An illustration of several hands of different skin tones (light brown, tan, and dark brown) reaching in from the edges of the frame to hold a large, white circle in the center. The hands are positioned as if they are supporting or framing the central circle.

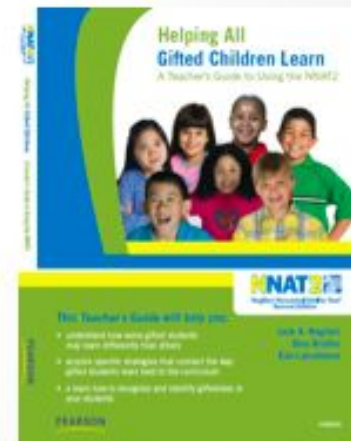
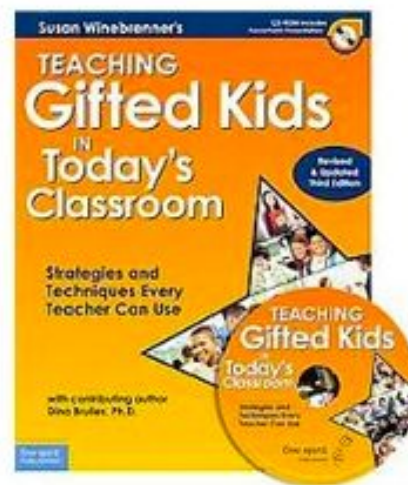
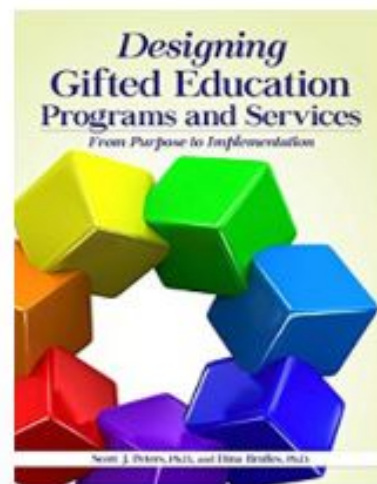
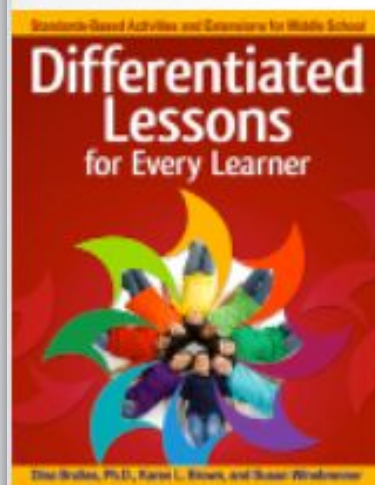
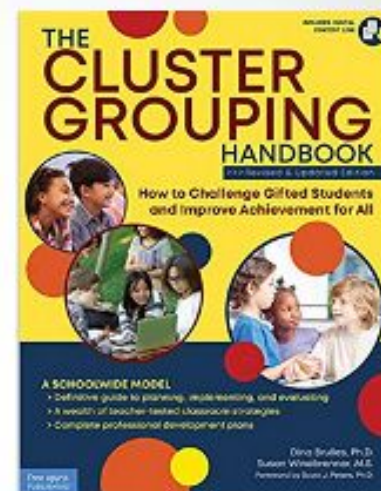
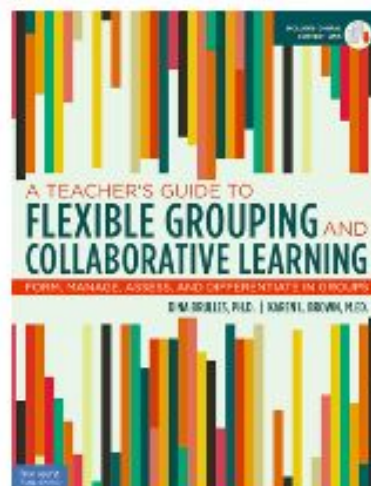
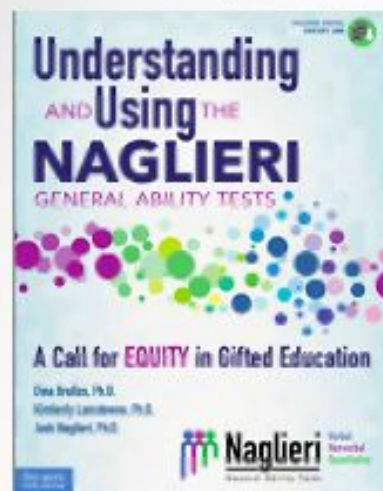
Building Inclusive Gifted Programs to Enfranchise and Empower All Gifted Learners

