



Potential to Perform

Identifying Underrepresented Students for TAG



Tigard-Tualatin School District has been researching the gap that exists in our number of diverse students identified as TAG. We are under identifying students from minority populations and our ELL students.

Through our research we identified these key theories and concepts:

DISCRIMINATION THEORY

"Giftedness is evenly distributed across all demographic groups, but the traditional methods of identifying students for gifted programs are culturally biased preventing equity in the identification process and limiting access to gifted programs." (Clark, 2007)

DISTRIBUTION THEORY

Giftedness is not equal among cultural groups. Potential for giftedness is never reached because of:

- 🌀 Different cultural views of giftedness
- 🌀 Limited resources, access and opportunities

UNIVERSAL CHARACTERISTICS

Students may show their giftedness in ways unique to their culture. These may not always be recognized as giftedness.

All gifted students possess universal traits which are impacted and influenced by their individual cultures, values and experiences.

Our Plan:

No Cut Scores

We do not want to use lower test scores for identification.

Evidence Based Process

We want a process that looks for a preponderance of evidence.

Cohort Comparison

We want to compare students with their peers instead of benchmarks.

Team Decision

We want our decisions to be made by a team of educators that are familiar with the student.

Universal Characteristics of Gifted Learners

Language

- advanced skills/fluency in native language
- acquires language rapidly
- translates/interprets between languages
- strong expressive language/verbal skills
- code switches easily
- large vocabulary

Learning

- exceptional memory, retention or recall
- highly motivated or self-driven, persistent
- pursues an intense interest
- curious, inquisitive, asks unusual or penetrating questions
- quick mastery of new skills or information
- analytical--finds meaning, makes connections, generalizes and finds relationships
- demonstrates high levels of logical reasoning, intuition and problem-solving abilities
- highly observant, notes details
- academic achievement and work completion at a high level (compared to cohort)
- discovers, applies and creates patterns
- impatient with repetition or routine
- imaginative, creative, original or novel ideas
- exceptional ability in the arts

Social

- displays leadership qualities
- assumes mature responsibilities
- adapts easily to new situations, flexible
- well-liked, respected and acknowledged by peers
- gets along well with adults and older students
- empathetic
- intense or unusual emotional depth or responsiveness
- advanced sense of humor
- self-confident and/or willing to take risks
- intuitive grasp of situations
- sees/understands multiple perspectives
- high expectations of self and others
- skilled at problem-solving; solves problems in various or unique ways (including both academic and social/emotional problems)

Cultural

- mature sense of diverse cultures and languages
- respect for cultural differences
- navigates appropriate behaviors successfully in multiple cultures
- exceptional talent in areas specifically valued in culture of origin
- shows pride in cultural or ethnic background; is willing to share own culture or language

For more information and to see our identification process in its entirety, please visit: <https://goo.gl/ZQQDhz>

