

Gifted Intelligent Behaviors for 21st Century Learners

**The Alignment of
Habits of Mind,
Art Costa and Bena Kallick
with
Talents, Attributes and Behaviors,
Mary Frasier**

Project Bright IDEA: Interest Development Early Abilities

**A Jacob Javits Gifted Education Program
Funded by
The U.S. Department of Education
2004-2009**

PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction | Exceptional Children Division

AMERICAN ASSOCIATION FOR GIFTED CHILDREN
Duke University

Growth Potential Charts of Gifted Intelligent Behaviors for Cohort 1 Students during School Year 2005-2006

The Gifted Intelligent Behavior Charts are based on the results of teaching concept-based units to K-2 students and conducting a pre and post assessment on infused gifted intelligent behaviors identified in each unit. (See Attachment I, Pre and Post Assessment Units.) Results of Cohort 2 School Districts will be available in July 2007. Cohort 3 School Districts will receive training in March 2007 and results will be available in July 2008. Data will continue to be collected through 2009.

Cohort 1 Bright IDEA II School Districts:
Guilford County | Hickory City | Lenoir County | Moore County
Roanoke Rapids Graded School District | Wake County

With Grateful Appreciation to the Consultants to Bright IDEA:

Training on Habits of Mind (HOM) for Cohort 1 Teachers, Principals and AIG Coordinators was conducted by Art Costa and Bena Kallick on April 27-29, 2005 and training for Cohort 2 took place on April 26-28, 2006.

Training on Talents, Attributes and Behaviors (TABOs) for participants in the Bright IDEA pilot program was conducted by Mary Frasier during 2002 and 2003 and she was scheduled to train Cohort 1 participants at the time of her death.

Valorie Hargett, Co-Principal Investigator and Trainer for Bright IDEA, designed the ~~Overlaying~~ of selected HOM and TABOs to create the Gifted Intelligent Behaviors (GIBOs) for K2 Students.

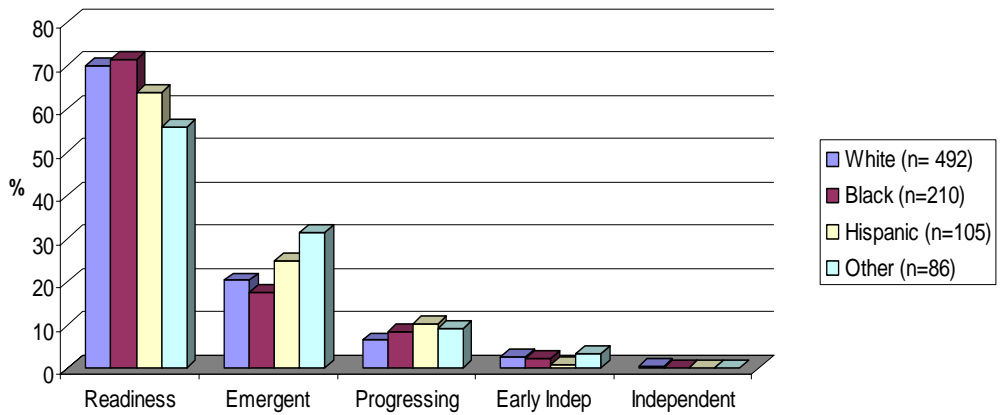
Teachers, principals and AIG Coordinators developed the Pre and Post Assessment Units and Rubrics during the pilot program 2002-2004.

Pilot Project Bright IDEA I School Districts:
Henderson County | New Hanover County | Stanly County
Thomasville City Schools | Wake County

Funding for the Pilot Project:
North Carolina Department of Public Instruction:
Exceptional Children Division | Raising Achievement and Closing Gaps Division

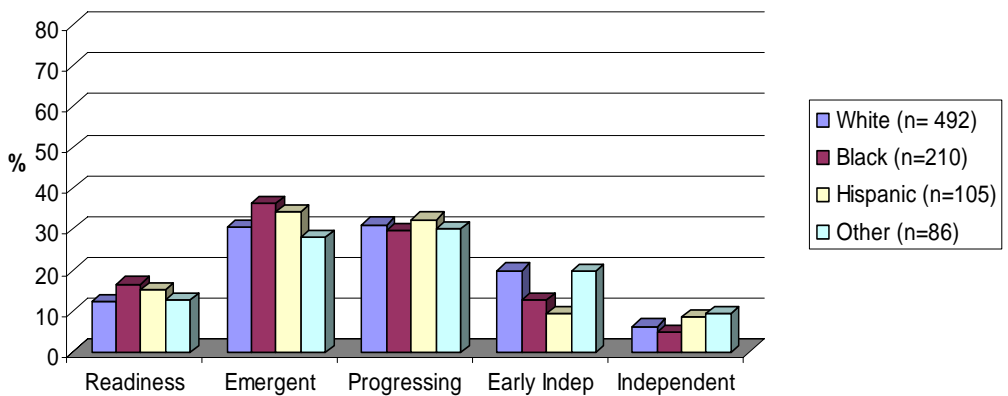
The American Association for Gifted Children at Duke University
(See Project Bright IDEA 1 Final Report, May 2005, www.aagc.org)

**THINKING ABOUT THINKING/META-COGNITION (GIB)
ALL GRADES: PRE**



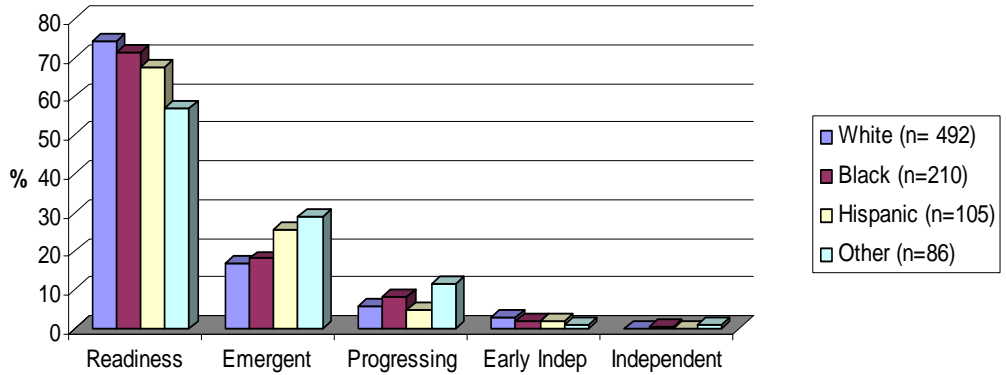
% of Students:	Readiness	Emergent	Progressing	Early Indep	Independent
White (n= 492)	70.12	20.33	6.50	2.64	0.41
Black (n=210)	71.43	17.62	8.57	2.38	0.00
Hispanic (n=105)	63.81	24.76	10.48	0.95	0.00
Other (n=86)	55.81	31.40	9.30	3.49	0.00

