Our Most Able Learners from Culturally and Linguistically Diverse Backgrounds

Talented and Gifted Education
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Oregon’s Definition of Talented and Gifted Learners

- “Talented and gifted children” means those children who require special educational programs or services, or both, beyond those normally provided by the regular school program in order to realize their contribution to self and society and who demonstrate outstanding ability or potential in one or more of the following areas:
• General Intellectual Ability as commonly measured by measures of intelligence or aptitude
• Unusual Academic Ability in one or more academic areas such as: Reading and/or Mathematics
• Creative Ability using original or nontraditional methods in thinking and producing
• Leadership ability in motivating the performance of others either in educational or noneducational settings
• Ability in the visual or performing arts

(Italics indicate infrequently used as an identification category.)
Oregon State TAG Laws
“Call Out” Specific Populations

Oregon Administrative Rules: 581-022-1310
“Identification of Academically Talented and Intellectually Gifted Students”

- “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
“Potential to Perform” Category of TAG Students

- 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 97th 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 in TAG in this category.

- Students receive *both* TAG and ELL services.

- TAG services are usually the Differentiation of Instruction in the general education classroom.
## LANGUAGES OF ORIGIN 2011-2012

553,279 Total Students with 58,580 LEP Students (10.41%)

<table>
<thead>
<tr>
<th>Language</th>
<th>Total Enrolled</th>
<th>LEP</th>
<th>Percent Total Pop</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>431,344</td>
<td></td>
<td>77.96%</td>
</tr>
<tr>
<td>Spanish</td>
<td>76,698</td>
<td>45,157</td>
<td>13.86%</td>
</tr>
<tr>
<td>Russian</td>
<td>4,900</td>
<td>2,222</td>
<td>0.89%</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>4,447</td>
<td>1,834</td>
<td>0.80%</td>
</tr>
<tr>
<td>Chinese</td>
<td>2,880</td>
<td>953</td>
<td>0.52%</td>
</tr>
<tr>
<td>Korean</td>
<td>1,167</td>
<td>453</td>
<td>0.21%</td>
</tr>
<tr>
<td>Ukrainian</td>
<td>1,155</td>
<td>541</td>
<td>0.21%</td>
</tr>
<tr>
<td>Somali</td>
<td>914</td>
<td>760</td>
<td>0.17%</td>
</tr>
<tr>
<td>Romanian</td>
<td>807</td>
<td>298</td>
<td>0.15%</td>
</tr>
<tr>
<td>Arabic</td>
<td>894</td>
<td>571</td>
<td>0.14%</td>
</tr>
<tr>
<td>Japanese</td>
<td>702</td>
<td>262</td>
<td>0.13%</td>
</tr>
</tbody>
</table>

Characteristics of Gifted English Language Learners

A culturally and linguistically diverse learner should be considered for TAG identification in Oregon if he or she

- Acquires a second language rapidly
- Shows high ability in mathematics
- Displays a mature sense of diverse cultures and languages
- Code switches easily - (Thinks in both languages with ease)
- Demonstrates advanced understanding of American expressions.
- Translates at an advanced level
- Navigates appropriate behaviors in both cultures

Identifying Gifted and Talented English Language Learners
(Iowa Department of Education and Belin Blank Center: See Bibliography)
Once Identified, Instruction for TAG Students

- Differentiation of Instruction in the classroom
- Acceleration in area of strength (dominant area of TAG learning ability)
- **Instruction at Level and Rate:**
  - “The instruction provided to identified students shall be designed to accommodate their assessed levels of learning and accelerated rates of learning.” (OAR 581-022-1330)
Level and Rate for TAG Learners

- Level is the student’s instructional level in the curriculum and the place where the student will be successful but will also encounter knowledge and skills not yet learned or mastered. Level is more than an advanced grade level; it involves complexity and sophisticated concepts.

- Rate is a measure of the pace at which the student is successful after being placed at the appropriate instructional level. A student’s rate will vary depending on the subject, point in the learning process, degree of interest, difficulty, and area(s) of TAG identification.
The Level and Rate of Instruction

- Instructional Level is not static – It moves with the learner’s needs.
- Instruction Pace is not static – It moves with the learner’s needs.
- Specifically designed instruction for TAG ELL Students might be:
  - Higher Order Thinking Skills (HOTS)
  - Upper End of Bloom’s Taxonomy
  - 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
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
Dr. Frazier Continued:

- 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.]

Working with Gifted English Language Learners, M. Mathews, Prufrock Press, 2006.
Advocacy for TAG ELL Students

- Collaboration between TAG Coordinators, Classroom Teachers, and ELL Specialists
- Honoring the Student’s Heritage Language and Culture
- Collaboration and opportunities to write both in Heritage Language and English
- Considerations for the Parents of ELL Students
  - Length of time in U. S.
  - Interpreter Available
  - Work to develop positive ELL plus TAG Comfort level for the Parent and Student
Parental Involvement

Oregon laws still apply, even with dual identification in ELL and TAG.

Parents must be informed . . . .

- Prior to testing – give permission for individual testing
- Of identification or non-identification for TAG
- About programs and services available to child if identified for TAG
- About the “Optional TAG Personal Education Plan” (This is not an IEP, but a learning plan to address the student’s TAG accelerated learning needs.)
- Of their right to have input on the learning plan.
- Of their right to withdraw their child from TAG services.
- Of their right to file a complaint about TAG services.
ODE has developed Parent/Guardian Brochures for parents of TAG Identified Students

http://www.ode.state.or.us/search/page/?id=2308

- English * Copies available today
- Spanish * Copies available today
- Chinese
- Russian
- Vietnamese
- All are posted on the ODE TAG website.
Variables in Culturally and Linguistically Diverse Gifted Learners

- CLD Parents are not astute at advocacy because language is a barrier.
- Few students are identified as TAG who are also ELL students. (See TAG Data Handout.)
- Often teachers approach ELL students with “deficit” thinking instead of the rich background which the student and family bring to the tapestry of the classroom and school.
- Instruments in use are usually non-verbal measurements, which teachers have difficulty translating into instruction for the learner. TAG Coordinators can assist here.
Identification
Teacher and Parent Involvement

- REVIEW SCALES FOR IDENTIFYING GIFTED (SIGS)
- Parent Input is Very Important – Offer In Home Language
- Both Classroom Teacher and ELL 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)
Contact Information

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