

# Diversity in Talented and Gifted Education – Our Culturally and Linguistically Diverse Learners

## **Talented and Gifted Education**

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# The Rich Classroom Tapestry

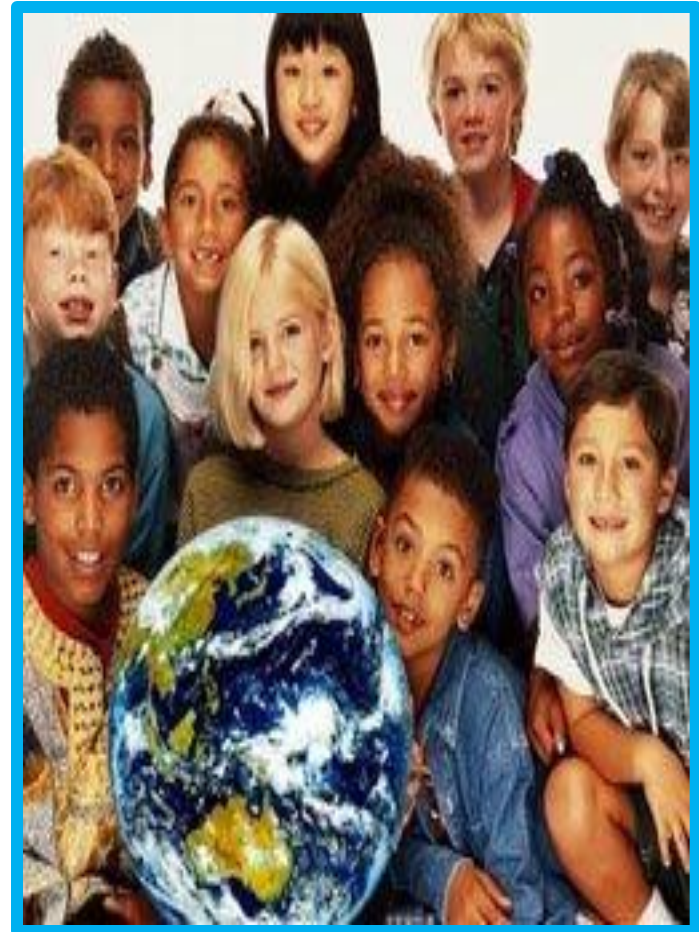
We all should know that diversity makes for a rich tapestry, and we must understand that all the threads of the tapestry are equal in value no matter what their color."

**- Maya Angelou**



# Who are the Gifted?

- Gifted learners are in all races, all cultures, all ethnicities. It is difficult to understand the value of being identified as gifted for a student who has not sought out this recognition.
- How can we remove barriers for these learners?



# The Oregon Equity Lens = Two Opportunity Gaps

- **One:** The persistent achievement gap between our growing population of communities of color, immigrants, migrants and low income rural student with our more affluent white students.
- **Two:** The growing disparity between Oregon and the rest of the United States
- **Focus Areas:** The primary focus of the Equity Lens is on Race and Ethnicity
- **Current TAG Identification Data-** Statewide Report Card 2013-2014

# Can an ELL Student be identified as Talented and Gifted?

- Where do our Ell Students “fit” into the Equity Lens?
- How can we identify this population of learners?
- What are the values that either help or hinder?

# 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:

# Oregon TAG Definition Areas Continued . . .

- **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 97<sup>th</sup> 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 the category of identification.
- Students receive **both** TAG and ELL services.
- TAG services are usually the Differentiation of Instruction in the general education classroom.

# Dr. Jaime Castellano

## *Special Populations in Gifted Education*

- Strong desire to learn in English and their heritage language
- Quick grasp of new information
- Richness in imaginary and informal language
- Eagerly shares culture
- Has a strong sense of pride in his or her cultural background
- Eagerly interprets and translates for peers
- Possess cross fluency flexibility
- Understands jokes and puns in English
- Excels in math

# Characteristics of **Gifted** English Language Learners

**A culturally and linguistically diverse learner should be considered for TAG identification 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)

# LANGUAGES OF ORIGIN 2013-2014

567,098 Total Students with 57,376 LEP Students (10.24%)

<b>Language</b>	<b>Total Enrolled</b>	<b>LEP</b>	<b>% Total Pop</b>
English	438,865	993	78.30%
Spanish	80,872	44,341	14.43%
Russian	4,722	1,995	0.84%
Vietnamese	4,390	1,594	0.78%
Chinese	3,060	995	0.55%
Arabic	1,272	822	0.23%
Ukrainian	1,060	398	0.19%
Korean	1,056	390	0.19%
Somali	1,012	737	0.18%
Romanian	796	314	0.14%
Japanese	720	278	0.13%

