Access and Equity: Identifying and Serving Highly Capable English Learners

Washington Association of Bilingual Educators

March 23, 2018

Highly Capable Student Programs
Office of Superintendent of Public Instruction
Change is like this image because...
Access and Equity: Identifying and Serving Highly Capable English Learners

HiCapPLUS Online Professional Learning Modules

March 23, 2018 9:45 AM – 10:45

WABE 2018 Conference

Welcome

- Overview of Identification
- Issues in Addressing Diverse Learners
- Use of Multiple Criteria to Identify Need for Services
- Using Assessments to Make Instructional Decisions

- Implementation by Pilot Local Education Agencies
- Action Research to Create Change
- Mount Vernon School District’s Path

Reflection and Questions
National Association for Gifted Children
www.nagc.org

GiftednessKnowsNoBoundaries.org
2017 Changes in State Law

ENGROSSED HOUSE BILL 2242, SECTION 412
“District practices for identifying the most highly capable students must prioritize equitable identification of low-income students.”
Definition of Terms

**Prioritize:** treat as more important than other things

- *In other words, put this at the top of your “to do” list for 2017-18 school year.*

**Equitable identification:** fair, unbiased, free from favoritism

- Treating all students the same is *not* equitable access. Relying mostly on standardized test data is *not* equitable access.
- It does not value data that can be important to recognize and support potential in underserved subgroups.
  - *Authentic performance assessment can uncover ability.*
Definition of Terms

**Low-income students:** Students eligible for free or reduced-price meal

- Individually identifiable eligibility for free/reduced-priced lunch is subject to federal privacy regulations.
- So, how can schools address this directive without individually profiling students?

- By identifying and removing systemic barriers in current practices;
- By understanding that ability is dynamic and develops over time;
- By recognizing that certain observable traits of ability cross cultural boundaries and may successfully identify diverse students, including low-income.
2018 Changes in State Law

ENGROSSED SECOND SUBSTITUTE SENATE BILL 6362
Changes in 2018 legislative session

Sec. 105. A new section is added to chapter 28A.300 RCW to read as follows:

The superintendent of public instruction must require school districts to have identification procedures for their highly capable programs that are clearly stated and implemented by school districts using the following criteria:
Changes in 2018 legislative session

(a) Districts must use multiple objective criteria to identify students who are among the most highly capable. Multiple pathways for qualifications must be available and no single criterion may disqualify a student from identification;

(b) Highly capable selection decisions must be based on consideration of criteria benchmarked on local norms, but local norms may not be used as a more restrictive criteria than national norms at the same percentile.
Changes in 2018 legislative session

(c) Subjective measures such as teacher recommendations or report card grades **may not be used to screen out a student from assessment.** These data points may be used alongside other criteria during selection **to support identification**, but may not be used to disqualify a student from being identified; and

(d) To the extent practicable, **screening and assessments must be given in the native language of the student.** If native language screening and assessments are not available, a **nonverbal screening and assessment** must be used.
Changes in 2018 legislative session

The superintendent of public instruction must disseminate guidance on referral, screening, assessment, selection, and placement best practices for highly capable programs. The guidance must be regularly updated and aligned with evidence-based practices.
Changes in 2018 legislative session

Washington Administrative Code (WAC) to follow …
SEE ME!

High-achieving children in poverty and from minority groups are 2.5X LESS likely to be identified for, and served in, gifted and talented programs in schools. Children deserve fair identification strategies.

Learn more about children with gifts and talents, their unique developmental needs, and how to support them. We must do more to ensure that all children get what they need as they reach to achieve their personal best!

www.GiftednessKnowsNoBoundaries.com
Jacob K. Javits Program
Project HiCapPLUS
Washington State

FUNDED BY THE INSTITUTE OF EDUCATION SCIENCES
U.S. DEPARTMENT OF EDUCATION PR/AWARD #S206A150008
Hi-Cap Plus Goal 1

• Improve teaching, learning and student achievement by developing and implementing a self-sustaining and comprehensive professional learning system that integrates research-based instructional and curricular strategies, best practices for identification/assessment, program evaluation and related support materials.

• This system will expand district capability to plan, conduct, and improve programs to identify and serve gifted and talented students.
Hi-Cap Plus Goal 2

Improve district program operation by developing and implementing a system of technical assistance that assists districts as they plan, conduct, self-evaluate and improve program operations to identify and serve gifted and talented students.

