

# Oklahoma Young Scholars Program

December, 2022



**OKLAHOMA**  
Education

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# Introductions



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# Summary of Comments on Oklahoma Young Scholars Program

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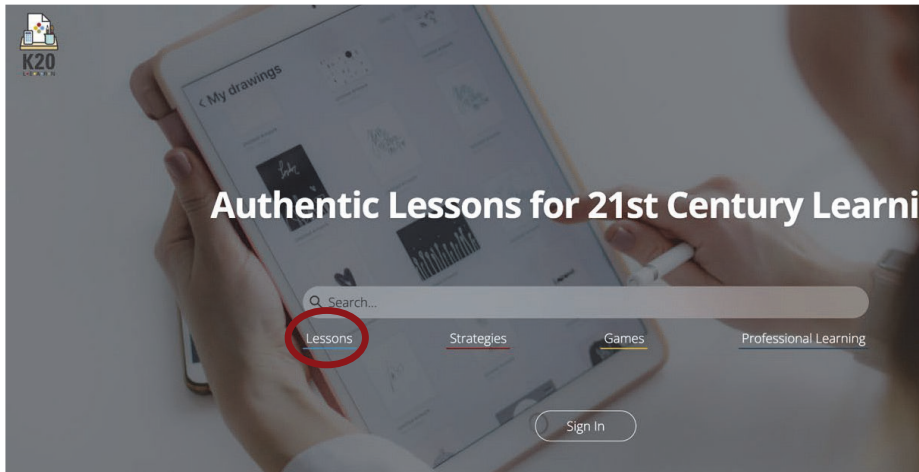
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Introductions

## Successes

- Free and Open Lessons
- Family Engagement Toolkit
- Gifted and Talented Education School Implementation Framework and new Multi-Criterion Evaluation
- Professional Development and Gifted and Talented Modules Leading to Microcredential



# Successes: Free and Open Lessons



5E Lesson


**Downstream: How humans interact with watersheds**  
Earth and Human Activity  
3rd - 5th

Students will construct a watershed and discover how water flow impacts humans. IMPORTANT NOTE: Parts of the lesson are adjusted to meet each grade level's specific standard, so be sure to do the parts that correlate with your grade level. [Read more »](#)

Created by: K20 Center  
Date Updated: September 25th, 2020

<https://learn.k20center.ou.edu/>

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The OSDE partnered with the K20 Center for Educational and Community Renewal at the University of Oklahoma to develop over 85 lessons in multiple subject areas and grade levels specific to the Javits mission and goals. On the above slide, notice the teal lightbulb. Each lesson created through the efforts of this grant are indicated with that teal lightbulb. These lessons created through the Javits grant are all 5E lessons (engage, explore, explain, elaborate, evaluate), but the Javits specific lessons also include extensions for GT students. These lessons have been co-developed with instructional specialists at the K20 Center and teachers participating in the OYS grant. Each lesson was piloted by teachers participating in the grant and refined based on feedback from implementation. Feel free to go to the link on the slide and explore through the lessons.



# Successes: Family Engagement Toolkit



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## Board Game Station


**Information:** This station allows students to create a board game with their family. This not only encourages families to create and strategize together, but a game created together could also encourage families to play more games together at home. Creating a board game takes a considerable amount of creativity, but also forward and backward thinking to strategize how one wins the game.

**Materials:** Cardboard pieces, tokens, notecards, cardstock, gluesticks, dice

**Instructions:** Parents and students will create a board game to play that they may take home.



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The Family Engagement Toolkits were created with the goal of getting families to engage in activities with their children. Indirectly, through play, families observe their child's thinking process and hopefully learn more about their child's interests and abilities. Therefore, the structure of the toolkits were 8 open stations with different purposes. Families and students could choose to visit all stations or focus on the one that interests them the most. Each station also had one of these task cards, shown on the left side of the slide. These task cards explained the purpose and GT background behind it, as well as the materials used, and instructions for play. OSDE staff attended each family engagement night held by a district participating in the grant and saw first-hand the enjoyment experienced by families and their children. One student said "please don't close." Our feedback came from parents and students, with "Interaction as a family" being a repeated response from families as the best part of the event.


The stations included: Alternate uses task, newscast/podcast, critical thinking task, psychosocial, storyboard, create a board game, coding robots, and rube Goldberg.

The Family Engagement Toolkit and materials lists will be made available to other school districts in the state to host Family Nights in their local area.

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Framework/Rubric: One question that we get in Oklahoma is how to evaluate students using multiple criteria. Our State Law definition outlines talents, but districts tend to ask for a structured method with which to measure. Therefore, we created a matrix that provides structure, but still allows districts to maintain local control and make decisions based on the best interest of their students.

Professional development/Gifted and talented modules leading to microcredential: Our talented instructional coaches provided a summer institute over the 5 years of the grant that teachers attended. This was a 5-day institute that guided educators in implementation of gifted practices. This included identification and programming, with a focus on 5E lessons. The workshops have informed the development of an online course that all Oklahoma educators will be able to access at no cost to gain the same skills and insights teachers who participated in the grant experienced. The course will contain 5 modules: 1: Introduction to GT, 2: Equitable identification, 3: GT Programming, 4: Instructional Concepts, and 5: Instructional practices. OSDE will offer Oklahoma teachers the opportunity to gain a microcredential in GT upon successful completion of the modules and completion and proficiency on assessments embedded in the modules.

# Challenges

- Global Pandemic
- Staffing Turnovers
- Current Gifted and Talented Policies and Long-Standing School Practices

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Instructional coaching, summer institutes, teaching, summer camps, are all items from our grant narrative that were impacted by the pandemic. These tasks are generally held in-person for hands-on learning. Although our teams and our educators demonstrated flexibility by pivoting to online formats, the intention behind these tasks were to be in-person. Participation, therefore, diminished.

Teacher retention has been a challenge in Oklahoma for a number of years, worsened by the pandemic. While some participants continued participation throughout the life of the grant, teacher turnover was significant and led to new teachers entering the grant consistently throughout the five years of the grant. Although more educators were being introduced to the goals of our grant, we also hoped for consistency and growth of implementation.

Current gifted and talented policies and long-standing school practices continue to be a challenge in Oklahoma. There are currently no requirements for teachers to be certified in GT to provide instruction to GT students. Additionally, districts are provided state funds for GT services. However, loopholes in expenditure allocabilities lead to ineffectual use of funds.

# Strategies for Implementation and Management

- Utilization of Shared Spaces for Documentation and Collaboration
- Statewide Gifted and Talented Advisory
- Grant Framework Guidance
- Grant Management Systems

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Midway through the grant, OSDE began utilizing Microsoft Teams which allowed for enhanced documentation sharing among staff members overseeing the grant.

OSDE implemented a statewide Gifted and Talented Advisory two years ago. The Advisory has served as critical feedback loop for grant initiatives, The advisory has allowed OSDE to plan for sustainability and outreach efforts beyond the life of the grant.

OSDE maintained a Framework or guidance document for school districts regarding GT that centered more on regulatory requirements at the state level. The Framework has shifted to effective school classroom approaches to GT services for students. The grant would have benefited from a revision of the Framework early to help participating school districts gain a stronger vision for GT and effective practices for school and classroom approaches to services.

OSDE would have benefited from the use of a stronger grant management system to streamline the communication and funding distribution for school participating in the grant.