front1-d2.html>.

These suggestions exemplify important takeaways for incorporating place into a high-level curriculum. The first is to appreciate the diversity of rural places. A ‘rural curriculum’ may include generalisations about rurality or a sense of community or creating space for conversations about rural places. However, more nuanced understandings of place (or to drive at critical pedagogies of place) must be community-driven and not imposed by curriculum developers or investigators. The survey from our work represents a comprehensive effort to drive at these diverse and unique understandings of place in participating school districts (Callahan et al., 2015). In other contexts, curricular choices would be different. For example, whereas we chose poems about ‘the hills’ to reflect the foothills of Appalachia and another poem about cows to be culturally responsive to an agricultural region, ‘nature’ poems in other places would reflect that specific geographical region, such as poetry

by Oodgeroo Noonuccal (Kath Walker) or bush ballads by Banjo Paterson for an Australian context or Hone Tuwhare's poetry for a New Zealand one or to reflect Māori culture. Another takeaway is for school personnel to establish goals for incorporating place. Will place be used to increase relevance and engagement, to reduce stereotype threat, to promote a growth mindset, to serve as a scaffold to more abstract or global concepts or to value place in and of itself? Understanding these goals may serve to make strategic choices about curricula and by its very nature address larger issues related to rural sustainability. Place is a worthy endeavour for all students—perhaps even more so for those in rural areas.

Addressing Stereotype Threat and Growth Mindset for Rural Gifted Learners

In addition to place, two very important concepts to consider when developing programs and curriculum for rural gifted students are stereotype threat (Aronson & Steele, 2005) and mindset (Dweck, 2003). These constructs have been used to explain underachievement and failure to reach full potential. Aronson and Inzlicht (2004) define stereotype threat as the anxiety aroused when people are asked to demonstrate competency in an area where a group they identify with is stereotyped as lacking ability. Stereotype threat has been demonstrated to exist across multiple populations (e.g., middle-school minority students, white male university engineering students, females taking mathematics tests class, and African American students at highly regarded colleges; Aronson, Fried, & Good, 2002; Aronson & Inzlicht, 2004; Aronson, Lustina, et al., 1999; Aronson, Steele, Salinas, & Lustina, 1998; Steele & Aronson, 1995). Even identification as a 'Southerner' in the USA has been identified as a factor inhibiting student performance (Clark, Eno, & Guadagno, 2011). The broad network of settings in which the phenomenon has been observed suggests a need for consideration of the possible effects on rural students in any country and for minorities such as Māori, Aboriginal peoples of Australia, or the Russian Ainu or other minorities in remote areas of Pacific Rim countries. The combination of stereotypes of minority status and rural may provide added strength to the effects of stereotype threat.

Stereotype threat is important as an inhibitor of performance directly, but it is also important in its relationship to mindset. According to Dweck (2003), mindsets come in two forms: incremental and entity. Belief in an incremental mindset reflects acceptance of the tenet that everyone can become smarter by working to improve his or her intellectual potential. Because believers in incremental mindset are likely to blame a lack of effort for failure, they tend to pursue learning goals (work towards increasing competence) and work harder when faced with difficult learning tasks. However, students with an entity mindset believe that intelligence is fixed and use their performance to gauge their level of intelligence, thus making them more likely to pursue performance goals and tasks in which success is easily achieved (Dweck, 2003). Stereotype threat is associated with holding an entity mindset (Callahan, 2012) and pursuing performance goals (Aronson, Fried, & Good, 2002) leading

students to avoid challenges, dismiss tasks on which they fail, and avoid them in the future, and attribute failure to lack of trying (Ablard, 2002). Teacher praise may influence student alignment with certain achievement goals. Mueller and Dweck (1998) found that teacher praise of fifth-grade students' intelligence influenced their preference for performance goals, while praise for hard work and effort led them to pursue learning goals. These findings make it vital that educators consider the impact of stereotypes about rural students and minority students in planning for optimum realisation of potential in gifted students.

Fortunately, researchers have demonstrated that simple interventions such as reading about struggles of famous individuals (Hong & Lin-Siegler, 2012; Lin-Siegler, Ahn, Chen, Fang, & Luna-Lucero, 2016) and reading articles supporting an incremental mindset (Ehrlinger, Mitchum, & Dweck, 2016; Schroder, Moran, Donnellan, & Moser, 2014) can be effective in altering students' mindsets and promoting a growth mindset (Blackwell, Trzesniewski, & Dweck, 2007; Boehm, 2012). Ziegler and Stoeger (2010) identified a combined fixed and growth mindset as characteristic of adaptive gifted adolescents. Similarly, Aronson and his colleagues developed strategies effective in reducing the effects of stereotype threat (Alter, Aronson, Darley, Rodriguez, & Ruble, 2010; Aronson, Fried & Good, 2002; Good, Aronson, Inzlicht, 2003). In Project PLACE, mindset and stereotype threat interventions are integrated. In each unit, specific directions are provided to teachers on language to use to encourage the development of a growth mindset (encouragement and persistence through challenging tasks) and two webquests—one offered each year of the program—to teach students about the brain and growth (neurogenesis) in potential by assuming a growth mindset and rejecting stereotypes of rural and minority status. Videos illustrating brain recovery and growth set the stage for challenges to reflect on personal examples of growth (Azano, Callahan, Brodersen, & Caughey, 2017).