In the delivery of technical assistance, share information that guides districts as they adapt these methods for all students.
Hi-Cap Plus Goal 3

Leverage existing and emerging collaborative relationships the OSPI has with educational service districts (ESDs), institutions of higher education (IHEs), and other organizations for the dissemination of the content and materials developed through the HiCapPLUS.
On-Line Professional Development

Access and Equity
Pedagogies and Strategies that Enhance Learning for Highly Capable Students

Module 1: Creating the Environment to Address Diverse Learning Needs

Module 2: Social-Emotional Learning

Module 3: Using Assessment to Make Effective Instructional Decisions

Module 4: Inquiry Based Instructional Approaches

Pedagogies and Strategies that Enhance Learning for Highly Capable Students Module 5

Integrating Individual or Small Group Investigations
Big Ideas – Mind Shifts

• Shift from identifying gifted to identifying children who need advanced learning
• Shift from gifted program to services for advanced learners
• Focus on teaching and creating classrooms that challenge children – Instruction matters to develop talent.
Components of Each Module

- Narrated PowerPoint slide presentation
- Downloadable version with script of presentation
- Key Readings
- Web-based “Assignments and Discussions”

Summary and Action Research

Resources
Key Readings for individual, small or large group investigation
Powerpoint slides with narration to provide facilitator with background knowledge

Picture Source: http://www.delawarechildrensmuseum.org/membership-explore-and-save
Who are diverse, advanced learners? As we mentioned in the beginning of this module, there is a great deal of diversity in race/ethnicity and culture, class, languages, family situations, life experiences, academic and intellectual abilities, and thinking styles. In the following sections, we refer specifically to

1) **The Ethnically and Culturally Diverse (African Americans, Hispanic Americans, Southeast Asian Americans and Pacific Islanders, Native Americans, and**

2) **Diverse by Experiences, or** English learners, students identified as twice exceptional, low-income, and/or rural (Siegle et al., 2016).

That being said, we must take care to know the students in our schools very well. More likely than not, there will also be a mix of students who are all different. Hispanic American students may be children of migrant workers, or professors who are fluent in English. African American students may be recent immigrants from Nigeria. Asian students may be 2E and living in poverty in single family homes.
# Identifying and Serving Diverse Highly Capable Students

<table>
<thead>
<tr>
<th>TO DO...</th>
<th>TO AVOID...</th>
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</thead>
<tbody>
<tr>
<td>Understand that highly capable students are those who need advanced learning opportunities</td>
<td>Practices that promote the idea that high IQ equates giftedness (e.g. giftedness only exists in the top 5-6% of the population)</td>
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<tr>
<td>Design services that match students’ needs and provide ample opportunities for students to display strengths and talents through curriculum and instruction</td>
<td>Place students in programs without regard for their individualized learning needs</td>
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<tr>
<td>Match assessments with highly capable services (and be sensitive to cultural and linguistic differences)</td>
<td>Use mainly rigid cut-off scores on IQ tests or cognitive ability tests, or use a single test for identification</td>
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<tr>
<td>Use multiple objective criteria to holistically identify students with a need for highly capable services</td>
<td>Use matrices, composite scores, or otherwise put multiple criteria together in ways that limit the recognition of individual student strengths</td>
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<tr>
<td>Offer professional development to various stakeholders (parents, educators, community members) to expand upon their understandings and awareness of the needs of advanced learners</td>
<td>Checklists of bright vs. gifted which reinforces innate views of giftedness (e.g. giftedness is in-born)</td>
</tr>
<tr>
<td>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</td>
<td>Not involve parents</td>
</tr>
<tr>
<td>Provide opportunities for families and educators to learn from each other and develop inclusive educational communities</td>
<td>Assume that educators must always teach parents about their children</td>
</tr>
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Research-based Strategies to Identify and Serve
Culturally, Linguistically and Economically Diverse Students: Two New Scales for Equitable Identification

By
Maggie Smith-Peterson, Minneapolis Public Schools
Kelly Stewart, Minneapolis Public Schools
Karen Westberg, University of St. Thomas

