Report

from the

NATIONAL CENTER FOR RESEARCH ON GIFTED EDUCATION

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www.ncrge.uconn.edu

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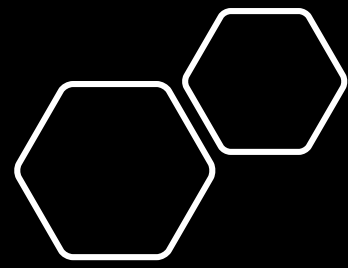

2.0


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UNIVERSITY


Berkeley
UNIVERSITY OF CALIFORNIA


THE UNIVERSITY
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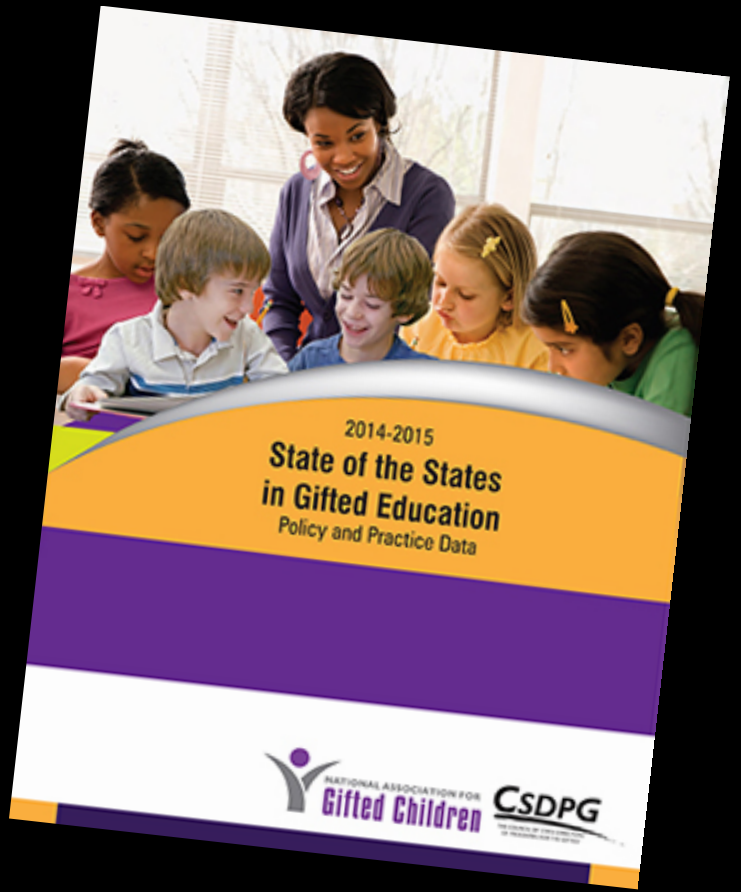
our **PROBLEM**

For over 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.

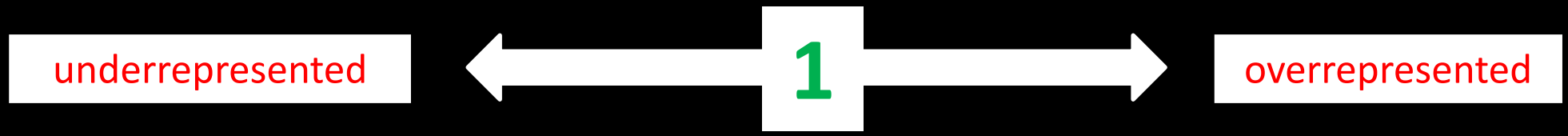
1) a widespread failure to identify and serve underrepresented populations