Conclusion

While rural schools may struggle with limited resources for professional development and staffing in gifted education, there are opportunities for rural schools to increase the effectiveness of instructional opportunities for students with high potential. As illustrated in this chapter, searching for potential rather than being saddled with limitation may serve to find asset-based resources relative to gifted education in rural schools. Broadened identification measures, local norms on traditional assessments, place-specific teacher training for assessments, consulting with schools on place, and modifying curricula to reflect that place are all ways to leverage emancipatory literacies and create more opportunities to learn.

Challenges do exist in rural communities but so do the many gifts of its members. Exploring and celebrating rural gifts, as they are conceptualised by a given community, are a way to honour the diverse ways of knowing in rural communities. The examples provided from Project PLACE are indeed place specific to our participating districts and in no way represent the only way for moving forward with this

work. Rather, we encourage researchers and practitioners to situate their work in the communities they intend to support, to question how instruments may be biased, to ask about opportunities to learn and funds of knowledge in students and to consider place as an academic construct for meeting the needs of diverse, rural students.

Cross-References

- ▶ A Model for Growing Teacher Talent Scouts: Decreasing Underrepresentation of Gifted Students
- ▶ Gifted and Talented Aboriginal Students in Australia
- ▶ Gifted Education in the Asia-Pacific: From the Past for the Future – An Introduction
- ▶ Identifying and Nurturing Diversely Gifted and Talented Students: Part III Introduction
- ▶ Identifying Gifted Learning in the Regular Classroom: Seeking Intuitive Theories
- ▶ Identifying Underrepresented Gifted Students: A Developmental Process
- ▶ Motivational Issues in Gifted Education: Understanding the Role of Students' Attribution and Control Beliefs, Self-Worth Protection and Growth Orientation
- ▶ Rural Adolescent Gifted Girls: Exploring the Impact of Popular Culture on Their Talent Development
- ▶ Rural Voices: Identifying the Perceptions, Practices, and Experiences of Gifted Pedagogy in Australian Rural and Regional Schools
- ▶ Self-Nomination in the Identification Process of Gifted and Talented Students in Mexico
- ▶ Some Implications for the Future of Gifted Education in the Asia-Pacific
- ▶ Supporting Australian Gifted Indigenous Students' Academic Potential in Rural Settings

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Carolyn M. Callahan, PhD, is Commonwealth Professor of Education at the University of Virginia, where for more than 20 years she has been the principal investigator on projects of the *National Research Center on the Gifted and Talented* (NRC/GT), is currently the Co-PI for the National Center for Research in Gifted Education and has been coprincipal investigator on six Javits grants including a current grant focusing on rural gifted students. Dr. Callahan has published over 200 articles and 50 book chapters on topics in gifted education with one of those publications considered the definitive book on evaluation. She is the co-editor of *Critical Issues in Gifted Education*.

Amy Price Azano, PhD, is Associate Professor of Adolescent Literacy in the School of Education at Virginia Tech, concentrates her scholarship on rural literacies, place-based pedagogy, and the literacy needs of special populations. She is the coprincipal investigator of Promoting PLACE (Place, Literacy, Achievement, Community and Engagement) in Rural Schools, a US Department of Education grant focusing on gifted education programs in high-poverty rural communities. Dr. Azano has published book chapters and articles in national and international peer-reviewed journals, co-authored a curriculum series for gifted, and has served as a keynote speaker on rural topics in the USA and abroad.

This Workspace form is one of the forms you need to complete prior to submitting your Application Package. This form can be completed in its entirety offline using Adobe Reader. You can save your form by clicking the "Save" button and see any errors by clicking the "Check For Errors" button. In-progress and completed forms can be uploaded at any time to Grants.gov using the Workspace feature.

When you open a form, required fields are highlighted in yellow with a red border. Optional fields and completed fields are displayed in white. If you enter invalid or incomplete information in a field, you will receive an error message. Additional instructions and FAQs about the Application Package can be found in the Grants.gov Applicants tab.

OPPORTUNITY & PACKAGE DETAILS:

Opportunity Number:	ED-GRANTS-021622-001
Opportunity Title:	Office of Elementary and Secondary Education (OESE): Well-Rounded Education Programs: Jacob K. Javits Gifted and Talented Students Education (Javits) Program, Assistance Listing Number 84.206A
Opportunity Package ID:	PKG00272098
CFDA Number:	84.206
CFDA Description:	Javits Gifted and Talented Students Education
Competition ID:	84-206A2022-2
Competition Title:	FY 2022 Javits Competition
Opening Date:	02/16/2022
Closing Date:	04/11/2022
Agency:	Department of Education
Contact Information:	Mildred Horner-Smith Javits Program Team Lead E-mail: mildred.horner-smith@ed.gov Phone: 202-453-6661 Jennifer Brianas Education Program Specialist E-mail: jennifer.brianas@ed.gov Phone: 202-401-0299

APPLICANT & WORKSPACE DETAILS:

Workspace ID:	WS00845633
Application Filing Name:	Educational Service Unit 2
UEI:	P4YFUQG4V311
Organization:	Educational Service Unit 2
Form Name:	Evidence Form
Form Version:	2.0
Requirement:	Mandatory
Download Date/Time:	Apr 11, 2022 02:38:34 PM EDT
Form State:	No Errors

FORM ACTIONS:



U.S. Department of Education Evidence Form

OMB Number: 1894-0001
Expiration Date: 05/31/2022

1. Level of Evidence

Select the level of evidence of effectiveness for which you are applying. See the Notice Inviting Applications for the relevant definitions and requirements.