Introduction

In the 2007 report, Overlooked Gems: A National Perspective on Low-Income Promising Learners (Stambaugh & VanTassel-Baska), demographer Harold Hodgkinson explained that within a decade, no single ethnic group in the U.S. will predominate among public school students. In other words, schools in the U.S. are becoming more racially, culturally and linguistically diverse every year. Given this fact, it is alarming to note that many public school districts across the country underrepresent students of color, English learners (EL), and students qualifying for free or reduced lunch plans among their identified gifted population (Callahan et al., 2014). Furthermore, gifted and advanced learners who are culturally, linguistically, and economically diverse (CLED) consistently perform below their white, middle- and upper-class peers (Plucker et al., 2010). The use of standardized tests to identify gifted CLED students will clearly fail to produce an equitable result. In a recent national survey, fifty-one percent of elementary programs reported having a plan in place to develop talent among traditionally underidentified groups (Callahan et al., 2014). Yet, when it comes to useful tools to accurately and efficiently identify high potential CLED students, the field is at a loss: very few tools have been created that specifically target the identification of gifted CLED students, and among those that do exist, even fewer have the sufficient research to prove their efficacy.

The use of teacher rating scales to identify gifted learners is a long-standing practice. Whereas much evidence shows that teacher bias limits the participation of CLED students in gifted programs (Bruch, 1975; Desfonds, 1977; de Wet & Gubbins, 2010; Ford & Grantham, 2003), other studies have shown that teacher rating scales can improve accurate identification of talent, especially when paired with quality training (Frazier et al., 1995; Hoge & Cudmore, 1986; Frank, 2007; Swanson, 2005). While a few tools, such as the HOPE Scale (Gentry & Peters, 2010) have demonstrated both reliability and validity evidence in identifying low income students, we saw a need to develop teacher rating scales that specifically addressed aspects of language and culture. Additionally, the Scales for Rating Behavioral Characteristics of Superior Students (otherwise currently known as the Renzulli Scales) address more universal characteristics of giftedness, and therefore, we sought to create teacher rating scales...
High Potential Culturally, Linguistically, and Economically Diverse Learner: Teacher Rating Scales

**High Potential Culturally and Linguistically Diverse Learner: Teacher Rating Scale**

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<th>The student demonstrates...</th>
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<td>1. ...a strong sense of pride in his or her cultural background.</td>
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<td>2. ...a desire to teach peers words from his/her native language.</td>
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<td>3. ...eagerness to translate for peers and adults.</td>
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<td>4. ...a balance between appropriate behaviors expected of his/her native culture and the new culture.</td>
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<td>5. ...an ability to explain native dialect and idioms (e.g., play on words, slang).</td>
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<td>6. ...understanding of jokes and puns related to culture.</td>
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Research citations for CLED Scale items

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<td>2. ... an interest in others from cultures different from his/her own.</td>
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<td>3. ...a high degree of emotional responsiveness (i.e., spontaneity, openness and ease in sharing feelings with others).</td>
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<td>4. ...awareness of his/her self as a capable learner.</td>
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<td>5. ...an independent nature.</td>
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<td>6. ...a strong sense of altruism (i.e. caring about others).</td>
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<td>7. ...a keen sense of justice.</td>
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7. "...a keen sense of justice."
Implementation by Pilot Local Education Agencies

Mount Vernon School District
ESD 189 Coop/PLC and others

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U.S. DEPARTMENT OF EDUCATION PR/AWARD #S206A150008
Action Research to Create Change
If people are to accept—let alone embrace—change, they must understand:

- **Why** they can’t simply preserve the status quo and keep doing what they’ve been doing;

- **What** they must start doing; and

- **How** they can accomplish this goal.
Small city district of 7,000 students in central Washington, 50% Hispanic, 54% F/R - **Year 1**

Identification

Describe the Action Research steps you have already taken, or plan to take.

With our focus on our identification process, we considered our referral process one of the ways that this process begins. Although there is more that can be done, we developed a referral form which was then translated and will be available on our website and in school offices.

We also purchased and used current CogAT testing materials that have alternate scoring available for English Language Learners and made sure that ELL scoring was consistently used when appropriate.
Small city district of 7,000 students in central Washington, 50% Hispanic, 54% F/R - **Year 2**

**Identification**

Describe the Action Research steps you have already taken, or plan to take.

All resource teachers working with Highly Capable students in elementary have gone through the modules. We are currently doing a book study with resources from the modules.

Ongoing professional development for other educators, using the modules, is part of LID day opportunities during 2017-18 school year.

Also, staff meetings in schools include how to recognize indicators of diverse Highly Capable students (CLED survey.)
Suburban district of 7,000 students, 75% white, 15% F/R - Year 1

We have administered a spring parent and teacher survey. We have also created a structure (teacher leads from each building) to ensure collaboration in recommendations.