SOURCE: Oregon Statewide Report Card, 2013-2014

# Highest Population of ELL Students by District

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<u>School District</u>	<u>LEP</u>
Salem-Keizer	8,283
Beaverton	5,963
Portland	4,363
Hillsboro	3,413
Reynolds	3,181
David Douglas	2,483
Woodburn	2,318
North Clackamas	2,142

ODE ELL Data

# Highest Population of ELL Students by District page 2

<u>School District</u>	<u>LEP</u>
Tigard-Tualatin	1,544
Gresham-Barlow	1,476
Centennial	1,323
Forest Grove	1,210
McMinnville	1,094
Medford	1,036
Jefferson County	995

ODE ELL Data

# The Trajectory of a Child 's Life

- Paul Tough: **How Children Succeed:** Based on the characteristics of successful children who are ultimately successful adults
- **What is the most powerful intervention when the child . . .**
  - First language was not English?
  - Does not have a strong parent advocate?
  - May be growing up without the middle class learning toys such as puzzles and early reading books?
  - May be growing up in poverty?
  - Whose family background tells them they are already different?

# Predictors of Success (Tough)

## “How to fail” and “How not to”

**One of the best predictors of success in life is**

- **Executive Function** – collection of higher order mental abilities that enables people to deal with confusing and unpredictable situations and information.
- Extreme stress in childhood such as abuse, neglect, trauma, and family dysfunction damages the brain’s ability to develop executive functions.
- Attachment to parents in the first year of life (a mother who is attentive to the child’s emotional needs) is a good predictor of success as an adult.



## 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)

# Identification

## Teacher and Parent Involvement

**Note Classroom Demonstrations of the following:**

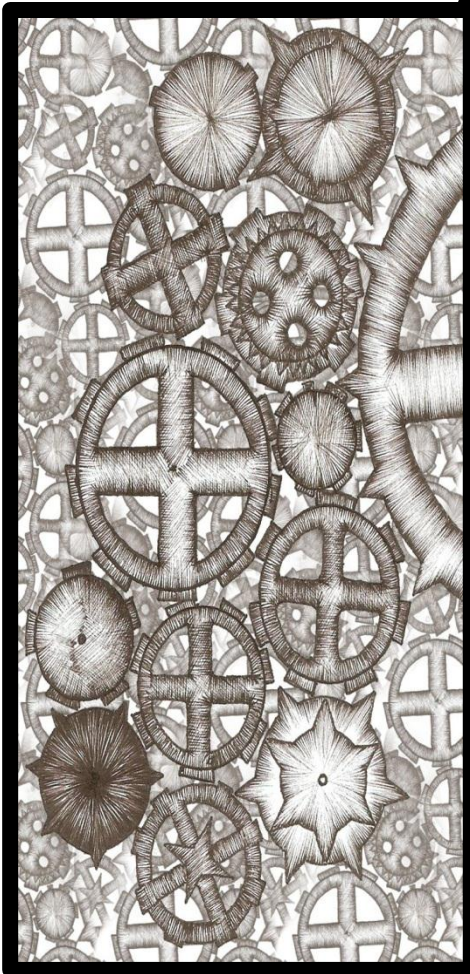
- Critical Thinking Attributes
- Creative Thinking Attributes
- Unusual and Imaginative Thinking Demonstrations
- Social Awareness and Expertise
- Language Fluency in both Languages (Ease of transition)

# 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.

# How do we meet this student's needs?

## Rate and Level



### There are many moving parts

- Instructional Level is not static – It moves with the learner's needs.
- Instructional (RATE) **Pace** is not static – It moves with the learner's needs.
- Instructional Accommodations might be the following

# Instructional Accommodations Once Identified

- ❑ **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 learning in the student's own manner of learning**

# Responsible 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

# Variables in Culturally and Linguistically Diverse Gifted Learners

- CLD Parents are not astute at advocacy because language is a barrier.
- 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.

# How Language Affects Parent Advocacy

- Do parents of ELL Students know how to advocate?
- Do parents of ELL students know what identification for TAG means? The role is “inclusion” rather than “exclusion.”
- As a school, how are parents included?
- Are translators available for TAG parent meetings?
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# 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.

## Support for Parents of Diverse Populations of TAG Identified Students

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.

# Contact Information

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