

AIM Talent Development Program



ACCESS TO INQUIRY AND MEANING

**SCHOOL DISTRICT U-46
APRIL WELLS
COORDINATOR GIFTED, ACADEMIES, AP AND WORLD
LANGUAGES**

got talent?



- Systemic way to increase the proportion of historically underrepresented students in advanced academic programs
- Recognize potential
- Scholar identity
- National recognition
- Low-income and CLD students performing at advanced levels on local and national assessments remains shamefully low

Historical context



- 2014-15 District implemented a AIM Talent Development Program (Access to Inquiry and Meaning)
- District wide 3rd grade
- Microtargeted population, 3rd and 2nd
- Provide opportunities for in-school development of student potential in students from diverse cultural, racial/ethnic, socioeconomic and linguistic backgrounds and in students with disabilities

Foundation for Instruction



- Gifted Specialists design and implement weekly lessons
- Enrichment activities and opportunities for students to develop their intellectual functioning
- Transferrable skills
- Classroom teachers contribute to the experience by collecting observation in response to the intervention

Pursuing promise



- 7 Gifted Specialists
- 17 Elementary buildings
- 124 sections- 2nd and 3rd

2016-2017 AIM Elementary Sites



- Century Oaks
- Channing
- Coleman
- Creekside
- Garfield
- Gifford
- Heritage
- Highland
- Hillcrest
- Huff
- Lords Park
- Lowrie
- McKinley
- Oakhill
- Parkwood
- Ronald D. O'Neal
- Washington

Program Delivery



- Direct services at 17 AIM Elementary Sites
- Weekly lessons designed and delivered by Gifted Specialist
- Consultant based services at **all** remaining elementary schools, as requested by building principal
- Pathway programming for underrepresented learners



School District U-46

Gifted/World Languages

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Tony Sanders, Chief Executive Officer

U-46.org

Dear 2nd and 3rd Grade Families,

Your school will be participating in the AIM (Access to Inquiry and Meaning) Talent Development Program this year. The purpose of the AIM Talent Development Program is to provide primary learners equitable opportunities for enrichment and talent development in thinking skills. A Gifted Teacher will visit your child's classroom weekly and teach a thinking skills lesson. This year, I am pleased to welcome Liz Aidana, Antoine Bland, Ashley Hebert, Dawn McCusker, Pedro Perez, Carmela Riley, and Kathleen Schulkins as your AIM Gifted Teacher.

During each lesson, students will be exposed to a variety of critical thinking skills in the areas of convergent, divergent, visual, and evaluative thinking. The classroom teacher will remain in the classroom during the lesson to make observations and collect information on student progress. These skills can be applied to learning in all content areas. These observations will also assist in identifying academically talented learners.

The Primary Education Thinking Skills (PETS) curriculum is designed to provide additional instruction in higher level thinking skills. These engaging lessons will encourage students to participate in classroom discussions, use problem solving strategies, apply critical thinking skills, and think creatively.

We are looking forward to a great year! Please feel free to contact me with any questions at 847-888-5000 [x5308](tel:847-888-5000).

Sincerely,

April Wells

PETS Overview



PETS and Common Core Standards

- Our goal is to connect the students with tangible thinking skills they can transfer into the application of the ELA & Math standards

www.corestandards.org			
English Language Arts Standards	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	College and Career Readiness Anchor Standards for Reading > Key Ideas and Details #1	Convergent/Deductive
	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	College and Career Readiness Anchor Standards for Reading > Integration of Knowledge and Ideas #8	Evaluative
	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	College and Career Readiness Anchor Standards for Speaking and Listening > Comprehension and Collaboration #1	Divergent
	Demonstrate understanding of word relationships and nuances in word meanings.	College and Career Readiness Anchor Standards for Speaking and Listening > Vocabulary Acquisition and Use #5	Divergent
Mathematics Standards	Make sense of problems and persevere in solving them.	Introduction > Standards for Mathematical Practice	Convergent/Deductive
	Reason abstractly and quantitatively.	Introduction > Standards for Mathematical Practice	Convergent/Deductive Visual/Spatial
	Construct viable arguments and critique the reasoning of others.	Introduction > Standards for Mathematical Practice	Convergent/Deductive Evaluative
	Look for and express regularity in repeated reasoning.	Introduction > Standards for Mathematical Practice	Convergent/Deductive Evaluative
	Look for and express regularity in repeated reasoning.	Grade 1 > Introduction > Standards for Mathematical Practice	Convergent/Deductive Visual/Spatial
	Reason with shapes and their attributes.	Grade 1 > Introduction > Geometry	Visual/Spatial

Talent Identification

CONVERGENT THINKING



One characteristic of students who excel at convergent thinking is the ability to arrive at the correct answer intuitively. They tend to see the interrelationships between clues and defer judgment until all clues have been collected. In addition, students who analyze objects for various attributes as well as recognize flaws in reasoning demonstrate talent as convergent thinkers.



DIVERGENT THINKING

Those students who excel at divergent thinking are able to list many responses to questions or brainstorm many ideas. Not only are they fluent in their thinking but they may also exhibit flexibility. They tend to be original, giving off-beat and sometimes very humorous responses. These students can elaborate or expand upon an idea, adding intricate detail. An advanced vocabulary is sometimes displayed during the divergent thinking activities.



Talent Identification Continued...



VISUAL THINKING



These students demonstrate a **good memory** for visual details. They may **not be as verbal** as their classmates and therefore may not have as much opportunity to demonstrate their talents during traditional classroom activities. These students often **enjoy activities involving the mental manipulation of shapes** and may respond well to visual images such as **graphic organizers**.

EVALUATIVE THINKING

The students who are **able to evaluate** and offer a solution that is based on valid considerations have an opportunity to shine during these specially designed lessons. The checklists support behaviors such as **seeing more than one viewpoint**, **understanding criteria**, and **supporting decisions**.



Behavioral Checklist



<p>each behavior appears. Add checkmarks after name if behavior is repeated. Use a different color of ink or pencil for each whole group lesson.</p>	<p>Behavioral Checklist Convergent Thinking (deductive logic / analysis)</p>	<p>Grade _____ Dates of whole group 1. _____ instruction: 2. _____ 3. _____</p>
<p>GRASPS CONCEPTS QUICKLY</p>	<p>SEES INTERRELATIONSHIP OF CLUES; PUTS CLUES TOGETHER; USES ONE CLUE TO DETERMINE ANOTHER.</p>	
<p>RECOGNIZES FLAWED REASONING</p>	<p>DEFERS JUDGMENT; CONSIDERS ALL INFORMATION BEFORE COMING TO A CONCLUSION</p>	
<p>SEES ANSWERS INTUITIVELY WITHOUT INTERMEDIATE STEPS</p>	<p>IS TENACIOUS IN APPROACH; WORKS DILIGENTLY TO THE END</p>	
<p>RETAINS INFORMATION FROM PREVIOUS LESSONS</p>	<p>PETS™ CLASSWORK INDICATES AN OUTSTANDING ABILITY TO USE THIS THINKING SKILL</p>	
<p>I see these behaviors in these students regularly during class time as well:</p>	<p>These students did not stand out during the PETS™ lessons, but I see these behaviors during regular class time:</p>	<p>Notes:</p>

- You will find an example of this on the back of your specialists' schedule

Responsive pedagogy



- High support balanced with high expectations
- Expanded access
- Early intervention
- Growth mindset
- Academic trajectory

Possibilities abound...



"We put people on the moon with 1960s technology; we can shrink the excellence gap, we really, really can."

~Dr. Jonathan Plucker

Questions

