EXPANDING ACCESS:

K-2 ENRICHMENT AS A GATEWAY TO TALENT DEVELOPMENT

Unlocking the Potential of Underrepresented Learners
NAGC OPPORTUNITY & ACCESS SYMPOSIUM
VIRTUAL EVENT / MAY 29, 2025

INTRODUCTIONS

In the chat, please share

1. Your district location
2. Your role

NATIONAL ASSOCIATION FOR GIFTED CHILDREN

Unlocking the Potential of Underrepresented Learners
NAGC OPPORTUNITY & ACCESS SYMPOSIUM
VIRTUAL EVENT / MAY 29, 2025

NATIONAL ASSOCIATION FOR GIFTED CHILDREN

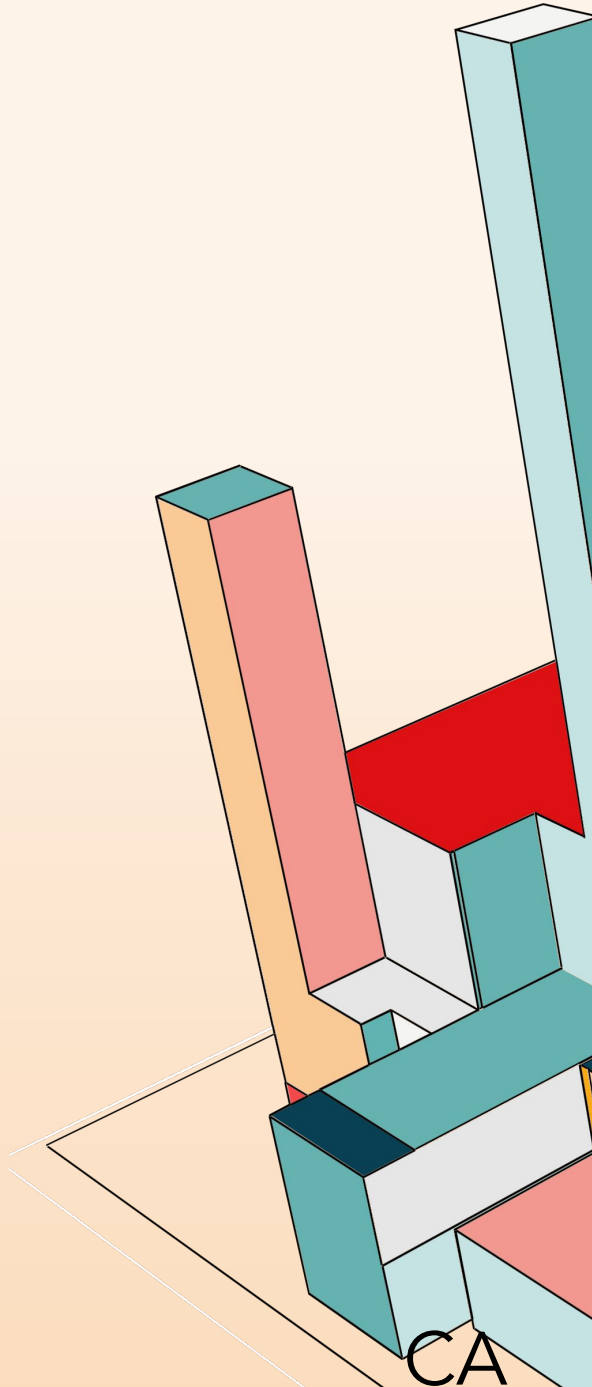
EXPANDING ACCESS: K-2 ENRICHMENT AS A GATEWAY TO TALENT DEVELOPMENT

Cori Paulet
&
Carol Malueg

Gifted Roads LLC
https://giftedroads.com

OVERVIEW

- Intro -- Javits research project
- Part 1– Why K-2?
    - Purpose of K-2 program
    - Data collection
    - Outcomes for teachers, kids, and the district
- Part 2 – What is K-2?
    - Finding the unusual suspects
    - Changing teacher perspectives
    - Informing a defensible identification protocol
- Part 3 – How to K-2
    - What we learned
    - What's next
- Wrap-up and Resources



THE BACK STORY

- University team performed a comprehensive G/T evaluation for the district

- Parents/guardians requested a district evaluation because of:
  - Inconsistent teacher training in differentiation
  - Math-only advanced services, and only for a very few students
  - Outdated curriculum

LAYING THE FOUNDATION

- The purpose was to create comprehensive talent development services K-12, including
  - Defensible identification protocol with universal gifted screening in grades 2 and 5
  - Cluster classrooms
  - Rising Scholars program
  - Advanced curriculum for math and language arts
  - Professional Development
  - Parent/caregiver education

DOES YOUR SETTING IDENTIFY KIDS FOR GIFTED/TALENT DEVELOPMENT SERVICES?