☐ Demonstrates a Rationale ☒ Promising Evidence ☐ Moderate Evidence ☐ Strong Evidence

2. Citation and Relevance

Fill in the chart below with the appropriate information about the studies that support your application.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
The Impact of Project-Based Learning on Minority Student Achievement: Implications for School Redesign. https://files.eric.ed.gov/fulltext/EJ1105713.pdf https://eric.ed.gov/?id=EJ1105713	Using outcome measures of academic achievement in mathematics and reading, multivariate and univariate analyses of the data showed that the PBL groups performed at a higher achievement level than did the non-PBL students.	RESTORE will utilize PBL for TAG students and supported by the project adult mentors/sponsors that will serve each district.
Personal, professional coaching: Transforming professional development for teacher and administrative leaders https://ies.ed.gov/ncee/edlabs/regions/midatlantic/askarel_46.asp	Findings from two case studies support the benefits perceived by teachers and administrative leaders who participated in coaching to enhance their leadership potential and performance	RESTORE will utilize a gradual release coaching model to support teachers in MTSS/differentiated lesson planning and delivery to support TAG students in the classroom.
Teaching the Teachers, Effective Professional Development in an Era of High Stakes Accountability. Alexandria: Center for Public Education, 2013. http://conference.ohioschoolboards.org/2017/wp-content/uploads/sites/17/2016/07/1pm111317A114Job-embedPD.pdf	This paper aims to provide a research-based answer to how districts can structure professional development so that teachers change their teaching practices, leading to students learning more.RESTORE will base teacher PD on the five principles of professional learning outlined in this study.	RESTORE will base teacher PD on the five principles of professional learning outlined in this study.
Foley-Nicpon, M. Kim, J, (2018) Identifying and Providing Evidence-Based Services for Twice-Exceptional Students	Focus on training. Research findings demonstrate that if students are first identified for special education , they are not likely to also be referred for gifted education (Crim, Hawkins, Ruban, & Johnson, 2008). This may be because educators outside the gifted subspecialty know very little about twice-exceptionality (Foley-Nicpon et al., 2013). Therefore, teacher training programs should include education about high-ability students with and without disabilities (Foley-Nicpon et al., 2011).	RESTORE will focus training on identifying dual-exceptional students through MTSS and differentiated lesson development.
S. R. Smith (ed.), Handbook of Giftedness and Talent Development in the Asia-Pacific, Springer International Handbooks of Education, https://doi.org/10.1007/978-981-13-3041-4_25	Opportunity to learn reflects the ways in which students have had exposure to the ideas, the concepts, and the skills of disciplines and ways of thinking that are reflected in the expected learning behaviours in schools and on the assessments that are used to assess the outcomes of	RESTORE will provide training to teachers, better identification tools, and services to students through collaborative programming by the regional service center.

	<p>instruction. The student in a rural school may be affected by the opportunity to learn in two distinct ways. First, in rural schools, poverty in the community as reflected in schools may influence the degree to which resources are available to teach the curriculum effectively (Howley, Rhodes, & Beall, 2009). Second, the degree to which teachers are prepared is often a shortcoming in rural high-poverty schools (high turnover with teachers seeking to leave rural settings may result in many novice, inexperienced teachers in the classrooms). Finally, the students' opportunities to engage in experiences that would provide many of the prerequisite learning expected in a curriculum may be lacking.</p>	
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Instructions for Evidence Form

- 1. Level of Evidence.** Check the box next to the level of evidence for which you are applying. See the Notice Inviting Applications for the evidence definitions.
- 2. Citation and Relevance.** Fill in the chart for each of the studies you are submitting to meet the evidence standards. If allowable under the program you are applying for, you may add additional rows to include more than four citations. (See below for an example citation.)
 - a. Research/Citation.** For Demonstrates a Rationale, provide the citation or link for the research or evaluation findings. For Promising, Moderate, and Strong Evidence, provide the full citation for each study or WWC publication you are using as evidence. If the study has been reviewed by the WWC, please include the rating it received, the WWC review standards version, and the URL link to the description of that finding in the WWC reviewed studies database. Include a copy of the study or a URL link to the study, if available. Note that, to provide promising, moderate, or strong evidence, you must cite either a specific recommendation from a WWC practice guide, a WWC intervention report, or a publicly available, original study of the effectiveness of a component of your proposed project on a student outcome or other relevant outcome.
 - b. Relevant Outcome(s)/Relevant Finding(s).** For Demonstrates a Rationale, describe how the research or evaluation findings suggest that the project component included in the logic model is likely to improve relevant outcomes. For Promising, Moderate and Strong Evidence, describe: 1) the project component included in the study (or WWC practice guide or intervention report) that is also a component of your proposed project, 2) the student outcome(s) or other relevant outcome(s) that are included in both the study (or WWC practice guide or intervention report) and in the logic model (theory of action) for your proposed project, and 3) the study (or WWC intervention report) finding(s) or WWC practice guide recommendations supporting a favorable relationship between a project component and a relevant outcome. Cite page and table numbers from the study (or WWC practice guide or intervention report), where applicable.
 - c. Project Component(s)/Overlap of Population and/or Settings.** For Demonstrates a Rationale, explain how the project component(s) is informed by the research or evaluation findings. For Promising, Moderate, and Strong Evidence, explain how the population and/or setting in your proposed project are similar to the populations and settings included in the relevant finding(s). Cite page numbers from the study or WWC publication, where applicable.

