



Report

FROM
NATIONAL
CENTER
FOR
RESEARCH
ON
GIFTED
EDUCATION

Del Siegle, NCRGE Director
www.ncrge.uconn.edu

The National Center for Research on Gifted Education (NCRGE – <http://ncrge.uconn.edu>) is funded by the Institute of Education Sciences, U.S. Department of Education PR/Award # R305C140018

the **PROBLEM**

For more than a quarter century, the field of gifted education has wrestled with two separate, but related issues:

- 1) a widespread failure to identify and serve underrepresented populations and**
- 2) limited data documenting “what works” in gifted education.**



the **GOAL**

...to increase our understanding of

1. Identification policies and procedures
2. Instructional approaches
3. Program curricula and content
4. Predictors of success

the **PLAN**

Year 1

- Analyze State District Gifted Education Plans
- Survey All Districts and Schools about Gifted Identification and Service Policies and Practices in Three States
- Analyze 3rd, 4th, and 5th Grade Student Reading and Mathematics Achievement for Current 8th Grade Students
- Identify Schools that Successfully Include and Serve Underrepresented Populations with Gifted Services

Year 2 & 3

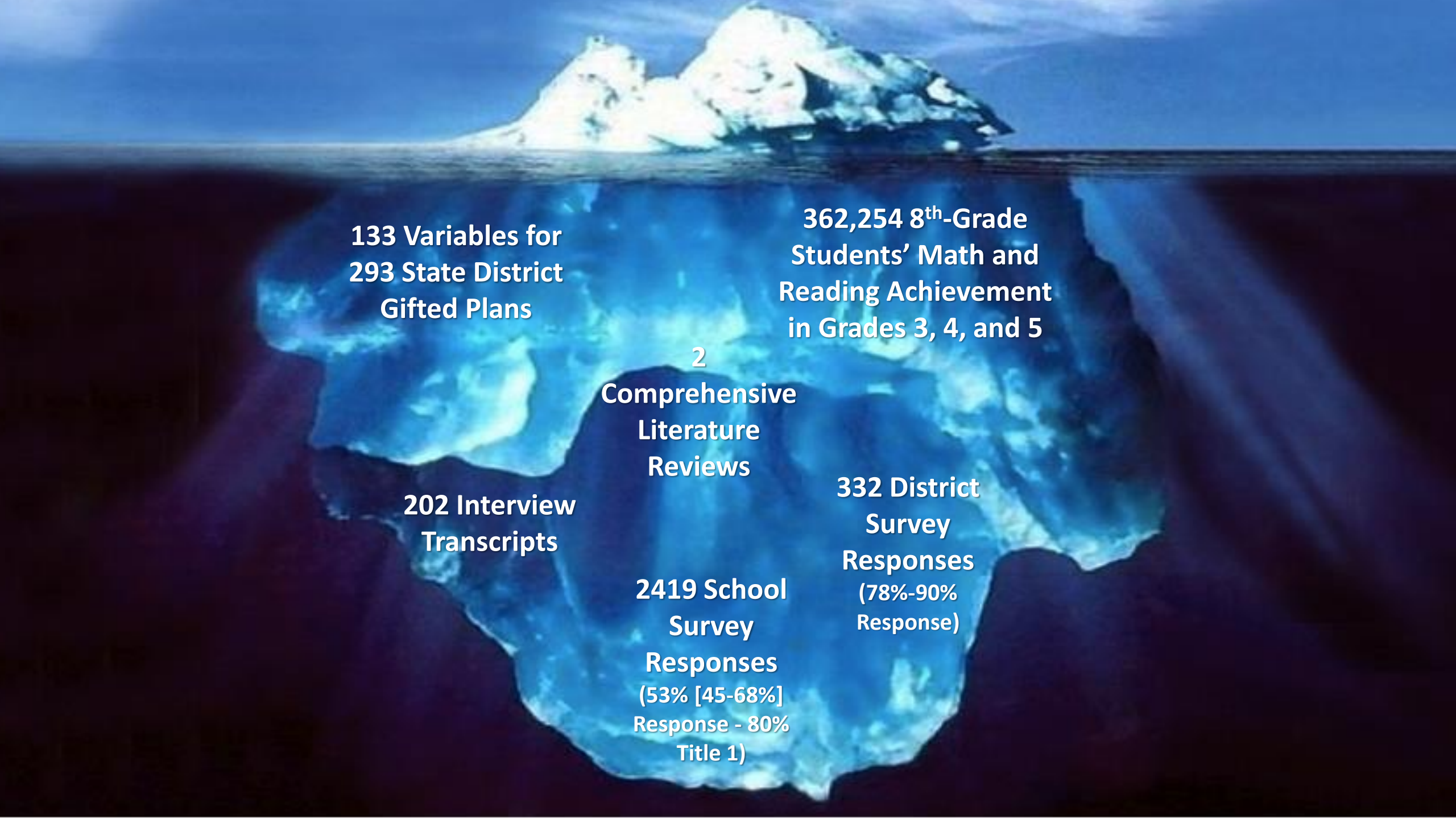
- Conduct Case Studies of 24 Schools and 9 Districts to Determine Which Practices and Services are Most Effective

Years 4-5

- Develop a “What Works Clearinghouse” Quality Study Based on Findings from Year 1-3

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**133 Variables for
293 State District
Gifted Plans**

**362,254 8th-Grade
Students' Math and
Reading Achievement
in Grades 3, 4, and 5**

2

**Comprehensive
Literature
Reviews**

**202 Interview
Transcripts**

**332 District
Survey
Responses
(78%-90%
Response)**

**2419 School
Survey
Responses
(53% [45-68%]
Response - 80%
Title 1)**

Article

Barriers to Underserved Students' Participation in Gifted Programs and Possible Solutions

Journal for the Education of the Gifted
2016, Vol. 39(2) 103–131
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Abstract
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Keywords
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Gifted and tai
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Effective Practices for Identifying and Serving English Gifted Education: A Review of the Literature

Search this site...

<http://ncrge.uconn.edu>

Our Mission

Policymakers, educators, and parents want assurance that the nation's gifted and talented students receive instruction that is sufficiently challenging and that will allow these students to reach their full potential.

Recent studies of gifted and talented programs indicate that the extent and quality of services available to gifted students varies from state to state, district to district, and even from school to school within school districts. Overall, the field knows little about how gifted and talented programs are implemented in schools, how long students participate and at what level of intensity, and whether these programs are effective in improving students' academic outcomes. In addition, students of particular racial and ethnic backgrounds (i.e., African American, Hispanic or Latino, and Native American), students from lower income families, and students from small-town or rural communities are disproportionately underrepresented in gifted and talented programs. These students are less likely to be identified as gifted and talented in early elementary school, and those who are identified are less likely to have access to or persist in programs or activities.

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identification

First identify in...

Kind. - .9%

1st - 2.8%

2nd - 27.8%

3rd - 53.6%

4th - 12.0%

5th - 1.6%

None of the above -
1.3%

19.3% Use Universal Screening

Group Cognitive - 77.7%

Non-verbal - 37.5%

Achievement - 22.3%

Teacher Rating Scale - 11.7%

Identified in what..

Global - 41%

Reading/LA - 69.1%

Mathematics - 66.6%

Other - 44.2%

33% Use Matrix

59.8% Have Specific Cut Score

46% Modify the Identification for
Underserved
Populations

33.9% Native Lang.

