

# Examining Best Practices in Gifted Education to Identify and Serve Culturally and Linguistically Diverse Students

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# The data ... our current reality

School Year	Total Enrollment	Total TAG Identification	% Total Identification	TAG Male ID (%Total)	TAG Female ID (% Total)
2009-2010	552,883	42,065	7.61%	22,270 (52.9%)	19,795 (47.1%)
2010-2011	553,339	41,698	7.54%	22,093 (52.98%)	19,605 (47.02%)
2011-2012	553,279	40,375	7.30%	21,454 (53.14%)	18,921 (46.86%)
2012-2013	556,154	39,534	7.11%	20,967 (53.04%)	18,567 (46.96%)
2013-2014	560,482	38,720	6.91%	20,558 (53.09%)	18,162 (46.91%)
2014-2015	564,809	38,417	6.80%	20,427 (53.17%)	17,990 (46.83%)

	<b>Students in Subgroup</b>	<b>Students identified as TAG</b>	<b>Percent of TAG students belonging to this subgroup</b>	<b>Percent of All Students belonging to this subgroup</b>	<b>Percent of Subgroup Identified as TAG</b>
<b>Total</b>	<b>564,809</b>	<b>38,417</b>	<b>100.00%</b>	<b>100.00%</b>	<b>6.80%</b>
<b>Asian</b>	<b>22,532</b>	<b>3,884</b>	<b>10.11%</b>	<b>3.99%</b>	<b>17.24%</b>
<b>Black</b>	<b>13,620</b>	<b>403</b>	<b>1.05%</b>	<b>2.41%</b>	<b>2.96%</b>
<b>Hispanic</b>	<b>126,510</b>	<b>3,703</b>	<b>9.64%</b>	<b>22.40%</b>	<b>2.93%</b>
<b>American Indian/Alaska Native</b>	<b>8,424</b>	<b>214</b>	<b>0.56%</b>	<b>1.49%</b>	<b>2.54%</b>
<b>Multi-Racial</b>	<b>31,115</b>	<b>2,532</b>	<b>6.59%</b>	<b>5.51%</b>	<b>8.14%</b>
<b>Pacific Islander</b>	<b>3,966</b>	<b>125</b>	<b>0.33%</b>	<b>0.70%</b>	<b>3.15%</b>
<b>White</b>	<b>358,642</b>	<b>27,556</b>	<b>71.73%</b>	<b>63.50%</b>	<b>7.68%</b>

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<b>Economically Disadvantaged</b>	<b>292,892</b>	<b>9,032</b>	<b>23.33%</b>	<b>52.26%</b>	<b>3.08%</b>
<b>Not Economically Disadvantaged</b>	<b>267,589</b>	<b>29,688</b>	<b>76.67%</b>	<b>47.74%</b>	<b>11.09%</b>
<b>Special Education</b>	<b>80,448</b>	<b>1,332</b>	<b>3.47%</b>	<b>14.24%</b>	<b>1.66%</b>
<b>Not Special Education</b>	<b>484,361</b>	<b>37,085</b>	<b>96.53%</b>	<b>85.76%</b>	<b>7.66%</b>

# Potential to Perform

- Students who demonstrate the potential to perform at the 97<sup>th</sup> percentile or higher.

TAG Flags	Number of Students	Percent of Total Students
Any TAG Flag	38,417	6.80%
Potentially TAG	4,798	0.85%
Intellectually Gifted	17,231	3.05%
Reading TAG	15,868	2.81%
Math TAG	15,986	2.83%
Creative Ability TAG	71	0.01%
Leadership TAG	73	0.01%
Performing Arts TAG	37	0.01%

# Future Needs

- Improved identification of underrepresented groups (culturally and linguistically diverse populations, twice exceptional, and economically disadvantaged).

# OAR 581-022-1310

## Current Language

- (2) The policies and procedures must meet the following requirements:
- (a) Districts shall make efforts to identify students from ethnic minorities, students with disabilities, and students who are culturally different or economically disadvantaged.