KAGE

2023

Dina Brulles, PhD

I am co-author of:



My Message Today

- Centered on equity and inclusiveness in gifted programming
- Focused on students, gifted programming, identification & placements, and staff collaboration
- Constructed for you to take to your school stakeholders: parents, teachers, school administrators, school board members

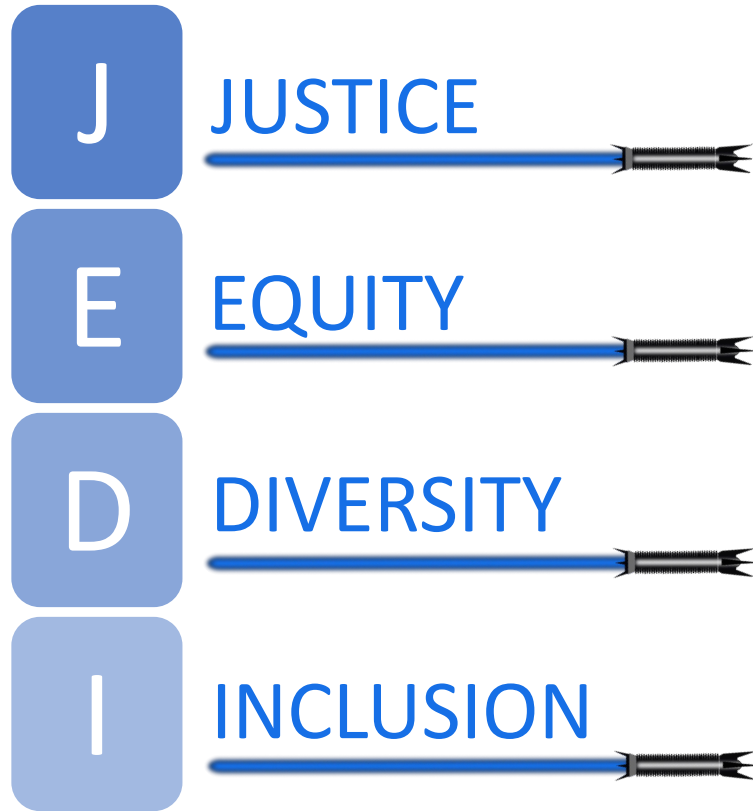
A JEDI Conversation



On Gifted Programming



“JEDI” RELATED TO GIFTED ED.



“JEDI” RELATED TO GIFTED ED.



Justice: explicitly creating procedures that ensure that gifted programs are equitable, inclusive, and honor diversity in schools.



Equity: evaluates and identifies strategies for minimizing underrepresentation & creates protocols for ID and serving underserved populations.



Diversity: inclusivity in gifted services, which relies on equitable ID & programming.



Inclusion: invitation to contribute to procedures that invite and honor diversity in order to create welcoming and valued participation in gifted services.

Equity responds:

- Who wants/needs to be included in our gifted programs, but cannot?
- Whose ability is not even recognized for admittance in our gifted programs?

Diversity asks:

- Who is included in our gifted programs?



Diversity asks:

How many additional students of color do we have this year than last?



Equity responds:

What conditions have we created that maintain certain groups as the de facto majority here?



Inclusion asks:

Is this environment
safe for everyone to
feel they belong?



Justice challenges:

Whose well being is
sacrificed and minimized
to allow others to be
comfortable maintaining
these views?



Diversity asks:

Is it not exclusionary to provide funding for safe spaces and then separate students?



Equity responds:

What are people experiencing that isolates them and makes them feel separated from others who are intellectual peers?



