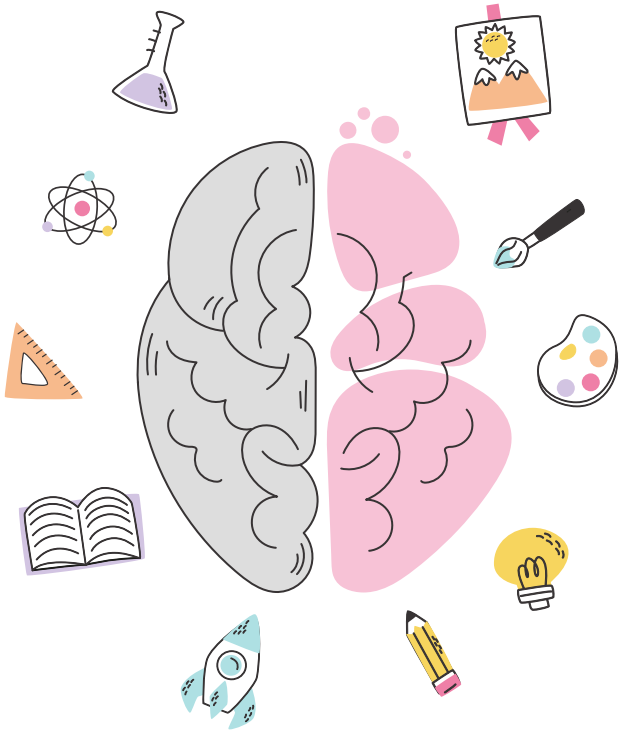
Talented and Gifted (TAG)

Equity in Identification

Mrs. Erin Slifer



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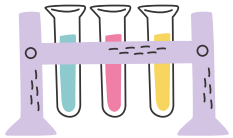
01

Equity in Talented & Gifted Defined

Defining Equity within TAG Identification

Equity

Fair identification practices that utilize multiple measures, while considering the diverse population of our school.



02

Equity Identification Goal

Goal

Evaluate our identification process to make it more inclusive and equitable for our English Language Learners and twice exceptional students.

03

Current Statistics in the underrepresentation of diverse groups in TAG programs

Overlooked

Blumen (2021) states, “However, disparities in academic achievement among the highly able students show that students coming from **culturally/linguistic diverse contexts are often overlooked for programs for the high achievers**, and **inequities in the screening and identification procedures for students living in rural** areas post new challenges on the fairness of the processes” (p. 27).

Overlooked

Naglieri & Ford (2003), “Nationally, Hispanics/Latinos are about **50% less likely than White students to be identified** for gifted programs (as cited by Felder et al., 2015, p. 28).

Ford (2013) posits that Hispanics/Latinos “**make up about 20% of the public school population**, but ‘much less’ of the population of gifted programs—based on data from the Office for Civil Rights, she estimated the **underrepresentation of this population to be close to 40%** (as cited by Felder et al., 2015, p. 28).

