



Being More Inclusive: Supporting Talent Development Through a Broader Perspective

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Washington State Definition

Highly capable students are students who perform or show potential for performing at significantly advanced academic levels **when compared with others of their age, experiences, or environments.**

Outstanding abilities are seen within students' **general intellectual aptitudes, specific academic abilities, and/or creative productivities within a specific domain.**

These students are present not only in the general populace, but are present within all protected classes according to chapters [28A.640](#) and [28A.642](#) RCW.

WAC 392-170-035



How does identification work in your school/district?



How are Students Being Identified?

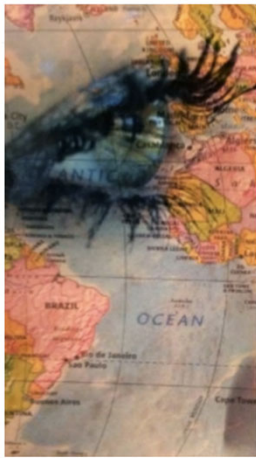
- Parent Nomination
- Teacher Nomination
- Cognitive (Ability/IQ) tests
- Non-verbal tests
- Achievement tests
- Creativity tests
- Norm-referenced Observation Scales
- Research-based Observation Scales

Main questions about identifying talent and potential

- Who has potential? Who has talent?
- How do we find those students?
- How do we serve those students?

What does the research say about the who and the how?

- Underrepresentation of students from certain racial, ethnic, linguistic, and socioeconomic backgrounds (Erwin & Worrell, 2012; Hamilton et al., 2018; VanTassel-Baska & Stambaugh, 2007)
- Researchers and practitioners have examined alternative identification systems (Lakin & Lohman, 2011; Naglieri & Ford, 2003; Plucker & Callahan, 2014)
 - costs and benefits of universal screening efforts (Card & Giuliano, 2015)
 - reducing negative effects of teacher nomination systems (McBee, Peters, & Miller, 2016)
- Recommendations for promoting access to gifted services
 - professional learning opportunities
 - preparatory learning experiences in the early grades (Harradine, Coleman, & Winn, 2014; McBee et al., 2016; Plucker & Peters, 2018; Siegle et al., 2016; Warwick & Matthews, 2009; Worrell, 2009)



Best practices involve a fair and equitable nomination process.

This requires a paradigm shift where the focus changes from identifying and remediating weaknesses to identifying strengths and giftedness through multiple lenses (Esquerdo & Arreguin-Anderson, 2012).

NATIONAL
CENTER
FOR
RESEARCH
ON
GIFTED
EDUCATION

The National Center for Research on Gifted Education (NCRGE – <http://ncrge.uconn.edu>) is funded by the Institute of Education Sciences, U.S. Department of Education PR/Award # R305C140018

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Who do we identify?



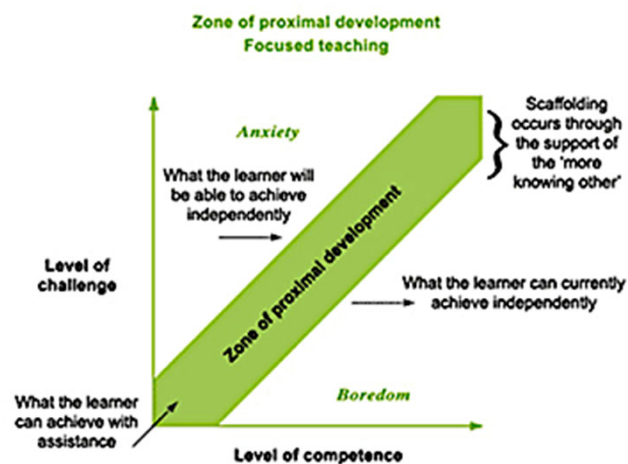
Perspective on “gifted and talented”

- Giftedness is often a **label**
- Encourages distinctions between “gifted” and “not gifted”
- Assumes that giftedness is a fixed quality
- Often a one-time identification leading to a permanent change in program
- Singular identification methods exclude those with **varied profiles**
- Encourages narrow concepts of enrichment
- Some **covet the label** to the detriment of child’s interest and passions

Current State of Gifted Education

Redefining giftedness

those who demonstrate **outstanding levels of aptitude** (defined as an exceptional ability to reason and learn) **or competence** (documented performance or achievement in top 10% or rarer) **in one or more domains**. Domains include any structured area of activity with its own symbol system (e.g., mathematics, music, language) and/or set of sensorimotor skills (e.g., painting, dance, sports) (NAGC, 2010)



Adapted from Hill & Crevola (unpublished)