**THINKING ABOUT THINKING/META-COGNITION (GIB)
ALL GRADES: POST**



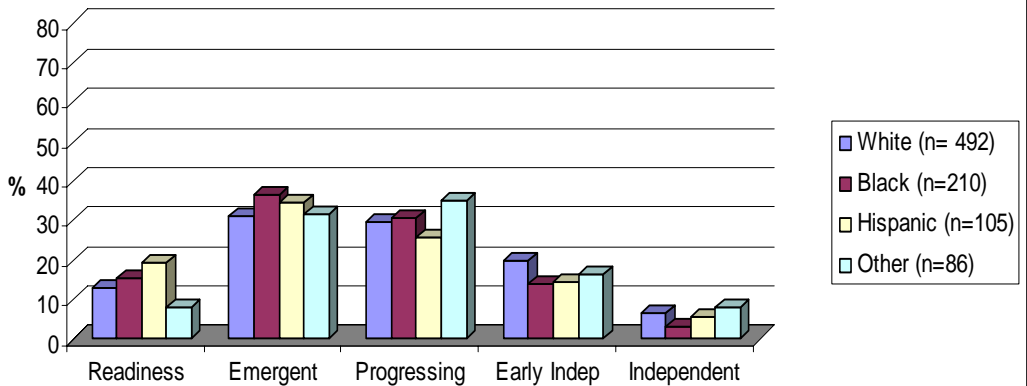
% of Students	Readiness	Emergent	Progressing	Early Indep	Independent
White (n= 492)	12.2	30.5	31.1	19.9	6.3
Black (n=210)	16.7	36.2	29.5	12.9	4.8
Hispanic (n=105)	15.2	34.3	32.4	9.5	8.6
Other (n=86)	12.8	27.9	30.2	19.8	9.3

**QUESTIONING AND POSING PROBLEMS (GIB)
ALL GRADES : PRE**



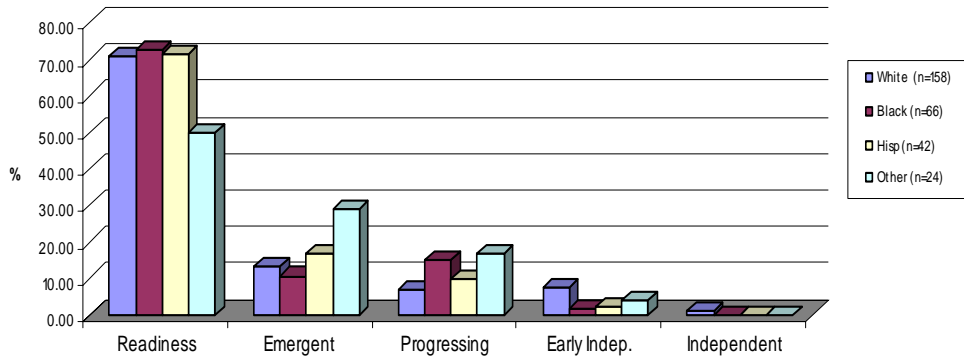
% of Students	Readiness	Emergent	Progressing	Early Indep	Independent
White (n= 492)	74.13	16.90	5.70	3.05	0.20
Black (n=210)	71.43	18.10	8.10	1.90	0.48
Hispanic (n=105)	67.62	25.71	4.76	1.90	0.00
Other (n=86)	56.98	29.07	11.63	1.16	1.16

**QUESTIONING AND POSING PROBLEMS (GIB)
ALL GRADES : POST**



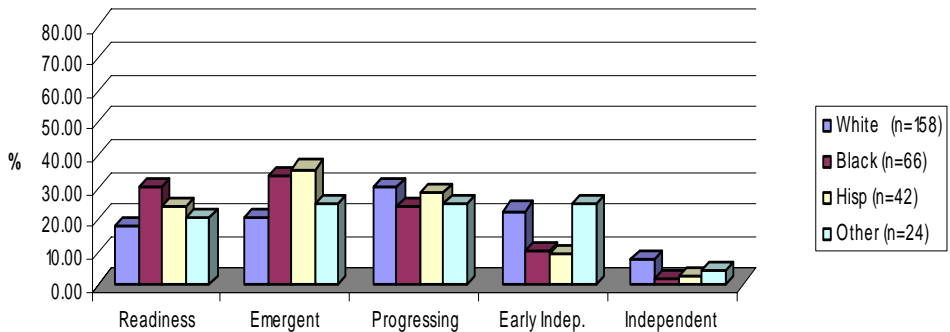
% of Students	Readiness	Emergent	Progressing	Early Indep	Independent
White (n= 492)	12.76	31.38	29.50	19.67	6.69
Black (n=210)	15.53	36.41	30.58	14.08	3.40
Hispanic (n=105)	19.23	34.62	25.96	14.42	5.77
Other (n=86)	8.24	31.76	35.29	16.47	8.24