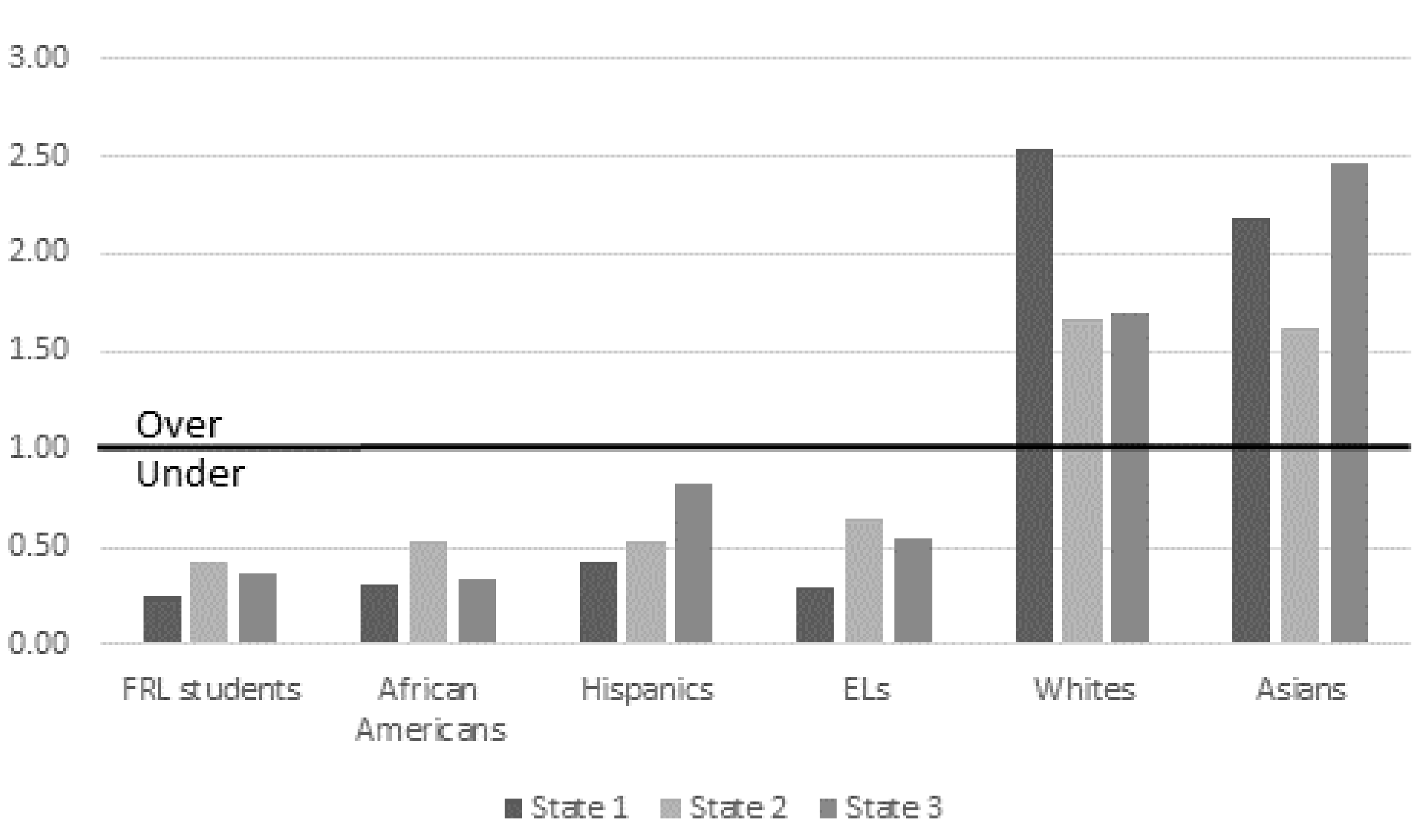
80% of states indicate underrepresentation is an *important* or *very important* issue



Representation Index

RI: Actual proportion of the group being identified in the school divided by the expected proportion of that subpopulation, given the proportion of gifted students and the subpopulation in the school.




3.00
2.50
2.00
1.50
1.00
0.50
0.00
Over
Under
FRL students
African Americans
Hispanics
ELs
Whites
Asians
State 1
State 2
State 3

universal screening

Identification gap for high achieving FRPL vs. non-FRPL almost disappears when universal screening is combined with modifications in State 3.

46% modify the identification for underserved populations with…

- 33.9% Native Language
- 50.3% Non-Verbal Test
- 62% More Flexible Score
- 23.9% Different Weighting of Criteria
- 49.4% Different Criteria or Cutoff