How did you determine your inquiry based on need?

We have spent the last two years studying and revising our referral, assessment and selection process. We have used data to assess whether the selection process identifies students for whom the program is a “good match.” We have studied demographics to determine opportunity gap and have made some changes in our process (more room to grow there, and we plan to continue this work.)

Our next need is to define and broadly share the mission, vision, program and services, and then make sure that professional learning is aligned and ongoing.
Suburban district of 7,000 students, 75% white, 15% F/R – Year 2

*How did you determine your inquiry based on need?*

Following up from last year’s work, we are getting ready to do Young Scholars pilot for 3rd grade. We meet with teacher leaders in grade 3 – 5 to go over how to identify characteristics of diverse learners.

We have a HiCap book study of Richard Cash’s book (differentiation). We’ve covered Module 1 of Pedagogy and Strategies especially to review what type of services match the student needs identified. We use the printed versions of ppts. as a guide for leading the modules.
Rural district of 850 students, 91% Hispanic, 88% F/R – **Year 1**

How did you determine your inquiry based on need?

We have a great identification process. **More teachers/staff just need to be made aware of it.**

Our struggle is with differentiation and the address to diversity within the classroom/building. We need to address how to serve our students better on a daily basis.

Specific action steps taken or planned: Not sure yet

Participating educators in this inquiry cycle: 15 teachers/staff members (so far) will be participating, which span grades K-12. (Flipped classroom model)
Rural district of 850 students, 91% Hispanic, 88% F/R – **Year 2**

How did you determine your inquiry based on need?

We’re using the Social-Emotional module with the building coordinators (counselors) at each building. Our Guidebook is still a draft and we’re working on it. We’ve also made individual learning plans for each student.

We’ll offer the modules again this summer or next fall for clock hours (flipped classroom.) There’s a perception that field trips and after-school activities are enough services. We are sitting down with teachers to see how to support them. There’s intervention time every day which we can use to embed service for identified students.
Mount Vernon School District
Mt Vernon, Washington
Laura Schonberg, Director

K-12 Highly Capable Services
Implementing Change
• Superintendent, Executive Director for Teaching and Learning
• Professional Development Specialist (ELL)
• Migrant Leadership
• Building Instructional Support Specialists
• Family Engagement Liaisons
• School Psychologists/Special Programs
• Identification Team
• Parents
• Align to state law, WAC 392-170

• Bulletin 064-17 (changes to HiCap funding formula, equitable ID priorities)

• Disparity in student population
  
  • 2014: 60% Hispanic district wide, 15% ID’d Highly Capable
  
  • 2017: 52% Hispanic 3rd/4th grade ID’d/served Highly Capable, 33.1% F/R status

• Superintendent: “We have to change this”
• HiCap student population reflect district demographics
• Balance of fe/male
• Substantive instruction/Social & Emotional considerations
• Parent engagement
• Professional Development (varied models for differentiation; specialized/expert staff involved)
• Universal screeners at 2nd and 5th grades
• Fine tooth data combing (CogAT, SBA, classroom-based)
• Location, Location, Location - NO space! For elementary services
• Dual-language programs/master schedule
• Transportation to service schools
• Staffing elementary clusters and Middle School Accelerated
• Pull-out/enrichment space
• Executive Administration

• HiCap staff doing “less”: letting pressure be felt by buildings, not buffering between parents/teachers/administration

• Elementary and Middle school “task force”/planning team

• Parent Group

• Professional Development of staff

• JavitsPlus Grant/OSPI: accountability

• ESD 189 HiCap cooperative: support

• Peripheral staff buy-in
• Elementary grade-level clusters
• 4th/5th grade every-day-all-day HiCap class (50% Latino, fe/male)
• Middle School task-force: HiCap services @ one middle school, advanced ELA and math courses
• After-school middle school enrichment (Robotics/FLL, Young Authors, Drama, Math Olympiad)
• Professional Development: on-line, sub-days for job-alikes, ESD cooperative
• High School HiCap services: what’s needed?

• Middle School services ("new" model): schedule, training accelerated staff, hiring ELA teacher

• Parent engagement

• Dual Language/Bilingual instruction?

• Staffing

• Elementary clusters/pull-out support, teacher Pro D

• Professional development model/Javits modules

NEXT....
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