An update on Gifted Education

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

from the NCRGE
Del Siegle, NCRGE Director

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
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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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Foreign Born Immigrants

Native Born to Immigrant Parents

Native Born to Native Born Parents in non-English Speaking Neighborhoods

Voluntary Immigrants vs. Refugees

Legal Immigration Documentation Status

Socio-economic Level

Country of Origin

Post-Traumatic Stress Syndrome

Age at Immigration

Prior Access to Education

Relationships and Networks

Number of Peers Who Speak Language

Parental Capital

EL Students are a Diverse Population

Prior Access to Education

Delta of Number of Peers Who Speak Language

Immigrant Status

EL Students are a Diverse Population
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Threshold Theory

3-5 Years to Develop Oral English Proficiency

4-7 Years to Develop Academic 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.

(Hakuta, Butler, & Whitt, 2000)
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1. Educational Resources Information Center (ERIC)
2. Academic Search Premier
3. PsycINFO
4. Professional Development Collection
### Inclusion/Exclusion Criteria

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<thead>
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<td>Peer-reviewed journal articles</td>
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<td>Studies/Articles in U.S.</td>
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<td>K-12 grades or corresponding age levels</td>
<td>Non K-12</td>
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- **18 theoretical/descriptive**
- **27 empirical studies**
- **1974-2015** $n=33$
- **2010 to 2015** $n=15$

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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)

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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

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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)
• 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.

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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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