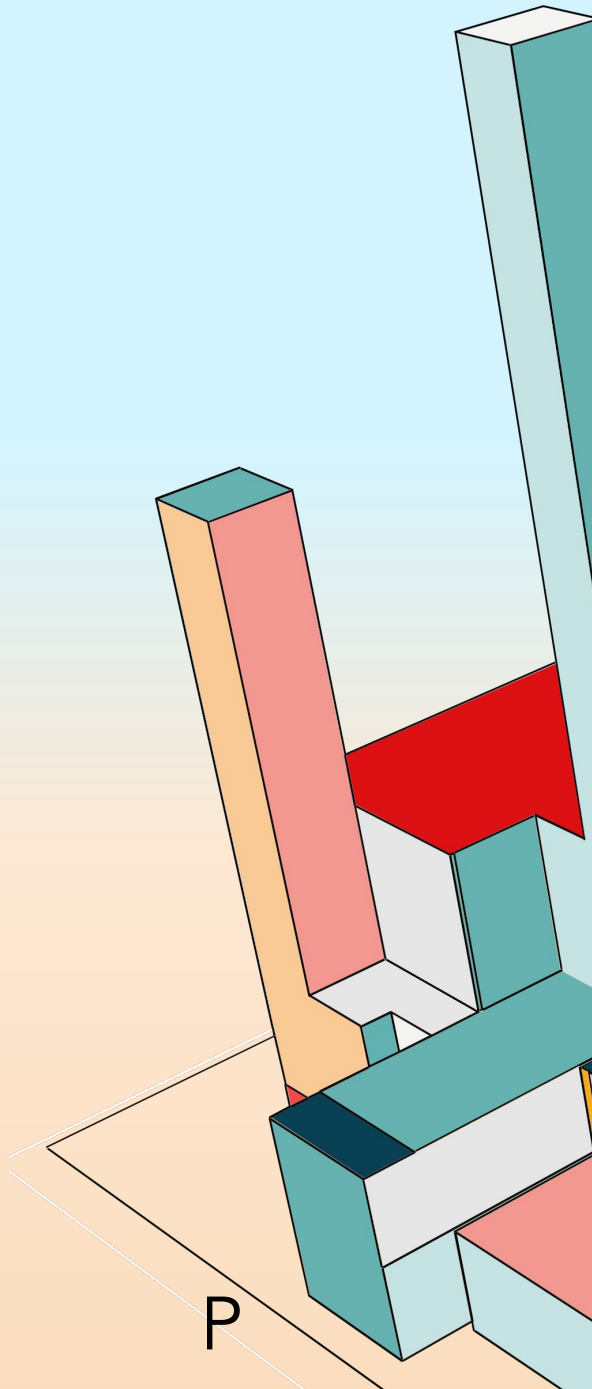
Quick yes or no in the chat

If so, what do you do?

Share in the chat.

PART 1 -- WHY K-2?

- Waiting until universal gifted screening at the end of grade 2 does not meet a K-12 talent development goal
- Identifying student strengths in the earliest grades allows for early interventions
- This program serves as Professional Development for K-2 teachers, helping them understand talent and potential in a new way



BY THE NUMBERS

Metric	Measurement	Actual
Enrichment activities	# of students	2100+
Teachers participating	# of teachers	100+
Frequency of delivery	# of lessons/year	3
Duration	# of years	2
Data points	# possible	100,000+

Data collection happened organically during the lessons, but the collation took many person-hours.

Don't worry! We'll share how we've streamlined this process for you.

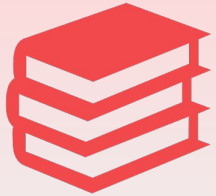
WHY ARE YOU HERE?

What are you hoping to take back with you from this session?

CA

WHAT'S SPECIAL ABOUT THIS K-2 ENRICHMENT MODEL?

Designed to highlight thinking that reveals student strengths outside literacy and numeracy