## Proposed Change

- (2) The policies and procedures must meet the following requirements:
- (a) Districts shall **use research based best practices** to identify students from **under-represented populations including:** ethnic minorities, students with disabilities, **students who are culturally and/or linguistically diverse,** or economically disadvantaged.

# Identification practices

- ▣ How early is your district beginning to identify students?
- ▣ What instruments is your district using to identify TAG students?
- ▣ How are you addressing underrepresented groups?



**“ WE DON'T  
SEE THINGS  
AS THEY  
ARE, WE SEE  
THEM AS  
WE ARE. ”**

Anais Nin

<b>EL Count</b>	<b>EL TAG Count</b>
26	0
0	0
1	0
0	0
28	0
0	0
27	0
506	1
9	0
279	1
110	1
1687	1
157	0
176	0
5	0
352	0
690	2
126	0
87	0
87	0
0	0
157	0
27	0

0	0
4	0
7	0
0	0
52	0
18	0
49	0
27	0
0	0
14	0
4	0
138	0
9	0
0	0
26	0
0	0
605	0
320	0
29	0
0	0
2	0
39	0

734	1
0	0
345	0
39	11
150	0
286	0
6	0
0	0
0	0
0	0
1065	8
65	0
0	0
0	0
763	0
119	0
60	0
107	1
301	0
32	0

<b>520</b>	<b>0</b>
<b>610</b>	<b>0</b>
<b>14</b>	<b>0</b>
<b>0</b>	<b>0</b>
<b>39</b>	<b>0</b>
<b>63</b>	<b>0</b>
<b>281</b>	<b>0</b>
<b>1</b>	<b>0</b>
<b>0</b>	<b>0</b>
<b>56</b>	<b>0</b>
<b>1</b>	<b>0</b>
<b>2</b>	<b>0</b>
<b>1</b>	<b>0</b>
<b>0</b>	<b>0</b>
<b>40</b>	<b>0</b>
<b>367</b>	<b>0</b>
<b>0</b>	<b>0</b>
<b>24</b>	<b>0</b>
<b>568</b>	<b>0</b>

<b>76</b>	<b>1</b>
<b>5</b>	<b>0</b>
<b>6</b>	<b>0</b>
<b>36</b>	<b>0</b>
<b>20</b>	<b>0</b>
<b>0</b>	<b>0</b>
<b>0</b>	<b>0</b>
<b>239</b>	<b>0</b>
<b>0</b>	<b>0</b>
<b>293</b>	<b>0</b>
<b>2</b>	<b>0</b>
<b>0</b>	<b>0</b>
<b>32</b>	<b>0</b>
<b>0</b>	<b>0</b>
<b>0</b>	<b>0</b>
<b>50</b>	<b>0</b>
<b>0</b>	<b>0</b>
<b>241</b>	<b>0</b>
<b>196</b>	<b>0</b>
<b>71</b>	<b>0</b>
<b>104</b>	<b>0</b>

<b>351</b>	<b>0</b>
<b>7775</b>	<b>63</b>
<b>100</b>	<b>0</b>
<b>0</b>	<b>0</b>
<b>107</b>	<b>0</b>
<b>2019</b>	<b>60</b>
<b>493</b>	<b>0</b>
<b>1</b>	<b>0</b>
<b>3683</b>	<b>16</b>
<b>504</b>	<b>1</b>
<b>3128</b>	<b>21</b>
<b>1356</b>	<b>0</b>
<b>1179</b>	<b>5</b>
<b>27</b>	<b>0</b>
<b>2222</b>	<b>2</b>
<b>1</b>	<b>0</b>
<b>56</b>	<b>0</b>
<b>585</b>	<b>2</b>

<b>157</b>	<b>0</b>
<b>19</b>	<b>0</b>
<b>29</b>	<b>0</b>
<b>1</b>	<b>0</b>
<b>0</b>	<b>0</b>
<b>2</b>	<b>0</b>
<b>3</b>	<b>0</b>
<b>412</b>	<b>0</b>
<b>363</b>	<b>0</b>
<b>939</b>	<b>0</b>
<b>65</b>	<b>0</b>
<b>0</b>	<b>0</b>
<b>48</b>	<b>0</b>
<b>0</b>	<b>0</b>
<b>54</b>	<b>0</b>

