

U-STARS~PLUS

Using Science, Talents and Abilities to Recognize Students ~ Promoting Learning for Under-Represented Students

HIGH-END LEARNING ENVIRONMENTS

- ☆ Curriculum Differentiation
 - curriculum compacting
 - tiered activities
 - learning centers/stations
 - independent studies/group projects
 - questioning/higher-order thinking skills
- ☆ Dynamic assessment to inform classroom instruction
- ☆ Flexible Grouping
- ☆ Classroom Support Materials:
 - *Science & Literature Connections*
 - *Family Science Packets*
 - Reading in the Content Areas, being developed

SYSTEMIC CHANGE

- ☆ Capacity building of leadership
- ☆ (state, district, school, & classroom)
- ☆ Policy Development
- ☆ Fidelity of Implementation (district, school, classroom)
- ☆ Accountability (district, school, classroom, child)

TEACHERS' SYSTEMATIC OBSERVATIONS

- ☆ Teacher Observation of Potential in Students (TOPS), a teacher tool to recognize students with outstanding potential from underserved populations
- ☆ "At-potential" versus "At-risk" lens
- ☆ Building a body-of-evidence, using informal & formal measures over-time

HANDS-ON/INQUIRY-BASED SCIENCE

- ☆ Promotes thinking, achievement, & language development
- ☆ Captivates students' interest through real-world setting & content integration
- ☆ Focuses on exploration & problem solving; not solely based on traditional expository methods/verbal skills

FAMILY & SCHOOL PARTNERSHIPS

- ☆ Family involvement programs
- ☆ Effective parent conferences and communication
- ☆ *Family Science Packets*
- ☆ Cultural competence (impact of poverty, diversity, and social emotional needs)