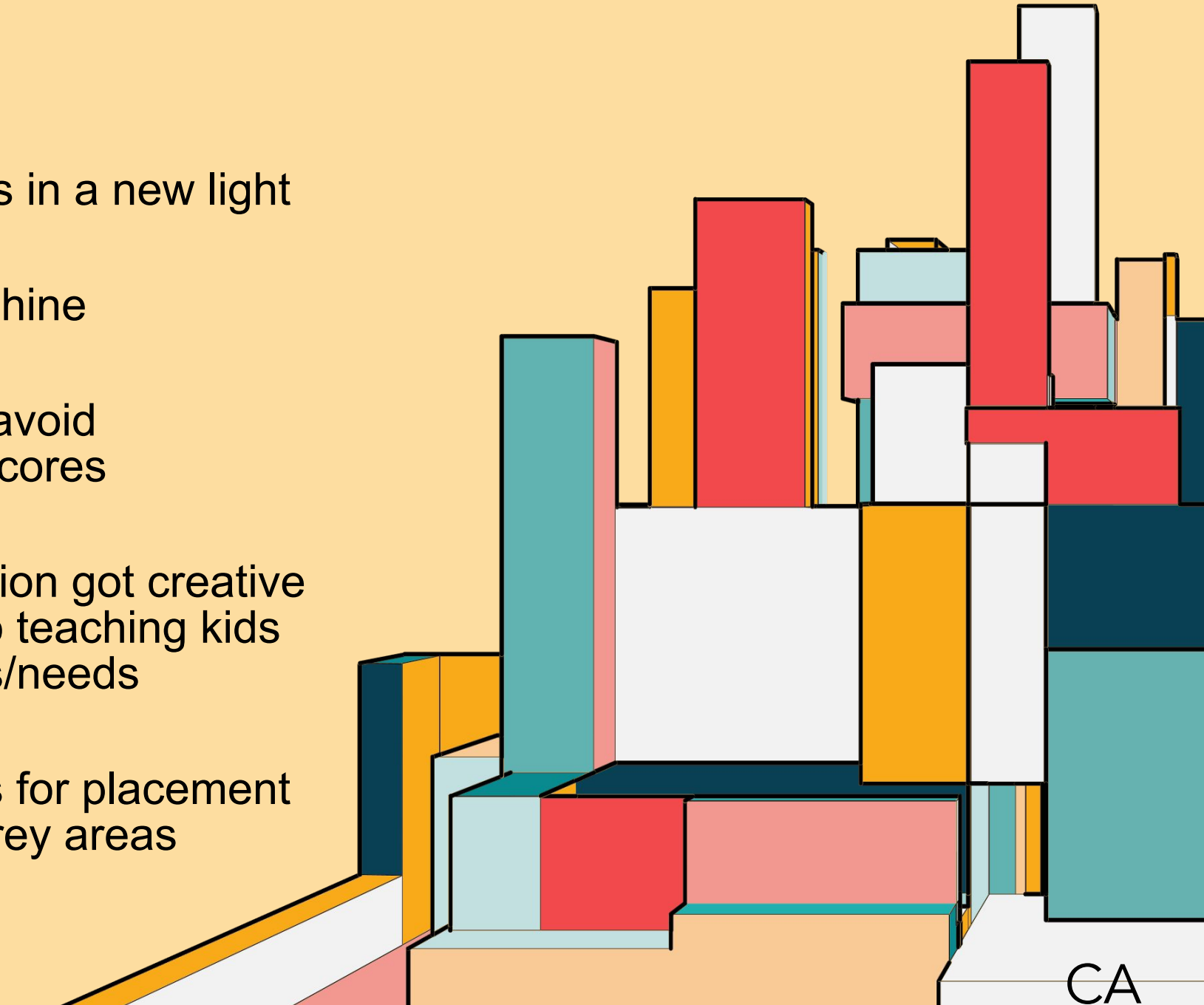
Systematically finds traditionally underrepresented populations of gifted students

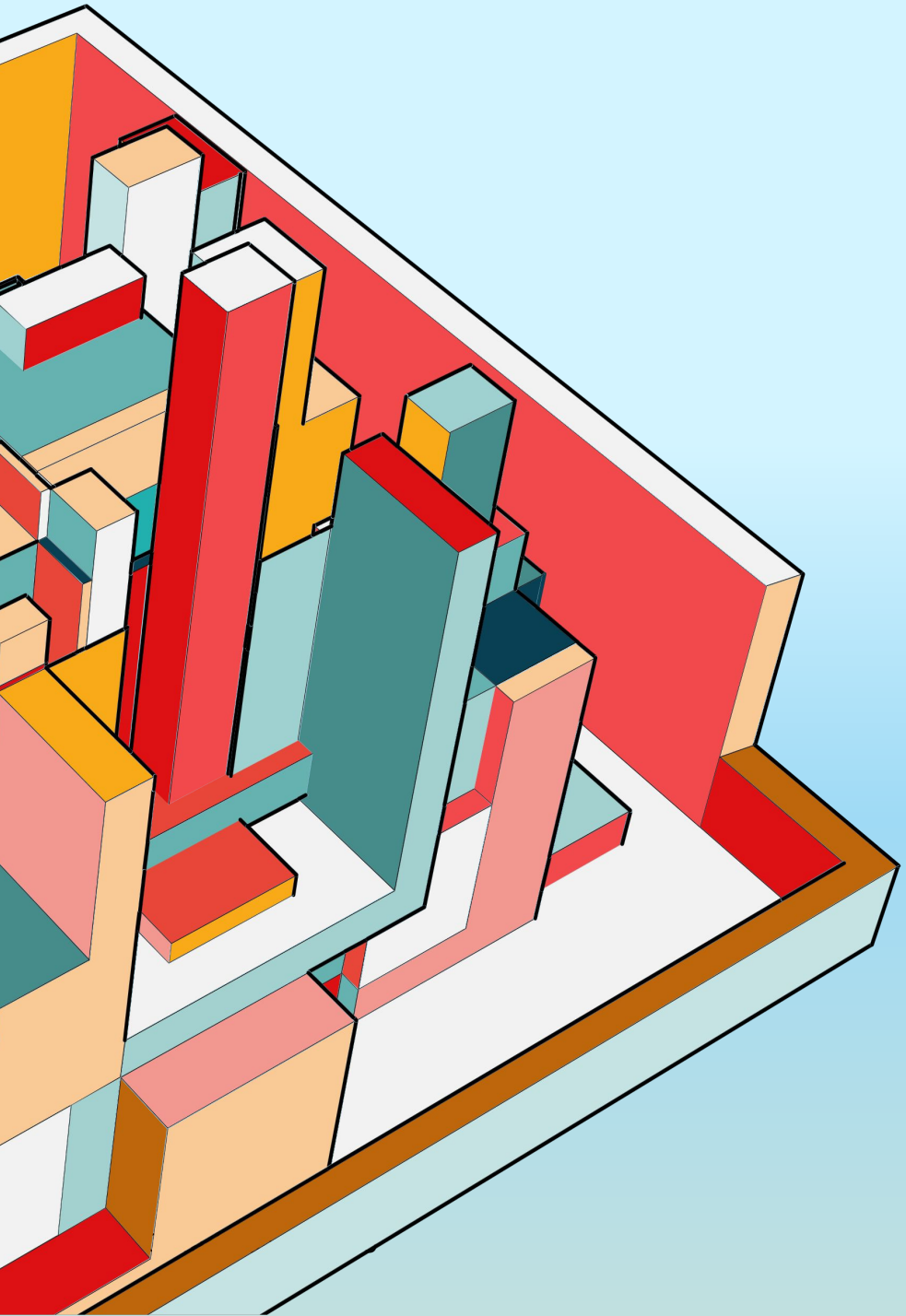
Encourages higher-order and creative thinking skills