<b>3273</b>	<b>10</b>
<b>13</b>	<b>0</b>
<b>1078</b>	<b>1</b>
<b>1358</b>	<b>4</b>
<b>5304</b>	<b>21</b>
<b>116</b>	<b>1</b>
<b>14</b>	<b>0</b>
<b>0</b>	<b>0</b>
<b>0</b>	<b>0</b>
<b>0</b>	<b>0</b>
<b>21</b>	<b>0</b>
<b>21</b>	<b>0</b>
<b>125</b>	<b>0</b>
<b>325</b>	<b>0</b>
<b>1</b>	<b>0</b>
<b>952</b>	<b>0</b>
<b>17</b>	<b>0</b>
<b>4</b>	<b>0</b>
<b>87</b>	<b>1</b>
<b>9</b>	<b>0</b>
<b>16</b>	<b>0</b>
<b>3</b>	<b>0</b>
<b>24</b>	<b>0</b>
<b>438</b>	<b>0</b>

# Concerns regarding identification

- Deficit lens vs. Asset lens
- Inequities (belief, opportunity, achievement, and excellence gap)
- Poster child of TAG does not reflect our diversity
- Lack of cultural competency
- Lack of objective normed instruments specific to identification
- Lack of understanding regarding Potential to Perform

# Potential to Perform

- **Oregon Administrative Rules: 581-022-1310**
- “Districts shall make efforts to identify students from ethnic minorities, students with disabilities and students who are culturally different or economically disadvantaged.”
- Required to collect behavioral, learning, and performance information
- Despite a student’s failure to qualify under paragraph (d) (A) and (B) of this subsection, districts by local policies and procedures, shall identify students who demonstrate the **Potential to Perform at the 97<sup>th</sup> Percentile**.
- Potential to Perform threshold is set by the district.
- These students are considered Talented and Gifted once identified as Potential to Perform and must receive services.
- Students receive **both** TAG and EL services.

# Perspective on Talented and Gifted

- 3 – 7 percent of any given population is gifted
- Giftedness is often a label and fixed quality
- The goal should be **inclusion**, rather than exclusion
- Data should be gathered from multiple sources, no single criterion should be used
- Both objective and subjective data should be collected
- Professionals and non-professionals with various levels of expertise should provide information on behavioral indicators
- Identification should occur early, should consist of specific steps, and should be on-going

Working with Gifted English Language Learners, M. Mathews, Prufrock Press, 2006.

- Special attention should be paid to the different ways in which children of different cultures manifest behavioral indicators of giftedness.
- Decisions on identification should be delayed until all relevant data on the student is reviewed.
- Data collected during the identification process should be used in determining the curriculum.
- In other words, the area of TAG identification drives the student's instructional needs.



# Characteristics of Gifted English Learners

Table from *Special Populations in Gifted Education: Understanding Our Most Able Students from Diverse Backgrounds* by Jaime A. Castellano and Andrea Frazier

- Strong desire to learn in English and their heritage language
- High interest in certain topics
- Quick grasp of new information
- Evidence of creative ability in problem solving or thinking
- Ability to see relationships and make connections
- Ability to improvise with everyday objects
- Exceptional ability in any of the fine arts
- Exceptional talent in areas valued by their culture
- High standards for themselves
- Curiosity
- Persistence
- Keen power of observation
- Self-direction
- Tendency to dominate peers in situations
- Take on leadership roles with other students from the same culture
- Ability to carry responsibilities well
- Sense of originality and imagination
- Ability to express feelings and emotions
- Articulate in role-playing and storytelling
- Richness in imaginary and informal language
- Eagerly shares culture
- Shows strong desire to teach peers words from heritage language
- Has a strong sense of pride in his or her cultural background
- Eagerly interprets and translates for peers and adults at high levels of accuracy
- Balances appropriate behaviors expected of the heritage culture and the new culture
- Possesses advanced knowledge of idioms and native dialects with ability to interpret and explain meanings in English
- Understands jokes and puns in English
- Had advanced sense of humor
- Reads in heritage language two or more grades above grade level
- Functions at language proficiency levels above that of nongifted peers who are EL
- Ability to code-switch
- Possesses cross-cultural flexibility
- Has a sense of global community and an awareness of other cultures and languages
- Learns a second or third language at an accelerated rate
- Excels in math achievement