50.3% Non-Verbal Test

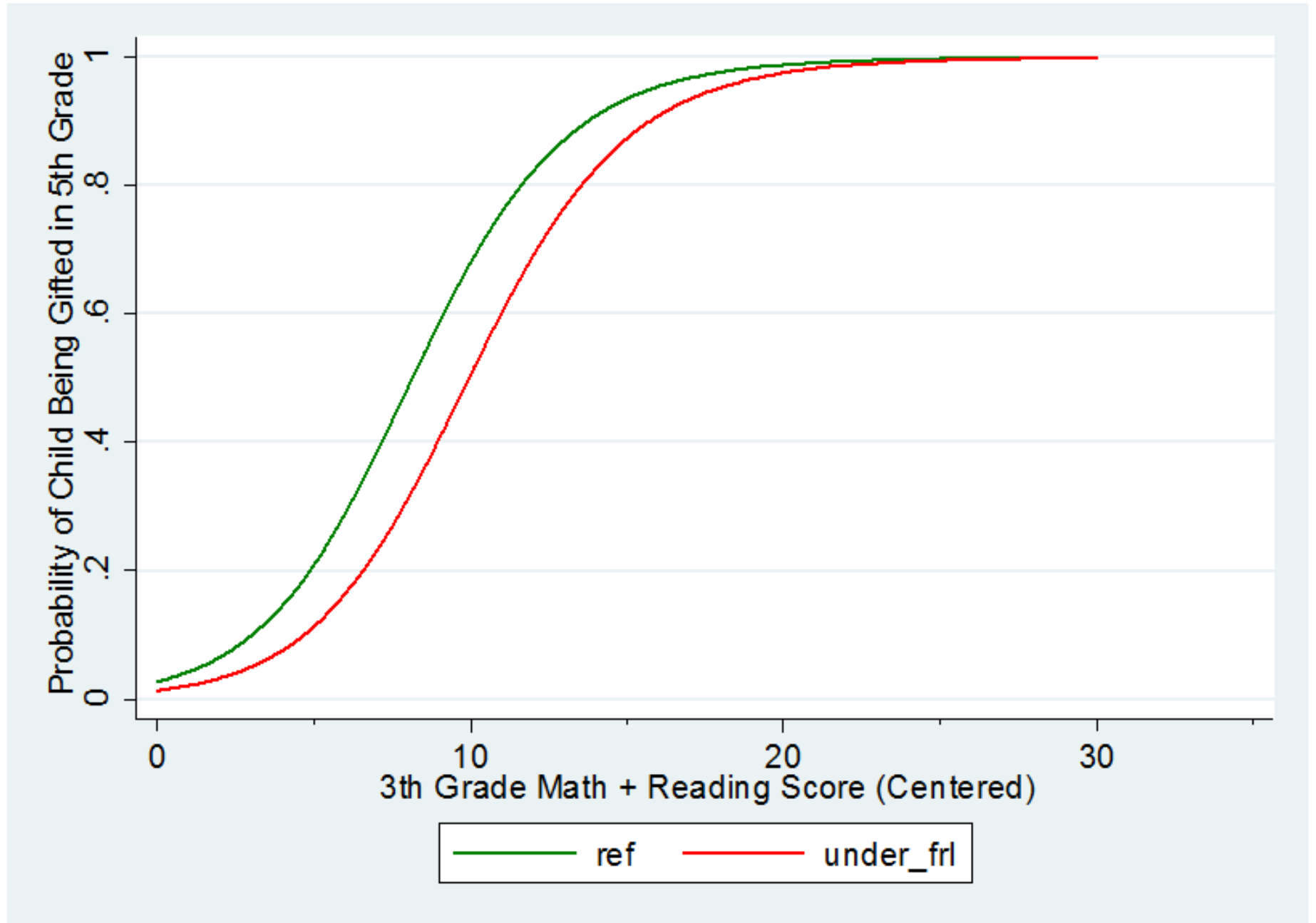
62% More Flexible Score

23.9% Different Weighting of Criteria

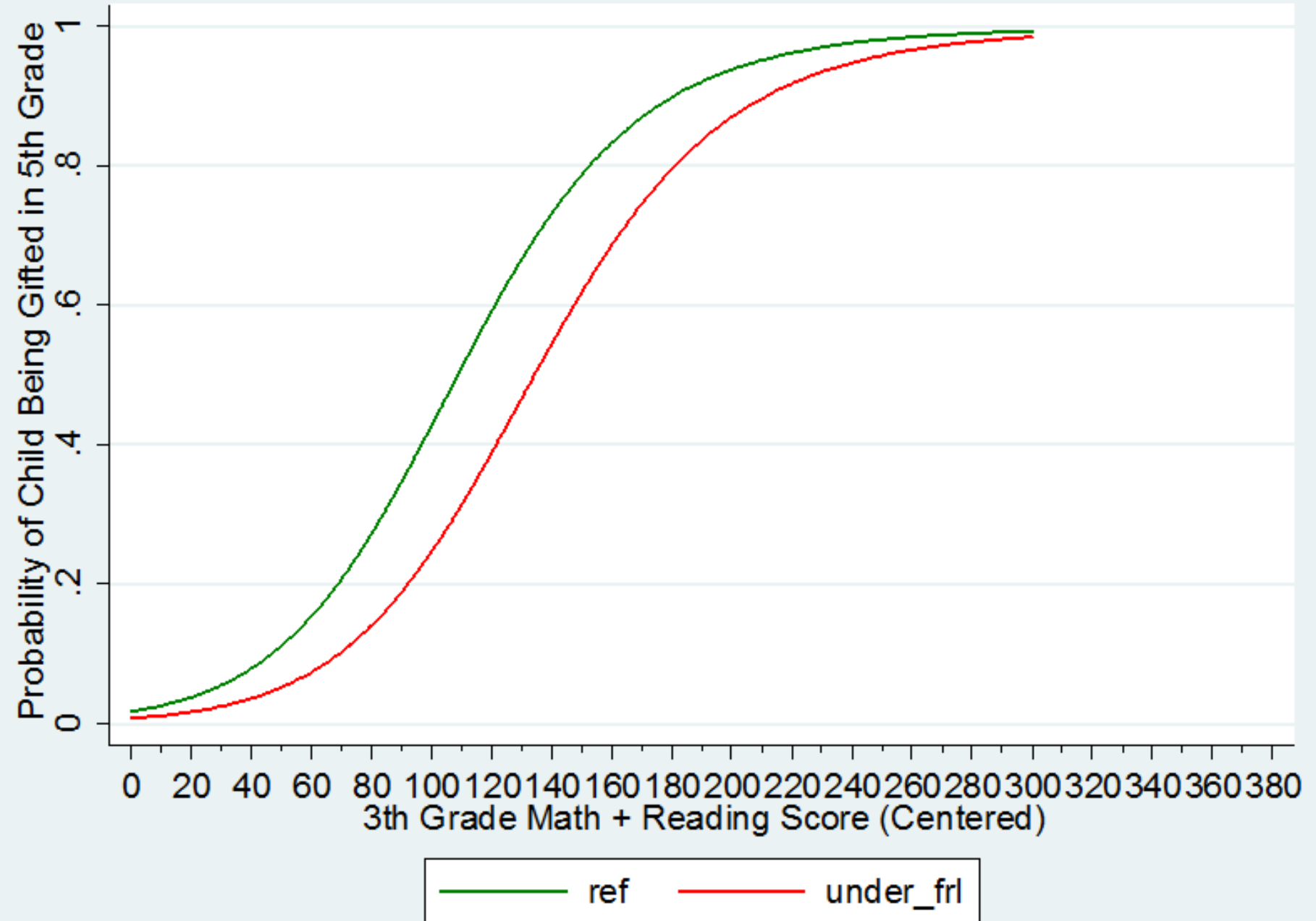
49.4% Different Criteria or Cutoff

identification

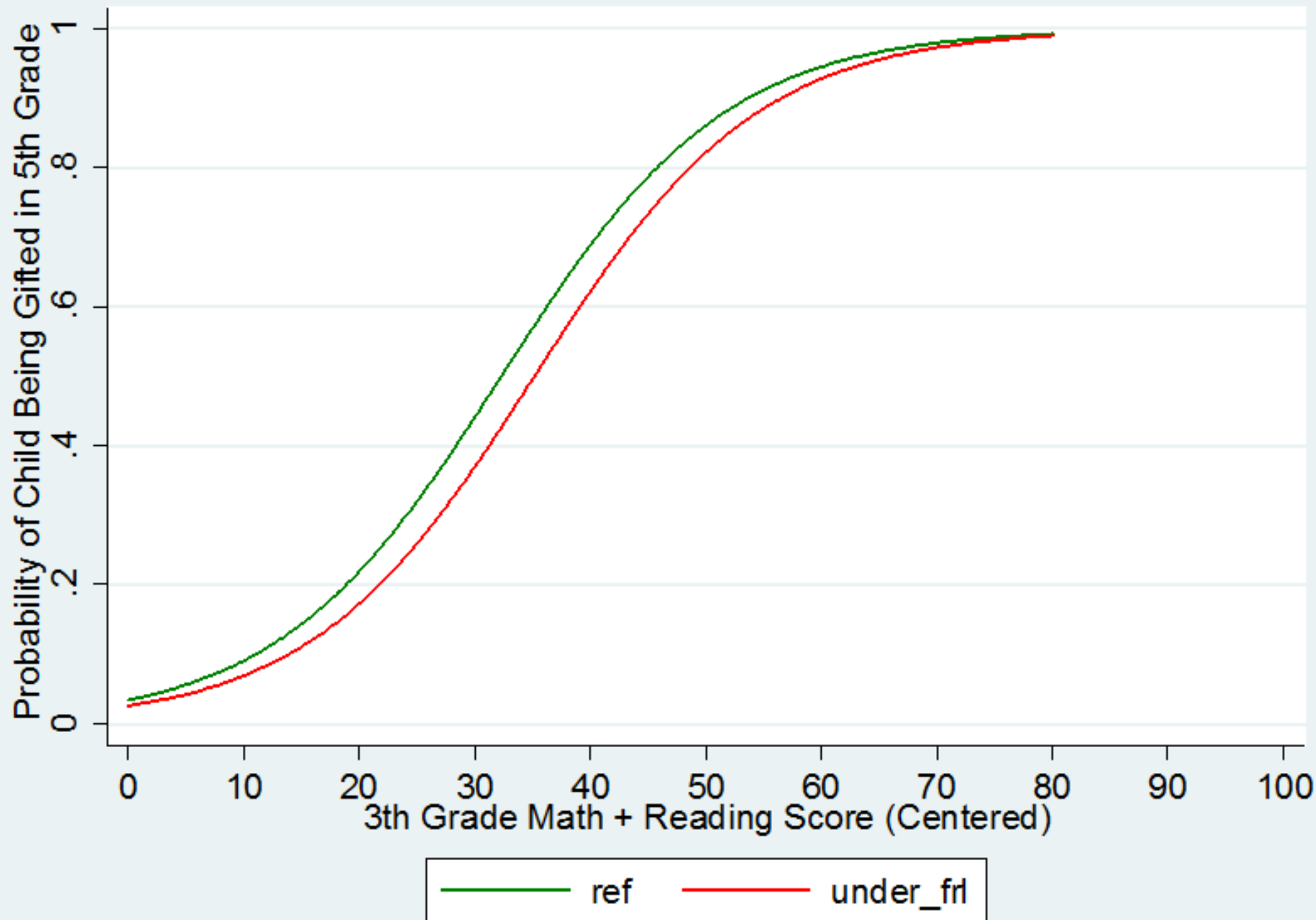
Probability of Being Identified as Gifted after Controlling for Achievement in State 1



Probability of Being Identified as Gifted after Controlling for Achievement in State 2



Probability of Being Identified as Gifted after Controlling for Achievement in State 3



What is the relationship between the % of free and reduced lunch students in a school and the % of students identified as gifted?