These activities can serve as a dynamic part of classroom-to-home communication

OUTCOMES

- Teachers started seeing students in a new light
- Students had an opportunity to shine
- This program helped educators avoid pigeon-holing kids by their test scores
- Teachers and district administration got creative about finding new approaches to teaching kids with unique learning preferences/needs
- Data was used to inform choices for placement and/or to resolve identification grey areas





Post your questions, observations, & reflections in the Q&A during this part of the presentation. We will answer your questions at the end of the presentation.

PART 2 -- HOW TO K-2

How do we identify students we can't find through traditional measures?

How do we change teacher perceptions of students who don't present as 'typical gifted'?

How does K-2 enrichment inform a formalized, defensible identification protocol?

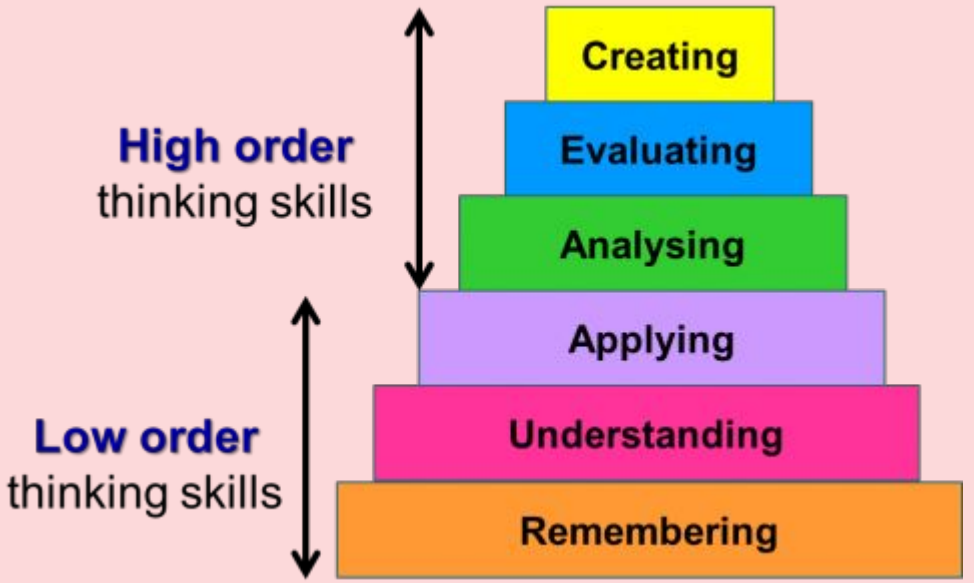
FINDING THE HIDDEN GIFTED

Remove barriers by highlighting thinking that reveals student strengths outside of literacy, numeracy, and prior knowledge.

WHAT CAN YOU DO IN YOUR SETTING THAT DOESN'T RELY ON LITERACY, NUMERACY, OR PRIOR KNOWLEDGE?

HOW DO WE REVEAL HIGHER-ORDER THINKING SKILLS?

- ABSTRACT THINKING
- PROBLEM-SOLVING
- ELABORATION
- COMPLEX THINKING
- FLUENCY
- FLEXIBILITY
- ORIGINALITY
- EVALUATION
- PREDICTION



CA

THINK LIKE AN…

The tasks are open-ended with no wrong answers, to allow for creativity, originality, and otherwise 'out-of-the-box' thinking that is often not embraced in educational settings

K-2 Enrichment ~ Javits Grant Research Project

Think like an Engineer

Kindergarten

Egg House Build

Objectives

Identify visual-spatial and problem-solving strengths

Materials

toothpicks
gumdrops
house frame pictures
flexible shapes
toy eggs

Time

30 to 40 minutes

Whole Group Gathered (10 minutes)

Introduce the first 5 vocabulary words, using included craft stick shapes to illustrate the concepts. Show the various polygons and explain that structural engineers use these to build things, from space stations to cars. Demonstrate compression and racking and then ask the students how to prevent racking in the square, pentagon and hexagon. (Cross-braces break down the inside of a polygon into triangles, which is the strongest polygon, since it resists compression and racking.) Show the use of cross-braces.