acceleration

Acceleration Practices…

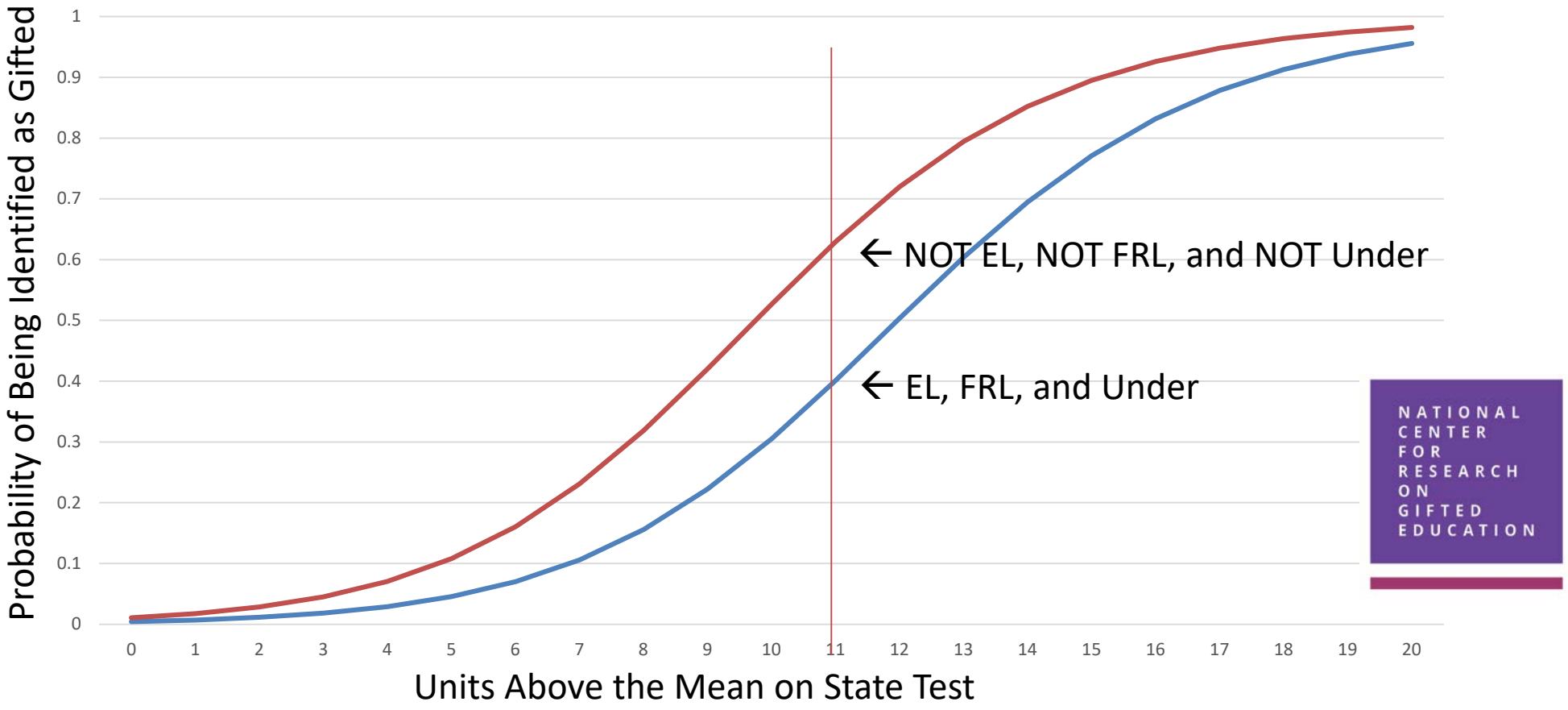
- 29% do not accelerate
- 35% subject accelerate
- 26% whole grade accelerate

universal screening + acceleration

Can universal screening for acceleration be effectively implemented? Will universal screening, in combination with teacher training, increase the use of subject and grade acceleration?

Underserved populations are not being identified at the same rates even after controlling for student achievement.

Probability of identification as gifted for reference students and students who are EL, Free and Reduced Lunch, and Underserved after controlling for Reading and Math scores and school SES and school percentage of gifted students



Extensive use of cognitive tests to identify students.

	State 1	State 2	State 3
Tools for Identification			
Parents can nominate	77%	89%	88%
Teachers can nominate	91%	95%	96%
Use cognitive tests	**95%**	**94%**	**90%**
Use non-verbal tests	45%	68%	41%
Use creativity tests	4%	44%	10%

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)

3X as much variance within districts as between districts

- Percentage of Gifted Students
- Percentage of Free and Reduced Price Lunch Students
- Average Reading
- Average Math

Cognitive Test
Achievement Tests
Teacher Nominations
Local Norms

Can identification systems be simplified while expanding participation opportunities for underserved populations? What role does teacher nomination play in identification?