EXAMPLES: For Demonstration Purposes Only (the three examples are not assumed to be cited by the same applicant)

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C. B., & Smither Wulsin, C. (2016). <i>Teaching secondary students to write effectively</i> (NCEE 2017-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: https://ies.ed.gov/ncee/wwc/PracticeGuide/22 . This report was prepared under Version 3.0 of the WWC Handbook (p. 72).	<p>(Table 1, p. 4) Recommendation 1 ("Explicitly teach appropriate strategies using a Model – Practice – Reflect instructional cycle") is characterized as backed by "strong evidence."</p> <p>(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 reported statistically significant and positive impacts of this practice on genre elements, organization, writing output, and overall writing quality.</p>	(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 were conducted on students in grades 6 through 12 in urban and suburban school districts in California and in the Mid-Atlantic region of the U.S. These study samples overlap with both the populations and settings proposed for the project.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2017, February). Transition to College intervention report: Dual Enrollment Programs. Retrieved from https://ies.ed.gov/ncee/wwc/Intervention/1043. This report was prepared under Version 3.0 of the WWC Handbook (p. 1).</p>	<p>(Table 1, p. 2) Dual enrollment programs were found to have positive effects on students' high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college, and these findings were characterized by a "medium to large" extent of evidence.</p>	<p>(pp. 1, 19, 22) Studies contributing to the effectiveness rating of dual enrollment programs in the high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college domains were conducted in high schools with minority students representing between 32 and 54 percent of the student population and first generation college students representing between 31 and 41 percent of the student population. These study samples overlap with both the populations and settings proposed for the project.</p>
<p>Bettinger, E.P., & Baker, R. (2011). The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring. Stanford, CA: Stanford University School of Education. Available at https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf</p> <p>Meets WWC Group Design Standards without Reservations under review standards 2.1 (http://ies.ed.gov/ncee/wwc/Study/72030).</p>	<p>The intervention in the study is a form of college mentoring called student coaching. Coaches helped with a number of issues, including prioritizing student activities and identifying barriers and ways to overcome them. Coaches were encouraged to contact their assignees by either phone, email, text messaging, or social networking sites (pp. 8-10). The proposed project for Alpha Beta Community College students will train professional staff and faculty coaches on the most effective way(s) to communicate with their mentees, suggest topics for mentors to talk to their mentees, and be aware of signals to prevent withdrawal or academic failure.</p> <p>The relevant outcomes in the study are student persistence and degree completion (Table 3, p. 27), which are also included in the logic model for the proposed project.</p> <p>This study found that students assigned to receive coaching and mentoring were significantly more likely than students in the comparison group to remain enrolled at their institutions (pp. 15-16, and Table 3, p. 27).</p>	<p>The full study sample consisted of "13,555 students across eight different higher education institutions, including two- and four-year schools and public, private not-for-profit, and proprietary colleges." (p. 10) The number of students examined for purposes of retention varied by outcome (Table 3, p. 27). The study sample overlaps with Alpha Beta Community College in terms of both postsecondary students and postsecondary settings.</p>

Paperwork Burden Statement: According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-0001. The time required to complete this information collection is estimated to vary from 1 to 4 hours per response, with an average of 1.5 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to the Office of Innovation and Improvement, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

ESU 2 HAL Budget
Grant Budget Narrative

Category	Detailed Explanation of Expenditure	2022-2023	2023-24	2024-25	2025-26	2026-27	Total
Personnel							
	.50 FTE Project Director (only charging .25 FTE for year 1)						
	1.0 FTE Project Coordinator/Instructional Coach: Dawn DeTurk (July - September 2023 only)						
	2.0 FTE Student program coordinators/Instructional coaches - This position will likely be 2 FT positions, one for the northern schools and one for the southern. These positions will support development and delivery of student-based programming, field experiences, projects, and coaching. These will be extended contracts to support summer and non-school day work. (July 1-September 30 2023 only)						
	Teacher Contracted Payments for non-contract work: Non-contract days for 10 days per teacher for up to 40 teachers in year 1 for MTSS/Differentiated face-to-face and on-line module workshops @ [REDACTED] in year 1. (10 additional teachers in years 2-3, 5 new teachers in year 4) Workshops to be conducted June-September of year 1 to front load the programming. Instructional Coaching during contracted time will not require additional teacher payments. Unexpended funds from year 1 may be carried forward to support future workshops.						
	Substitute Teacher Pay for contract time work: Substitute teacher pay for contracted day work. Estimated to take place in year 1 for teachers working on the new TAG identification processes. Calculated at a minimum of 12 meetings in year 1. Also, up to 10 days per teacher for up to 40 teachers @ [REDACTED] for workshops in August and September of year 1 and 10 additional teachers in years 2-5.						
Personnel Subtotals							
Fringe Benefits							
	Medical/Dental/Vision and Statutory Benefits for Project Director (based on a calculation of 46% of salary to include payroll taxes, medical/dental insurance, and retirement) (District offers full family insurance at a premium of [REDACTED]/year, NE state retirement of 10% plus state and federal payroll taxes which calculates to an average of 46% for all staff)						
	Medical/Dental/Vision and Statutory Benefits for Project Career Coordinator (based on a calculation of 46% of salary to include payroll taxes, medical/dental insurance, and retirement) (District offers full family insurance at a premium of [REDACTED] year, NE state retirement of 10% plus state and federal payroll taxes which calculates to an average of 46% for all staff)						
	Medical/Dental/Vision and Statutory Benefits for Automotive Instructor (based on a calculation of 46% of salary to include payroll taxes, medical/dental insurance, and retirement) (District offers full family insurance at a premium of [REDACTED]/year, NE state retirement of 10% plus state and federal payroll taxes which calculates to an average of 46% for all staff)						