Show pictures of houses with visible structural detail. Look at roofs and floors and talk about how many sides a room has. Ask about getting in and out of a room, and what engineers do to allow people to enter and exit. Next, explain the materials they will be using, and invite them to create houses that are large enough for an egg to live in. The goal is to make a house that can be picked up without the egg falling out and has a way for the egg to get in and out without dismantling the structure. We have 6 eggs that the group will use to test the houses.

Individual Work (20 minutes)

Give each student a set of 24 toothpicks and 12 gumdrops. Circulate during building time, asking open-ended questions about the design. Reminders about the goal are allowed but remember not to give design tips. Engineers may test with eggs as they work.

Circulate-- test each house by picking it up, taking the egg out, and putting it back in.

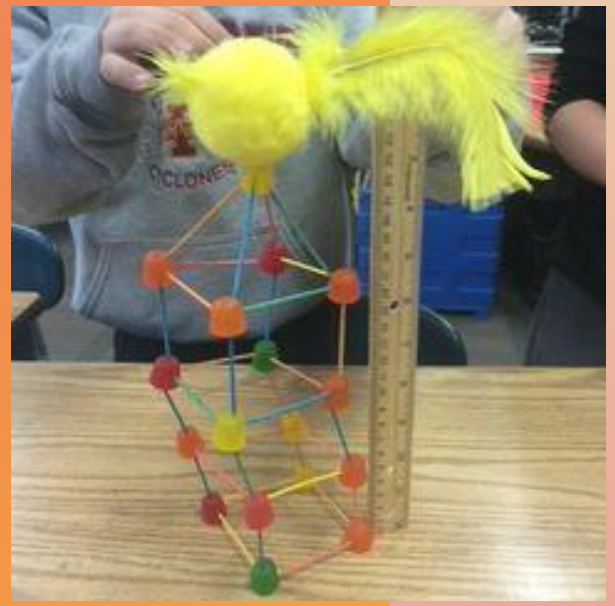
Closure ~ (Engineers Stay with Buildings) (5 minutes)

Look at the houses. Which were the most successful, and why? What are some ideas for future attempts? Explain that building design includes many such attempts, including drawing, building scale models and then prototypes, testing, and starting over using what you've learned. Things that don't work are more valuable because we learn more. Great start, Engineers!

Vocabulary~

Structural Engineering ~ a branch of civil engineering dealing primarily with the design and construction of structures (such as bridges and buildings.)
Polygon ~ **n.** a shape that has 3 or more side
Compression ~ **n.** pressing together, forcing into less space
Racking ~ **n.** The distortion of a rectangular shape to a skewed parallelogram
Cross-brace ~ **n.** crosspiece that transmits, diverts, or resists weight or pressure
Foundation ~ **n.** basis on which something stands or is supported

