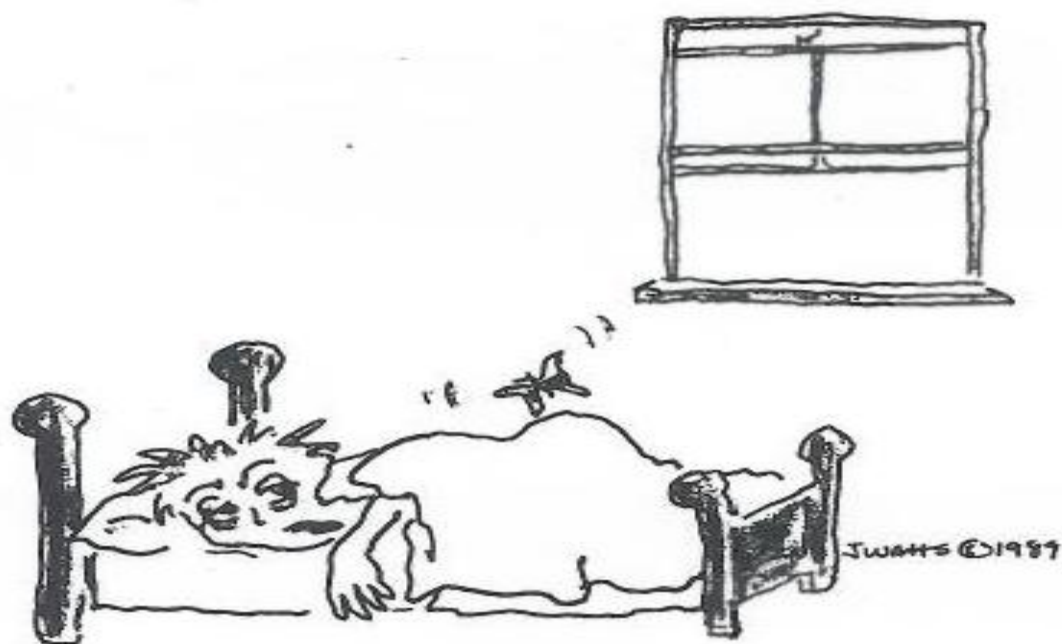


Optimizing the Potential of Gifted, Low-Income African American Students: Lessons Learned

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Jacob K. Javits Gifted and Talented Student Education Act, 1988

- Gifted and talented children and youth with outstanding talent perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment.



Some of us are not in as big a rush to emerge .

Jacob K. Javits Gifted and Talented Student Education Act, 1988

- These children and youth exhibit high performance capability in intellectual, creative, and/or artistic areas, possess an unusual leadership capability or excel in specific academic fields. They require services or activities not ordinarily provided by the schools.

Jacob K. Javits Gifted and Talented Student Education Act, 1988

- Outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor.



Top Ten Myths in Gifted Education

**[http://www.marylandpublicschools.org/
MSDE/programs/giftedtalented/](http://www.marylandpublicschools.org/MSDE/programs/giftedtalented/)**

Top Ten Myths in Gifted Education

1. Gifted students will do fine on their own with no help.
2. Gifted students are successful in the regular classroom.
3. Gifted students need to be in the regular classroom to serve as role models.
4. All children are gifted.
5. Acceleration can be socially harmful to students.

Top Ten Myths in Gifted Education

6. Gifted education programs are elitist.
7. Gifted students always get good grades.
8. A student can't be gifted if he/she has a disability.
9. Advanced Placement classes are the same as gifted education classes.
10. We are in tough economic times; we can't afford special programs for gifted students.

Maryland Summer Centers for Gifted and Talented Students Mission Statement

- “...Outstanding talents are present in children and youth from **all cultural groups, across all economic strata**, and in all areas of human endeavor” (Jacob K Javits Gifted and Talented Education Act, 1988);
- Gifted and talented students **are challenged and motivated by other gifted and talented students** with similar academic interests, as well as corresponding social and emotional needs;
- Maryland Summer Centers instructors must possess specialized knowledge, skills, and dispositions in order to maximize the potential of gifted and talented students;


Maryland Summer Centers for Gifted and Talented Students Mission Statement

- The interaction of Maryland Summer Centers students with experts, using the tools, techniques, and technology of professionals in a given field, is a life-changing experience that inspires students to develop intense interests and possible career pursuits;
- Students' use of creative and critical thinking and problem-solving to confront real world challenges results in gratifying personal growth and increased awareness of civic responsibility.



Video of Maryland Summer Centers for Gifted and Talented Students

www.marylandpublicschools.org/summercenters



Advanced learners can become mentally lazy, even though they do well in school. We have evidence (Clark 1992, Orstein and Thompson 1984, Wittrock 1977) that a brain loses capacity and “tone” without vigorous use, in much the same way that a little-used muscle does. If a student produces “success” without effort, potential brainpower can be lost. In many cases, advanced learners make good grades without learning to work hard. Then when hard work is required, they become frightened, resentful or frustrated.



Parameters of Jack Kent Cooke Foundation Grant

1. Identify high-achieving students from low socio-economic areas.
2. Provide rigorous summer learning opportunities in the areas of STEM, world languages, and creative writing.
3. Provide family support.