our **PROBLEM**

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

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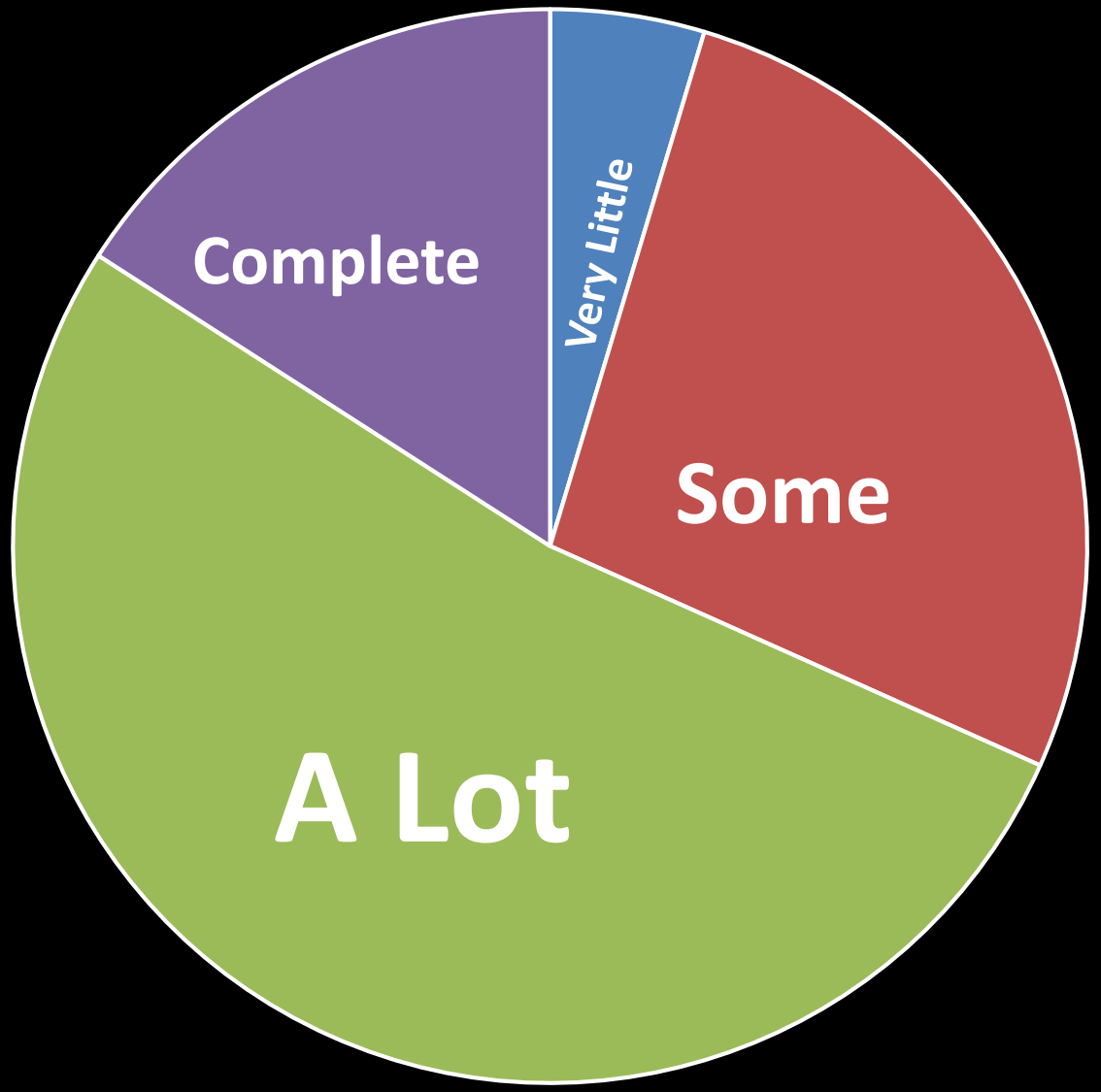
2) limited data documenting "what works" in gifted education.

2) limited data documenting “what works” in gifted education.



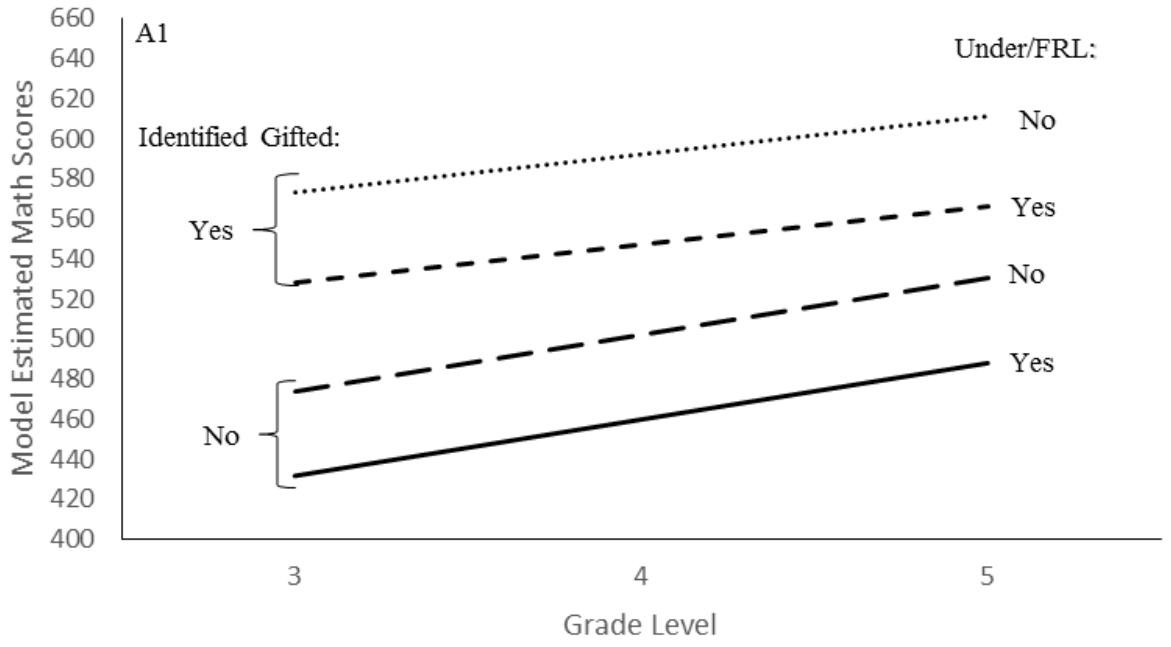
How much autonomy do your school's teachers of the gifted have in choosing the content to deliver?