Current State of Gifted Education

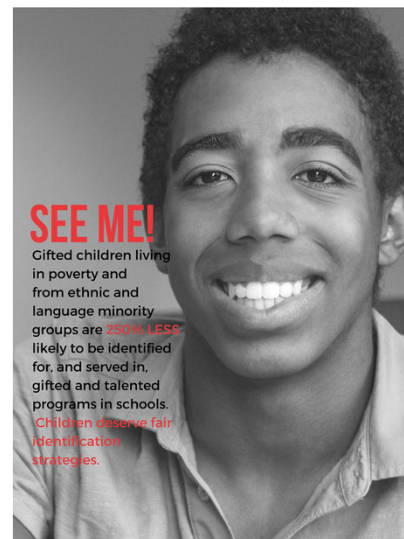


- Redefine conceptions of giftedness
- Support for underrepresented populations
- Advocacy for early intervention and equitable identification
- Focus on developing the talent of students as individuals

Current State of Gifted Education

Support for underrepresented populations

- Broadening traditional conceptions of what giftedness looks like
- Focusing on individual's strengths when compared to someone of similar experience, not to all students



Join the movement to SEE, UNDERSTAND, TEACH, and CHALLENGE gifted and talented children from all backgrounds. Sign up to be part of the Giftedness Knows No Boundaries team.

**NATIONAL ASSOCIATION FOR
Gifted Children**
www.GiftednessKnowsNoBoundaries.org

Current State of Gifted Education

Focus on talent development

- Discovering interests
- Fostering strengths
- Engaging in active and authentic learning



Access and Equity



Underserved Student Populations

- Rural students
- Native American
- African American
- Hispanic
- ELL
- Twice-Exceptional
- Low income

Underserved Populations

Why is there a lack of diversity among students identified and served?

- Teacher bias in referrals?
- Tests are all flawed in a systematic way?
 - “Students from Native American, African American, Hispanic, and low-income families receive lower observed scores on tests of academic achievement and ability than do their Caucasian, Asian, and higher income peers” (Peters & Engerrand, 2016; Plucker et al., 2013; Valencia & Suzuki, 2001)
- Systematic inequality of educational opportunity (Peters & Engerrand, 2016; Worrell, 2015) called Opportunity to Learn (OTL)
 - Students in the same grade may spend the same amount of time in school, but don’t have necessarily the same OTL (range of ages in the classroom and quality of previous instruction)
 - OTL is a composite of many variables such as early learning opportunities, quality of instruction, exposure to language and rich vocabulary, and parent spending on education

EQUITY SUMMIT ON GIFTED EDUCATION



Rigorous courses are more available to white and higher income students.

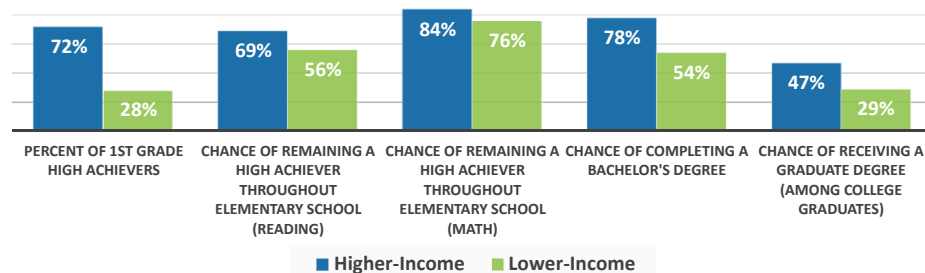
- **29%** of high-achieving low-SES students take calculus
- **42%** of high-achieving high-SES students.
- **50%** of high-achieving low-SES students take at least one AP course
- **70%** of high-achieving high-SES students.
- **High-achieving low-SES** students pass **45%** of all the AP tests they take
- **High-SES** students pass **73%** of their exams.

EQUITY SUMMIT ON GIFTED EDUCATION



Poverty affects education and the system perpetuates it.

Educational Disparities Among High Achievers



EQUITY SUMMIT ON GIFTED EDUCATION



Access to higher education differs by socio-economic advantage.

High-Achieving Lower-Income Students are:

- Less likely to complete a bachelor's degree than their higher-income peers (**54%** vs **78%**);
- Less likely to attend the most selective colleges (**19%** vs **29%**);
- More likely to attend the least selective colleges (**21%** vs **14%**); and
- Less likely to graduate when they attend the least selective colleges (**56%** vs **83%**).

Challenges for High-Potential Students from Low-Income Backgrounds

- Likelihood of referral/identification
 - Teacher perceptions
 - Background knowledge/experience
 - School district structures and procedures
- Access to programming
 - In school
 - Outside of the school day
- Reluctance to identify/provide services in the early grades
- Cultural/individual resistance or differences in understanding
- Maintaining high performance levels over time

Why it matters . . .

- ▶ There is a positive relationship between teacher-student relations and student performance.
- ▶ **23%** of students in the United States are enrolled in schools whose principals reported that teachers' low expectations of students hinder learning to some extent or a lot.
- ▶ **28%** That this is the case because teachers do not meet individual students' needs.