There is an institutional and individual relationship between poverty and the likelihood of a student being identified for gifted services. **Even when they exhibit equally high achievement, free/reduced lunch students were less likely to be identified for gifted services.** In addition, **higher poverty schools tend to have lower proportions of gifted students.**

The implications of our research are clear: **between school inequities appear to contribute to the under-identification of students of poverty as gifted.** High potential students of poverty are less likely to be recognized and served in programs for the gifted. **Such inequities have the potential to increase, rather than decrease social inequities.** Gifted education is certainly not the root of our social inequities. However, at present, it appears that gifted programs may be perpetuating societal inequities rather than helping to eliminate them.

Hamilton, R., McCoach, D. B., Tutwiler, M. S., Siegle, D., Gubbins, E. J., Callahan, C. M., Brodersen, A., & Mun, R. U. (in press). Disentangling the roles of institutional and individual poverty in the identification of gifted students. *Gifted Child Quarterly*.

services

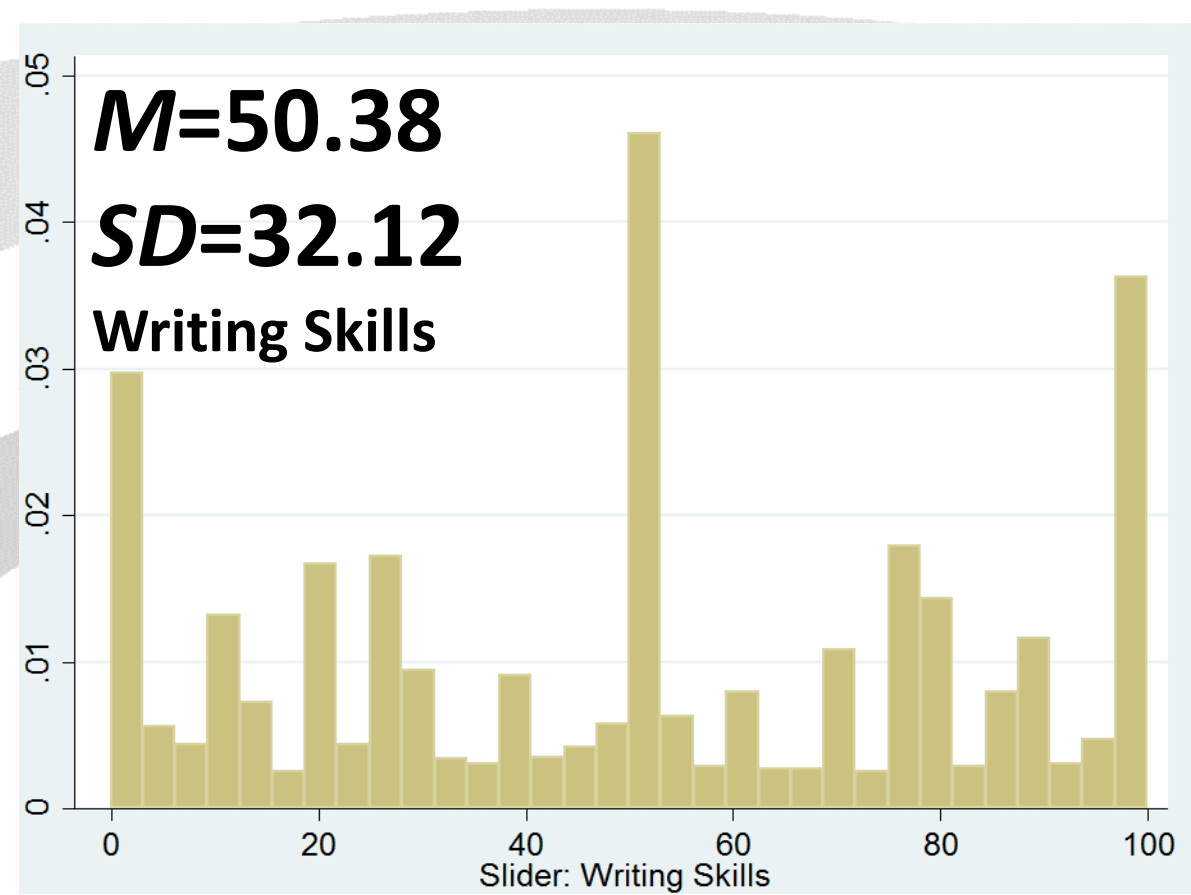
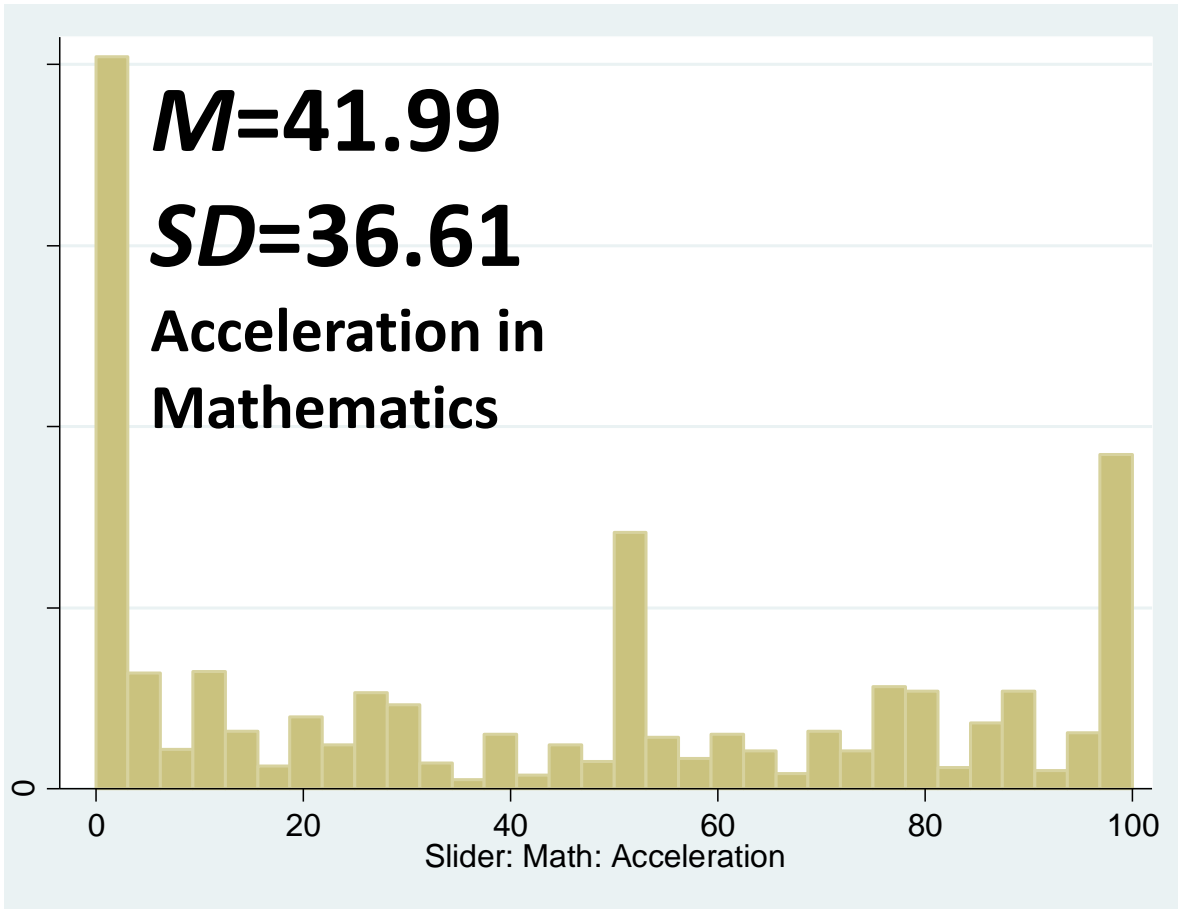
- 29.2% of schools do not accelerate
- 34.8% of schools subject accelerate
- 26.1% of schools whole grade accelerate