P



ADAPTING FOR HIGHER GRADES

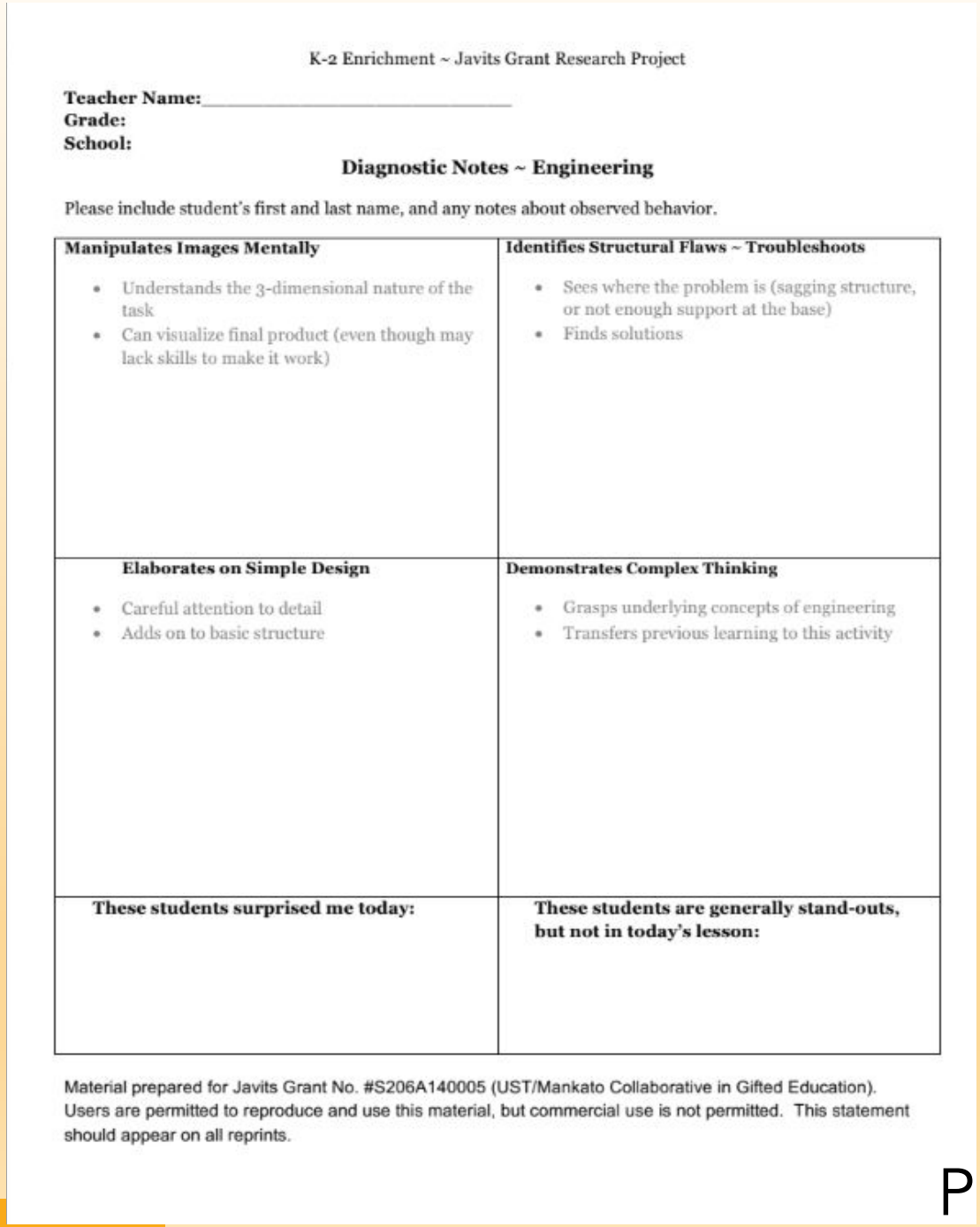
P

CHANGING TEACHER PERCEPTIONS

- Teacher attitude matters. Effective professional development helps to dispel societal myths about gifted students (NAGC)
- Teacher recommendations may exclude:
  - Culturally and linguistically diverse students
  - Students with housing or food insecurity
  - Multi-exceptional students (Colvin) (Allen)

PERSPECTIVE CHANGE

- With these K-2 enrichments, teachers are observers rather than instructors, giving them a unique opportunity to observe their students in action without the need to direct or correct their work



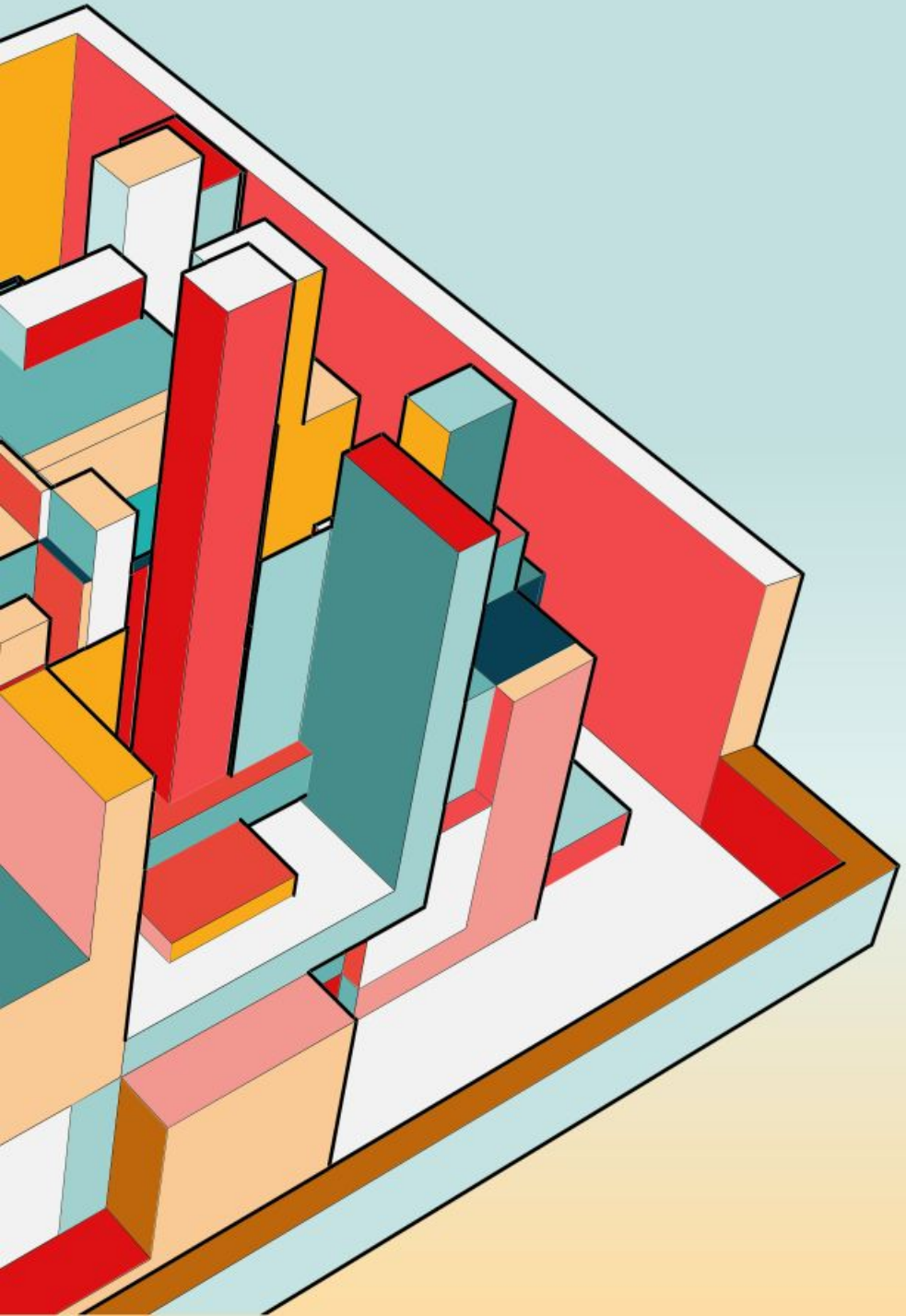
K-2 Enrichment ~ Javits Grant Research Project

