

GONE FISHING



(ANGLING TO REEL IN THE UNDERREPRESENTED IN
GIFTED EDUCATION)

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CONNECTIONS ACTIVITY

Pick a “weather” term (i.e. cloudy, misty, overcast, sunny) to describe how you are feeling today.



CASTING A WIDER NET

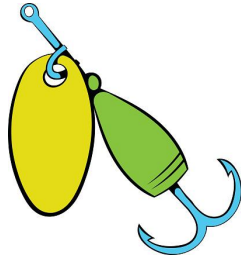
“SINKER”

Discontinuation of OLSAT in grade 2 to screen for potential students in need of services

Changing demographics of student in district

Lack of teacher inservicing /
Parents unfamiliar with service

COVID-19 Pandemic



“REELING THEM IN”

Use of an unbiased Universal Screener for ALL students

Multi-faceted screening

Professional Development sessions for ALL elementary staff

Updated forms and information on district website

ACTION STEPS



- All elementary school staff were provided with professional development: Gifted Education, Masking Factors, Characteristics of a Gifted Child, and Diversity, Equity, and Inclusion in 2021
- The NNAT3 was administered to all in-person learning first graders at all 16 elementary schools in January and February 2022.
- 774 students were administered the NNAT3 in the 2021-2022 SY.
- Students who scored in the 90th percentile (1628 Standard Score) and 85th percentile (1618 Standard Score) and above were identified and shared with each elementary school.
- All students identified in the top 90th percentile are in the process of Permissions to Evaluate (PTE).
- Additional students in the top 85th percentile were discussed in BASD/SAP teams at each school to look at masking factors to determine if any additional students should be issued a Permission to Evaluate (PTE) form.
- Upon return of signed consents to evaluate, school psychologists completed Gifted Multidisciplinary Evaluations.
- The “Gifted Book Study Team” has met for 3 sessions to discuss equity in Gifted Education.
- New BASD “Gifted Mission Statement” was created

DATA COLLECTION

NNAT-3 Student Results 2021-2022 SY				
16 Elementary Schools Conducted Testing	Top 90%ile	Additional Students in the top 85th Percentile	Gender- Female/ Male	# of Black or Hispanic Students
TOTAL	78	63	74/67	60
			52% / 48%	43%

Elementary Gifted Gifted Referrals 2021-22 SY		
<u>Elementary School Referrals</u>	<u>Number of Gifted Referrals</u>	<u>Number of Black or Hispanic Students</u>
Total	176	69

Data Analysis:

When reviewing BASD gifted referrals for the 2021-22 school year, 211 Referrals were received. 76 of the referrals were for Black or Hispanic students (36% of students referred). 26 of the 76 students who are Black or Hispanic qualified for Gifted (34%) In comparison, 112 of the referrals were for White students (53% of students referred). 64 of the 112 students who were White qualified for gifted. (57%)



GIFTED MISSION STATEMENT

BASD K-12 Gifted Education Services begins with identifying students who are academically gifted using culturally inclusive assessment practices and continues with quality instruction in a high expectation, high support environment. Gifted services are designed to support all students who are identified as gifted through acceleration or enrichment, or both, as appropriate. Students will receive high levels of support to enhance their intellectual, and academic strengths as well as their social emotional well being through ongoing coaching and consultation.

SMALL FISH - BIG POND

Use the camera on your phone to scan the code to the right. A google document will open with a “plate” of professional development activities.

Please choose an activity from the Appetizer, Side, or Dessert to complete now. Each person at your table should try to select something different.

PD ON A PLATE



JIGSAW



Take the next 5 minutes to share what you learned from the activity you selected on the plate.

TOP 10 STRATEGIES FOR HELPING STUDENTS WITH IMPOSTER SYNDROME

For Teachers:

Explain how students were identified for special services and why some academic challenges in the class would be a struggle for them.

Get to know your students, encouraging them when they feel they have failed or begin to compare themselves to others.

Share stories of GIFTED AND TALENTED individuals who experienced struggles.

Use specific words and phrases that affirm qualities such as *perseverance*, *resilience*, and *grit* as students tackle tough problems or work hard to edit and revise work.

Display motivational messages around the room.

For Students:

Learn what imposter syndrome is and how to recognize it in themselves.

Celebrate You - Take responsibility for your successes and accept that mistakes are part of life.

Counter feelings of inadequacy with reality-based statements of affirmation.

Work towards changing your mindset.

Accept that perfectionism is impossible and unsustainable.



HOOKING THE GREAT WHITE WHALE

Should We Eliminate Gifted Services and Call it Equity? (Colin Seale)

- All students have gifts and talents.
- Some, but not all, students are academically gifted and talented.
- The current population of students we identify as academically gifted and talented is unacceptably whiter and wealthier than the actual student population of academically gifted and talented students should be.

“Providing advanced learning in every school is important because you can’t close excellence gaps without enlarging the pie. Dividing the same pie differently is a zero-sum game.” J. Plucker



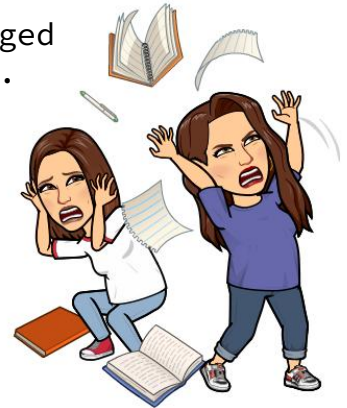
NOT ELIMINATION, BUT...RE-EXAMINATION

We cannot deny that our minority population and 2E students are underrepresented..

What are we doing to reach these students with ‘Masking factors’?

- Non verbal, District-wide screeners
- SAP Teams to look at the ‘Whole Child’
- A consistent process to fairly screen ALL students
- Designing services that include an SEL component for students demonstrating a need
- Ongoing asynchronous and in person professional development for regular education teachers
- Tracking data to see what is working and what needs to be changed
- Educating ALL parents about gifted identification and services.

“Shutting down gifted programs only deepens the inequities for brilliant, underrepresented students of color and adds another barrier to unlocking their genius.” (Seale)



SETTING IN A COURSE:

NAVIGATING YOUR NEXT STEPS TO IDENTIFYING UNDERREPRESENTED GIFTED STUDENTS

Do your research! Look at the numbers, research screeners, talk to neighboring districts.

Once you have your information, get a plan together

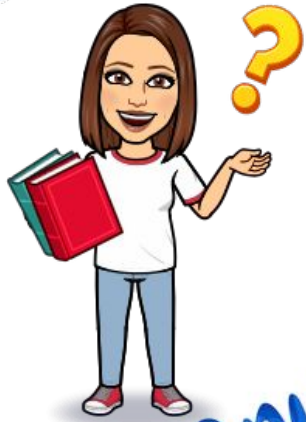
TALK TO SOMEONE IN YOUR DISTRICT! (Equity Director, Special Education Director, Superintendent) If you go to them with ideas and solutions, they're more likely to listen to you.

Volunteer to chair or be part of a committee to Develop a fair and equitable screening process

GO REEL 'EM IN!



Any Questions?



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HOW TO REACH US:

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