

from the NCRGE Director Del Siegle, NCRGE Director

NATIONAL CENTER FOR RESEARCH ON GIFTED EDUCATION

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## **EL Expert Panel**



Kathy
Escamilla,
Professor of
Education in the
Division of
Social, Bilingual
and Multicultural
Foundations at
the University of
Colorado –
Boulder (EL)



Sylvia Linan-Thompson, Associate Professor at The University of Texas at Austin (EL-Reading)



Nancy Robinson, Professor Emerita of Psychiatry and Behavioral Sciences at the University of Washington (G&T)



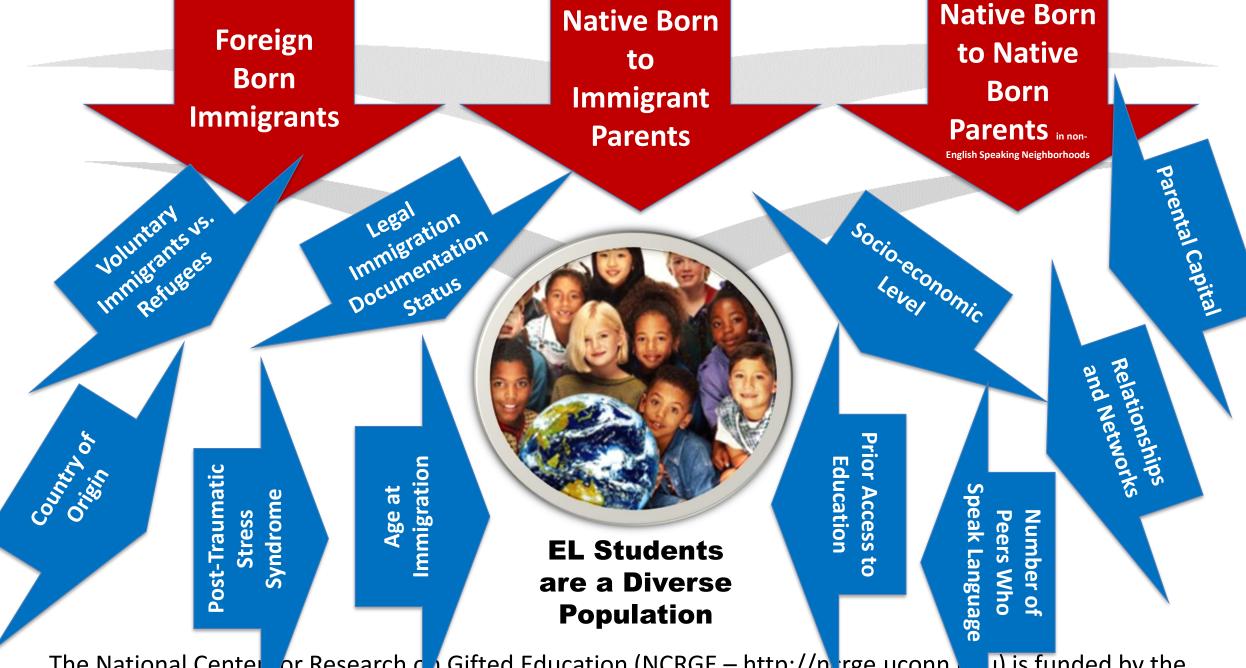
Walter
Secada,
Professor of
Teaching and
Learning and
Senior
Associate Dean
of the School of
Education at the
University of
Miami (EL-Math)



Rena Subotnik, founder of the Katz Rosen Center for Gifted Education Policy at the American Psychological Association (G&T)



- 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)



