

Increasing Support Systems for High Potential At-Risk Learners in Rural Areas

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Gifted and high potential learners
exist in all groups.



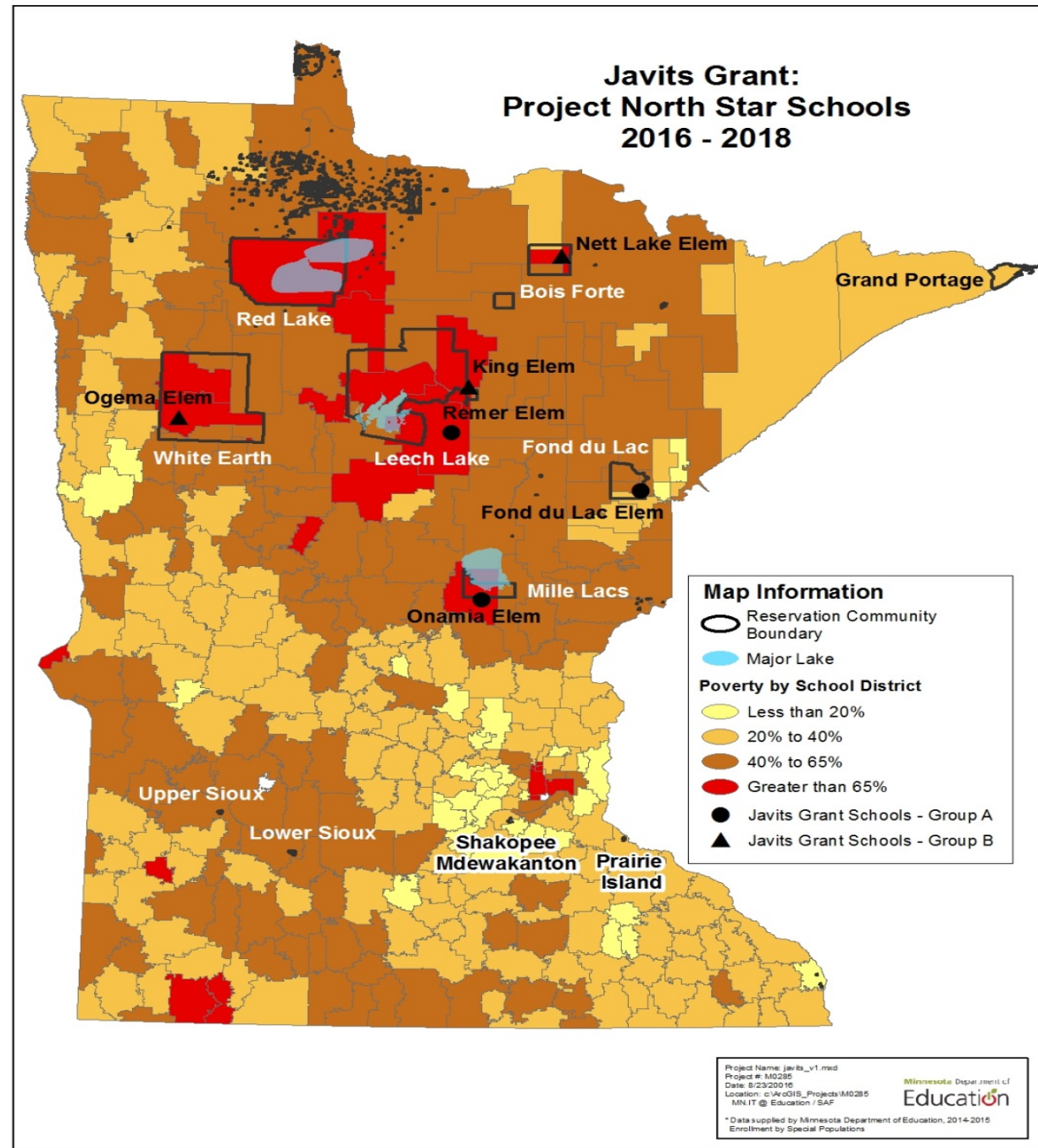
Low Income and Achievement in Gifted Students

- 44% of lower income students who enter first grade in the top 10% will not score in the top 10% by the fifth grade
- Gifted students from higher income homes progress twice as fast in their academics as their gifted peers from lower income homes.
- High-achieving, lower income students drop out of high school or do not graduate on time at a rate twice that of higher income peers.