# Best Practices

- Universal Screening (examples): Kingore Observational Inventory, CogAT, and Naglieri Nonverbal Ability Test
- Multidimensional data points
- SIGS (Scales for Identifying Gifted Students)
- Gifted Rating Scale/Gifted Evaluation Scale
- Bilingual Verbal Ability Test
- Local and subgroup norms for CogAT
- Omitting verbal section of CogAT/Alternative Verbal Scoring
- Using CogAT Nonverbal score to begin Potential to Perform case study
- Local and subgroup norms for state tests
- Educate and engage parents
- Instructional practices should be based on readiness for ALL students
- Progress monitoring for **ALL** students in academically diverse classrooms

# SIGS

- The Scales for Identifying Gifted Students (SIGS) is a norm-referenced rating scale designed to assist school districts in the identification of students as gifted. The SIGS assesses seven areas: general intellectual ability, language arts, mathematics, science, social studies, creativity, and leadership, and each area is assessed at home and at school.
- Parent input is very important – offer in home language
- Both classroom teacher and EL teacher should have input about on Rating Scales
- **Note Classroom Demonstrations of the following:**
- Critical Thinking Attributes
- Creative Thinking Attributes
- Unusual and Imaginative Thinking Demonstrations
- Social Awareness and Expertise
- Language Fluency in both Languages (Ease of transition)

# Traits that mask giftedness

- Asynchronous development
- Perfectionism
- Overexcitabilities (intellectual, psychomotor, emotional, imaginal, sensual)
- Underachievement
- Negative behaviors
- Introvert
- Fixed mindset

# Rate and Level ...Differentiation

- Instructional Level is not static – pre-assessment, progress monitoring.
- Instruction Pace is not static – progress monitoring, flexible grouping.
- Specifically designed instruction for TAG ELL Students might be:
  - **Higher Order Thinking Skills**
  - **Depth of Knowledge**
  - **Flexible Grouping for Language Acquisition**
  - **Cluster Grouping for Ability and/or Interest**
  - **Multiple Opportunities for Expression – written, verbal, demonstrations, creative projects**
  - **Options to demonstrate her/his own learning**

# Resources

- <http://search.proquest.com/openview/8b2a638eb3669dcf454c466b8f73999f/1?pq-origsite=gscholar>
- <http://cityroom.blogs.nytimes.com/2011/06/21/more-preschoolers-test-as-gifted-even-as-diversity-imbalance-persists/?ref=giftedstudents&r=1>
- [http://www.creativitypost.com/education/new\\_york\\_city\\_gets\\_it\\_wrong\\_a\\_gain](http://www.creativitypost.com/education/new_york_city_gets_it_wrong_a_gain)
- [http://www.idra.org/IDRA Newsletter/June July 1998 Gifted and Talented Students Celebrating 25 Years 1973 - 1998/Insights into Gifted and Talented English Language Learners/](http://www.idra.org/IDRA_Newsletter/June_July_1998_Gifted_and_Talented_Students_Celebrating_25_Years_1973_-_1998/Insights_into_Gifted_and_Talented_English_Language_Learners/)
- <http://sengifted.org/archives/articles/el-desarrollo-en-el-nino-superdotado>
- <http://www.hoagiesgifted.org/eric/faq/gt-esl.html>
- <http://sengifted.org/archives/articles/overexcitability-and-the-gifted>
- <http://www.nagc.org/>

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