Teacher Name:_____
Grade:
School:

Diagnostic Notes ~ Engineering

Please include student's first and last name, and any notes about observed behavior.

Manipulates Images Mentally • Understands the 3-dimensional nature of the task • Can visualize final product (even though may lack skills to make it work)	**Identifies Structural Flaws ~ Troubleshoots** • Sees where the problem is (sagging structure, or not enough support at the base) • Finds solutions
Elaborates on Simple Design • Careful attention to detail • Adds on to basic structure	**Demonstrates Complex Thinking** • Grasps underlying concepts of engineering • Transfers previous learning to this activity
These students surprised me today:	**These students are generally stand-outs, but not in today's lesson:**

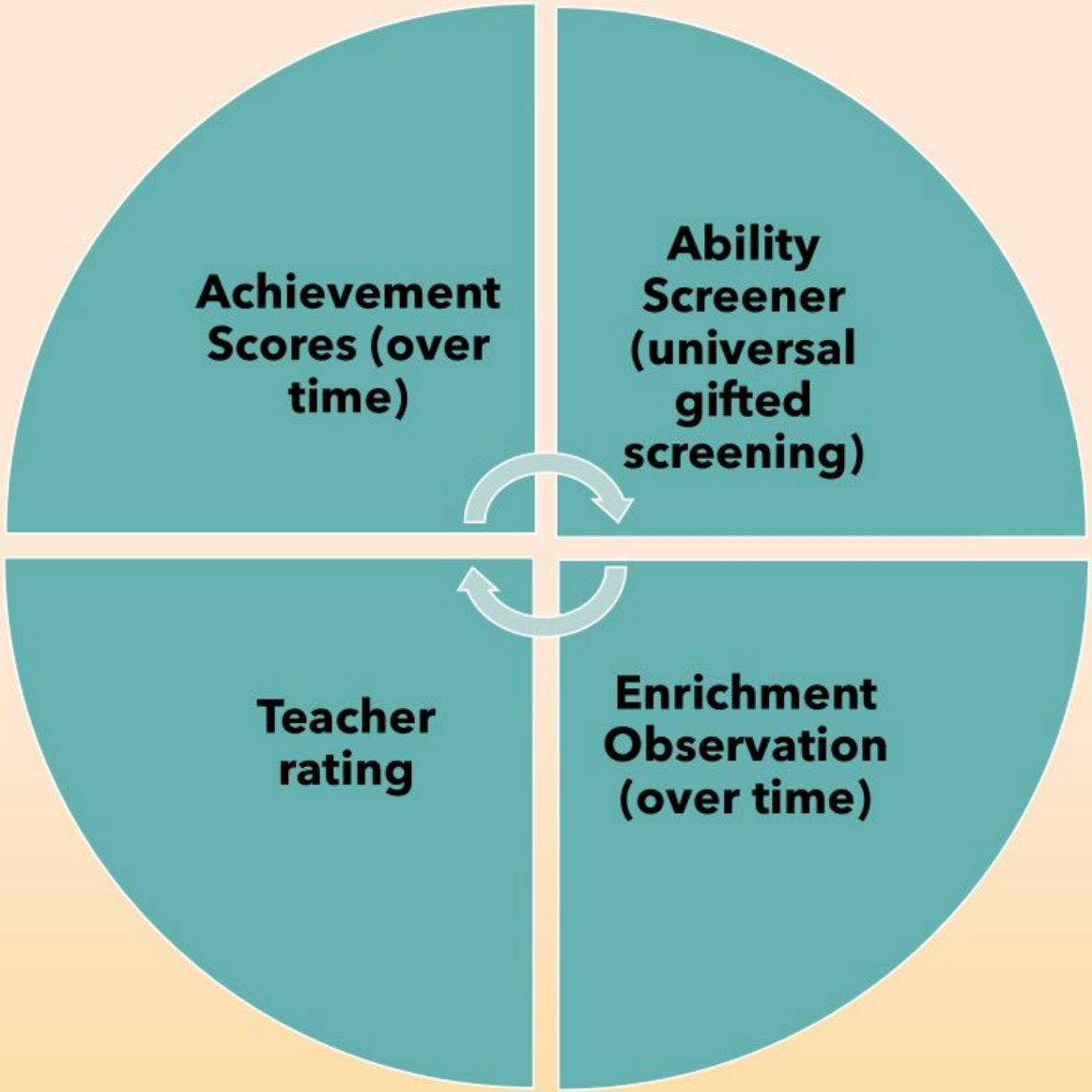


INFORM IDENTIFICATION

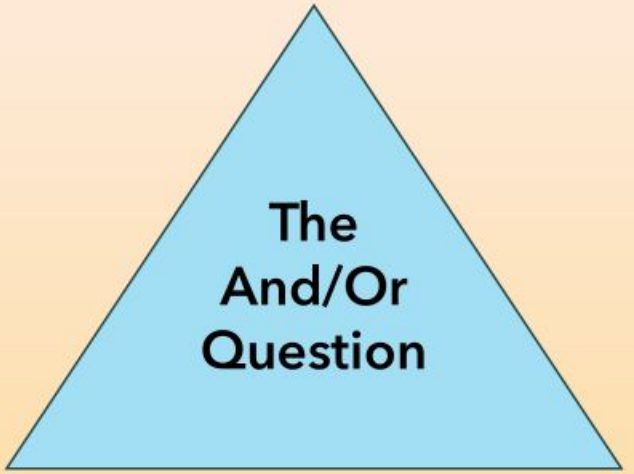
- Many students are missed by traditional assessments, leading to chronic inequities
- K-2 (or K-5) enrichments are an additional form of universal gifted screening