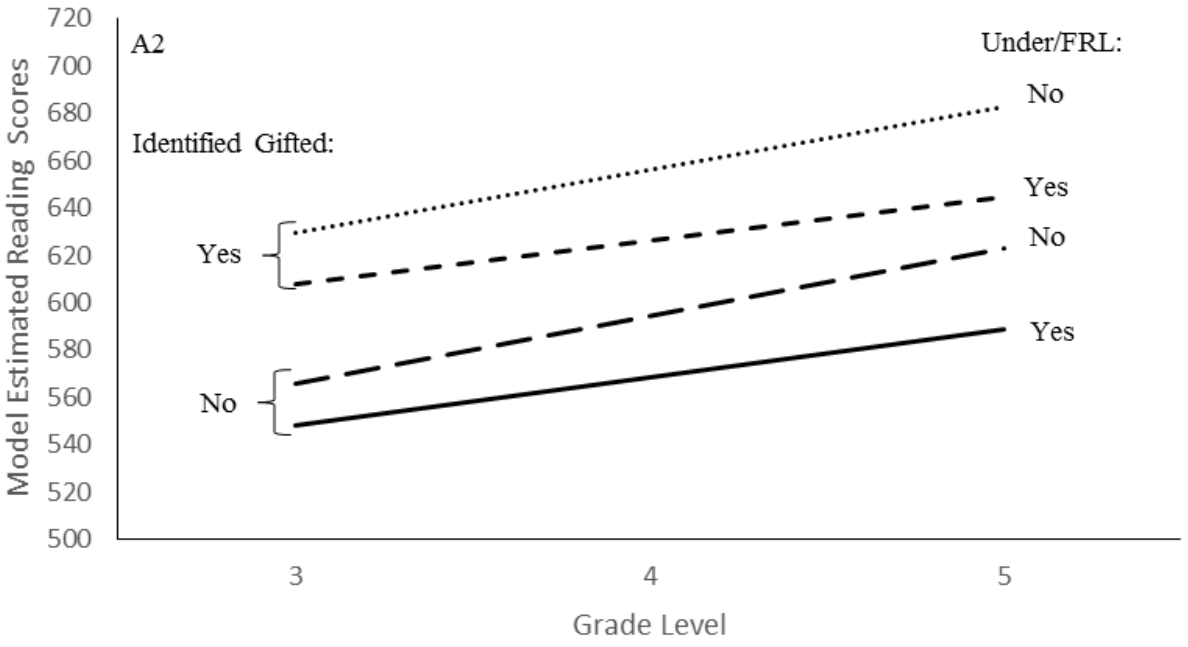
	Min	Max	Mean	*SD*
Critical Thinking Skills	-55.31	85.65	27.08	18.93
Creativity/Creative Thinking	-63.73	88.27	19.44	20.42
Reading/ELA: Grade Level Extension Activities	-66.19	92.31	15.13	23.28
Math: Grade Level Extension Activities	-66.96	92.31	12.50	25.17
Communication Skills	-55.31	75.19	11.93	20.17
Technology Literacy	-78.27	75.62	10.97	21.94
Metacognitive Skills	-79.00	76.35	9.14	20.15
Research Skills	-68.27	75.00	7.96	21.16
Academic Motivation	-59.77	71.23	7.13	20.31
Academic Self-Confidence	-82.69	72.27	4.87	20.85
Student Autonomy	-85.00	71.23	1.38	21.95
Enrichment in non-core content areas	-79.04	96.15	1.09	25.71
Writing Skills	-77.31	95.92	0.80	23.32
Self-directed projects	-80.73	75.96	-0.30	22.91
Leadership Skills	-74.50	76.92	-0.32	21.26
Social-Emotional Needs	-82.69	76.35	-1.51	23.08
Interdisciplinary study of big ideas	-86.73	80.54	-4.01	23.52
Math: Acceleration	-89.58	83.58	-7.63	29.27
Reading/ELA: Acceleration	-95.19	75.73	-8.50	28.97
Opportunities for Underserved Students	-84.81	79.65	-8.60	24.11
College and Career Readiness	-88.46	72.27	-9.97	27.83
Culturally Responsive Curriculum	-82.69	73.85	-12.13	22.26
Academic Contests	-90.92	83.92	-13.35	26.08
Cultivation of Cultural Identity	-90.00	69.12	-19.51	21.71
Service Learning	-88.46	61.50	-20.50	22.67
Opportunities Outside of School Day	-88.46	72.35	-22.94	24.85