(Wyner, Bridgeland, & Dilulio, 2007) as cited in *The Underachieving Gifted Child*, Del Siegle, 2013.

12 of the 15 districts with the highest Free and Reduced Lunch enrollments in greater MN have significant American Indian student percentages

9 of the 15 lowest greater MN median income districts have significant American Indian populations, and the bottom 4 in median income have 53-100% American Indian



How Do Gifted Drop-Outs Differ?

Gifted and non-gifted learners share similar characteristics but may drop out for different reasons and have different intervention needs.

Reasons cited for dropping out:

- a lack of challenging coursework
- poor peer relations (lack of similar peers)

Useful interventions:

- Accelerated learning may reduce dropout rates for gifted and high potential learners.
- unique support from school counselors to foster academic and social engagement.

Adapted from Engaging High Achieving Students At Risk Of Dropping Out, 2015 Hanover Research.



Project North Star: Overview

- Federal three-year Jacob K. Javits Grant
- Identifies and supports underserved gifted and high potential elementary students
- Provides professional development, resources and materials for rural schools in poverty centers
- Prepares teachers, administrators and communities to support academic and social-emotional needs
- Contributes lasting resources



Project North Star: Professional Development

- Two teacher modules per year
 - Identification and Models of Support
 - Instructional Strategies
- One administrator module per year
 - Intentional School Leadership



Project North Star: Additional Resources

- Community and Family forums
- Searchable spreadsheet of educational resources
- Annotated bibliography of books for disadvantaged gifted learners living in rural settings, focus on American Indian populations
- Affective response guides
- Movie clips with gifted connections
- Book resource quick guide

Book Resource Quick Guide

Key:										
R =Reflection Guide Created for North Star S =Study Guide Created by Publisher or Teacher "Award Winner" indicates Newbery, Newbery Honor, National Book Award, and several that are lesser known "Gifted character" with a number preceding the X indicates how many gifted characters are featured. X2E indicates twice-exceptional protagonists. HL Indicates a title with more mature subject matter and a lower Lexile level. NF Indicate Non-Fiction PB Picture Book			Rural /remote	Impoverished	American Indian/Minority	Lexile Level	Grade Level	Reflection/Study Guide	Gifted character	Award winner
Author	Title	Publication date								
Alexie, S.	<i>The Absolutely True Diary of a Part-Time Indian</i>		X	X	X	600	5 ↑	S	X	X
Anderson, L. H.	<i>Catalyst</i>	2011				HL 580	9 ↑		X2E	
Benjamin, A.	<i>the thing about jellyfish</i>	2015				740	4 ↑	S	X	X
Brooks, B.	<i>Midnight Hour Encores</i>	1986	X			820	5 ↑		X	
Bruchac, J.	<i>Code Talker</i>	2005			X	910			X	
Callard-Szulgit, R.	<i>Oliver Brand</i>	2013				PB	K-3		X	
Creech, S.	<i>Walk Two Moons</i>	1994	X		X	770	4 ↑	S	X	X
Curtis, P. C.	<i>The Mighty Miss Malone</i>	2012	X	X	X	750	4 ↑	S	2X	
Draper, S. M.	<i>Out of My Mind</i>	2010				700		S	X2E	
Edwardson, D.	<i>My Name is Not Easy</i>	2011	X		X	830	5 ↑		X	X
Evangelista, B.	<i>Gifted</i>	2005				---	4 ↑		X	
Fenner, C.	<i>Yolonda's Genius</i>	1995	X		X	710	3 ↑		2X	X
Gansworth, E.	<i>If I Ever Get Out of Here</i>	2013	X	X	X	870	5 ↑	R	X	X
Hamilton, V.	<i>The Planet of Junior Brown</i>	1971		X	X	730	4 ↑		X2E	

What Are We Looking For?

Growth in:

1. Teacher and administrator understanding of giftedness and gifted students
2. Teacher use of differentiation strategies
3. Student engagement in the classroom
4. Student self-efficacy, motivation, and attitudes toward achievement
5. Parent/community attitudes toward and understanding of the unique challenges and needs of gifted children

What Have We Found So Far?

Relationships Matter:

- Teachers unanimously agree that group collaboration on modules is most effective
- Administrators as instructional leaders for the modules reinforce the validity of the project
- Modules were of interest to staff beyond the targeted classrooms
- Ongoing communication with schools and communities builds trust and support
- Time for content and research team to meet is invaluable