- Dispelling common misconceptions about giftedness gives teachers a better foundation for making recommendations
- Communication between school and home opens pathways for family recommendations for gifted services
- Can be used as component of a portfolio that follows the child

CA

DEFENSIBLE IDENTIFICATION PROTOCOL



- Self-nomination
- Family request
- Portfolio
- Outside testing



CA

CONSIDERATIONS FOR YOUR DISTRICT

- Professional development on gifted characteristics beyond test scores
- Enrichment delivery team
- Scheduling and materials
- Data collection and sharing

BUILDING TO LAST

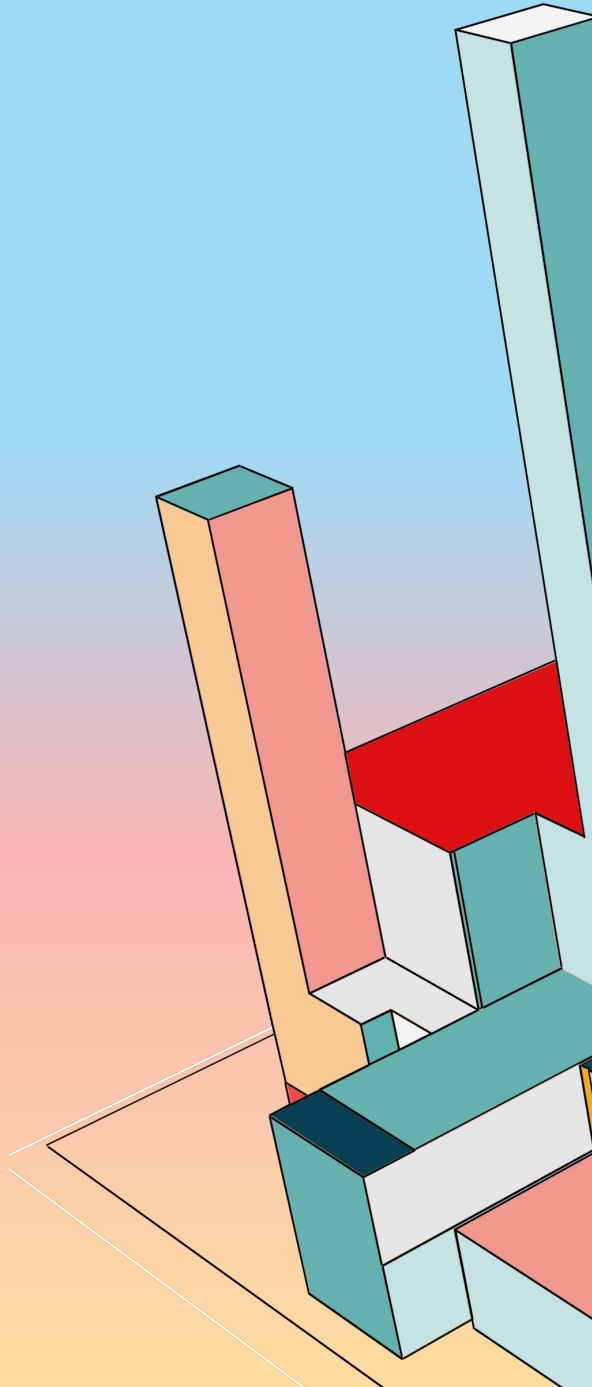
How does what we learn follow students?	• Lessons grow with students • Shareable data points
How do you adapt for higher grades?	• Tie into existing curriculum • Add depth and complexity
How does this support equity?	• Approach with curiosity • Look for the unexpected

CA

RESOURCES

Sign up for news about our new data collection tool and more developments here:

https://giftedroads.com/k-2-enrichments



QUESTIONS?

THANK YOU!

Find us at:

https://giftedroads.com

support@giftedroads.com