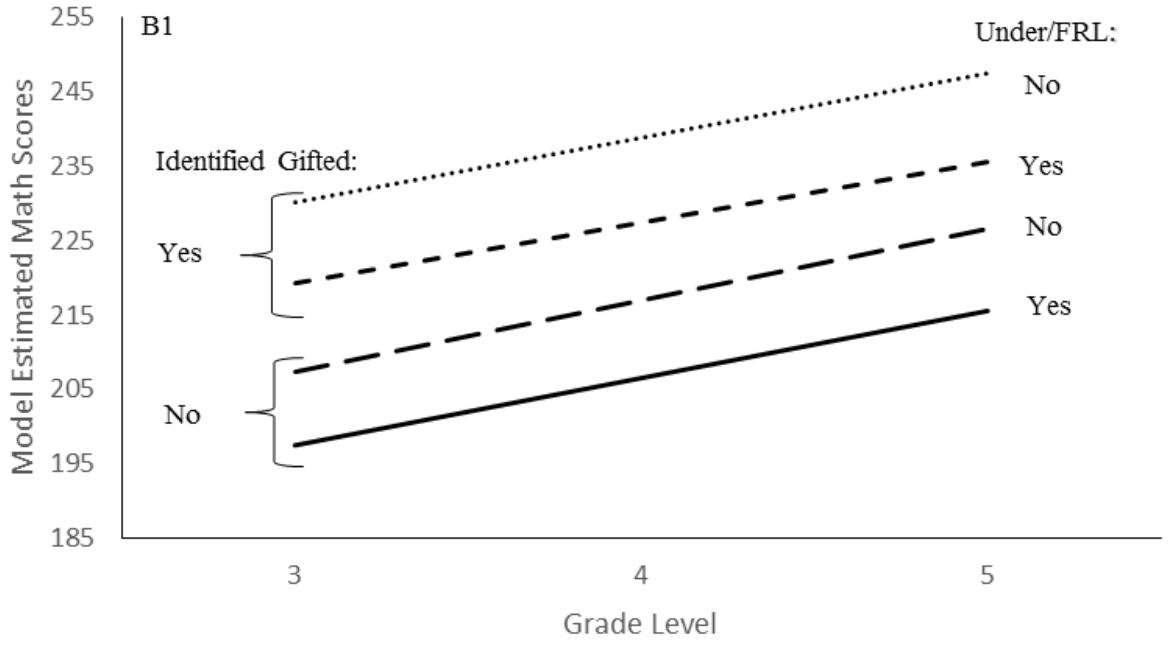
Greater than average focus

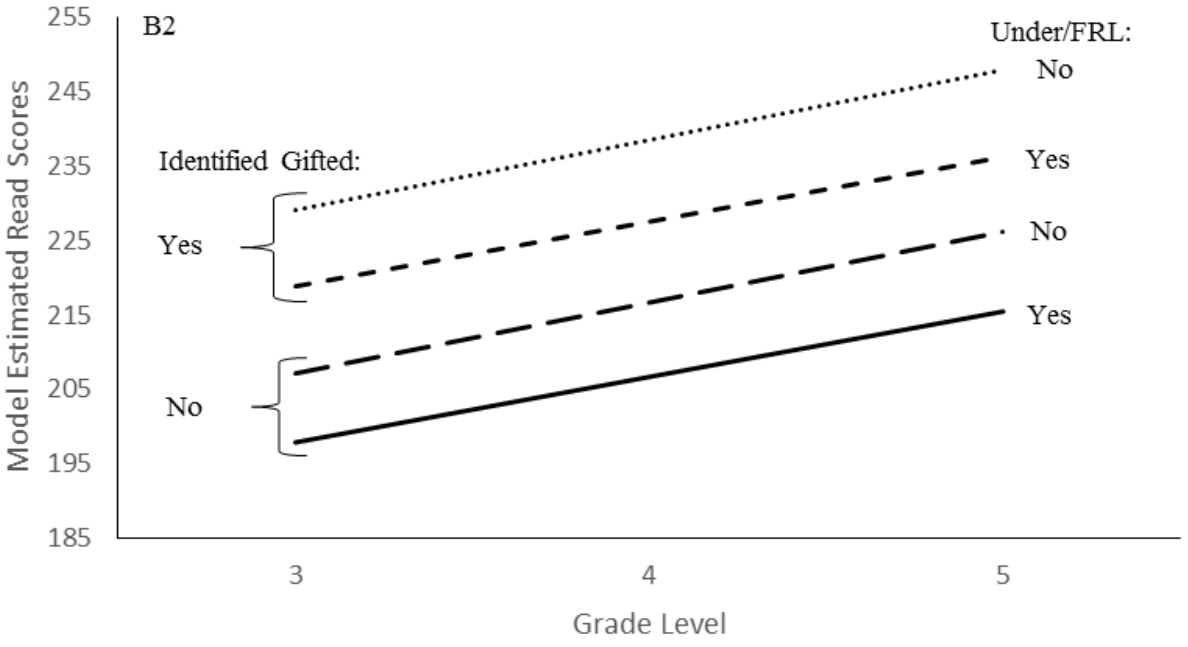
Less than average focus

- **69%** of districts identify in reading and language arts
- **66%** districts identified advanced students in mathematics
- **Fewer than 11%** of districts used reading or math curriculum designed for gifted students.


A1
Under/FRL:
Identified Gifted:
Yes
No
Yes
No
Yes
No
Model Estimated Math Scores
660
640
620
600
580
560
540
520
500
480
460
440
420
400
3
4
5
Grade Level


A2
Under/FRL:
Identified Gifted:
Yes
No
Yes
No
Yes
No
Model Estimated Reading Scores
720
700
680
660
640
620
600
580
560
540
520
500
3
4
5
Grade Level


B1
Under/FRL:
Identified Gifted:
Yes
No
Yes
No
Yes
No
Model Estimated Math Scores
255
245
235
225
215
205
195
185
3
4
5
Grade Level


B2
Under/FRL:
Identified Gifted:
Yes
No
Yes
No
Yes
No
Model Estimated Read Scores
255
245
235
225
215
205
195
185
3
4
5
Grade Level

What are the outcomes of gifted education? Do they extend beyond academic achievement?

What impact do teachers have on gifted students' success?

1. Can universal screening for acceleration be effectively implemented? Will universal screening, in combination with teacher training, increase the use of subject and grade acceleration?

2. Can identification systems be simplified while expanding participation opportunities for underserved populations? What role does teacher nomination play in identification?

