

Developing Academic Competencies of Gifted English Learners

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Project BRIDGE

Developing Academic Competencies of Gifted English Learners



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Project Goals:

- Measure effectiveness of a research-based advanced math curriculum for culturally and linguistically diverse gifted students.
- Create sustainable gifted and talented programs in underserved community schools.

Strategies for Successful Project Implementation

Team management

workflow plans / regular check-in meetings
 leverage expertise of each team member
 ownership of work product/ minimize micromanagement
 digital depository of project meeting logs, work products and resources
 continuous training

Communication

frequent communication between team members and with stakeholders
 open invitation for feedback and adjustment
 Demonstrate willingness to implement change

Advanced Preparation

purchase of instructional materials and resources (anticipate delays)
 training of graduate and undergraduate assistants
 recruitment of schools and teachers
 community outreach to parents
 professional development for teachers

Relationship with Internal Offices

work in constant partnership with the Grant office, HR & Business Affairs
 Utilize departmental resources and institutional knowledge

Final Year Performance

Expansion	expansion of the cohorts and # of participating schools
Sustainability	dissemination of training materials and resources to participating and non-participating schools creation of modular training materials that could be customized based on school needs partnership with a model school to showcase effectiveness of the program and serves as the in-field training hub Invite experienced teachers to become instructional coaches and become part of the team

Looking Back, We Wish We Knew...

IRB Policies	Non uniformity in IRB policies at the local, city and state level A key contact person with knowledge of the policies of the city or state you are working in is helpful Schedule meeting with the IRB reviewer well ahead of time
Digital Tools	train and transition all team members to digital platforms for management, sharing and report of work use digital technology in data collection (ex: Swivl)

Unanticipated challenges & how to overcome them

	Challenges	Successes
IRB	Restrictions Changes in the Policies	find alternatives / Adjustment within the scope of research
School Recruitment	Principals' concerns	Provide evidences using published papers and pilot studies
	No fund allocated for teachers	Contact Title I schools
	Preference for intervention program	Balanced program assignment
COVID Pandemic	Program Implementation	Created digital materials Delivered individual hands-on materials Used google classes
	Communication with schools and parents	Used apps and interpreters
Teachers	Deficit Thinking	Individual mentor sessions
Students	Attrition	Replace vacant spots with new students
Data collection	Young English learners in Grade K	Flexibility in thinking to find alternatives from quantitative to qualitative and from students only to teachers and parents