04

Defining our current process

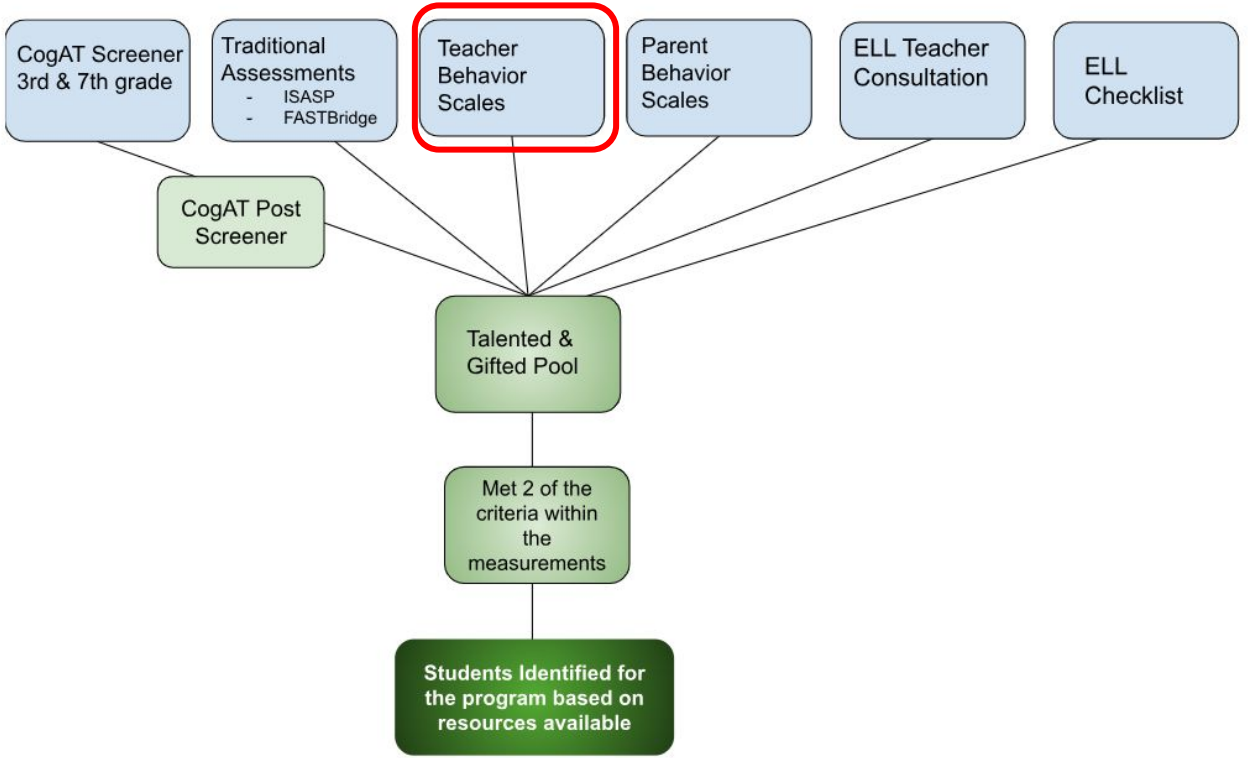
Current Reality

TAG DEMOGRAPHICS

TAG DEMOGRAPHICS will get from Superintendent Peter

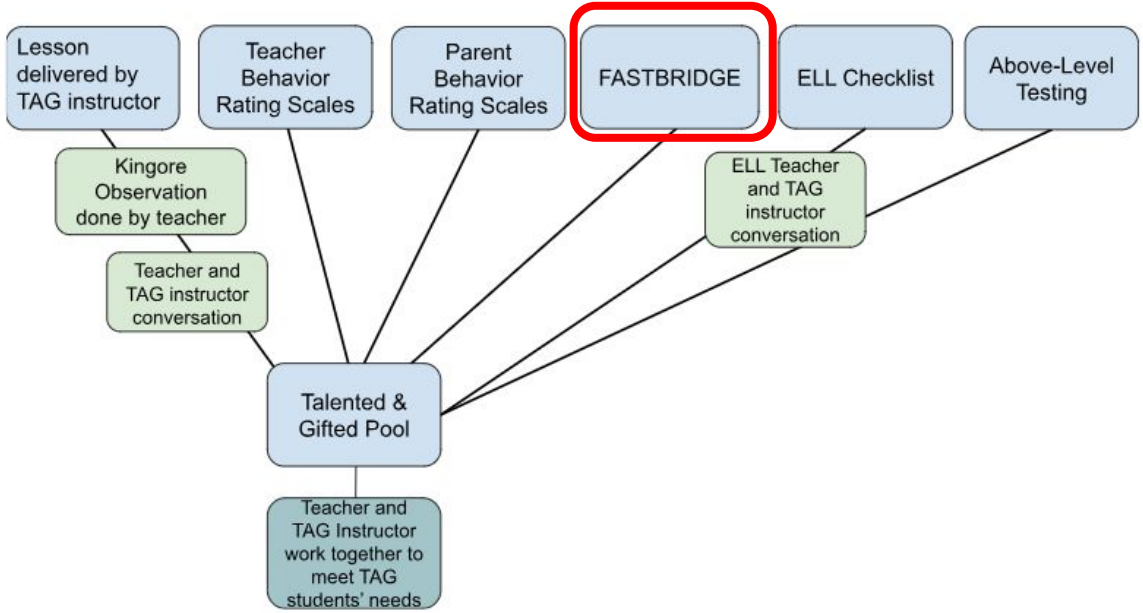
Current Process

ELL Identification Program