3. What are the outcomes of gifted education? Do they extend beyond academic achievement?

4. What impact do teachers have on gifted students' success?

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2 take home messages

importance of

alignment

Identification

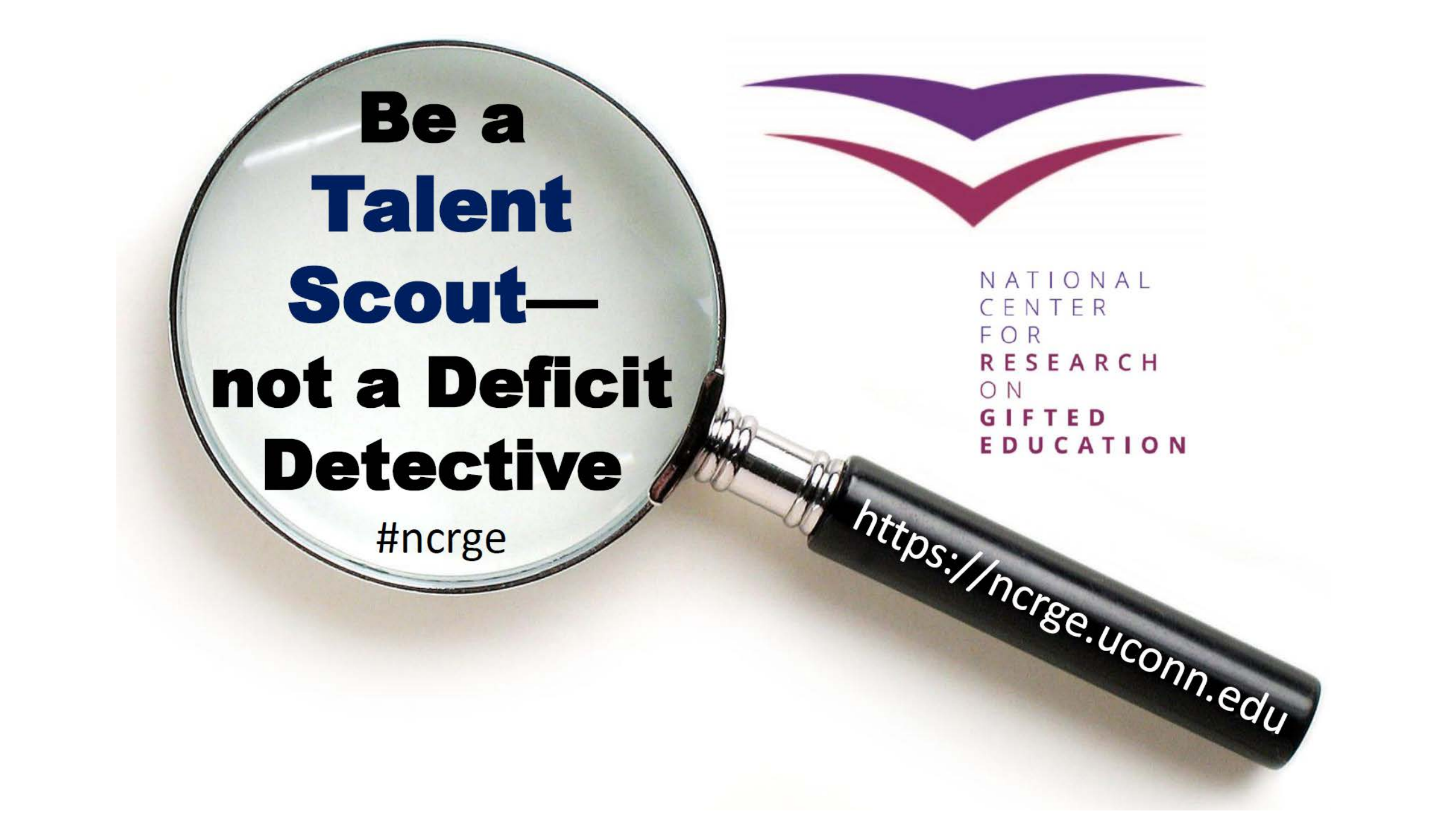
Services

Outcomes

The misalignment of identification, services, and outcome measures hinders the evaluation of gifted program effectiveness, and ultimately undermines arguments justifying services for gifted and talented students. This situation limits the field's ability to measure the benefits of gifted services, let alone justify them.