English Learners Growth & Inclusion

- **English Learners (ELs) are the fastest growing population of learners in the United States** (National Center for Education Statistics, 2013). According to the United States Department of Education, Office of Civil Rights (2014)
- **2% of English learners (ELs) are enrolled in gifted programs, as compared to 7% of non-ELs.**
- **Historically, there is an underrepresentation of economically disadvantaged students, students of color, students from ethnic minorities, and ELs in programs for gifted and talented students**
- **Identification procedures and policies have been cited as the crux of the problem.**

English Learners

From the National Center for Research on Gifted Education

- Fastest growing population of learners (NCES, 2013)
- From 1990 to 2005 foreign born populations doubled to 35.2 million (Rong & Preissle, 2009)
- Since 1990, 47% increase in age 5+ U.S. residents who speak language other than English at home (Rong & Preissle, 2009)
- Biggest Increase Asian and Latin American (Grieco et al., 2012)
- Over 350 different languages (American Community Survey, 2015)
- 23% living in poverty compared to 13.5% (Camarota, 2012)
- ▶ Representation in gifted programs lags behind traditional populations, as well as other underserved populations (Matthews, 2014)

What do you see when you look at a student?



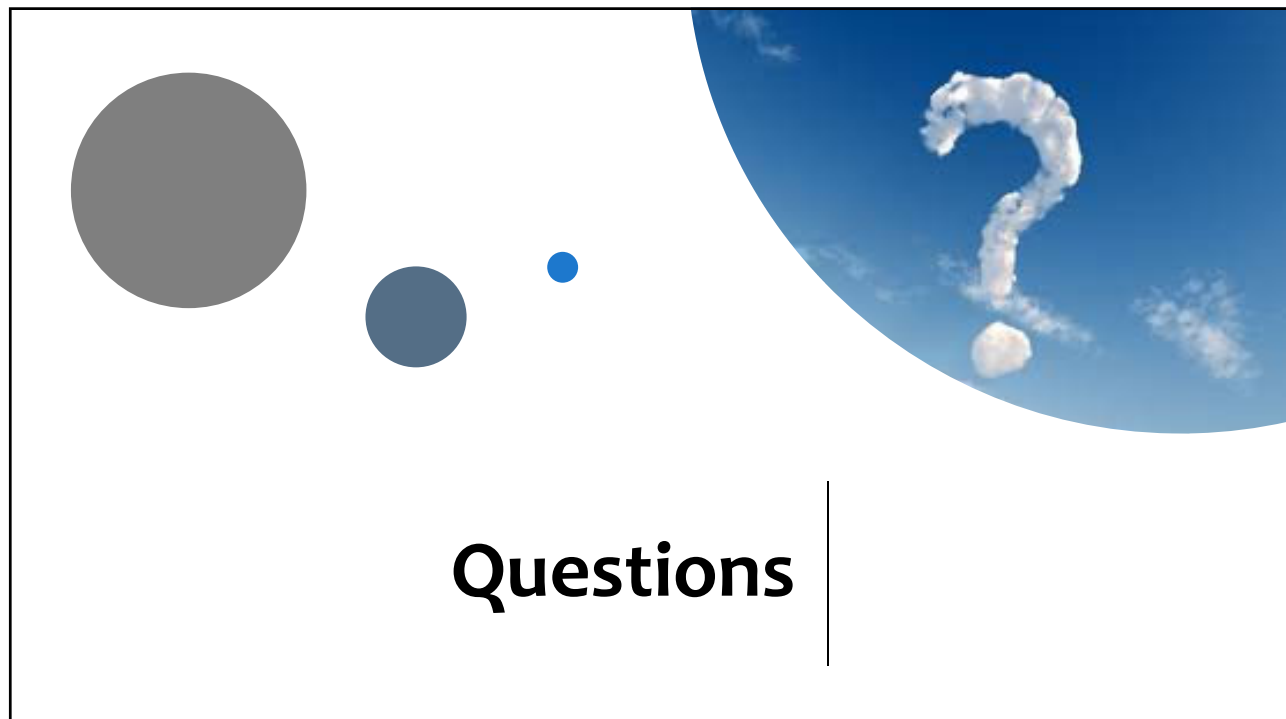
Gifted Behaviors

- What do high potential behaviors look like?
- Do high potential behaviors look different in students from socioeconomically disadvantaged or minority backgrounds?
- Do high potential behaviors look different in students with other exceptionalities?

Table 3. TOPS Domains with Examples of Specific Observable Behaviors.