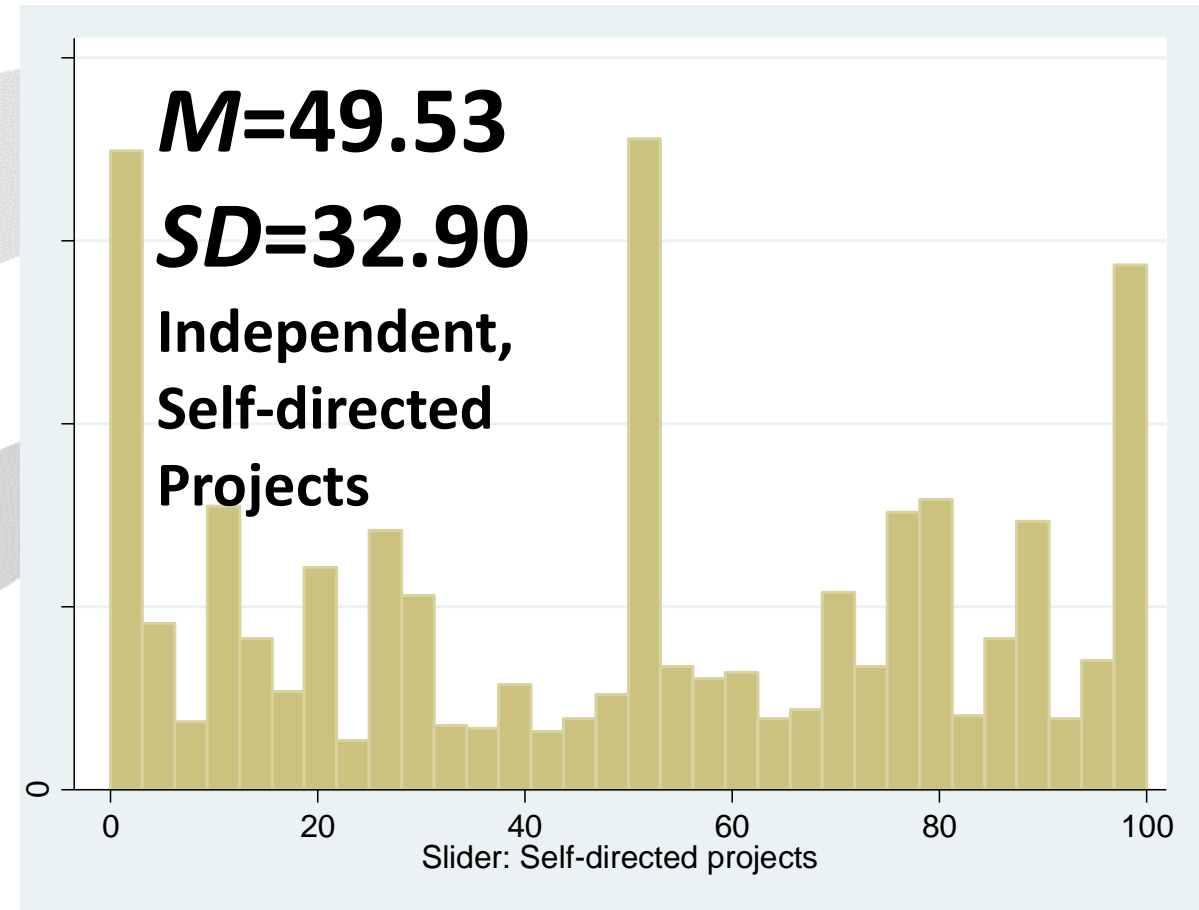
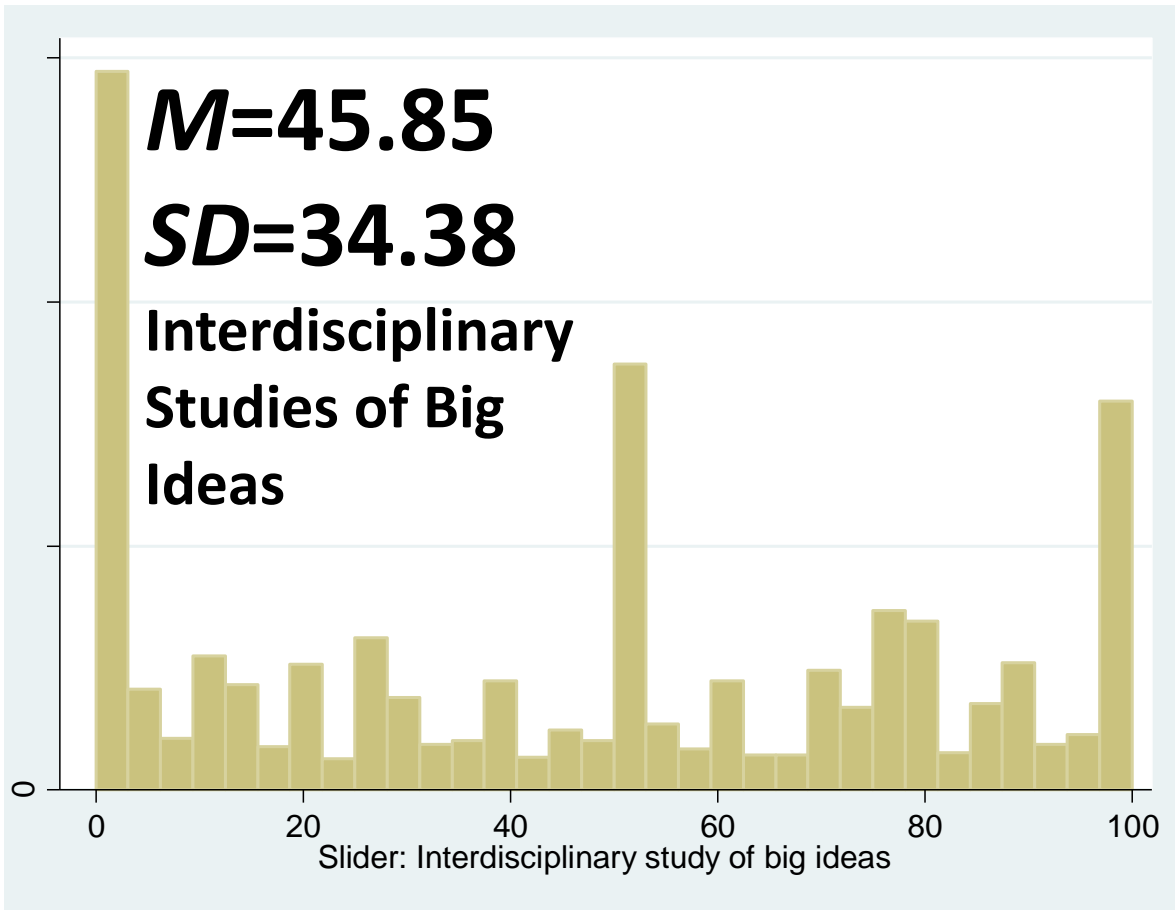
- 73.4% of schools use pullout
- 53.6% of schools use cluster grouping
- 44.7% of schools use homogenous grouping
- 32.9% of schools use push-in