importance of

Recognizing Strengths


Be a
Talent
Scout—
not a Deficit
Detective
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The only way our country will reach its potential is if we help all our children reach their potential.

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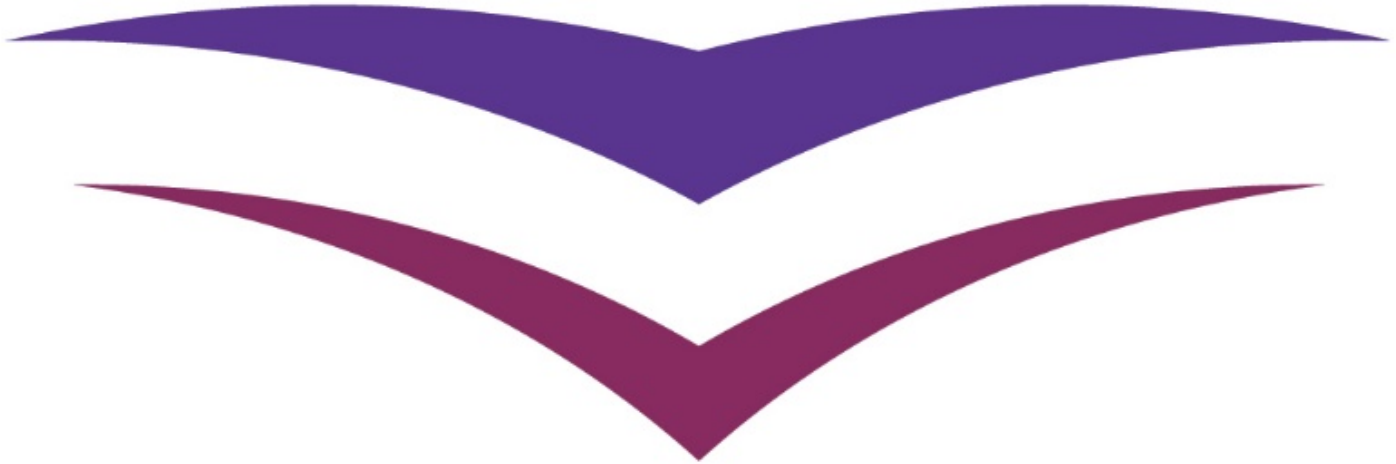
“Our lives begin to end the day we become silent about things that matter.”

- Dr. Martin Luther King, Jr.



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