

**Project Bright IDEA: Interest Development Early Abilities - K-2, 2004-2010**  
**Javits Research Grant, US Department of Education**

**Data Collection and Management Plan**

**EXCEL Spreadsheets on Districts in Research included:** District Code; School Code; Student ID Number; Grade Level; Gender, Sex, Race, ESL Category; EC Category; Reading and Math Assessments; Writing Scores; Gifted Behaviors' Levels; and Gifted Identification.

**Data Collected on Districts and Schools** with analysis by outside evaluator, Dr. Ron Tzur, includes: Gifted Head Count; Math Problem-Based Questionnaire; and Disposition Data on Educators. (See Evaluation Plan)

**Data Collected on Educators (Teachers and Administrators)**

(Collected by Rachael Kenney, Research Assistant and analysis on change in dispositions by the outside evaluator, Dr. Ron Tzur and results sent to PI, Mary Watson and Project Manager, Margaret Gayle.)

**Professional Development Analysis by Outside Evaluator, Ron Tzur, Ph.D.**

1. Educator Disposition Survey – Prior to beginning of training and at the end of training. (Disposition data on all three cohorts, analyzed for change only by outside evaluator.)
2. Summer Institute and Program Evaluation on Professional Development.
3. Interviews of each trainer and randomly selected participants on the professional development by the outside evaluator.
4. Interviews with teachers and principals, selected randomly, by Dr. Ron Tzur, regarding training and implementation of the Project. Reported in annual and final reports to US DoE.)
5. Classroom Observations conducted by the Leadership Teams and outside evaluator on implementation of training and student materials.
6. Videos of professional development, interviews of administrators and classroom observations of student engagement.
7. Educator Products: Concept-Based Curriculum Units and Student Products.
8. Teacher Fairs held by each Cohort at the end of the first year of the project implementation and presented at a state dissemination meeting. (Teacher and student products.)

**Data collected on Bright IDEA and Non-Bright IDEA Students --** Collected on a class roster spreadsheet submitted by teachers to District Curriculum Directors and Principal. Curriculum Directors sent rosters electronically to Research Assistant,

Rachael Kenney who organized all rosters into one roster by cohorts, which was sent to Dr. Ron Tzur for analysis and published by cohort groups.

1. Head Count Data – Included: School and District codes; race, gender, grade level, ID codes of students, whether the student had been in a Bright IDEA class or a control class and whether the student was identified for a gifted class and placed.
2. Math Problem-Based Questionnaire – Given to identified students in the talent pool in each school. (Sent to Research Assistant to record Student ID's into a master file and then sent to Dr. Tzur to grade and record the scores, in order to have consistent interpretation of the problems since there was a right and wrong answer and the students had to tell how they arrived at the answer.)
3. Gifted Intelligent Behaviors – Rubrics based on teaching specific Curriculum Units (pre and post) for a grade level. Collected on rosters and sent to Project Manager for compiling into a master list. Collected across cohorts by grades and pre and post.
4. K-2 NC Literacy and Math Assessments – pre and post, Rosters from teachers.
5. Writing Assessments – Random sample, Graded by Measurement Inc. in Durham.
6. Student Products and Classroom Observations – Presentations, pictures and Videos taken during visits to the schools by state leadership team and trainers.

### **Reports and Dissemination**

Final Report Project Bright IDEA 1: Pilot (2001-2004) – NC Department of Public Instruction and the American Association for Gifted Children

Final Report Project Bright IDEA 2: Javits Research (2004-2009) – US Department of Education (Yearly Annual Reports)

Yearly Dissemination Seminars for Leaders in Research Districts (2004-10)

Teacher Fairs conducted by each district in each Cohort at the end of the first year of implementation depicting teaching materials and student products and a summary of their implementation and feedback.

Yearly presentations to state and national conferences.