

Time is Up!
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What does “Potential” mean to you?

(Share and Compare)

What are some of the assumptions that underlie an “at risk” mindset?

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What are behaviors are fostered by an “at risk” approach?

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What happens differently if we shift to an “at potential” mindset?

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(Discussion)

What do you current do in your identification process that honors...

- Multiple Sources (Who has input during the identification process?)
- Multiple Types of Data (What kinds of tools and processes do you use to gather information?)
- Multiple Time Periods (When and how do you collect formal and informal information?)

(Discussion)

TOPS: Reflect on the sample behaviors that may indicate a strength in each domain.

For each category, jot down the name of a student you have taught or person you have known who exemplifies this domain for you.

What is their story?

(Reflect and Respond)

In what ways would a strengths-based approach, like the TOPS, help you...

- Recognize potential in your students?
- Think differently about the needs of your students?
- Plan your instruction?
- Communicate with others in a more positive way?

(Think-Pair-Share)

Walking the Talk...

A key concern I have regarding my district's process of identification for gifted programming is:

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Two things that I believe we need to change for more equitable identification of our gifted students is:

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Three things I need to learn more about if I want to improve my districts identification process:

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Four things I can do when I get back is (e.g. in my classroom, school, district, with parents):

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(Contemplate and Commit)