Thinking about Thinking/ Meta-Cognition (GIB) Kindergarten: PRE



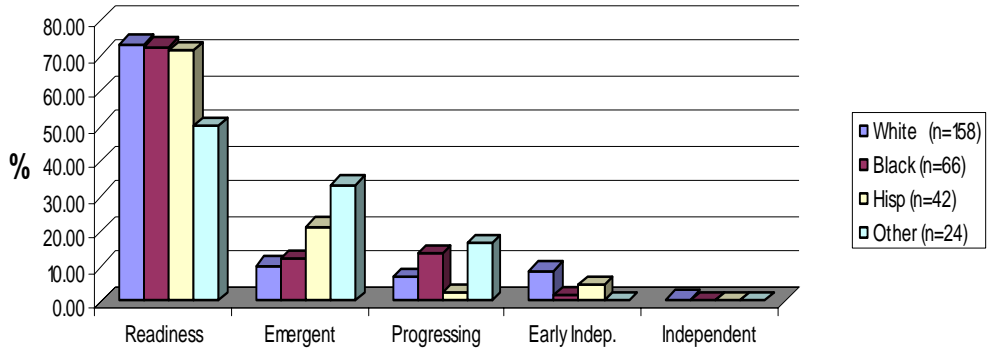
% of Students	Readiness	Emergent	Progressing	Early Indep.	Independent
White (n=158)	70.89	13.29	6.96	7.59	1.27
Black (n=66)	72.73	10.61	15.15	1.52	0.00
Hisp (n=42)	71.43	16.67	9.52	2.38	0.00
Other (n=24)	50.00	29.17	16.67	4.17	0.00

Thinking about Thinking/ Meta-Cognition (GIB) Kindergarten: POST



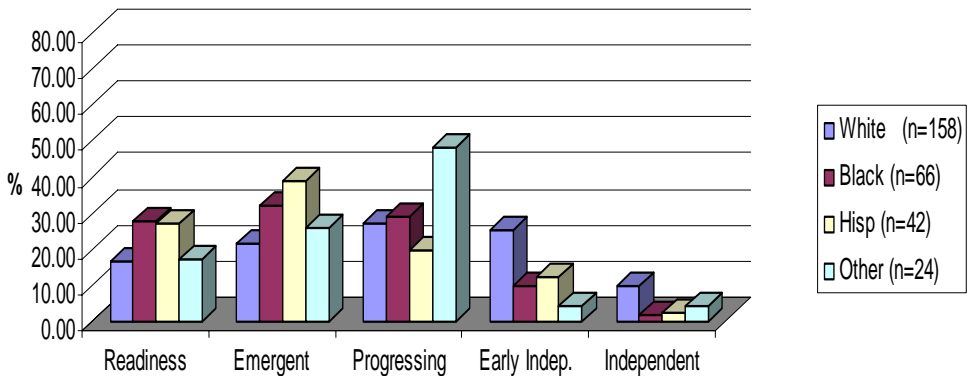
% of Students	Readiness	Emergent	Progressing	Early Indep.	Independent
White (n=158)	18.35	20.89	30.38	22.78	7.59
Black (n=66)	30.30	33.33	24.24	10.61	1.52
Hisp (n=42)	23.81	35.71	28.57	9.52	2.38
Other (n=24)	20.83	25.00	25.00	25.00	4.17

Questioning and Posing Problems (GIB) Kindergarten: PRE



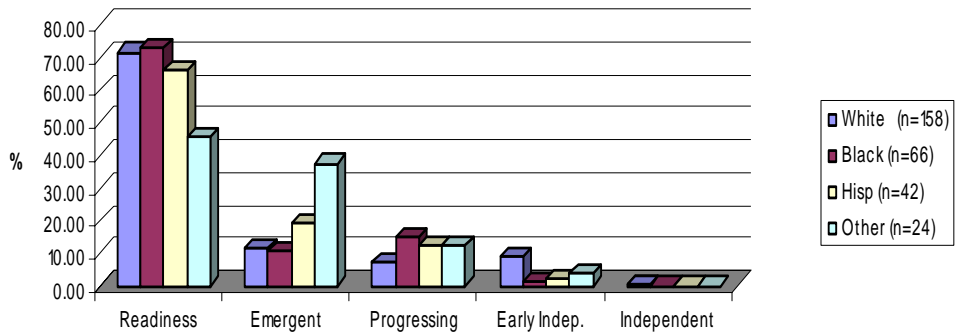
% of Students	Readiness	Emergent	Progressing	Early Indep.	Independent
White (n=158)	73.42	10.13	6.96	8.86	0.63
Black (n=66)	72.73	12.12	13.64	1.52	0.00
Hisp (n=42)	71.43	21.43	2.38	4.76	0.00
Other (n=24)	50.00	33.33	16.67	0.00	0.00

Questioning and Posing Problems (GIB) Kindergarten: POST



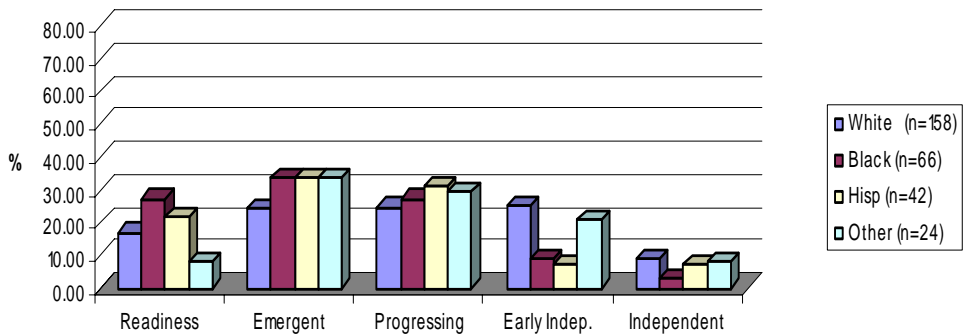
% of Students	Readiness	Emergent	Progressing	Early Indep.	Independent
White (n=158)	16.67	21.53	27.08	25.00	9.72
Black (n=66)	27.42	32.26	29.03	9.68	1.61
Hisp (n=42)	26.83	39.02	19.51	12.20	2.44
Other (n=24)	17.39	26.09	47.83	4.35	4.35