AS LEADERS AND ADVOCATES:

- *Consider:*

- How can you contribute to the process?
- Who can you impact at the school or district level?
- How can you advocate for change in the schools?



AT THE SCHOOL/DISTRICT LEVEL

Focus on:

- Developing inclusivity through equitable ID
- Integrating gifted students' needs into all aspects of school
- Building, supporting & maintaining inclusive practices



TOP 3



- Embed G/T services into existing school structures
- Encourage district level collaboration to strengthen services
- Share strategies for building sustainable gifted services

Do *all* our students believe that...

- Schools have their best interests at heart?
- Getting a good education will benefit everyone in the same way?
- They can each pursue educational goals with the same outcomes in mind?



Be Welcoming and Empowering

- Create spaces where students *feel welcome and empowered* to contribute to a community.
- Recognize that some *feel like outsiders* in gifted programs and many struggle to develop a sense of belonging.

Considering Identity

- ✧ Who am I?
- ✧ To what groups do I belong?
- ✧ How do others see me?



Meet Vanessa Minero Leon and Alejandra Galindo, gifted ELL students in PVSchools featured on NPR.



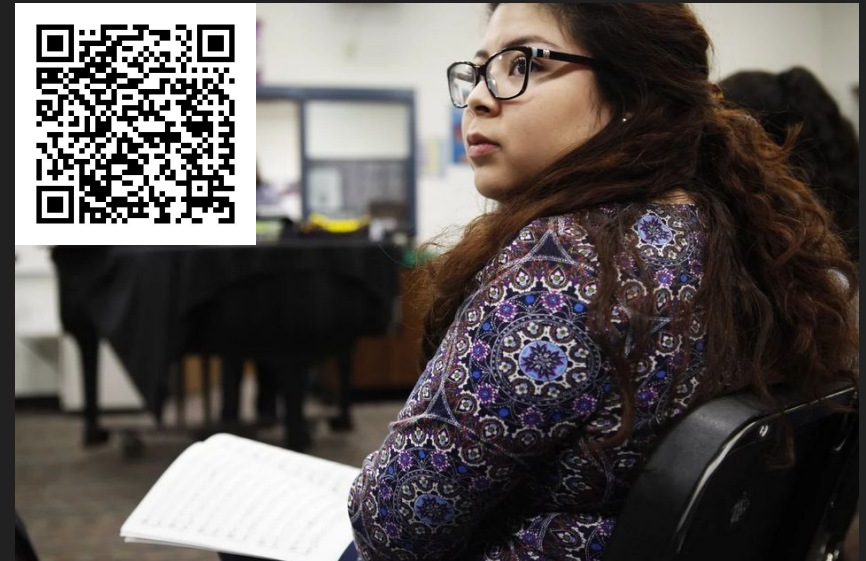
The Rare District That Recognizes Gifted Latino Students

April 12, 2016 • Few gifted programs across the country have done what Paradise Valley, Ariz., has done to identify and support gifted English language learners.

<https://goo.gl/6t0VwT>

Gifted, But Still Learning English, Many Bright Students Get Overlooked

April 11, 2016 • More than 3 million U.S. schoolchildren are classified as gifted. Thousands of others, however, are never identified as gifted and remain underserved because they start school not speaking English.



<https://goo.gl/uf2oKb>

Solutions for Equitable ID & Services

Using local norms

- Obtain scores for **ALL** students in the grades for which placement decisions are made
- Decide how the information obtained for each student is used and (if) weighted

The Gifted Programming Dilemma:

The Chicken or the Egg?





Provide tips for creating equitable gifted services:

- **First** identify students with high potential regardless of achievement levels or language proficiency.
- **Then** develop your services in response to their needs.
- **And then** identify the training and curriculum needed to prepare teachers to teach in your model(s).