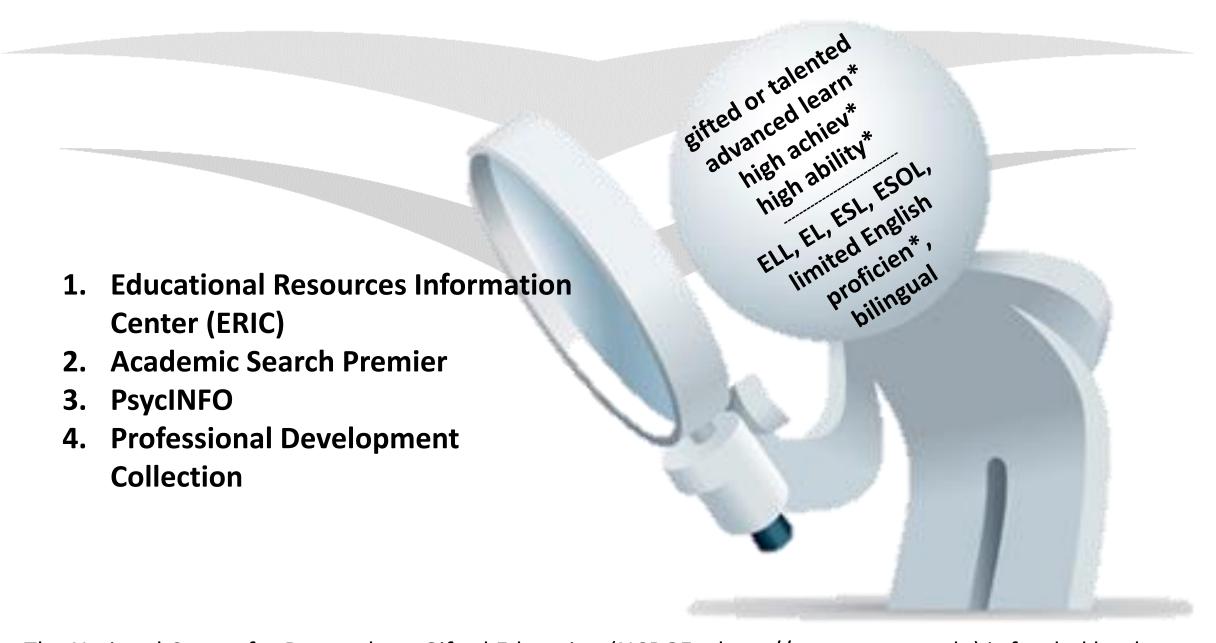
## Threshold Theory

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)



18 theoretical/descriptive 27 empirical studies 1974-2015 2000-2015 *n*=33 2010 to 2015 *n*=15

Inclusion/Exclusion Criteria	
Inclusion Criteria	Exclusion Criteria
Peer-reviewed journal articles	Non peer-reviewed articles
Unique Articles	Duplicates
Written in English	Non-English
Studies/Articles in U.S.	Non-U. S.
Related to identification or servicing of	Unrelated to identification or servicing
potentially gifted EL	of potentially gifted El
K-12 grades or corresponding age levels	Non K-12

45

All dates of publication

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Teachers Value...
Verbal Skills, Social Skills,
Achievement, and Work Ethic (Peterson & Margolin, 1997)