Domain	Teacher-pleasing example	Non-teacher-pleasing example
Learns easily	Retains and retrieves information easily	Corrects the teacher and students in class
Shows advanced skills	Has a large vocabulary	Manipulates situations for specific purposes
Displays curiosity and creativity	Questions, explores, experiments	Refuses to follow rules unless he sees “why”
Has strong interests	Demonstrates unusual or advanced interests	Resists transitions and moving onto new topics of study
Shows advanced reasoning and problem solving	Is a keen observer (spots details others miss)	Is argumentative
Displays spatial abilities	Figures out why and how things work	Moves around often (keeps hands and body always busy)
Shows motivation	Is a self-starter (requires little direction)	Questions authority (is considered a “trouble maker” or instigator)
Shows social perceptiveness	Enjoys working in groups	Uses humor and sarcasm inappropriately
Displays leadership	Accepts and carries out responsibilities	Is seen as “bossy” (wants to be the center of attention)

Note. Adapted with permission from Coleman, M. R., Shah-Coltrane, S., & Harrison, A. (2010). *Teacher's observation of potential in students: Individual student form*. Arlington, VA: Council for Exceptional Children.



How do we identify them?



Testing for Giftedness

- Are we **identifying giftedness**? Or **identifying students** for services?
 - The goal of a program should be to provide students with varied instruction, services, and supports that match the students' current levels of needs—to develop student potential.
- What **assessments work best** for identifying student potential?
 - It depends....

Perspective Shifts

01

Shift from identifying gifted to identifying children who need advanced learning

02

Shift from gifted program to services for advanced learners

03

Focus on teaching and creating classrooms that challenge children – Instruction matters to develop talent.

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Equal Access in Assessment



Assessment shall be based upon a review of each student's capability as shown by multiple criteria intended to reveal, from a wide variety of sources and data, each student's unique needs and capabilities. (28A.185.030)



During the Assessment Phase, specific measurement tools and non-standardized sources of data are used to identify student strengths. Using a variety of data, the profiles of student strengths are revealed to indicate the types of services required.



Problem → Solution

What are the Suggested Solutions?

- Use tests differently
- Use different tests
- Start with the program



Connecting data to a *flexible and fluid* continuum of services

Use Tests
Differently

Local Norms

Universal Screening

Appropriate use and
review of results

Testing and Measurements Concepts

(What You Need to Know But You Might Be Afraid to Ask)

Norm Scores

“Inferences about academic talent are most defensible when made by comparing a student’s behavior to the behavior of other students who have had similar opportunities to acquire the knowledge and skills measured by the test”.

(Lohman, 2005, p. 4)



Using Local Norms, Why?

Using national norms for identification rarely make sense. Unless your gifted programs and interventions serve and draw students from a national or international audience (such as with Talent Search programs or many large universities), there is no defensible reason to make identification decisions on the basis of national or international norms. Instead, a student should be compared to other students within a particular educational context (such as a single school) in which his or her needs will be met. This means using local norms for identification where a student's performance is only compared to his or her peers at the same school. A "one-size-fits-all" approach to gifted services may not be appropriate when you have students with different levels of preparation.

Source: MN Department of Education

"Norm Scores" ...

A norm score is a way of interpreting one score relative to other scores.

Examples of "norm scores" are percentiles, stanines, z scores, NCE's...

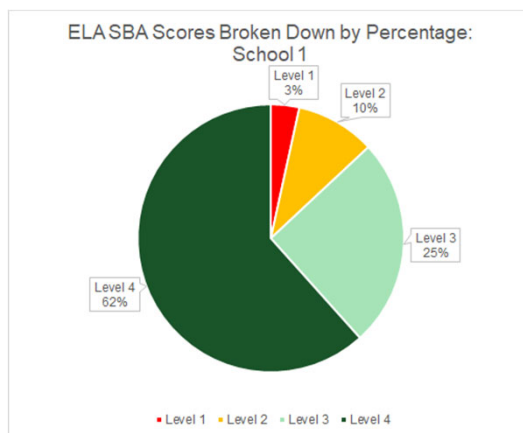
Why Do Norms Matter?

- If a 5th grade ELL student learns English twice as fast as other ELL students, that student likely has a talent with regard to language. When compared **nationally to ALL 5th grade students**, this student might score at the average level. However, if **local norms were obtained**, this child might score at a higher level when compared to his/her peers.
- Using local norms is more appropriate for finding students of potential regardless of the type of school district; namely, the top performing students in a wealthy or a low performing school are the students whose needs are not being met because instruction and curriculum is typically directed toward the average-performing students.

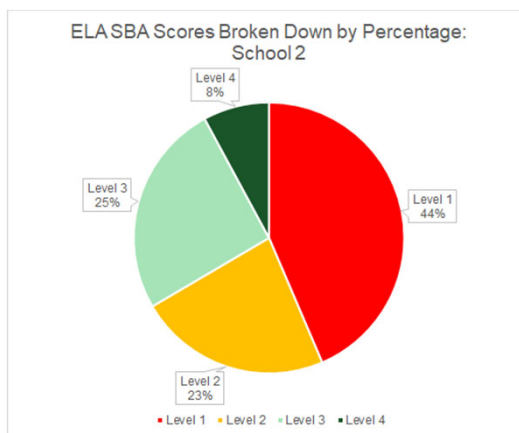


Using local norms to think about the *need* for services

District A – Elementary 1



District A – Elementary 2



How is core instruction likely to differ in these two buildings?
What implications are there for a student with advanced abilities?