Persistence Kindergarten: PRE



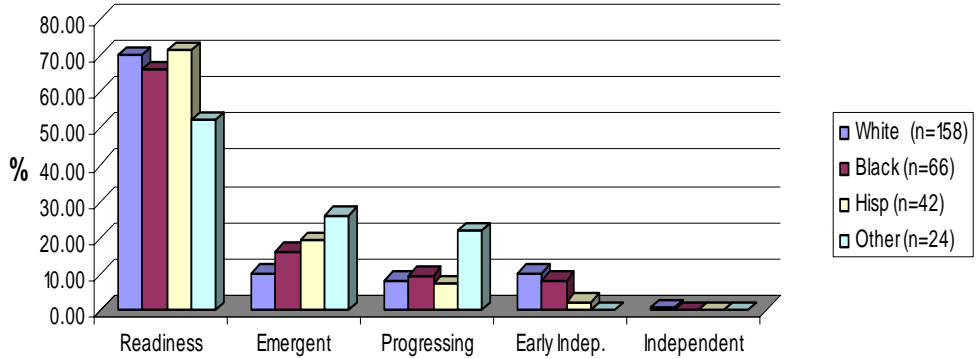
% of Students	Readiness	Emergent	Progressing	Early Indep.	Independent
White (n=158)	71.52	11.39	7.59	8.86	0.63
Black (n=66)	72.73	10.61	15.15	1.52	0.00
Hisp (n=42)	65.85	19.51	12.20	2.44	0.00
Other (n=24)	45.83	37.50	12.50	4.17	0.00

Persistence Kindergarten: POST



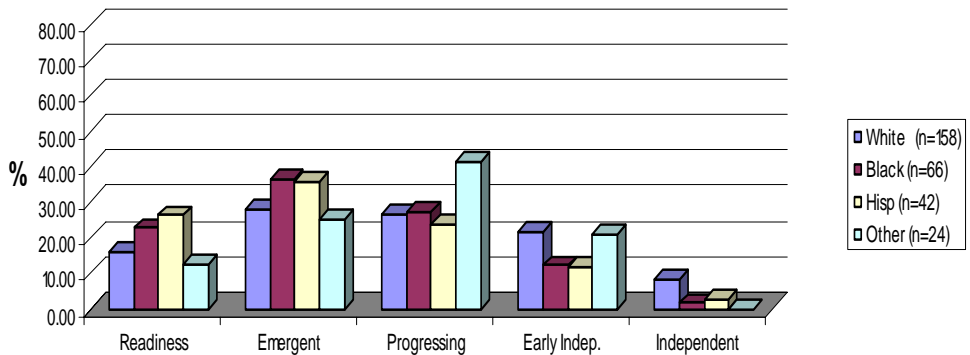
% of Students	Readiness	Emergent	Progressing	Early Indep.	Independent
White (n=158)	17.09	24.05	24.68	25.32	8.86
Black (n=66)	27.27	33.33	27.27	9.09	3.03
Hisp (n=42)	21.43	33.33	30.95	7.14	7.14
Other (n=24)	8.33	33.33	29.17	20.83	8.33

Creating, Imagining, & Innovating Kindergarten: PRE



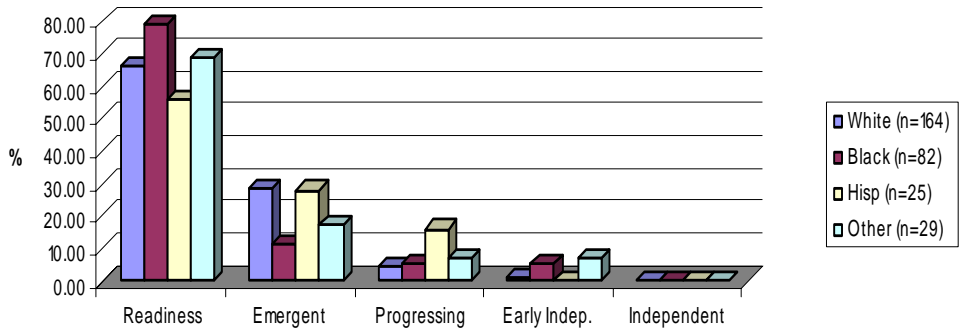
% of Students	Readiness	Emergent	Progressing	Early Indep.	Independent
White (n=158)	70.14	10.42	8.33	10.42	0.69
Black (n=66)	66.13	16.13	9.68	8.06	0.00
Hisp (n=42)	71.43	19.05	7.14	2.38	0.00
Other (n=24)	52.17	26.09	21.74	0.00	0.00

Creating, Imagining, & Innovating Kindergarten: POST



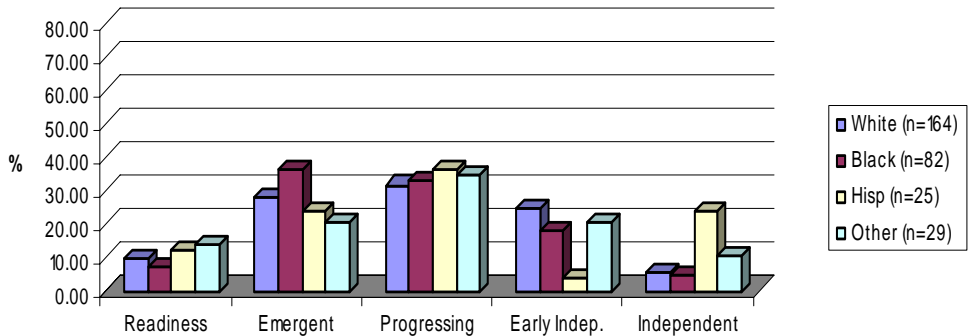
% of Students	Readiness	Emergent	Progressing	Early Indep.	Independent
White (n=158)	15.82	27.85	26.58	21.52	8.23
Black (n=66)	22.73	36.36	27.27	12.12	1.52
Hisp (n=42)	26.19	35.71	23.81	11.90	2.38
Other (n=24)	12.50	25.00	41.67	20.83	0.00