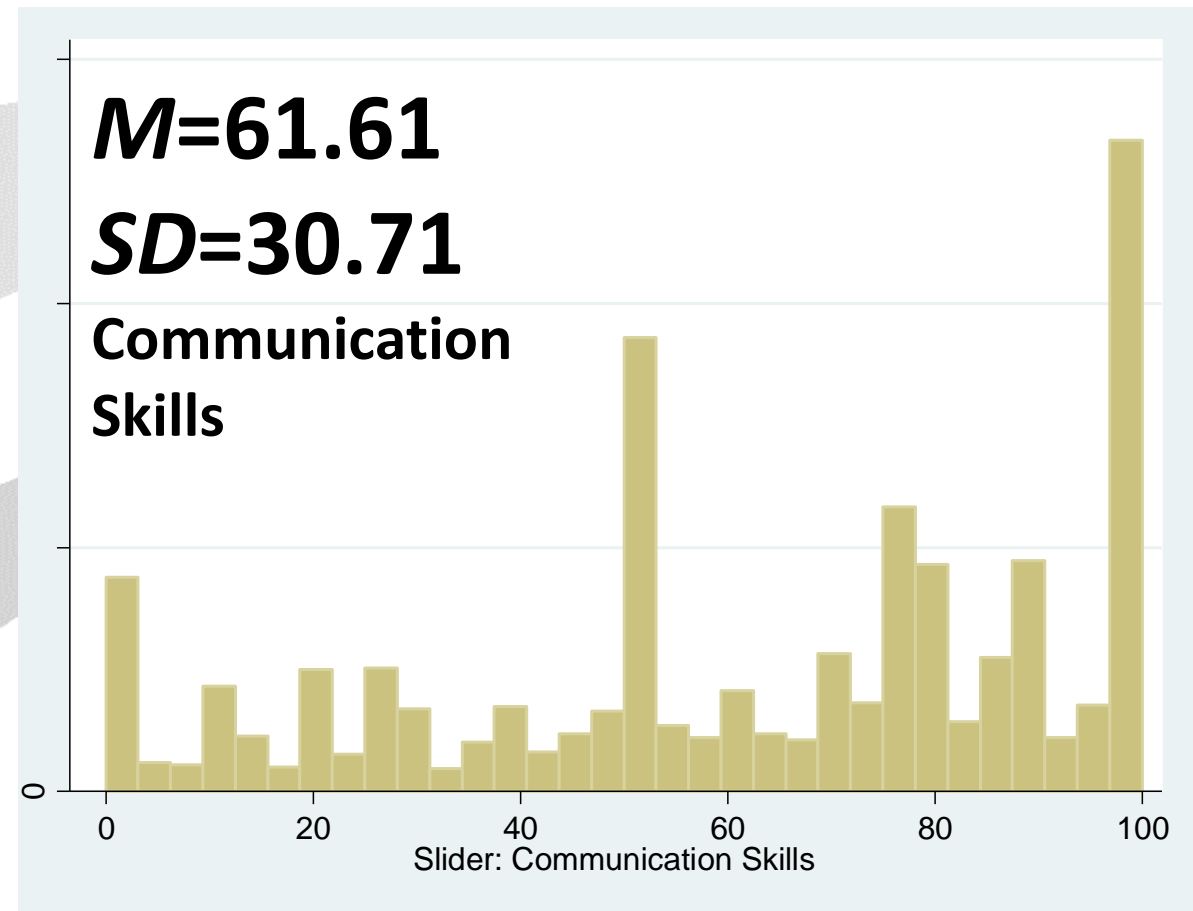
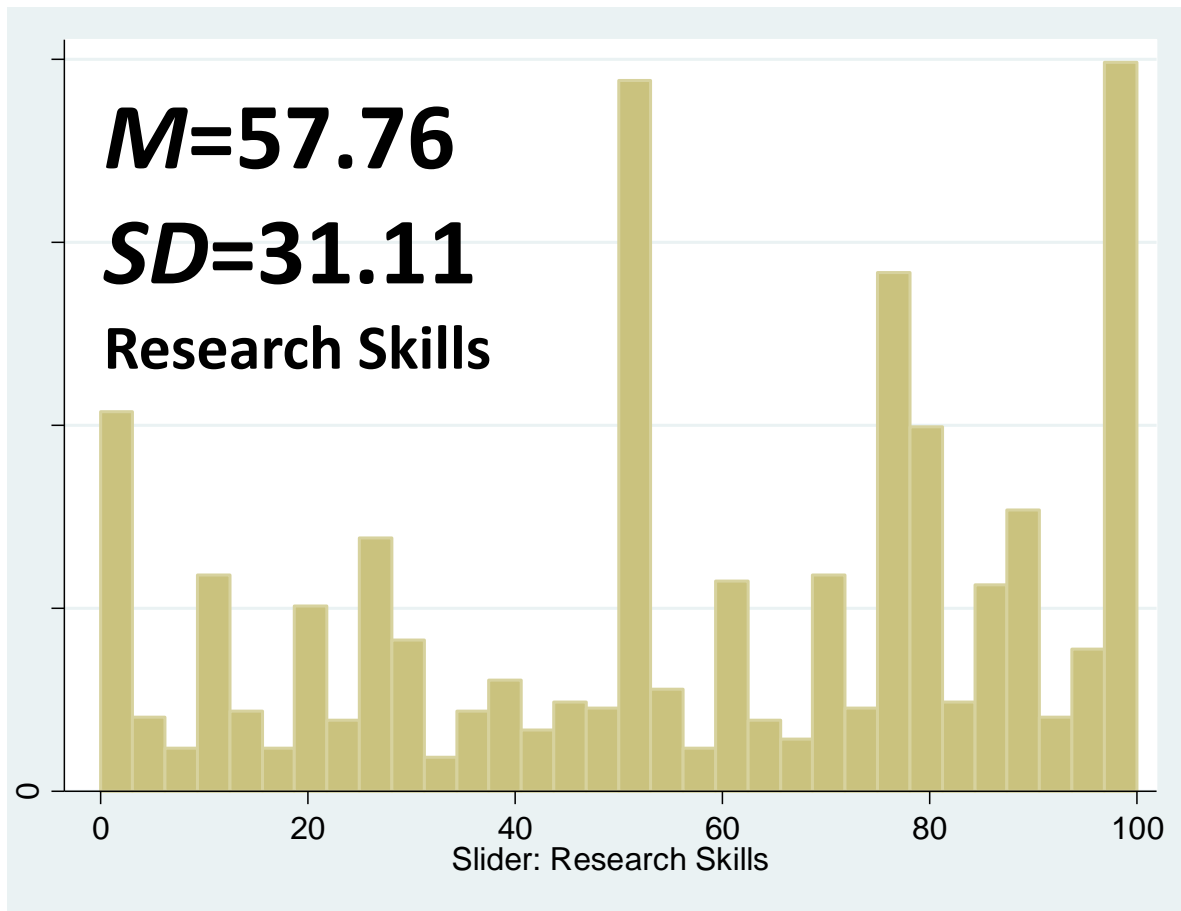
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- 28.9% schools offer gifted reading/LA but 28.7% of them don't have specific reading/LA curriculum
- 28.4% schools offer gifted mathematics but 24.2% of them don't have specific gifted math curriculum
- 93.7% of districts do not have a designated math curriculum for gifted
- 90.2% of districts do not have a designated reading/LA curriculum for gifted

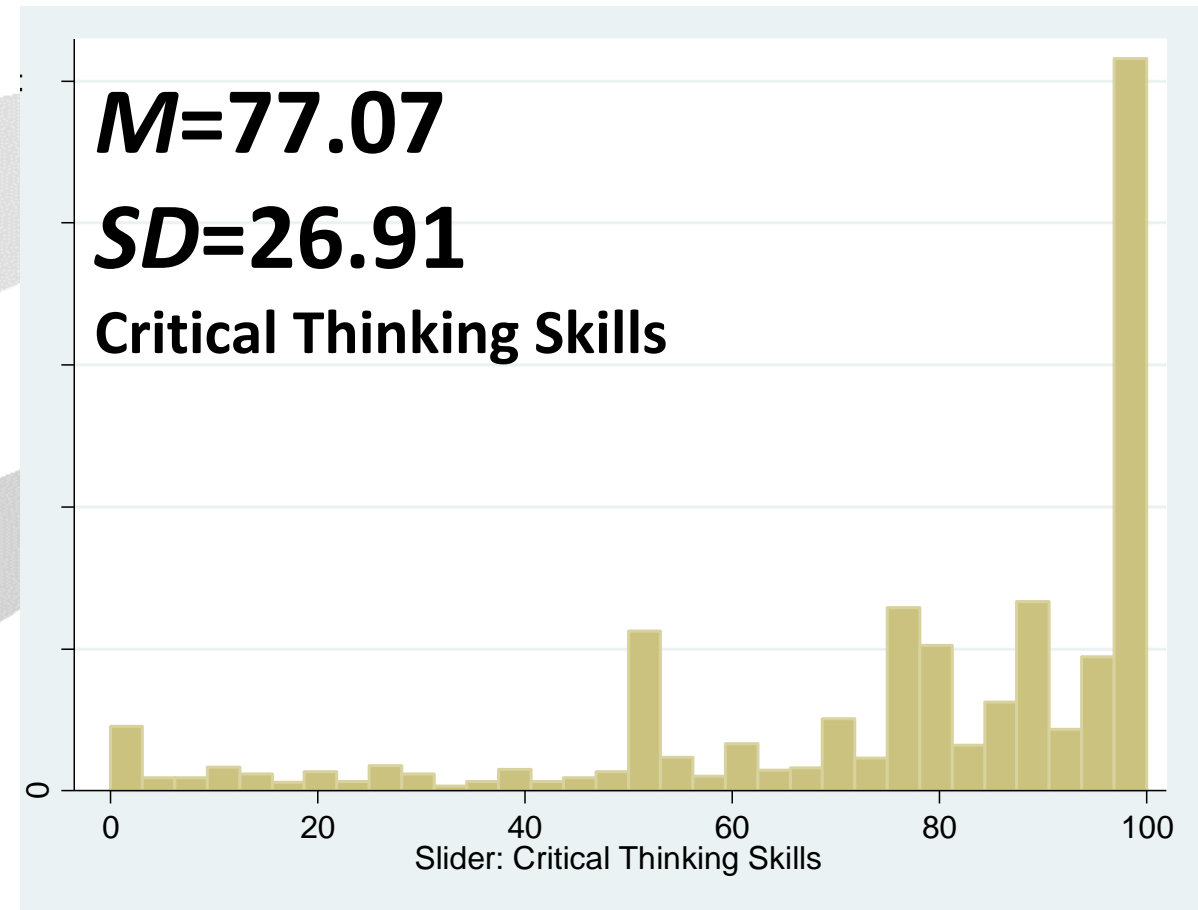
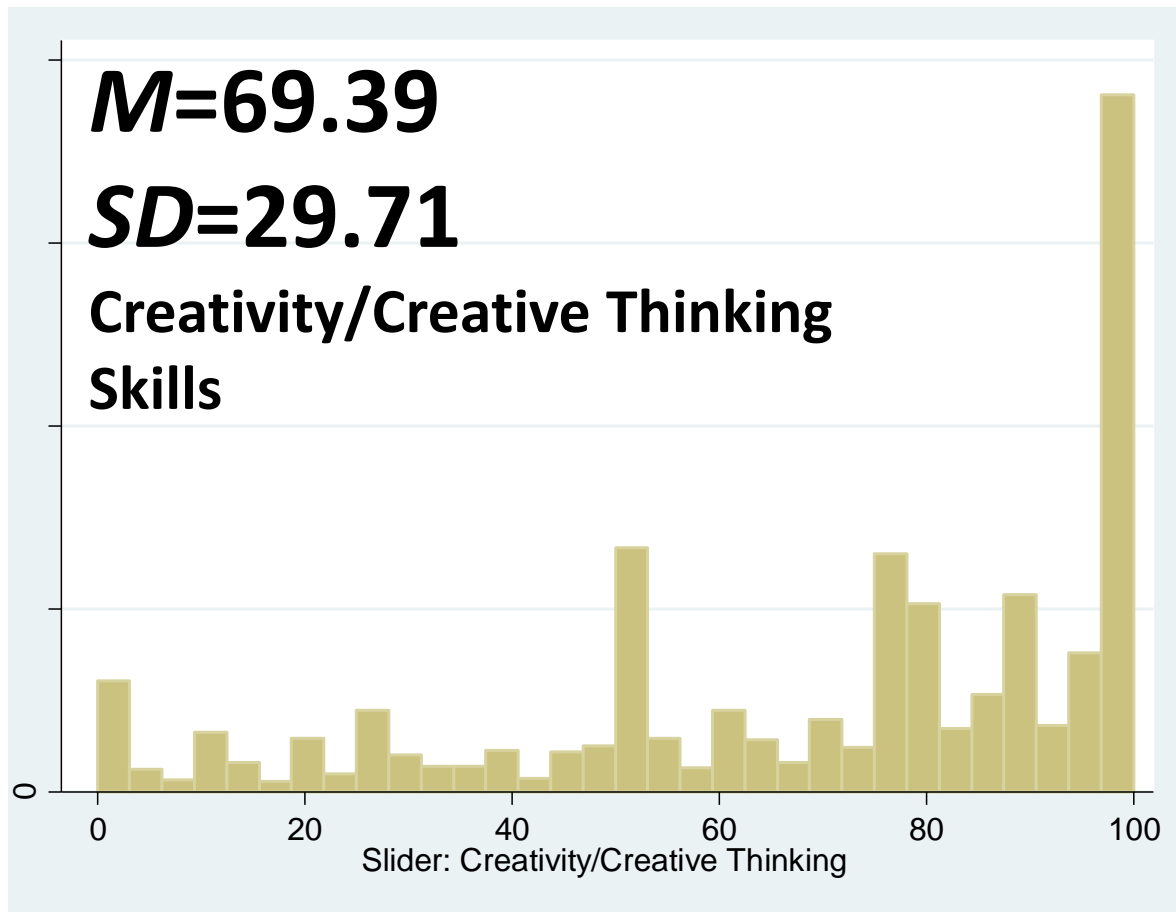
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Schools Have Options