Using Tests Differently: Local Norms

Advantages

- Identifies students who need more advanced curricula and/or coursework
- Broadens range of student receiving services
- Allows high achieving students the opportunity to connect with one another

Considerations

- What is the goal of the program/service?
- Can result in a greater range of student needs and readiness
- Doesn't work as well in schools with a large performance range

Using Tests Differently: Changing the parameters

- Other modifications for underserved populations through
 - Native Language
 - More flexible score
 - Different Weighting of Criteria
 - Different Criteria or Cutoff



Universal Screening

Universal screening means the systematic assessment of all students within a grade level for identifying exceptional ability or potential, especially in underrepresented population. Fair and reliable measurement tools appropriate to diverse populations should be selected.



Universal Screening

Teachers Make Most Nominations (McBee, 2006) and
Deficit Thinking Biases Prevail (Ford & Whiting, 2008)

180% Increase Among All Under Represented

130% Increase for Hispanic

80% Increase for Black (Card & Giuliano, 2015)

Using Tests Differently: Universal Screening

A step to reduce the underidentification of underserved groups

- Eliminates the barrier of poor referral systems
- Can identify ability in students that would not have been identified otherwise
- Partially addresses disparities in Opportunities to Learn
- Has shown that newly identified students made greater gains in reading and math after receiving services than referred students (Card & Giuliano, 2015)

but it doesn't solve the problem

- Can be costly
- Student performance on standardized tests is still influenced by Opportunity to Learn so some groups remain underidentified
- Does the assessment align with the program/service?

Use
Different
Tests

Multiple Criteria

Nonverbal Assessments

Teacher Observation

Use Different Tests: Why?

Cognitive tests like IQ and ability tests, are often seen as not culturally responsive, biased, and measures of acquired knowledge (rather than a way to identify giftedness, potential, or capability).

- Most cognitive assessments are based on the Luria and/or Cattell-Horn-Carroll (CHC) theories of intelligence.

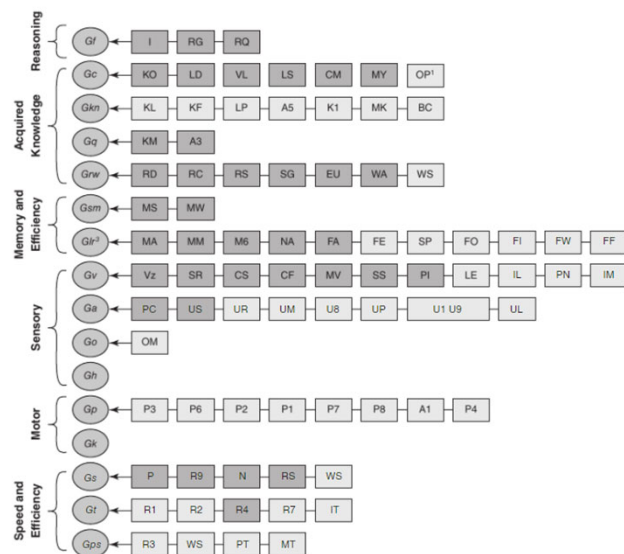


Figure C.8. Current and expanded CHC theory of cognitive abilities. Source: Flanagan & McGrew (1997).

What does Multiple Criteria mean?



Using multiple measures

- **Academic:** Domain knowledge and demonstrated achievement
- **Abilities:** Verbal, quantitative, and spatial
- **Creativity and interest-based** on recommendations on teacher rating scales, parent information, students' own ratings

Why use Multiple Criteria?



- Intelligence is multi-faceted, developmental, and dynamic
- Experiences and access to opportunities influence expression and development of gifted behaviors
- Some behaviors (e.g., underachievement and perfectionism) can influence teachers' perceptions of student performance and test scores

Use Different Tests: Nonverbal Assessments

Do tests exist that are culturally responsive, non-biased, and meant to identify giftedness?

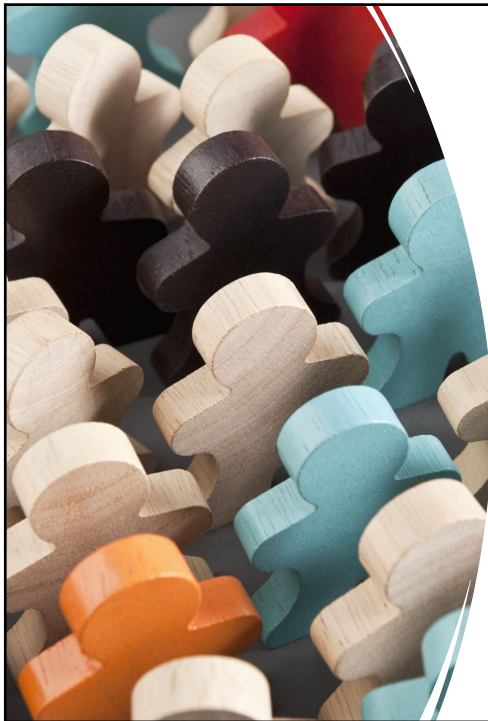
Nonverbal assessments are an option for reducing the underidentification of underserved groups, but they don't solve the problem.