4 Prevalent Program Models *for serving gifted students*



Examined through an equity lens



4 Prevalent Program Models *for serving gifted students*

Examined through an equity lens

- ◆ Cluster Grouping
- ◆ Enrichment Classes
- ◆ Honors Classes
- ◆ Self-Contained Programs

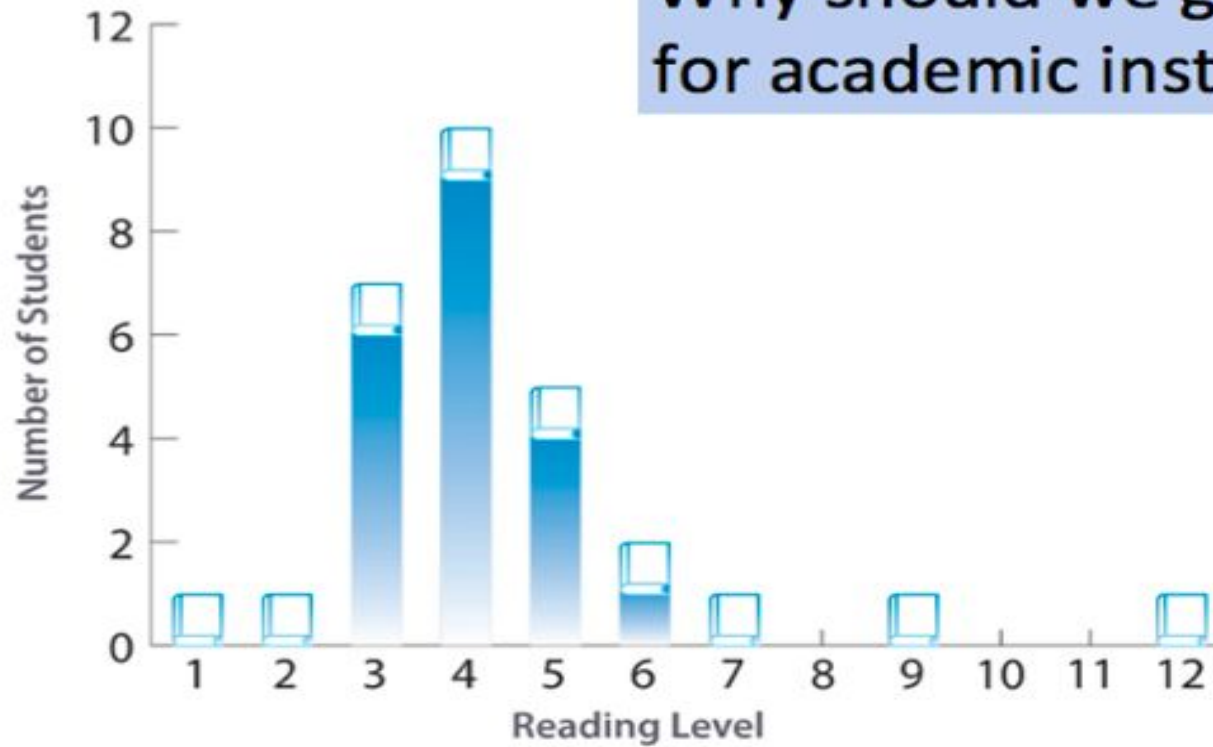
Multiple Measures & *Multiple Pathways!*

Different needs and circumstances require different approaches to testing and identification