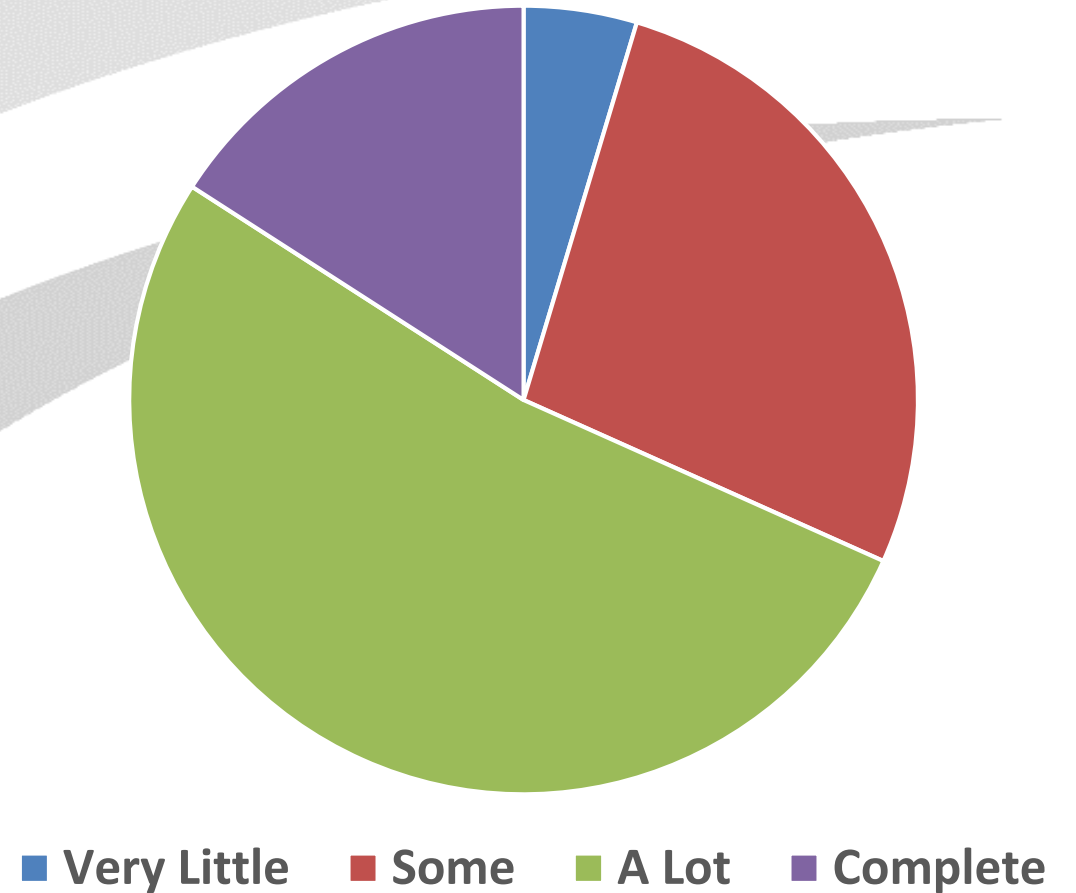
**How much autonomy do
your school's teachers
of the gifted have in
choosing the content to
deliver?**

Very Little – 4.6%

Some – 26.8%

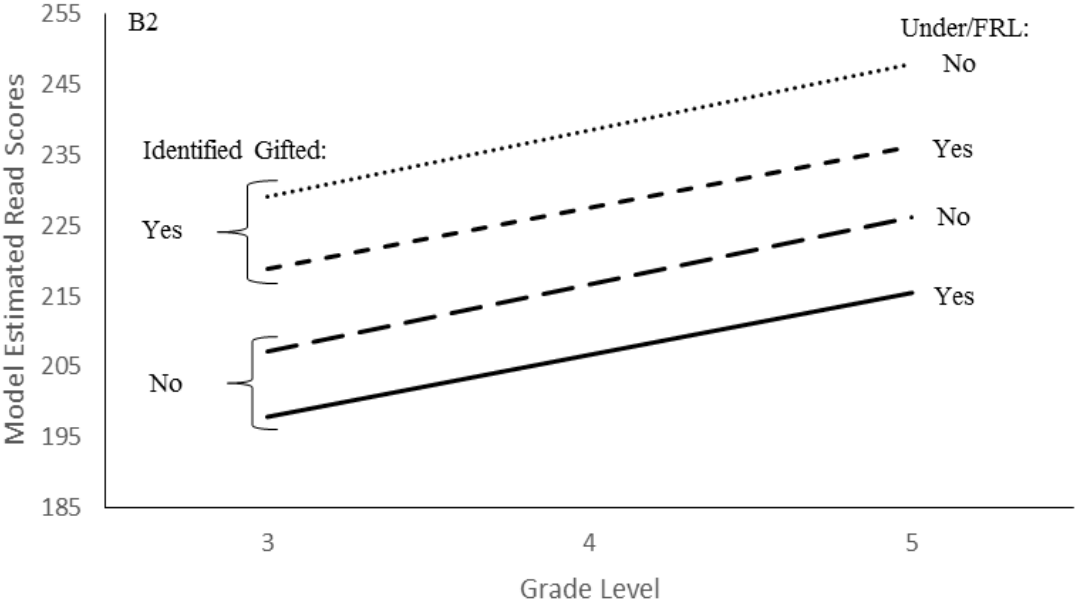
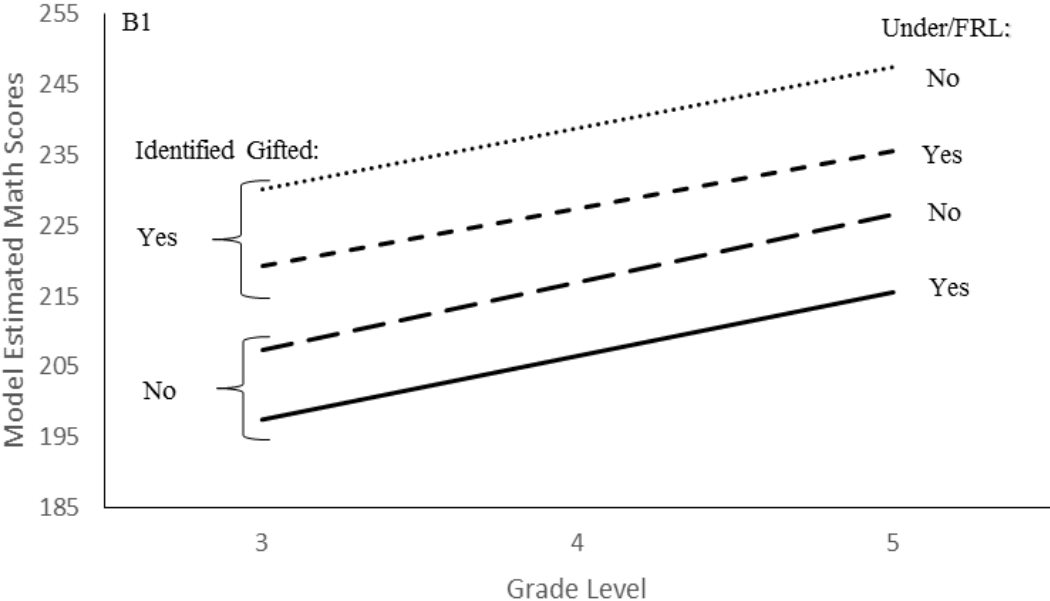
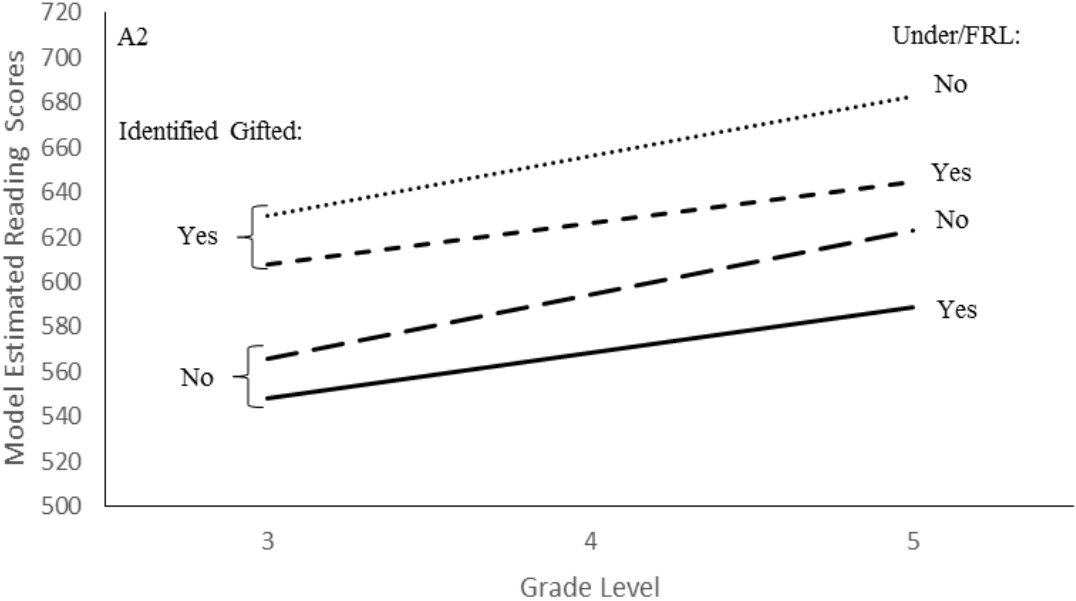
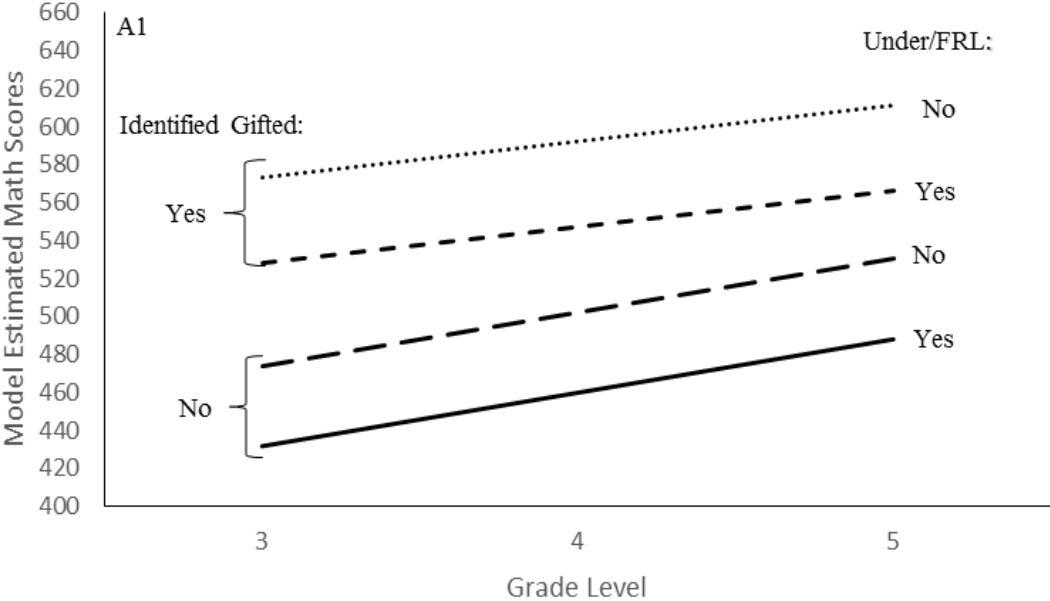
A Lot – 51.9%