- Under-represented groups remain underidentified
- Scores on nonverbal tests don't predict academic achievement in school all that well.
- Nonverbal tests assess general reasoning ability in a nonverbal way

Use Different Tests: Nonverbal Assessments

Many research studies (Carman & Taylor, 2010; Carman et al., 2018; Hodges et al., 2018; Peters & Engerrand, 2016) have looked at the use of non-traditional/non-verbal tests compared to traditional identification assessments (ability and achievement tests).

- “On every one of the assessments presented (NAEP, WI State Achievement Test, CogAT, NNAT), students from African American, Hispanic, Native American, low-income, and ELL families received lower observed scores than did their comparison group.
- These findings also hold true for nonverbal measures of ability (Cognitive Abilities Test– Nonverbal subscale [CogAT-NV] and the Naglieri Nonverbal Abilities Test [NNAT]), which for African American students showed some of the largest score differences, at more than a full standard deviation unit.” (Peters & Engerrand, 2016, p. 161)



Use Different Tests: Teacher Referrals

- Questionable Reliability
 - Different perspectives of giftedness
 - Can be overly restrictive
- Bias
 - Teachers value verbal skills, social skills, achievement, work ethic, and compliance.
- Differences in expression of gifted behaviors
 - Due to differences in students' cultural background and Opportunities to Learn, “gifted behaviors” are not always expressed in the same ways across groups

Identifying Potential for Referral

- Accuracy of teacher judgments is essential to students' receiving the services they need to be academically successful (Paleczek, Seifert, & Gasteiger-Klicpera, 2017).
 - Based on only the correlations, the outcomes were strongly correlated with one another, reinforcing their combined use as measures of teacher accuracy, which supports prior research (Begeny et al., 2008; Demaray & Elliott, 1998; Feinberg & Shapiro, 2003).
- Teachers' judgments are subject to bias, and those biases inform teacher perceptions (Jamil et al., 2018; McKown & Weinstein, 2008; Rubie-Davies et al., 2012; Südkamp et al., 2012).
 - Teacher ratings are measures of teacher perception, which do not have a definitively right or wrong answer and yield only an estimate of the precision or alignment.
 - Teachers are primary sources of knowledge about student performance, strengths, and weaknesses (Ready & Wright, 2011; Südkamp et al., 2012, 2014).
 - Labeling teachers as inaccurate because of their perceptions is a misrepresentation of teacher knowledge about their students and the purposes of the assessments.

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Teacher Observation Tools



Each scale provides different information about a student's potential or ability.



What tools and subscales on those tools that you choose to use should reflect how you will serve students.



What questions remain or have surfaced for you about identification?

What is the Practical Solution?



USE TESTS
DIFFERENTLY



USE DIFFERENT
TESTS



IDENTIFICATION
ALIGNs WITH
SERVICES

Rethinking identification to promote diversity

- Consider “readiness for additional challenge” and “aptitude” through continuous **evaluations** rather than “gifted” and “high achieving” **labels**



Aptitude: “*The degree of readiness to learn and perform well in a particular situation”*”

What is
the
Practical
Solution?

Use tests differently through local norms

- Students’ scores are compared to others in the same school with similar demographics
- If the demographics of a school’s population are not homogenous, then a top percentage of students from each underserved group should be selected
- Requires a flexible programming approach to meet all of the different levels of achievement



Using Opportunity to Learn Norms

- If the goal is to identify students ready for challenge, need to see which students know the most given their opportunity to learn the content
- Using national age norms presumes that all students have had equal opportunity to develop the practiced skills
 - Uses age to control for opportunity to learn (OTL)
- Can use local and subgroup norms to control for clear differences in OTL within age groups

Identifying ELs ready for challenge: Opportunity to Learn Norms

**These are students
who can reason best
given the same
opportunity to learn**

*Use multiple years of
data to increase
comparison group*

Student ID	Raw score out of 48	Verbal Scale Score	Rank within ELs
1189	48	105	100
1107	42	90	97
1111	41	90	97
1130	40	88	97
1145	37	80	95
1183	37	76	95
1105	36	75	93
1124	35	73	93

Think Aptitude (more than abilities)

“The degree of readiness to learn and perform well in a particular situation.”

- Includes abilities and achievements
- Not just cognitive (motivation and interest matters)
- Not just positive (strengths and weaknesses)
- Depends on the context and the activities involved
- Not fixed



What is the Practical Solution?