Category	Detailed Explanation of Expenditure	2022-2023	2023-24	2024-25	2025-26	2026-27	Total
	Employer share of Retirement and payroll taxes for non-contract work calculated at 9.8% for retirement and 7.65 for SS and Medicare						
	Payroll taxes for substitutes calculated at 7.65% for SS and Medicare						
Fringe Benefits Subtotals							
Travel							
	Travel to Conferences: Project Director, Instructional coaches and student mentors may attend one professional learning conference per year Education Based on [REDACTED] registration and [REDACTED] in lodging/transportation/meals for [REDACTED] per year.						
	Funds to support student field trips, summer travel opportunities, entrance fees and registrations related to TAG student choice opportunities including All travel will be recommended and supported by student need and facilitated by project student mentors/program developers. Field experiences will not begin until the fall of 2023 in year 2.						
	Mileage for project employees to travel to districts to support project activities. Visiting five districts each week at an average of 200 miles per week for 3 employees = 600 miles a week for 40 weeks per year = 24000 miles per year [REDACTED] (reducing in year 5 as districts begin to take over activities or carry over funds from previous years.)						
Travel Subtotals							
Equipment							
Equipment Subtotals							
Supplies							
	After-school and summer project supplies. Anticipating student choice projects, clubs in robotics, STEAM, art, music, ag, industrial technology, we will purchase equipment/supplies to support programming that will begin in summer of 2023. Items will include: gaming systems @ [REDACTED] each for e-gaming, iPads and tablets @ [REDACTED]/each, programmable robots, art supplies and more. The actual dollar amount will be adjusted each year with potential carry over funds and based on student engagement and need.						
	Technology for project employees: Computers [REDACTED]/ea), digital cameras, [REDACTED]/ea) monitors [REDACTED] for 2 per), misc [REDACTED]/ea). 4 Employees @ [REDACTED] ea						
	Project Planning Meeting Supplies: Notebooks, paper, etc.						
Supplies Subtotals							
Contractual		2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	Total

Category	Detailed Explanation of Expenditure	2022-2023	2023-24	2024-25	2025-26	2026-27	Total
	HAL Endorsement Graduate Credit Course Development: WSC will develop six new courses to meet NDE Rule 24 supplemental HAL endorsement requirements. Each course will be created at a cost not to exceed [REDACTED] course.						
	Principal Investigator: Dr. Mark Baron and associates will support all project evaluation activities including but not limited to; baseline data collections, survey creation, collection, and analysis, annual report writing, fidelity matrix development and monitoring. Pay is based on average of 20 days per year @ [REDACTED] /day for a total of [REDACTED] per year.						
	Tuition Beginning in year 2: Two cohorts of 10 teachers (20 total teachers) will participate in graduate credit to earn a NDE Rule 24 High Ability Learner (HAL) supplemental endorsements. Teachers will be required to attend summer face-to-face workshops. Contracted payments for workshops will be utilized to pay tuition expenses. The total cost of the graduate course work will be 6 courses @ [REDACTED] per course or [REDACTED]. The first [REDACTED] will be the utilization of the face-to-face workshop payments with a remaining balance of [REDACTED] per teacher. 20 teachers @ [REDACTED] per teacher is a total of [REDACTED] over the course of five years. Year 1 courses will begin on September 1 of 2023 with teachers committing to two courses that fall.						
Contractual Subtotals							
Other							
Other Subtotals							
Subtotals							
Indirect Cost Rate							
	ESU 2 Indirect Cost Rate is 13% however, they will be charging only 10% for the purpose of this project						
Total Yearly Costs							

NEBRASKA DEPARTMENT OF EDUCATION
SCHOOL FINANCE & ORGANIZATION SERVICES
301 Centennial Mall South
PO Box 94987
Lincoln, Nebraska 68509-4987

2021/22 Indirect Cost Rates For:

EDUCATIONAL SERVICE UNIT 02 (00-0002-000)

Restricted Indirect Cost Rate



Non-Restricted Indirect Cost Rate



These rates have been calculated using information from the 2019/20 Annual Financial Report for use during the 2021/22 school year in accordance with an Indirect Cost Allocation Plan which was approved by the U.S. Department of Education.

If you have any questions concerning ESU Indirect Cost Rates and how they are to be used, please contact Michelle Cartwright at





U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information
See Instructions.

OMB Number: 1894-0017
Expiration Date: 07/31/2023

Applicant Information

Legal Name:

Educational Service Unit 2

1. Project Objective:

Develop and deliver comprehensive rubrics, screeners, identification tools, and resources to recognize all talented and gifted students in all content and subject areas including but not limited to, art, music, dance, STEAM, agriculture, industrial technology, computer science/robotics, and etc..

1.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
The number of students newly identified as gifted and talented under the program.	GPRA		300 /	300	100.00

1.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
The number of underserved students newly identified as gifted and talented under the program.	GPRA		150 /	150	100.00

1.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By the end of year 1, the number of districts that adopt new talented and gifted identification tools.	PROJECT		16 /	16	100.00

2. Project Objective:

Based on the 2019 National Association for Gifted Children (NAGC) standards, provide professional development and instructional coaching for educators of talented and gifted students through both graduate and non-credit opportunities.

U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information

2.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By the end of the project, 20 teachers will earn a NE Rule 24 High Ability Learner supplemental endorsement through Wayne State College	PROJECT		16 /	20	80.00

2.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By the end of the project, 75 teachers will attend 40 hours of professional development in supporting talented and gifted students.	PROJECT		60 /	75	80.00

2.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
The number of teachers and other educators who received services that enable them to better identify and improve instruction for gifted and talented students.	GPRA		60 /	75	80.00

3. Project Objective:

Provide access to and delivery of high interest programming for newly and previously identified students in non-traditional content areas including art, music, dance, STEAM, agriculture, industrial technology, computer science/robotics, and etc..