Complete 15.8%



growth

Prototypical students by gifted and historically under-represented minority/free and reduced priced lunch status (Under/FRL), controlling for gender and English language status in State 1 (panels A1&A2) and State 2 (panels B1&B2).





An update on

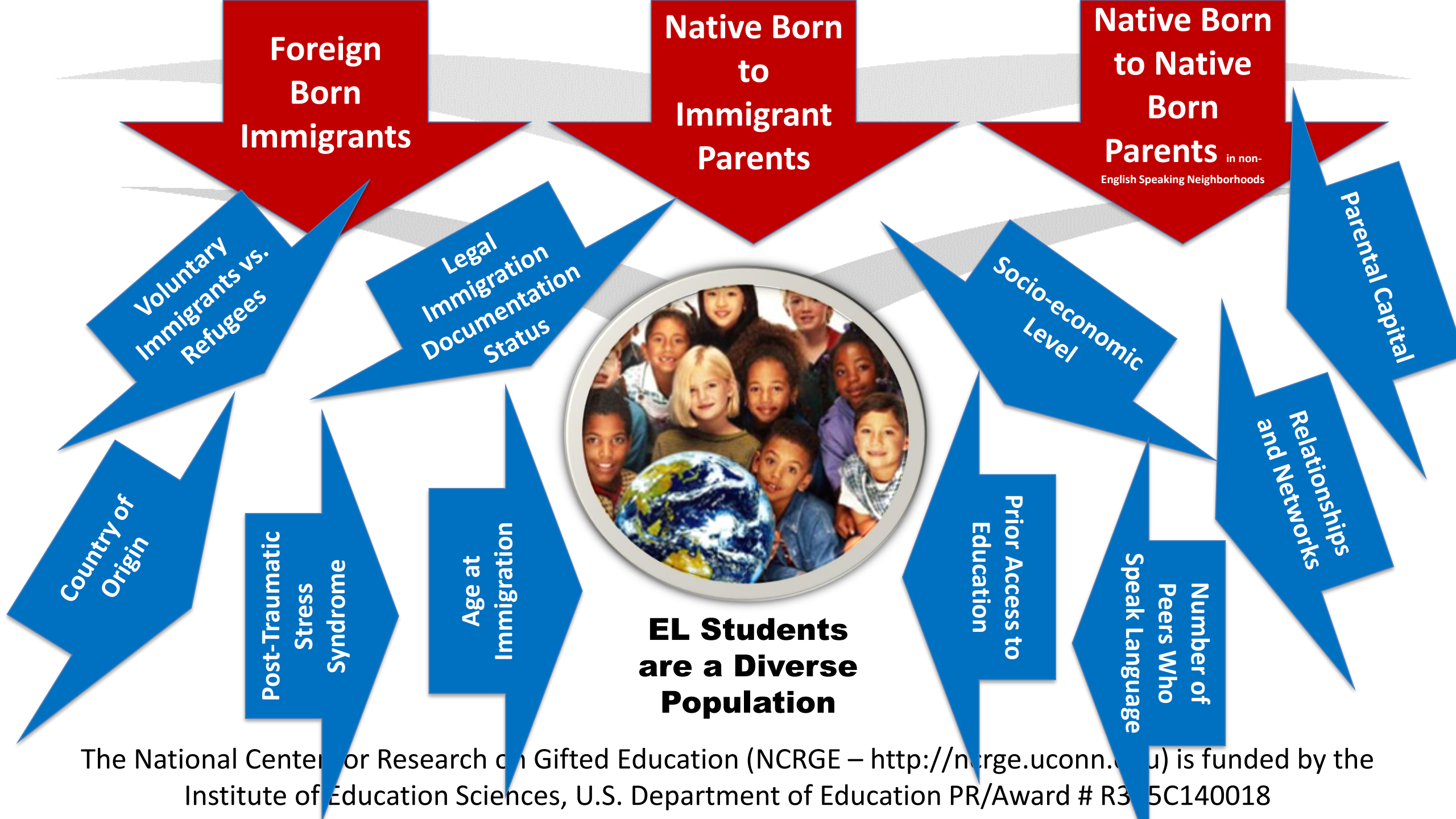
in GIFTED Education

*What Do Current Research and Practice Tell Us About
How to Educate Gifted and Talented English Learners?*

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- **Fastest growing population of learners** (NCES, 2013)
- **From 1990 to 2005 foreign born populations doubled to 35.2 million** (Rong & Preissle, 2009)
- **Since 1990, 47% increase in age 5+ U.S. residents who speak language other than English at home**
(Rong & Preissle, 2009)
- **Biggest Increase Asian and Latin American** (Grieco et al., 2012)
- **Over 350 different languages** (American Community Survey, 2015)
- **23% living in poverty compared to 13.5%** (Camarota, 2012)
- **Representation in gifted programs lags behind traditional populations, as well as other underserved populations** (Matthews, 2014)

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Threshold Theory

**3-5 Years
to Develop
Oral
English
Proficiency**

In bilingual education, students are taught in both their native language and English to help them master curriculum content while developing their English proficiency.

**4-7 Years to
Develop
Academic
English
Proficiency**

(Hakuta, Butler, & Whitt, 2000)

Teachers Value...