Using different tests like teacher referrals/nominations as part of multiple criteria

- Teachers require training on the instrument and on culturally-influenced variations in expression of the behaviors
- The referral instrument should be aligned to the identification assessments
- Use lower cut scores on referral instruments for qualification
- Have a variety of people nominate/refer students
- Use universal screening instead



Which Tests Are Used to Screen Students?

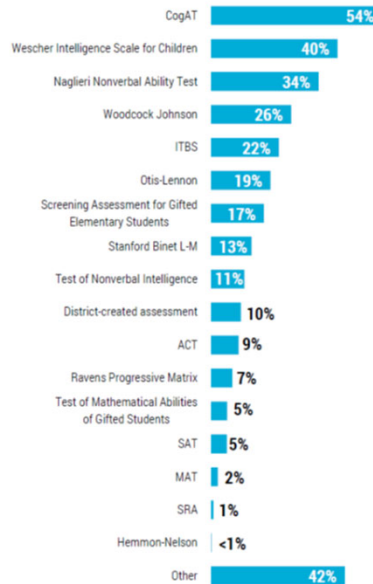
The Cognitive Abilities Test or CogAT is the assessment most frequently used to screen for gifted education.

The assessment, produced by Riverside Publishing, a Houghton Mifflin Company, assesses verbal, quantitative, and non-verbal reasoning.

Forty-two percent used an assessment other than the exams mentioned on the survey. Frequent write-in responses include:

- NWEA's MAP exam
- Pearson's Kaufman Brief Intelligence Test
- PAR's Reynolds Intellectual Assessment Scales

Which of the following assessments does your district use to identify gifted students? Select all that apply.



Which Assessment is Best?

https://www.cde.state.co.us/gt/gt_matrixcommonmeasures

	Content	Age	Time	Administration	Considerations
Cognitive Abilities Test Full Battery Form 7 or 8 (CogAT)	Reasoning and Problem Solving using verbal, quantitative, nonverbal symbols	K-12	30-60 minutes per session depending on grade level	Group administered	Research studies show sensitivity to ELL and minority students; The new Form (7) will include a Spanish Form
Differential Ability Scales-II (DAS-II)	Measures verbal, nonverbal, and spatial reasoning abilities;	2:6-17:11	Core battery 45-60 minutes; Diagnostic subtests 30 minutes	Individually administered	Spanish supplement available; works well with twice-exceptional or potentially twice-exceptional students
Kaufman Assessment Battery for Children, Second Edition (KABC-II)	Various cognitive abilities based on CHC or Luria models	3:0-18	25 to 55 minutes (core battery, Luria model), 35 to 70 minutes (core battery, CHC model)	Individually administered	More culturally and linguistically responsive (although contains verbal administration items), Administration prompts translated into Spanish
Naglieri Nonverbal Ability Test, 2 nd or 3 rd Ed (NNAT2) (NNAT3)	Screens for general nonverbal ability	K-12	30 minutes	Group or individual administration	Reliable tool for screening individuals from diverse cultural and linguistic backgrounds
Stanford Binet Intelligence Scales, 5th Edition (SB 5)	Fluid reasoning, knowledge, quantitative reasoning, visual-spatial processing, and working memory	2 to 85+ years	Takes approximately 5 minutes per subtest	Individually administered	
Wechsler Intelligence Scale for Children, 5th Edition (WISC-V)	Measures a child's intellectual ability including visual spatial and fluid reasoning	6:0 – 16:11	Varies depending on age, between 1 hour and 1.5 hours	Individually administered	Complimentary subtests can also measure academic achievement in reading, writing and math

Alignment of Identification to Services

What are we identifying for?

- Misalignment between identification policies and service program models can be detrimental
- Focusing first on the design of a program (instead of identifying students), the identification practices are better aligned to services and can lead to student growth and success

What are we identifying?

- Does it tell you what you want to know?
- Does it accurately reflect student ability or potential?

Essential Understandings about Identification– Mind Shifts

1

Shift from identifying gifted to identifying children who need advanced learning

2

Shift from gifted program to services for advanced learners

3

Focus on teaching and creating classrooms that challenge children – Instruction matters to develop talent.