Thinking about Thinking/ Meta-Cognition (GIB) 1st Grade: PRE



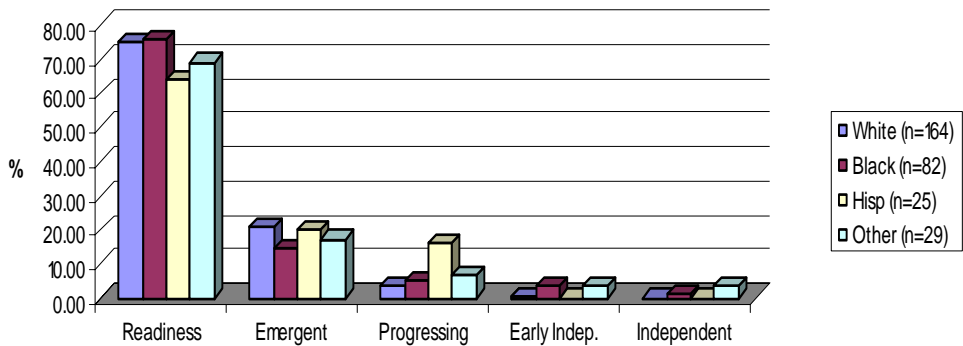
% of Students	Readiness	Emergent	Progressing	Early Indep.	Independent
White (n=164)	66.46	28.66	4.27	0.61	0.00
Black (n=82)	79.27	10.98	4.88	4.88	0.00
Hisp (n=25)	56.00	28.00	16.00	0.00	0.00
Other (n=29)	68.97	17.24	6.90	6.90	0.00

Thinking about Thinking/ Meta-Cognition (GIB) 1st Grade: POST



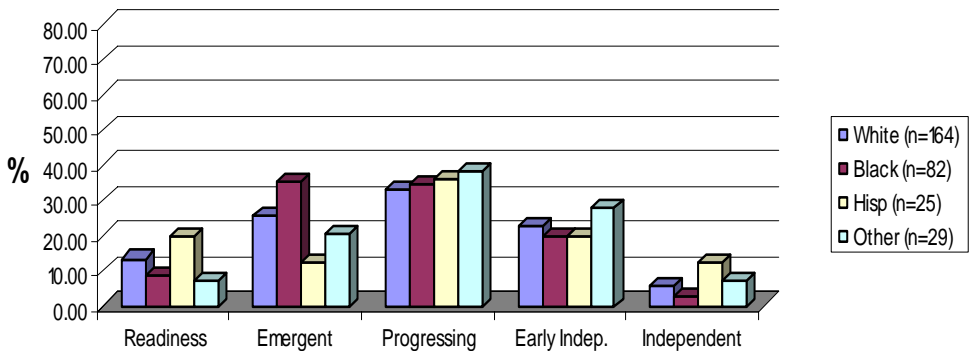
% of Students	Readiness	Emergent	Progressing	Early Indep.	Independent
White (n=164)	9.76	28.05	31.71	25.00	5.49
Black (n=82)	7.32	36.59	32.93	18.29	4.88
Hisp (n=25)	12.00	24.00	36.00	4.00	24.00
Other (n=29)	13.79	20.69	34.48	20.69	10.34

Questioning and Posing Problems (GIB) 1st Grade: PRE



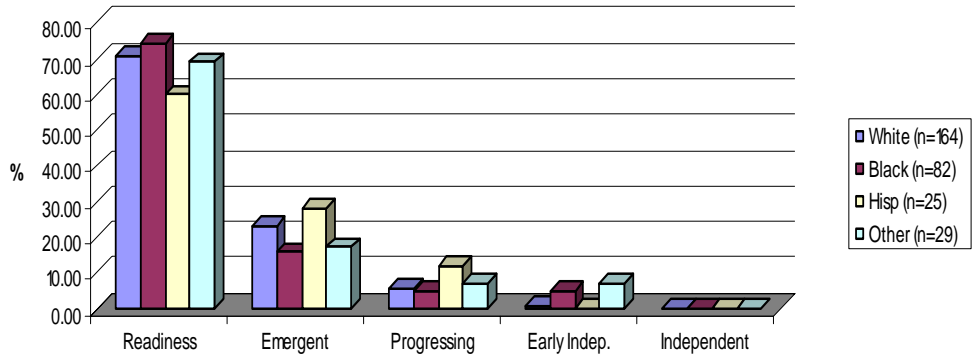
% of Students	Readiness	Emergent	Progressing	Early Indep.	Independent
White (n=164)	75.00	20.73	3.66	0.61	0.00
Black (n=82)	75.61	14.63	4.88	3.66	1.22
Hisp (n=25)	64.00	20.00	16.00	0.00	0.00
Other (n=29)	68.97	17.24	6.90	3.45	3.45

Questioning and Posing Problems (GIB) 1st Grade: POST



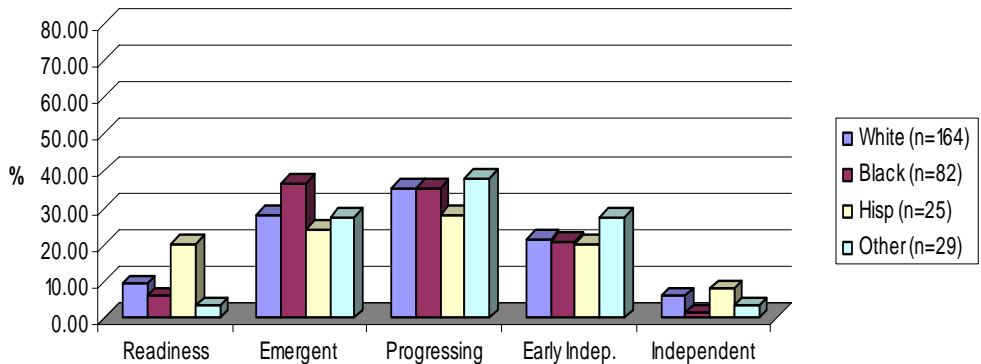
% of Students	Readiness	Emergent	Progressing	Early Indep.	Independent
White (n=164)	13.41	25.61	32.93	22.56	5.49
Black (n=82)	8.54	35.37	34.15	19.51	2.44
Hisp (n=25)	20.00	12.00	36.00	20.00	12.00
Other (n=29)	6.90	20.69	37.93	27.59	6.90