3.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
The percentage of students newly identified as gifted and talented under the program who were served under the program.	GPRA		240 /	300	80.00

3.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
The percentage of underserved students newly identified as gifted and talented under the program who were served by the program.	GPRA		120 /	150	80.00

3.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Of the students served under the program who were in tested grades, the percentage who made gains on State assessments in mathematics;	GPRA		240 /	300	80.00

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Grant Application Form for Project Objectives and Performance Measures Information

3.d. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
Of the students served under the program who were in tested grades, the percentage who made gains on State assessments in science;	GPRA		240	/	300	80.00

3.e. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
Of the students served under the program who were in tested grades, the percentage who made gains on State assessments in reading:	GPRA		240	/	300	80.00

INSTRUCTIONS GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION

PURPOSE

Applicants must submit a **GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION** via Grants.gov or in G5 when instructed to submit applications in G5. This form collects project objectives and quantitative and/or qualitative performance measures at the time of application submission for the purpose of automatically prepopulating this information into the U.S. Department of Education's (ED) automated Grant Performance Report form (ED 524B), which is completed by ED grantees prior to the awarding of continuation grants. Additionally, this information will prepopulate into ED's automated ED 524B that may be required by program offices of grant recipients that are awarded front loaded grants for their entire multi-year project up-front in a single grant award, and will also be prepopulated into ED's automated ED 524B for those grant recipients that are required to use the ED 524B to submit their final performance reports.

GENERAL INSTRUCTIONS

Applicant Information

- **Legal Name:** The legal name of the applicant that will undertake the assistance activity will prepopulate from the Application Form for Federal Assistance (SF 424 Form). This is the organization that has registered with the System for Award Management (SAM). Information on registering with SAM may be obtained by visiting www.Grants.gov.

Project Objectives Information and Related Performance Measures Data

Your grant application establishes project objectives stating what you hope to achieve with your funded grant project. Generally, one or more performance measures are also established for each project objective that will serve to demonstrate whether you have met or are making progress towards meeting each project objective.

- **Project Objective:** Enter each project objective that is included in your grant application. When completing this form in Grants.gov, a maximum of 26 project objectives may be entered. Only one project objective should be entered per row. Project objectives should be numbered sequentially, i.e., 1., 2., 3., etc. If applicable, project objectives may be entered for each project year; however, the year to which the project objective applies must be clearly identified as is presented in the following examples:
 1. **Year 1.** Provide two hour training to teachers in the Boston school district that focuses on improving test scores.
 2. **Year 2.** Provide two hour training to teachers in the Washington D.C. school district that focuses on improving test scores.
- **Performance Measure:** For each project objective, enter each associated quantitative and/or qualitative performance measure. When completing this form in Grants.gov, a maximum of 26 quantitative and/or qualitative performance measures may be entered. There may be multiple quantitative and/or qualitative performance measures associated with each project objective. Enter only one quantitative or qualitative performance measure per row. Each quantitative or qualitative performance measure that is associated with a particular project objective should be labeled using an alpha indicator. Example: The first quantitative or qualitative performance measure associated with project objective "1" should be labeled "1.a.," the second quantitative or qualitative performance measure for project objective "1" should be labeled "1.b.," etc. If applicable, quantitative and/or qualitative performance measures may be entered for each project year; however, the year to which the quantitative and/or qualitative performance measures apply must be clearly identified as is presented in the following examples:

- 1.a. **Year 1.** By the end of year one, 125 teachers in the Boston school district will receive a two hour training program that focuses on improving test scores.
- 2.a. **Year 2.** By the end of year two, 125 teachers in the Washington D.C. school district will receive a two hour training program that focuses on improving test scores.

- **Measure Type:** For each performance measure, select the appropriate type of performance measure from the drop down menu. There are two types of measures that **ED** may have established for the grant program:

1. **GPRA:** Measures established for reporting to Congress under the Government Performance and Results Act; and

2. **PROGRAM:** Measures established by the program office for the particular grant competition.

In addition, you will be required to report on any project-specific performance measures (**PROJECT**) that you established in your grant application to meet your project objectives.

In the **Measure Type** field, select one (1) of the following measure types: **GPRA; PROGRAM; or PROJECT.**

- **Quantitative Target Data:** For quantitative performance measures with established quantitative targets, provide the target you established for meeting each performance measure. Only quantitative (numeric) data should be entered in the Target boxes. If the collection of quantitative data is not appropriate for a particular performance measure (i.e., for **qualitative** performance measures), please leave the target data boxes blank.

The Target Data boxes are divided into three columns: **Raw Number; Ratio, and Percentage (%)**.

For performance measures that are stated in terms of a single number (e.g., the number of workshops that will be conducted or the number of students that will be served), the target data should be entered as a single number in the **Raw Number column** (e.g., **10** workshops or **80** students). Please leave the **Ratio and Percentage (%) columns** blank.

For performance measures that are stated in terms of a percentage (e.g., percentage of students that attain proficiency), complete the **Ratio column**, and leave the **Raw Number and Percentage (%) columns** blank. The **Percentage (%)** will automatically calculate based on the entered ratio. In the **Ratio column** (e.g., **80/100**), the numerator represents the numerical target (e.g., the number of students that are expected to attain proficiency), and the denominator represents the universe (e.g., all students served).



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Number: 1894-0008
Expiration Date: 09/30/2023

Name of Institution/Organization

Educational Service Unit 2

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs*								
11. Training Stipends								
12. Total Costs (lines 9-11)								

***Indirect Cost Information (To Be Completed by Your Business Office):** If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No
- (2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2022 To: 06/30/2023 (mm/dd/yyyy)
Approving Federal agency: ☐ ED ☒ Other (please specify): Nebraska Department of Education
The Indirect Cost Rate is 10.00 %.
- (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).
- (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
- (5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
☒ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.
- (6) For Training Rate Programs (check one) -- Are you using a rate that:
☐ Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or, ☐ Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?