- Ex. – Universal testing and “flexing in” at Title I schools

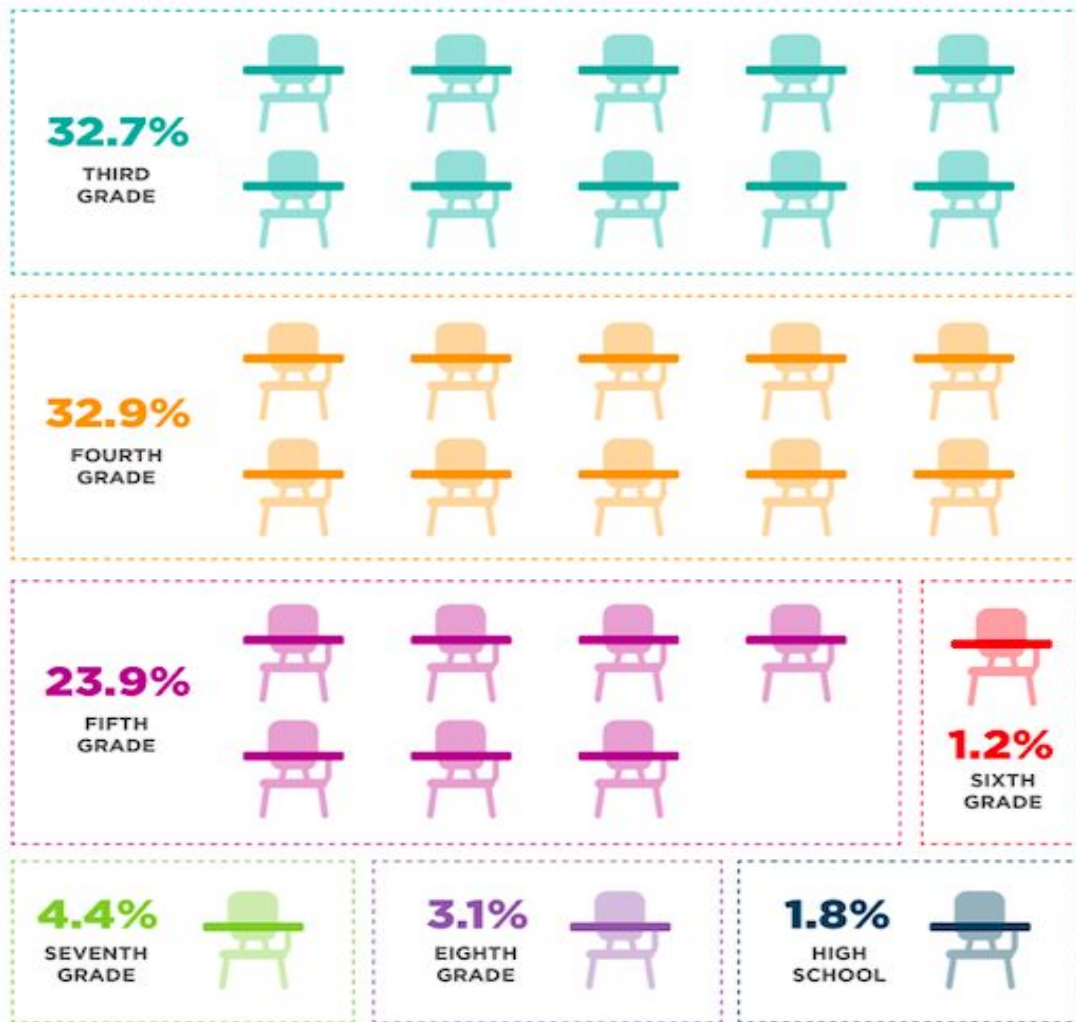


Why should we group students for academic instruction?



A hypothetical 4th grade classroom

The Typical Instructional Levels needed in a 5th grade classroom may Span More than Seven Grade Levels.



The Typical Instructional Levels needed in a 5th grade classroom may Span More than Seven Grade Levels.



Dispelling the Myths *about Grouping Practices*



#1: Groupings are usually permanent.

#2: All grouping methods are tracking

#3: Groupings are based only on achievement levels

#4: Groupings only benefit high-ability and high-achieving students

#5: Grouping students eliminates the need to differentiate instruction

#6: Grouping discriminates against minority populations



Grouping Practices



DEVELOPING FLEXIBLE GROUP FRAMEWORKS

- Ability-based - *students grouped with like abilities*
- Interest-based - *aligned to foster and develop student interests*
- Performance - based - *placement based on pre-assessment data*
- Readiness - based - *readiness to address content*
- Preference - based - *preferred learning modalities*
- Objective - based - *specific learning objectives*

Developing A Continuum of Services: Why?

- Builds inclusivity
- Provides ongoing entry points
- Recognizes strengths
- Responds to students' learning levels
- Works at district, building and classroom levels
- It's the right thing to do!

Developing A Continuum of Services: How?

At 3 levels:

District - ex., leveled and variable services

School building - ex., clustering, achievement levels

Classroom - ex., flexible grouping

ADVOCATE FOR EQUITY IN ALL THAT YOU DO!

Collect and share identification and achievement data to emphasize the need to change course on the school's methods for providing gifted services.

SHOWING GROWTH IN GIFTED

Measure and record:

- Ethnic representation of gifted students
- Academic achievement of gifted students
- Gifted population identified and served by year
- Professional development for teachers

** Provide data to principals and district admin.*

BUILDING SUSTAINABLE SERVICES

People change jobs. Systems stay in place longer.