Taking Responsible Risks 1st Grade: PRE



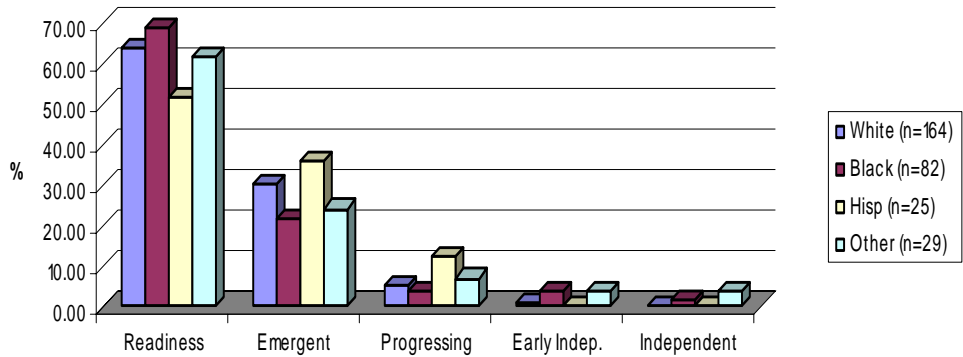
% of Students	Readiness	Emergent	Progressing	Early Indep.	Independent
White (n=164)	70.73	23.17	5.49	0.61	0.00
Black (n=82)	74.39	15.85	4.88	4.88	0.00
Hisp (n=25)	60.00	28.00	12.00	0.00	0.00
Other (n=29)	68.97	17.24	6.90	6.90	0.00

Taking Responsible Risks 1st Grade: POST



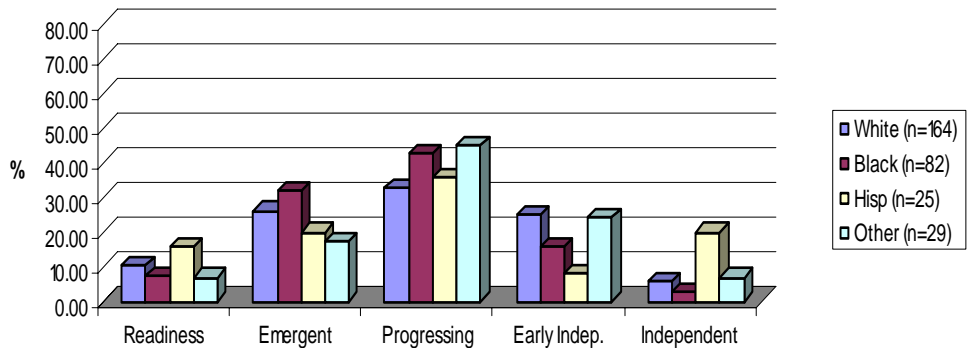
% of Students	Readiness	Emergent	Progressing	Early Indep.	Independent
White (n=164)	9.15	28.05	35.37	21.34	6.10
Black (n=82)	6.10	36.59	35.37	20.73	1.22
Hisp (n=25)	20.00	24.00	28.00	20.00	8.00
Other (n=29)	3.45	27.59	37.93	27.59	3.45

Thinking Flexibly 1st Grade: PRE



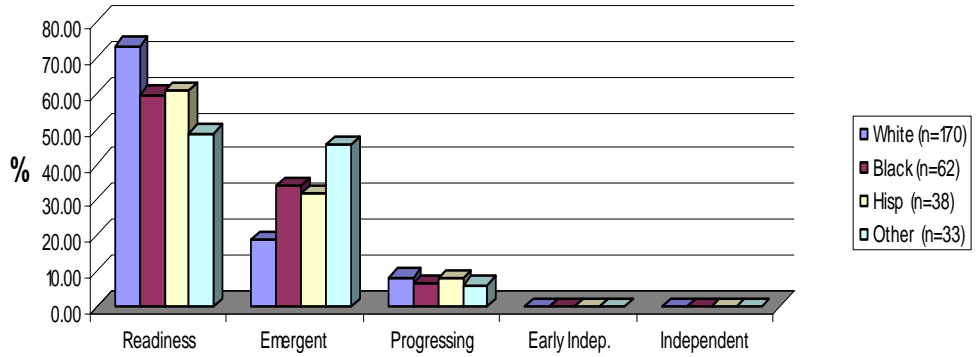
% of Students	Readiness	Emergent	Progressing	Early Indep.	Independent
White (n=164)	64.02	30.49	4.88	0.61	0.00
Black (n=82)	69.51	21.95	3.66	3.66	1.22
Hisp (n=25)	52.00	36.00	12.00	0.00	0.00
Other (n=29)	62.07	24.14	6.90	3.45	3.45

Thinking Flexibly 1st Grade: POST



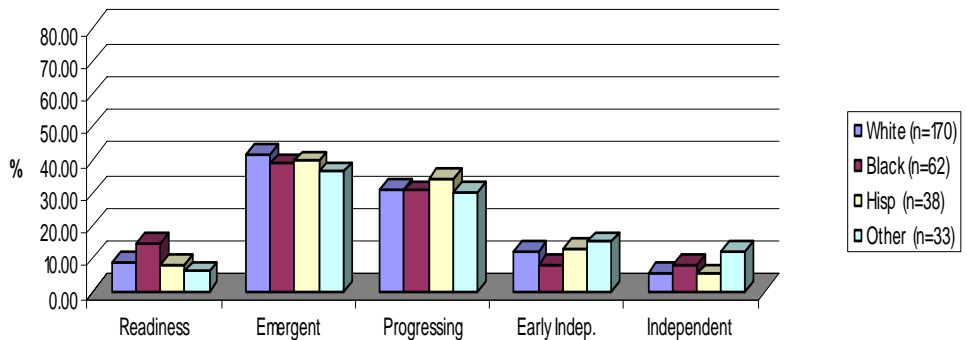
% of Students	Readiness	Emergent	Progressing	Early Indep.	Independent
White (n=164)	10.37	26.22	32.93	25.00	5.49
Black (n=82)	7.32	31.71	42.68	15.85	2.44
Hisp (n=25)	16.00	20.00	36.00	8.00	20.00
Other (n=29)	6.90	17.24	44.83	24.14	6.90