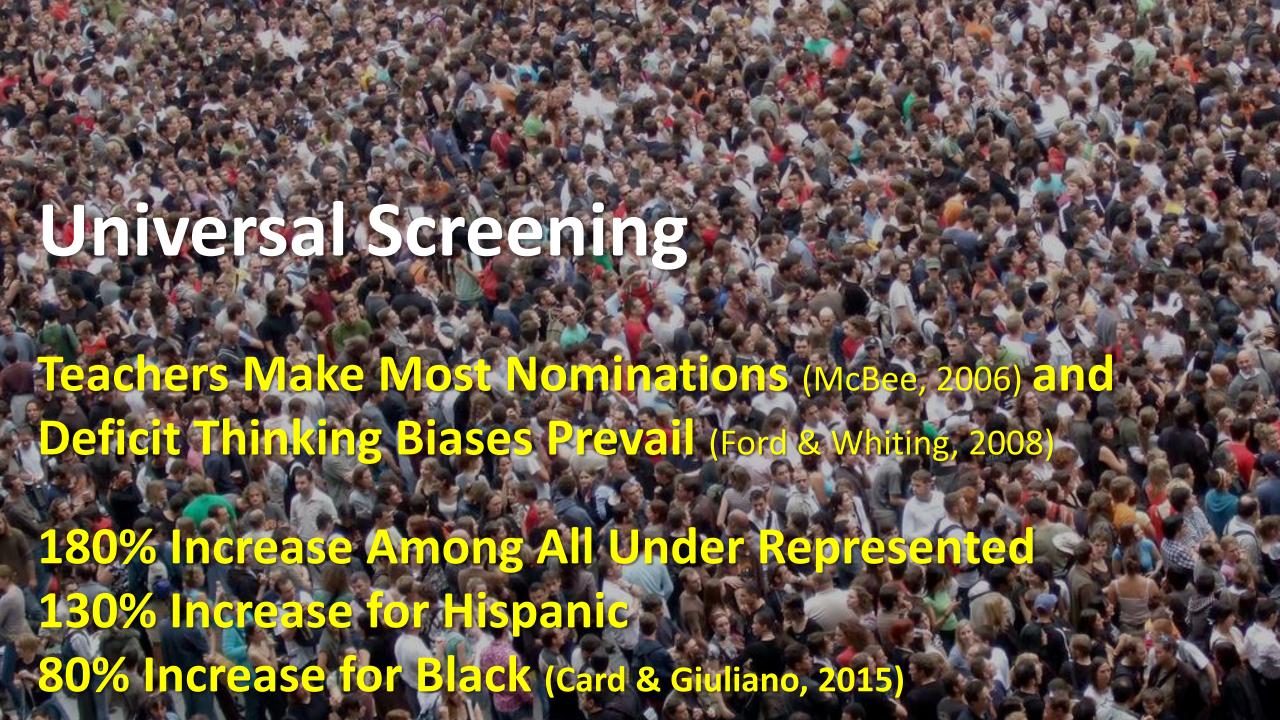
Behavior Skills Are NOT Necessarily Related to Academic Giftedness. 24% of Items on Rating Scale Bias: Assertive, Initiating activities, Asking questions, Contributing in class (A. Brice & R. Brice, 2004)

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



- 1. Teachers Recognize Above-Average Abilities Exist in All Populations (de Wet & Gubbins, 2011)
- 2. Gifted Programs Benefit from Inclusion of Linguistically Diverse Students
- 3. Teacher Beliefs are Not Static

Therefore, Districts Must Review Checklists and Observational Scales





- Raven Progressive Matrix (RPM) and Naglieri Nonverbal
   Abilities Test (NNAT) identify more EL students than traditional
   IQ tests, they also identify more students in general.
- Raven not appropriately normed in U.S.
- Naglieri has high variability across grades, especially at lower levels.
- Nonverbal tests are less accurate in predicting future academic achievement.
- EL students perform more poorly on verbal component of Cognitive Abilities Test (CogAT) relative to nonverbal test, but have comparable scores on the quantitative and figural sections of the tests.

- 1. Gifted education is only a means to an end that allows educators to understand how children learn and how to best meet their needs (Brulles, Castellano, & Laing, 2010).
- 2. Most gifted programs require strong language skills putting programs in a quandary with regard to including EL. To be successful, a system of identification and programming must work in concert.
- 3. Standardized testing may be appropriate when a certain level of English language mastery is needed to be successful in the gifted program. The alternative is to have transition programs or programs that are domain specific in mathematics or art, for example



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- Establish Preparation Programs Prior to Screening
- Consider Expanded Definitions of Gifted
- Offer Professional Development
- Use Universal Screening
- Consider Nonverbal Measures
- Use Checklist that Reflects Characteristics of Underserved Populations
- Conduct Periodic Assessments
- Assess Students Using Performance Tasks
- Understand that Multiple Criteria mean OR not AND
- Consider Excellence in Outside School Activities
- Use Native Language
- Be Aware of Stereotype Threat
- Consider Speed of Language Acquisition
- Avoid Deficit Thinking/Promote Strength-Based Thinking
- Value EL Interpreters
- Offer Culturally Relevant Curriculum
- Offer Support Systems
- Be Aware—Who Approaches Parent or Guardian

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