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Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
Educational Service Unit 2	

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs								
11. Training Stipends								
12. Total Costs (lines 9-11)								

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

Name of Institution/Organization Educational Service Unit 2	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
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IF APPLICABLE: SECTION D - LIMITATION ON ADMINISTRATIVE EXPENSES

- (1) List administrative cost cap (x%):
- (2) What does your administrative cost cap apply to? ☐ (a) indirect and direct costs or, ☐ (b) only direct costs

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel Administrative								
2. Fringe Benefits Administrative								
3. Travel Administrative								
4. Contractual Administrative								
5. Construction Administrative								
6. Other Administrative								
7. Total Direct Administrative Costs (lines 1-6)								
8. Indirect Costs								
9. Total Administrative Costs								
10. Total Percentage of Administrative Costs								

ED 524

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013

Expiration Date: 02/28/2022

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Educational Service Unit #2 * Street 1: PO Box 649 Street 2: 2320 N. Colorado Ave * City: Fremont State: NE: Nebraska Zip: 60826-0649 Congressional District, if known: NE-001		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: Javits Gifted and Talented Students Education CFDA Number, if applicable: 84.206	
8. Federal Action Number, if known: Diane	9. Award Amount, if known: \$ [REDACTED]	
10. a. Name and Address of Lobbying Registrant: Prefix: * First Name: NA Middle Name: * Last Name: NA Suffix: * Street 1: NA Street 2: * City: NA State: NE: Nebraska Zip: 68026-0649		
b. Individual Performing Services (including address if different from No. 10a) Prefix: * First Name: NA Middle Name: * Last Name: N/A Suffix: * Street 1: N/A Street 2: * City: N/A State: NE: Nebraska Zip: 68026-0649		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Diane Wolfe * Name: Prefix: Dr. * First Name: Ted Middle Name: * Last Name: DeTurk Suffix: Title: Administrator Telephone No.: [REDACTED] Date: 04/11/2022		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

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U.S. Department of Education
Evidence Form

OMB Number: 1894-0001
Expiration Date: 05/31/2022

1. Level of Evidence

Select the level of evidence of effectiveness for which you are applying. See the Notice Inviting Applications for the relevant definitions and requirements.

☐ Demonstrates a Rationale ☒ Promising Evidence ☐ Moderate Evidence ☐ Strong Evidence

2. Citation and Relevance

Fill in the chart below with the appropriate information about the studies that support your application.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
The Impact of Project-Based Learning on Minority Student Achievement: Implications for School Redesign. https://files.eric.ed.gov/fulltext/EJ1105713.pdf https://eric.ed.gov/?id=EJ1105713	Using outcome measures of academic achievement in mathematics and reading, multivariate and univariate analyses of the data showed that the PBL groups performed at a higher achievement level than did the non-PBL students.	RESTORE will utilize PBL for TAG students and supported by the project adult mentors/sponsors that will serve each district.
Personal, professional coaching: Transforming professional development for teacher and administrative leaders https://ies.ed.gov/ncee/edlabs/regions/midatlantic/askarel_46.asp	Findings from two case studies support the benefits perceived by teachers and administrative leaders who participated in coaching to enhance their leadership potential and performance	RESTORE will utilize a gradual release coaching model to support teachers in MTSS/differentiated lesson planning and delivery to support TAG students in the classroom.
Teaching the Teachers, Effective Professional Development in an Era of High Stakes Accountability. Alexandria: Center for Public Education, 2013. http://conference.ohioschoolboards.org/2017/wp-content/uploads/sites/17/2016/07/lpm111317A114Job-embedPD.pdf	This paper aims to provide a research-based answer to how districts can structure professional development so that teachers change their teaching practices, leading to students learning more.RESTORE will base teacher PD on the five principles of professional learning outlined in this study.	RESTORE will base teacher PD on the five principles of professional learning outlined in this study.
Foley-Nicpon, M. Kim, J, (2018) Identifying and Providing Evidence-Based Services for Twice-Exceptional Students	Focus on training. Research findings demonstrate that if students are first identified for special education , they are not likely to also be referred for gifted education (Crim, Hawkins, Ruban, & Johnson, 2008). This may be because educators outside the gifted subspecialty know very little about twice-exceptionality (Foley-Nicpon et al., 2013). Therefore, teacher training programs should include education about high-ability students with and without disabilities (Foley-Nicpon et al., 2011).	RESTORE will focus training on identifying dual-exceptional students through MTSS and differentiated lesson development.
S. R. Smith (ed.), Handbook of Giftedness and Talent Development in the Asia-Pacific, Springer International Handbooks of Education, https://doi.org/10.1007/978-981-13-3041-4_25	Opportunity to learn reflects the ways in which students have had exposure to the ideas, the concepts, and the skills of disciplines and ways of thinking that are reflected in the expected learning behaviours in schools and on the assessments that are used to assess the outcomes of	RESTORE will provide training to teachers, better identification tools, and services to students through collaborative programming by the regional service center.