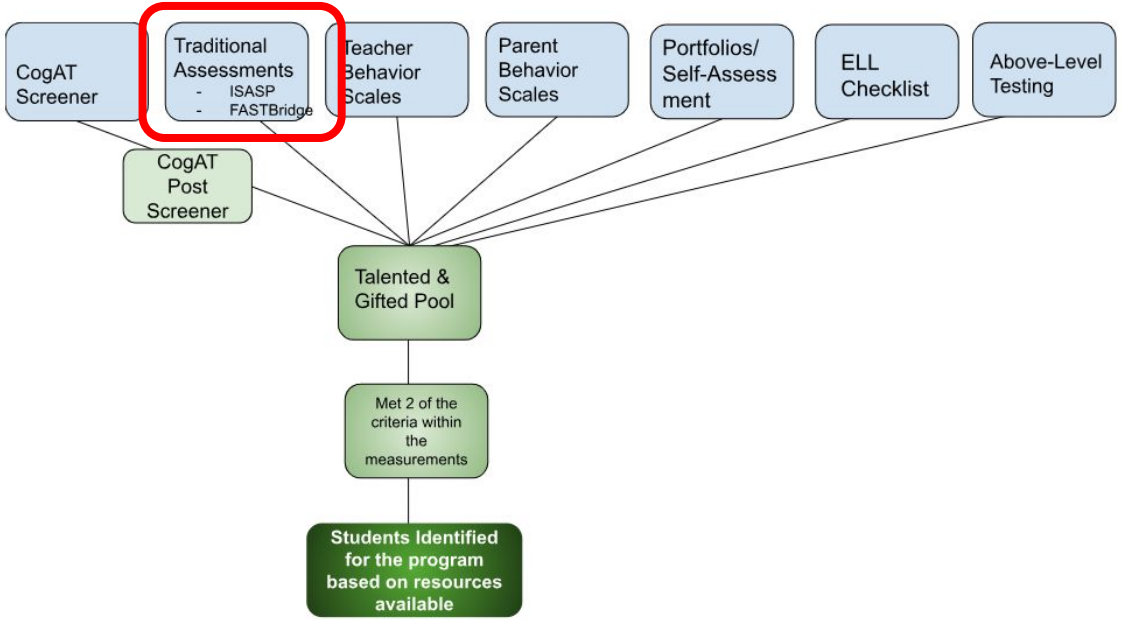
Current Process

Kindergarten through 5th Grade



Current Process

6th through 12th Grade



Current Reality Equitable Pieces

- Local Norms
- Universal Screening, CogAT grades 3rd and 7th
- Teacher nomination
- Parent nomination