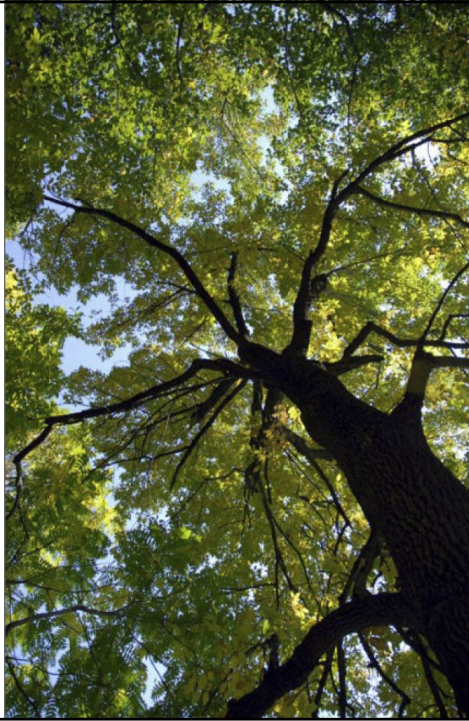
Benefits of Identifying Potential for Schools and Students

- Increased identification of and services to students of high potential from all populations, and especially to those from underserved groups.
- Intended support for students:
 - *access* to support and advanced learning experiences
 - *affirmation* of their potential and effort
 - *advocates* who will help to ensure their potential is developed (AAP Office, 2013, p. 15).



Short Term

To *identify* students who may not be considered for advanced academic programs using traditional methods of identification, and who, without that opportunity, are less likely to pursue advanced levels of learning on their own.



Long Term

To *nurture* high academic potential at an early age so that students who have historically been underserved in advanced academic programs will be *prepared to engage* in *challenging* subject matter and *rigorous courses* in upper elementary school, middle school, and high school.

Challenge Deficit Thinking

Focus on areas of strength

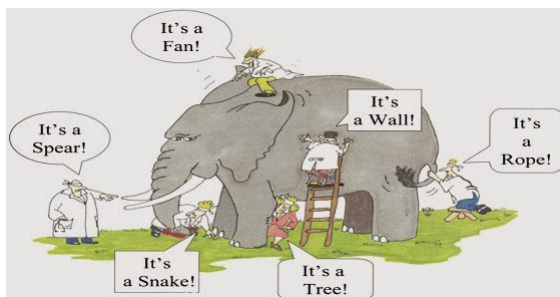
Provide scaffolding and extra support to promote achievement and success

Identifying and Serving Diverse Highly Capable Students

TO DO...	TO AVOID...
Understand that highly capable students are those who need advanced learning opportunities	Practices that promote the idea that high IQ equates giftedness (e.g. giftedness only exists in the top 5-6% of the population)
Design services that match students' needs and provide ample opportunities for students to display strengths and talents through curriculum and instruction	Place students in programs without regard for their individualized learning needs
Match assessments with highly capable services (and be sensitive to cultural and linguistic differences)	Use mainly rigid cut-off scores on IQ tests or cognitive ability tests, or use a single test for identification
Use multiple objective criteria to holistically identify students with a need for highly capable services	Use matrices, composite scores, or otherwise put multiple criteria together in ways that limit the recognition of individual student strengths
Offer professional development to various stakeholders (parents, educators, community members) to expand upon their understandings and awareness of the needs of advanced learners	Checklists of bright vs. gifted which reinforces innate views of giftedness (e.g. giftedness is in-born)
Seek and solicit parent involvement as partners and collaborators in their education, send out parent letters in home languages when possible and offer translators for information nights	Not involve parents
Provide opportunities for families and educators to learn from each other and develop inclusive educational communities	Assume that educators must always teach parents about their children



What is the Practical Solution?



“Best practices involve a fair and equitable nomination process.

This requires a paradigm shift where the focus changes **from identifying and remediating weaknesses to identifying strengths and giftedness through multiple lenses.**” (Esquiedo & Arreguin-Anderson, 2012)

- Talent development is a two step process
 - We must provide opportunities for talent to surface
 - AND provide programs that develop students' talents

Breakout

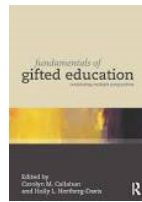
What have you done in your districts to better increase student representation and diversity?

Take Action

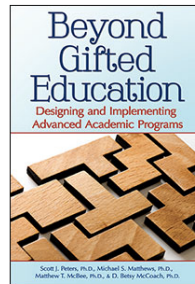
1. Examine your own district policies and procedures to assess and evaluate the degree to which you are using multiple sources of data to identify and consider the services needed to match your students' learning needs.
2. Possible Action Steps:
 - Revise identification procedures if needed to reflect your new knowledge about the use of multiple criteria.
 - Develop procedures for a holistic review of collected student data.
 - Redesign the criteria used for selecting highly capable students based on what you have learned in this module and the cautionary suggestions that are made when an identification system is considered.
 - Add some new services based on what the data reveal to you about students' needs.
 - Create a professional development plan for educating those in your school district who will have a role in the identification and selection of students for highly capable programs.

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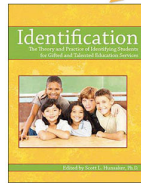
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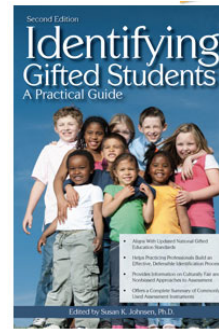
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Being More Inclusive: Supporting Talent Development Through a Broader Perspective

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