Thinking about Thinking/ Meta-Cognition (GIB) 2nd Grade: PRE



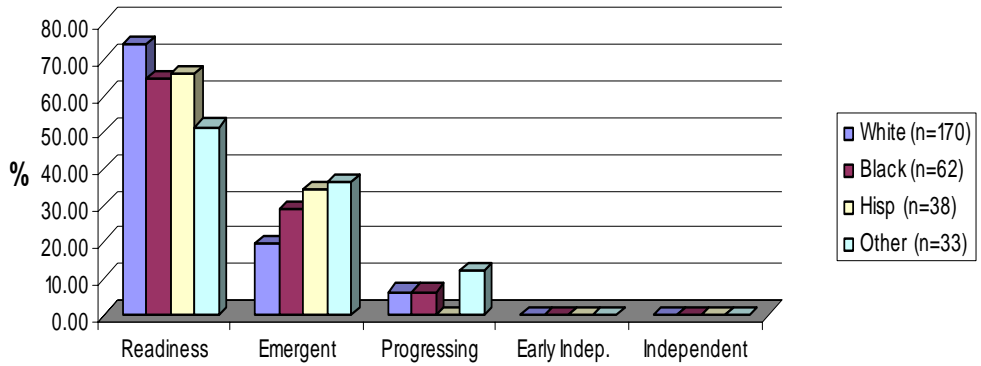
% of Students	Readiness	Emergent	Progressing	Early Indep.	Independent
White (n=170)	72.94	18.82	8.24	0.00	0.00
Black (n=62)	59.68	33.87	6.45	0.00	0.00
Hisp (n=38)	60.53	31.58	7.89	0.00	0.00
Other (n=33)	48.48	45.45	6.06	0.00	0.00

Thinking about Thinking/ Meta-Cognition (GIB) 2nd Grade: POST



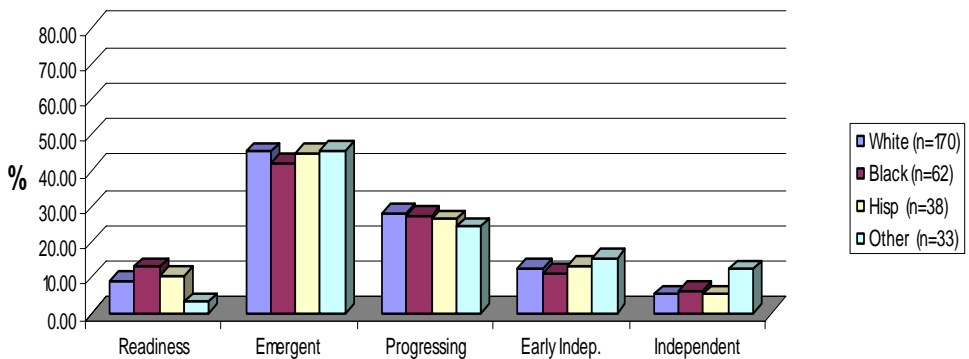
% of Students	Readiness	Emergent	Progressing	Early Indep.	Independent
White (n=170)	8.82	41.76	31.18	12.35	5.88
Black (n=62)	14.52	38.71	30.65	8.06	8.06
Hisp (n=38)	7.89	39.47	34.21	13.16	5.26
Other (n=33)	6.06	36.36	30.30	15.15	12.12

Questioning and Posing Problems (GIB) 2nd Grade: PRE



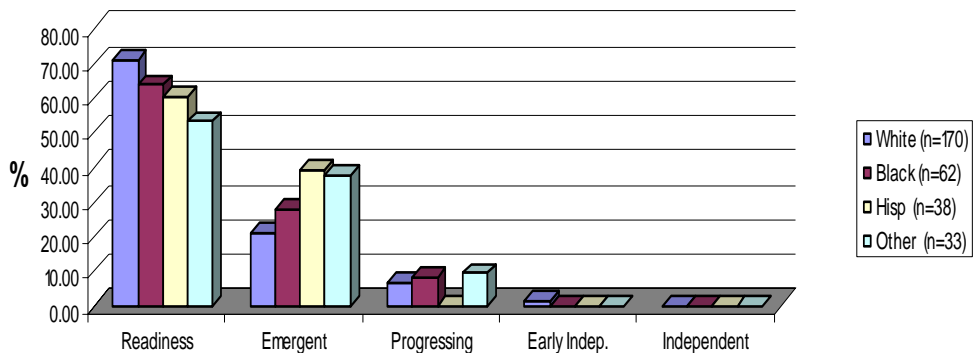
% of Students	Readiness	Emergent	Progressing	Early Indep.	Independent
White (n=170)	73.96	19.53	6.51	0.00	0.00
Black (n=62)	64.52	29.03	6.45	0.00	0.00
Hisp (n=38)	65.79	34.21	0.00	0.00	0.00
Other (n=33)	51.52	36.36	12.12	0.00	0.00

Questioning and Posing Problems (GIB) 2nd Grade: POST



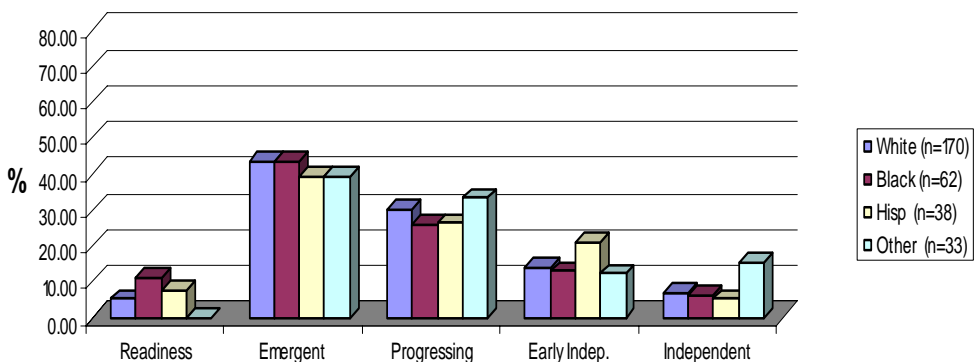
% of Students	Readiness	Emergent	Progressing	Early Indep.	Independent
White (n=170)	8.82	45.29	28.24	12.35	5.29
Black (n=62)	12.90	41.94	27.42	11.29	6.45
Hisp (n=38)	10.53	44.74	26.32	13.16	5.26
Other (n=33)	3.03	45.45	24.24	15.15	12.12