05

Defining Processes to make Identification more equitable

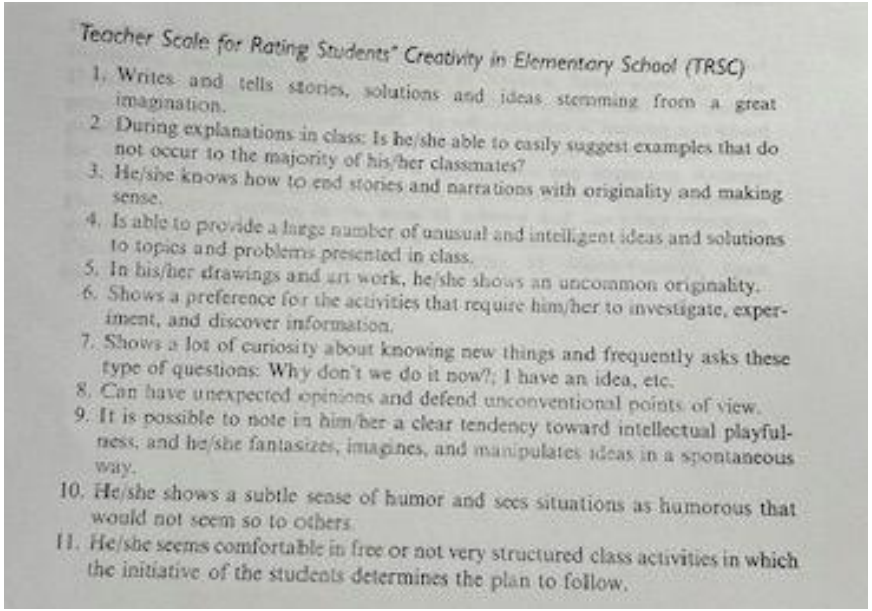
Early Identification/ Qualitative Data

- Identify students earlier than 3rd grade
  - As early as Pre-K
- Whole class lessons (K-3 to start) a.k.a frontloading
  - Gen. Ed teacher as observer and collaborator
  - Primary Education Thinking Skills (PETS) curriculum

Qualitative Data

- Student work samples
- interviews with students, parents, etc.
- direct observations of student
- student portfolios

Teacher Scale for Rating Students' Creativity (TRSC)

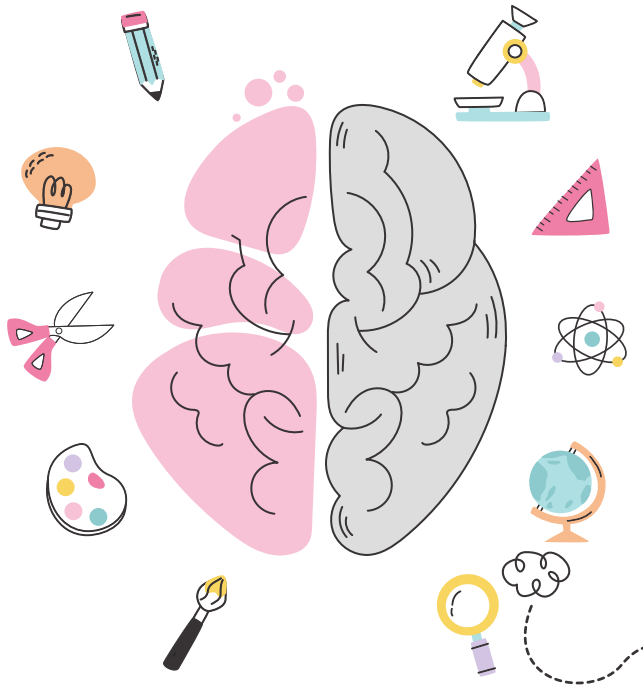


Teacher Scale for Rating Students' Creativity in Elementary School (TRSC)

1. Writes and tells stories, solutions and ideas stemming from a great imagination.
2. During explanations in class: Is he/she able to easily suggest examples that do not occur to the majority of his/her classmates?
3. He/she knows how to end stories and narrations with originality and making sense.
4. Is able to provide a large number of unusual and intelligent ideas and solutions to topics and problems presented in class.
5. In his/her drawings and art work, he/she shows an uncommon originality.
6. Shows a preference for the activities that require him/her to investigate, experiment, and discover information.
7. Shows a lot of curiosity about knowing new things and frequently asks these type of questions: Why don't we do it now?; I have an idea, etc.
8. Can have unexpected opinions and defend unconventional points of view.
9. It is possible to note in him/her a clear tendency toward intellectual playfulness, and he/she fantasizes, imagines, and manipulates ideas in a spontaneous way.
10. He/she shows a subtle sense of humor and sees situations as humorous that would not seem so to others.
11. He/she seems comfortable in free or not very structured class activities in which the initiative of the students determines the plan to follow.

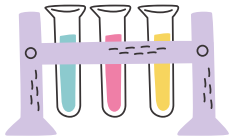
Potential Based

- not innate
- abilities developed over time with exposure to the “right” opportunities



Community Connection

- connect and partner with parents
- connect and partner with the community



Steps towards Equity

1. **Potential Based Mindset**
2. **Qualitative Data Driven**
    a. whole-class instruction (K-3)
    b. PETS data collection
    c. student work samples
3. **Community and Parent Connection**
    a. Build resources
    b. connect and partner
4. **TRSC Tool**

Thanks!

Do you have any questions?

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