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	<p>instruction. The student in a rural school may be affected by the opportunity to learn in two distinct ways. First, in rural schools, poverty in the community as reflected in schools may influence the degree to which resources are available to teach the curriculum effectively (Howley, Rhodes, & Beall, 2009).</p> <p>Second, the degree to which teachers are prepared is often a shortcoming in rural high-poverty schools (high turnover with teachers seeking to leave rural settings may result in many novice, inexperienced teachers in the classrooms). Finally, the students' opportunities to engage in experiences that would provide many of the prerequisite learning expected in a curriculum may be lacking.</p>	
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Instructions for Evidence Form

- 1. Level of Evidence.** Check the box next to the level of evidence for which you are applying. See the Notice Inviting Applications for the evidence definitions.
- 2. Citation and Relevance.** Fill in the chart for each of the studies you are submitting to meet the evidence standards. If allowable under the program you are applying for, you may add additional rows to include more than four citations. (See below for an example citation.)
 - a. Research/Citation.** For Demonstrates a Rationale, provide the citation or link for the research or evaluation findings. For Promising, Moderate, and Strong Evidence, provide the full citation for each study or WWC publication you are using as evidence. If the study has been reviewed by the WWC, please include the rating it received, the WWC review standards version, and the URL link to the description of that finding in the WWC reviewed studies database. Include a copy of the study or a URL link to the study, if available. Note that, to provide promising, moderate, or strong evidence, you must cite either a specific recommendation from a WWC practice guide, a WWC intervention report, or a publicly available, original study of the effectiveness of a component of your proposed project on a student outcome or other relevant outcome.
 - b. Relevant Outcome(s)/Relevant Finding(s).** For Demonstrates a Rationale, describe how the research or evaluation findings suggest that the project component included in the logic model is likely to improve relevant outcomes. For Promising, Moderate and Strong Evidence, describe: 1) the project component included in the study (or WWC practice guide or intervention report) that is also a component of your proposed project, 2) the student outcome(s) or other relevant outcome(s) that are included in both the study (or WWC practice guide or intervention report) and in the logic model (theory of action) for your proposed project, and 3) the study (or WWC intervention report) finding(s) or WWC practice guide recommendations supporting a favorable relationship between a project component and a relevant outcome. Cite page and table numbers from the study (or WWC practice guide or intervention report), where applicable.
 - c. Project Component(s)/Overlap of Population and/or Settings.** For Demonstrates a Rationale, explain how the project component(s) is informed by the research or evaluation findings. For Promising, Moderate, and Strong Evidence, explain how the population and/or setting in your proposed project are similar to the populations and settings included in the relevant finding(s). Cite page numbers from the study or WWC publication, where applicable.

EXAMPLES: For Demonstration Purposes Only (the three examples are not assumed to be cited by the same applicant)

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C. B., & Smither Wulsin, C. (2016). <i>Teaching secondary students to write effectively</i> (NCEE 2017-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: https://ies.ed.gov/ncee/wwc/PracticeGuide/22 . This report was prepared under Version 3.0 of the WWC Handbook (p. 72).	<p>(Table 1, p. 4) Recommendation 1 ("Explicitly teach appropriate strategies using a Model – Practice – Reflect instructional cycle") is characterized as backed by "strong evidence."</p> <p>(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 reported statistically significant and positive impacts of this practice on genre elements, organization, writing output, and overall writing quality.</p>	(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 were conducted on students in grades 6 through 12 in urban and suburban school districts in California and in the Mid-Atlantic region of the U.S. These study samples overlap with both the populations and settings proposed for the project.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2017, February). Transition to College intervention report: Dual Enrollment Programs. Retrieved from https://ies.ed.gov/ncee/wwc/Intervention/1043. This report was prepared under Version 3.0 of the WWC Handbook (p. 1).</p>	<p>(Table 1, p. 2) Dual enrollment programs were found to have positive effects on students' high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college, and these findings were characterized by a "medium to large" extent of evidence.</p>	<p>(pp. 1, 19, 22) Studies contributing to the effectiveness rating of dual enrollment programs in the high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college domains were conducted in high schools with minority students representing between 32 and 54 percent of the student population and first generation college students representing between 31 and 41 percent of the student population. These study samples overlap with both the populations and settings proposed for the project.</p>
<p>Bettinger, E.P., & Baker, R. (2011). <i>The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring</i>. Stanford, CA: Stanford University School of Education. Available at https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf</p> <p>Meets WWC Group Design Standards without Reservations under review standards 2.1 (http://ies.ed.gov/ncee/wwc/Study/72030).</p>	<p>The intervention in the study is a form of college mentoring called student coaching. Coaches helped with a number of issues, including prioritizing student activities and identifying barriers and ways to overcome them. Coaches were encouraged to contact their assignees by either phone, email, text messaging, or social networking sites (pp. 8-10). The proposed project for Alpha Beta Community College students will train professional staff and faculty coaches on the most effective way(s) to communicate with their mentees, suggest topics for mentors to talk to their mentees, and be aware of signals to prevent withdrawal or academic failure.</p> <p>The relevant outcomes in the study are student persistence and degree completion (Table 3, p. 27), which are also included in the logic model for the proposed project.</p> <p>This study found that students assigned to receive coaching and mentoring were significantly more likely than students in the comparison group to remain enrolled at their institutions (pp. 15-16, and Table 3, p. 27).</p>	<p>The full study sample consisted of "13,555 students across eight different higher education institutions, including two- and four-year schools and public, private not-for-profit, and proprietary colleges." (p. 10) The number of students examined for purposes of retention varied by outcome (Table 3, p. 27). The study sample overlaps with Alpha Beta Community College in terms of both postsecondary students and postsecondary settings.</p>

Paperwork Burden Statement: According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-0001. The time required to complete this information collection is estimated to vary from 1 to 4 hours per response, with an average of 1.5 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to the Office of Innovation and Improvement, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202

PR/Award # S206A220037