**Verbal Skills, Social Skills,
Achievement, and Work Ethic** (Peterson
& Margolin, 1997)

**Behavior Skills Are NOT Necessarily
Related to Academic Giftedness. 24%**
of Items on Rating Scale Bias:

**Assertive, Initiating activities, Asking
questions, Contributing in class** (A. Brice
& R. Brice, 2004)

**Project U-STARS~PLUS Found
Teachers Might Have Overlooked 22%**
Children of Color (Coleman & Shah-Coltrane,
2011)



Universal Screening

Teachers Make Most Nominations (McBee, 2006) **and**
Deficit Thinking Biases Prevail (Ford & Whiting, 2008)

180% Increase Among All Under Represented

130% Increase for Hispanic

80% Increase for Black (Card & Giuliano, 2015)

Funds of Knowledge

(Moll, Amanti, Neff, & Gonzalez, 1992)

- **Code Switching** (Hughes, Shaunessy, Brice, Ratliff, & McHatton, 2006)
- **Translating**
- **Speed of English Language Acquisition**
- **Strengths in Leadership, Creativity, and Arts**
- **Rapid Rate of Acculturation** (Granada, 2003)

225
informants

84
transcripts

16
schools

9
districts

Ideas For Increasing Student Participation

- 1. Adopt Universal Screening Procedures**
- 2. Create Alternative Pathways to Identification**
- 3. Establish a “Web of Communication”**
- 4. View Professional Development as Lever for Change**



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Adopting Universal Screening Procedures

Recommendations

- **Eliminate nomination as a gatekeeping step and use universal screening.** Nomination procedures vary by their level of specificity, as informal and formal procedures are practiced.
- Adopt a policy of universal screening as the initial step in the process. There is significant variation in universal screening instruments and methods employed for interpreting scores; therefore, we recommend **nomination as an alternative pathway after universal screening**, particularly for ELs and other traditionally underserved groups.
- **Provide periodic opportunities to assess English language acquisition** (e.g., Comprehensive English Language Learning Assessment [CELLA]; ACCESS) and monitor the rate of mastering reading, writing, listening, and speaking English.
- **Consider administering completely nonverbal ability assessments** (e.g., Naglieri Nonverbal Ability Test [NNAT], Raven's Progressive Matrices, Comprehensive Test of Nonverbal Intelligence [CTONI], Universal Nonverbal Intelligence Test [UNIT]).
- **Maintain a list of bilingual school psychologists** on file who are available to administer assessments in various languages at the school during normal school hours.

Creating Alternative Pathways to Identification

Recommendations

- **Use native language ability and achievement assessments** as indicators of potential giftedness, when available. Ability tests are available in Spanish, with the Bateria III Woodcock Muñoz, WISC Wechsler Intelligence Scale for Children Spanish. Achievement tests are also offered in Spanish (common examples are Aprenda and Logramos). Typically, standardized, norm-referenced tests are limited to Spanish only.
- **Develop a pre-identification program that provides students with an opportunity to fully develop their potential prior to screening.** Students enter school with varying levels of informal and formal educational experiences. If giftedness is viewed as latent, emergent, and manifest (Gubbins, 2005), learning opportunities can be developed to support the development of essential background knowledge and academic skills for students to be recognized as gifted.
- **Create a “talent pool” or “watch list” of students who exhibit high potential** but are not yet in gifted programs. Observations, daily interactions between teachers and students, informal assessments, and formal assessments provide multiple opportunities to gauge **students’ learning progress.**
- **View screening, nomination, and identification as a continual process,** rather than a yearly event. Talent development is an educational and developmental process supported by engaging and challenging learning opportunities. Educators and parents need to be mindful of students’ emergent talents within and across school years.

Establishing a “Web of Communication”

Recommendations

- Develop a “web of communication” such that **all stakeholders are aware of the identification system in its entirety and are empowered to interact with one another** in all phases (i.e., screening, nomination, identification, and placement).
- Establish an **identification committee that includes representatives who have key responsibilities in various roles** (e.g., administrators, general education teachers, gifted specialists, coordinators of gifted programs, EL teachers, bilingual personnel, school psychologists, or other assessment personnel) and departments.
- Focus on the development and implementation of **intentional outreach to the school community, particularly parents**. This should utilize multiple pathways in languages appropriate to the population, such as clearly written program information (without educational jargon) available via the school or district website, video segments posted to school websites and made shareable via social media, information and community-building nights held at the school or in conjunction with community groups, and regularly distributed newsletters.

Viewing Professional Development as Lever for Change

Recommendations

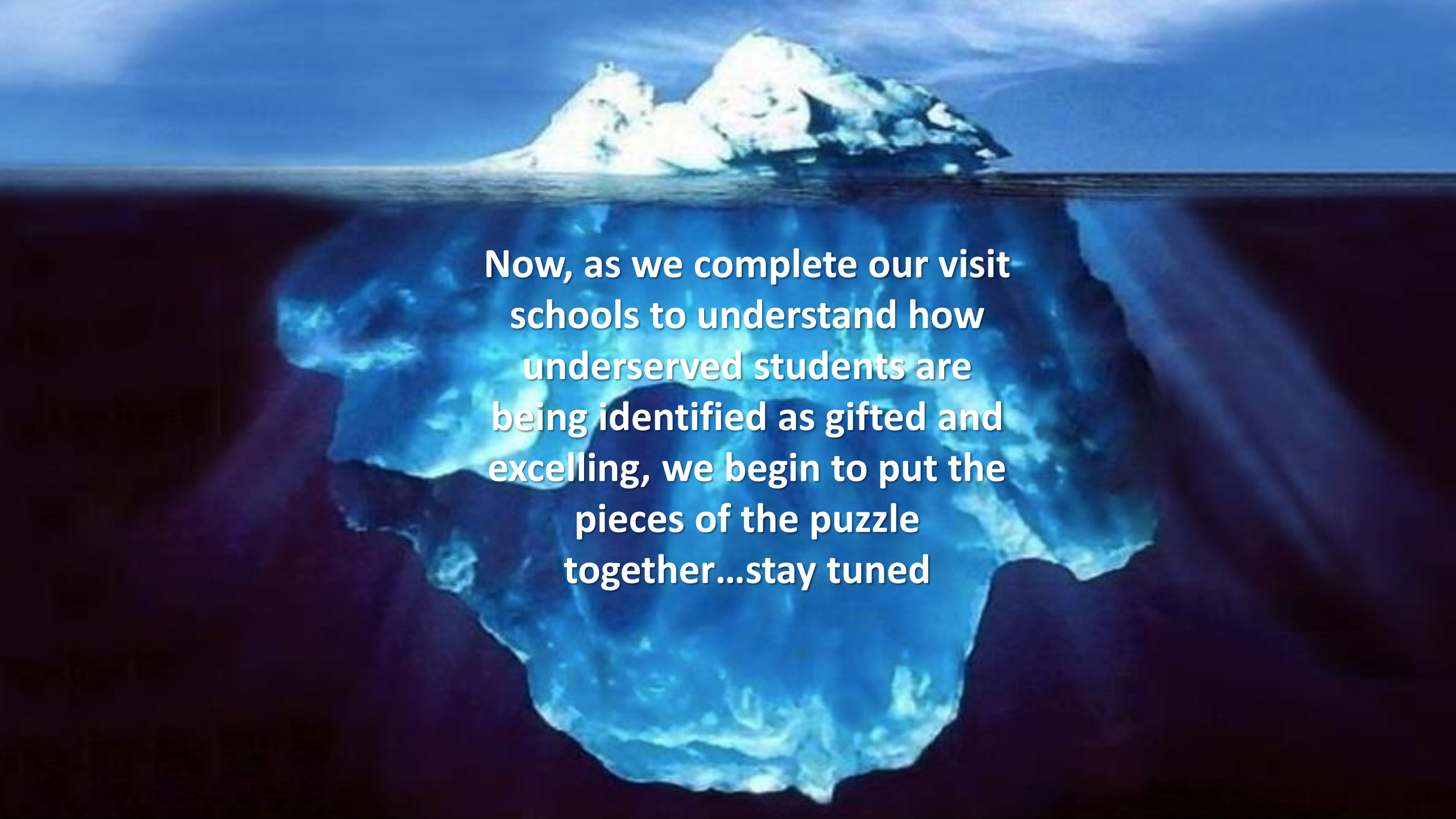
- Create and enhance **professional development opportunities such that classroom teachers and other school personnel are aware of effective practices for recognizing and developing talent across student groups of the historic underrepresentation** of ELs and other groups in gifted education programs (United States Department of Education Office for Civil Rights, 2014), and of gifted education policies in a given district or school that can be used to support equitable representation.
- Develop a **systematic approach to analyzing district and school demographics** (e.g., race/ethnicity, free and reduced-price lunch status, ELs) and the status of students identified/not identified for gifted programs, along with goals for reaching and sustaining equitable representation (McCoach, Siegle, Callahan, Gubbins, & Hamilton, 2016).
- **Continue concerted efforts to diversify teaching staff** so that the adult community of a school reflects the student population and includes members who are bilingual, as they can assume proactive roles in advocating for ELs during the screening, nomination, identification, and placement procedures.
- **Promote collaboration within and across specializations/departments** (e.g., general education, ESL, and special education) regarding identification processes. Educators can offer their perspectives on the gifts and talents of EL students in various educational environments.
- Develop an action plan that supports policies and practices to promote English language acquisition (i.e., reading, writing, listening, and speaking skills) in the students' native language and English. This process would involve **changes in policies and practices to support bi-literacy**.



Best practices involve a fair and equitable nomination process.

This requires a paradigm shift where the focus changes from identifying and remediating weaknesses to identifying strengths and giftedness through multiple lenses (Esquierdo & Arreguin-Anderson, 2012).

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An iceberg floating in a dark blue ocean under a cloudy sky. The visible tip of the iceberg is small and jagged, while the submerged part is much larger and more complex in shape. The text is overlaid on the submerged portion of the iceberg.

**Now, as we complete our visit
schools to understand how
underserved students are
being identified as gifted and
excelling, we begin to put the
pieces of the puzzle
together...stay tuned**

UConn

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