- Embed gifted services into school structures and initiatives
- Collaboration Among Administrators:
 - *Creates common practices and produces shared expectations*
- Build collaboration with other departments
 - *Language Acquisition, Special Education, Professional Development Curriculum, Grants, Assessment, Fine Arts*

BUILDING SUSTAINABLE SERVICES

- Build stakeholder support, including parents, school staff and district administrators
- Provide information to all groups: *teachers' union, district level admin, student services, principals, staff, parents,... anyone and everyone!*
- Fine tune your message for these different groups

The background of the slide is a complex, abstract composition of various geometric shapes, primarily triangles and polygons, in a wide range of colors including blues, greens, oranges, purples, and browns. Many of these shapes are oriented as arrows, pointing in different directions, creating a sense of movement and interconnectedness. A semi-transparent dark blue rectangular box is overlaid on the center of the image, containing the text.

Integrate your efforts into every department!

Build connections with those who oversee or work with assessment, language acquisition, professional development, curriculum, special education and grants.

Building relationships with departments *provides continual opportunities* to embed awareness of G/T students' learning needs into the school system's infrastructure.

Tips and Cautions From a School Administrator



Tips:

Speak softly and carry a big stick

- Begin by sharing information.
- Arm yourself with information, facts, data, and legislation.
- Present concise and focused evidence.

Caution:

- Recognize that school staff are exhausted.
- Consciously *build into*; not asking for more, rather, “how to”.



Effective Collaboration In the Schools

Remember

Supporting gifted education does not *require* additional funding, but rather *collaboration within the district and allocating existing resources* to fulfill our school's mandate to support and challenge *all* our students, including the gifted.

Dept. / Admin. Collaboration

- Assistant Superintendent
- Language Acquisition Dir.
- Human Resources Director
- Assessment Director
- Curriculum Director
- PD Director

ASSISTANT SUPERINTENDENT

To establish the need for a systemic schedule of gifted services

- Implementing district-wide gifted programming adoptions
- Obtaining Governing Board approval for district gifted plan
- Supporting Parent Group Partnerships
- Building Principal support

LANGUAGE ACQUISITION DIRECTOR

To inform ELL teachers and language acquisition testers on:

- Characteristics of CLD gifted learners
- Culturally responsive teaching

HUMAN RESOURCES DIRECTOR

To organize staffing to maximize gifted services when adjusting to:

- Gifted program modifications
- Fluctuations in gifted student enrollment
- Teaching expectations

ASSESSMENT DIRECTOR

To review, track and chart student achievement data by:

- School, grade level, ethnicity, Title 1 schools, etc.
- Data strengthens and supports advocacy efforts!

CURRICULUM DIRECTOR

To align curriculum and instruction to meet gifted students' learning needs.

Involves:

- Pacing guides
- Out-of-level curriculum
- Emphasis on critical thinking and creativity

PD COORDINATOR

To provide specific professional learning opportunities and support for teachers of gifted students.

Involves:

- Inservices, workshops, conferences, etc.
- Addressing nature & needs of the gifted and effective instruction for high ability learners

STUDENT SERVICES DIRECTOR

To collaborate when students have issues related to anxiety, perfectionism, radical acceleration, intensities, behavior, 2e, and absenteeism.

- Provide information on appropriate accommodations for gifted students with 504 plans

TITLE I COORDINATOR

To examine and record gifted student demographics.

Useful for:

- Advocating for equity
- Funding decisions
- Embedding gifted education into school structures

COMMUNITY EDUCATION DEPARTMENT

To develop enrichment classes designed toward gifted learners in afterschool and summer school programs.

- Consider creating a gifted preschool to complement the other PSs offered



When Speaking w/ Admin ask Q's like...

- What do our gifted students need from the new science (math, reading, etc.) adoption?
- How should I prepare my gifted students for grade level state assessment when they are subject area accelerated?
- Can we support gifted cluster teachers in obtaining a gifted endorsement?

This draws attention to, and builds awareness of, gifted students' needs within standard school structures.

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