Remaining Open to Continuous Learning 2nd Grade: PRE



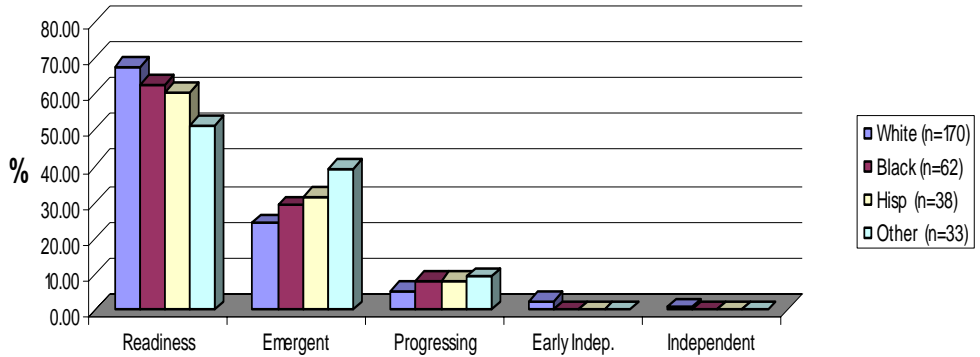
% of Students	Readiness	Emergent	Progressing	Early Indep.	Independent
White (n=170)	71.18	21.18	6.47	1.18	0.00
Black (n=62)	63.93	27.87	8.20	0.00	0.00
Hisp (n=38)	60.53	39.47	0.00	0.00	0.00
Other (n=33)	53.13	37.50	9.38	0.00	0.00

Remaining Open to Continuous Learning 2nd Grade: POST



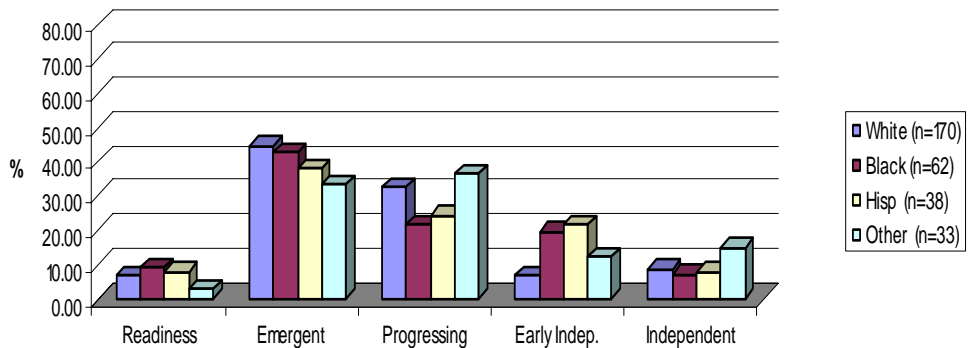
% of Students	Readiness	Emergent	Progressing	Early Indep.	Independent
White (n=170)	5.29	43.53	30.00	14.12	7.06
Black (n=62)	11.29	43.55	25.81	12.90	6.45
Hisp (n=38)	7.89	39.47	26.32	21.05	5.26
Other (n=33)	0.00	39.39	33.33	12.12	15.15

Listening with Understanding & Empathy 2nd Grade: PRE



% of Students	Readiness	Emergent	Progressing	Early Indep.	Independent
White (n=170)	67.65	24.12	5.29	2.35	0.59
Black (n=62)	62.90	29.03	8.06	0.00	0.00
Hisp (n=38)	60.53	31.58	7.89	0.00	0.00
Other (n=33)	51.52	39.39	9.09	0.00	0.00

Listening with Understanding & Empathy 2nd Grade: POST



% of Students	Readiness	Emergent	Progressing	Early Indep.	Independent
White (n=170)	7.01	44.59	32.48	7.01	8.92
Black (n=62)	8.93	42.86	21.43	19.64	7.14
Hisp (n=38)	8.11	37.84	24.32	21.62	8.11
Other (n=33)	3.03	33.33	36.36	12.12	15.15

**Gifted Intelligent Behaviors (GIBs) – Multicultural Literature Units – Attachment I
Project Bright IDEA 2 – A Javits Research Program funded by the US Department of Education**

All Grade Levels focus on these three plus the grade level GIBs:

- Thinking About Thinking/Meta-cognition (Reasoning and Memory-TABs)
- Questioning and Posing Problems (Problem Solving/Inquiry-TABs)
- Finding Humor (TAB)

Grade	Literature Unit – Pre Assessment	Date for Pre by	Literature Unit – Post Assessment	Date for Post by	How to Report
K	<i>Jingle Dancer</i> Persistence (Motivation-TAB) Creating, Imagining & Innovating (Imagination-TAB)	November 15	<i>Down the Road</i> Persistence (Motivation-TAB) Creating, Imagining & Innovating (Imagination-TAB)	May 1	Individual Rubrics Electronically & on a CD Rom to State by January 1 & June 1
First	<i>Joseph Had a Little Overcoat</i> Taking Responsible Risks (Problem-Solving-TAB) Thinking Flexibly (Reasoning-Solving-TABs) Thinking and Communicating with Clarity and Precision (Communication-TAB)	November 15	<i>Sophie’s Masterpiece</i> Taking Responsible Risks (Problem Solving-TAB) Thinking Flexibly (Reasoning-Solving-TABs) Thinking and Communicating with Clarity and Precision (Communication-TAB)	May 1	Individual Rubrics Electronically & on a CD Rom to state by January 1 and June 1
Second	<i>Yonder Mountain</i> Remaining Open to Continuous Learning (Interest – TAB) Listening with Understanding and Empathy (Interpersonal, Intrapersonal and Insight - TABs) Applying Past Knowledge to New Situations (Insight-TAB)	November 15	<i>Caged Birds of Phnom Penh</i> Remaining Open to Continuous Learning (Interest – TAB) Listening with Understanding and Empathy (Interpersonal, Intrapersonal and Insight - TABs) Applying Past Knowledge to New Situations (Insight-TAB)	May 1	Individual Rubrics Electronically and & on a CD Rom to state by January 1 and June 1

HOM – Selected Habits of Mind by Art Costa and Bena Kallick TABs – Traits, Attributes and Behaviors by Mary Frasier