I. Identify high-achieving students from low socio-economic areas.

- **Target Title I schools**
- **Find the diamonds** (*Gifted Kids Speak Out, pink*)
 - Grades – *Proficient* on State tests
 - Report Card Grades
 - Recommendation from teacher and/or school counselor
 - Raven's or Naglieri Nonverbal Abilities Test
 - +, - Behavioral Characteristics – matching activity

I. Identify high-achieving students from low socio-economic areas.

- Meet with students to complete the Student Interest Inventory and match student interests with the content of the Summer Centers.
- Follow up with a parent/guardian dinner meeting
 - to learn about the program,
 - ask questions,
 - allay fears about the program, and
 - **complete the application forms.**
- Establish a liaison in the school to ensure all packets are complete and mail to the Center.

STUDENT INTEREST INVENTORY		YES	NO
1.	I would like to ride on a boat through the Chesapeake Bay tributaries and study about the problems in the environment.		
2	I like to solve environmental problems like water pollution, how to help endangered species, and how to make our rivers and streams more beautiful.		
3.	I like collecting data about the environment and building projects to improve the environment and living conditions.		
4.	I would like to spend time studying about how man has affected the life of animals seen at the Aquarium.		
5.	I like to learn about how humans and animals can live together in a healthy environment.		
6.	I would like to learn how I can improve life in Baltimore City by designing projects at the Maryland Science Center.		
7.	I would like learn about space and space missions.		
8.	I would like to design and create my own space mission and present it to NASA engineers for approval.		
9.	I would like to meet and work with astronauts, engineers, and scientists who design and create space missions.		
10.	I would like to build a robot for a space mission.		
11.	I like being challenged by high-level science courses.		
12.	I like playing computer games.		

STUDENT INTEREST INVENTORY		YES	NO
1. I would like to ride on a boat through the Chesapeake Bay tributaries and study about the problems in the environment.	See pages 12, 13, and 14.		
2. I like to solve environmental problems like water pollution, how to help endangered species, and how to make our rivers and streams more beautiful.			
3. I like collecting data about the environment and building projects to improve the environment and living conditions.			
4. I would like to spend time studying about how man has affected the life of animals seen at the Aquarium.			
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6. I would like to learn how I can improve life in Baltimore City by designing projects at the Maryland Science Center.			
7. I would like learn about space and space missions.	See page 10.		
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9. I would like to meet and work with astronauts, engineers, and scientists who design and create space missions.			
10. I would like to build a robot for a space mission.			
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12. I like playing computer games.			

Expectations for Maryland Summer Centers Student Scholars Program: Students

1. Maintain at least a 3.0 average (B average) every quarter.
2. Attend school regularly and with no more than 5 excused absences a year.
3. Exhibit positive behavior and good character by having no in-school or out-of-school suspensions.
4. Attend and successfully complete a Maryland Summer Center for Gifted and Talented Students during the summers of 2013 and 2014 with no absences.
5. Attend ALL Maryland Summer Centers Student Scholars Meetings. There will be a fall, winter, and spring meeting each year through 2014.



Expectations for Maryland Summer Centers Student Scholars Program: Parents

1. Update me with any changes in address, emails, and phone numbers.
2. Attend ALL Maryland Summer Centers Student Scholars Meetings.
3. Send me a copy of your child's report card each quarter.
4. Complete the Application for Computer and Internet Service in December 2013.



2. Provide rigorous summer learning opportunities in the areas of STEM, world languages, and creative writing.

- Problem-based learning
- Open-ended research
- Curriculum advanced two years beyond required State curriculum
- Work with experts using the tools, techniques, and technology of professionals in the field



2. Provide rigorous summer learning opportunities in the areas of STEM, world languages, and creative writing.

Activity: Students work in teams with NASA scientists and engineers to deploy a remotely operated rover to retrieve a sample from the terrain. Teams compete to be first to successfully retrieve the sample. Before launching, teams conduct tests in the “Arizona” desert. Each team is divided into smaller teams – Rover, Mapping, Communication, Calibration

2. Provide rigorous summer learning opportunities in the areas of STEM, world languages, and creative writing.

Activity: Students learn basic programming using Mindstorm 2.1 software: Drag and drop icons for motors, ports, reverse and turning for first challenge RoverBot 1: Traverse a known course of 75 cm, make a 90 degree turn, move forward 25 cm and stop.

Challenge – Make Bot go backwards and flash a light when finished.

3. Family Support

3 meetings a year – fall, winter, spring

- Spring 2012 Meeting
 - Introduction to program
 - Expectations for student scholars program, high school Advanced Placement courses, college
 - GOAL - computer
 - Student panel
 - Q&A

3. Family Support

- Fall 2012 Meeting
 - Sharing of summer experiences
 - *Top 10 Myths in Gifted Education* video
 - Group discussion facilitated by school counselors about problems/challenges students are facing
 - Homework assignment – Read *Coping for Capable Kids*

3. Family Support


- Winter 2013 Meeting – Towson University
 - *Coping for Capable Kids* discussion groups
 - Parents
 - Students
 - Complete 2013 applications
 - Tour of college campus

Student Achievement

- All students had perfect attendance in summer 2012 at their Summer Center.
- 20 out of 22 students are maintaining at least a 3.0 average. Non-achievers are being tutored and are on probation.
- 15 students are receiving straight A's.
- No suspensions.
- No student with more than 2 days absence.

Lessons Learned

- Program must be rigorous.
- Student and parents/guardians must be present at presentation of the program. Serve food. Complete all forms at the meeting.
- Have a school contact person – pay them!
- Set high expectations and have a goal - computer.
- Hold regular mandatory family meetings.
- Maintain constant contact with families.



“Not every child has an equal talent or an equal ability or equal motivation, but children have the equal right to develop their talent, their ability and their motivation.”

John F. Kennedy