

Potential to Perform: Evaluating and Identifying Underrepresented TAG Students



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Tigard-Tualatin School District

Getting Equity Right
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Introductions



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TAG in Oregon

- The federal government does not provide guidance or have requirements for gifted services.
- In Oregon, TAG is an unfunded State mandate. Districts are required to identify and serve TAG students.

Each school district shall have local district policies and procedures for the identification of talented and gifted students as defined in ORS 343.395 who demonstrate outstanding ability or potential in one or more of the following areas:

- (a) General intellectual ability as commonly measured by measures of intelligence and aptitude.
- (b) Unusual academic ability in one or more academic areas.

Current TTSD Identification Process

- Three categories:
 - Intellectually Gifted (screener at 3rd grade)
 - Academically Talented (SBAC as a screener)
 - Reading or Math
- Parent and teacher referrals accepted at any grade level
- Standardized test scores at 97th percentile or higher required:
 - 1 for intellectually gifted
 - 2 for academically talented
- No single measure: supporting evidence required
- TAG team makes final decision based on data and evidence

The Data

Oregon TAG Identification 2014-2015

Oregon statewide report card: An annual report to the legislature on Oregon public schools, 2014-2015, retrieved from <http://www.ode.state.or.us/search/page/?id=1821>

Student Group	Number of TAG Students	Percent of TAG Students	Number of All Students	Percent of All Students	Percent of Student Group Identified as TAG
Total	38,417	100.00%	564,809	100.00%	6.80%
Gender					
Male	20,558	53.17%	290,101	51.36%	7.04%
Female	17,990	46.83%	274,708	48.64%	6.55%
Race/Ethnicity					
White	27,556	71.73%	358,642	63.50%	7.68%
Hispanic	3,703	9.64%	126,510	22.40%	2.93%
American Indian/ Alaska Native	214	0.56%	8,424	1.49%	2.54%
Asian	3,884	10.11%	22,532	3.99%	17.24%
African American	403	1.05%	13,620	2.41%	2.96%
Pacific Islander	125	0.33%	3,966	0.70%	3.15%
Multi-Racial	2,532	6.59%	31,115	5.51%	8.14%
Other					
Economically Disadvantaged	9,032	23.33%	292,892	52.26%	3.08%
Not Economically Disadvantaged	29,688	76.67%	267,589	47.74%	11.09%
Special Education***	1,332	3.47%	80,448	14.24%	1.66%
Not Special Education	37,085	96.53%	484,361	85.76%	7.66%

The Data

Tigard-Tualatin School District
TAG Identification
March 2016

Subgroup	Number of TAG Students	Percent of TAG Students	Number of All Students	Percent of All Students	Percent of Subgroup Identified as TAG
Total	1,468	100	12,752	100	11.50%
Primary Race					
American Indian/Alaskan Native	3	0	49	0	6.12%
Asian	133	9	726	6	18.32%
Black / African American	10	1	259	2	3.86%
Hispanic	94	6	3212	25	2.92%
Multiple	78	5	757	6	10.30%
Native Hawaiian / Other Pacific	2	0	220	2	0.90%
White	1148	78	7529	59	15.25%
Underserved Races/Ethnicities	109	7	3740	29	2.91%
*(Underserved Races/Ethnicities includes American Indian/Alaskan Native, Black/African American, Hispanic and Native Hawaiian/Other Pacific Islander)					
Special Populations					
Econ Disadv	146	10	4172	33	3.50%
ESL	2	0	1297	10	0.15%
LEP	4	0	1363	11	0.29%
Sped	18	1	1249	10	1.44%
*ESL includes currently served students. LEP includes currently served and monitored students.					

Our Research: Discrimination vs. Distribution

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, p. 162)

- Testing is biased
- Teachers can be biased
- Definitions of giftedness are based on Anglo-American values
- Students aren't identified because they don't fit into a “mold”
- Most current thinking in the field of Gifted Ed is based on this theory

Our Research: Discrimination vs. Distribution

Distribution Theory

“...there is a second theory that suggests that giftedness actually **is** unequally distributed across demographic groups.” (Clark, 2007, p.163)

Potential for giftedness is unequal because of:

- different cultural views of giftedness (leadership, social skills, etc.)
- limited resources
- limited access to learning materials
- limited access to opportunities

Our Research: Discrimination vs. Distribution

“Appropriate opportunities and conditions must be provided to nurture potential into giftedness. Underrepresentation is a far more complex problem than a change of testing can solve.

We should not trade excellence for equity.

We must aim for increasing both.”

(Clark, 2007, p. 166)

Our Research: Cultural Values

“Educators must be trained to focus on identifying students who have the ability to store knowledge rather than focusing on judging the merits of the knowledge the students have stored.” (Clark, 2008, p. 177)

- Students come with a set of values based on cultural background and experiences
- Teachers’ own cultures and values can impact their ability to see giftedness in others
- Educators should familiarize themselves with typical cultural values of groups
- Individual families’ values vary within any cultural group
- Utilize literature, community members, parents/family members, and students to gather information
- *Keep in mind: Gifted students from poverty frequently manifest their gifted attributes in socially unacceptable ways*

Our Research: Cultural Values

APPENDIX A

CONTRASTING BELIEFS, VALUES, AND PRACTICES

Latino

Collective orientation
Interdependence
Collective, group identity
Cooperation
Saving face
Relaxed with time
Emphasis on interpersonal relations
Spiritual/magical belief orientation
More recent agrarian influence
Tendency toward more patriarchal family structure
More relaxed toward child development
More overt respect for the elderly
Extended family system more pronounced
Death more ritualized

Mainstream culture

Individual orientation
Independence
Individual identity
Competition
Being direct
Time sensitive
Emphasis on task orientation
Rational/empirical orientation
More urbanized/industrialized mode
Tendency toward more democratic family structure
Strong expectations regarding child development
Less value/respect toward the elderly
Nuclear family system more pronounced
Death less ritualized

APPENDIX A

CONTRASTING BELIEFS, VALUES, AND PRACTICES

Beliefs, values, and practices	Native Hawaiian	Samoan	Mainstream culture
Unit of focus	Extended family	Extended family	Individual
Family system	Hierarchical	Hierarchical	Egalitarian
Religious/spiritual	Combination of traditional and Christianity	Christianity	Christianity
Language	English	Combination of Samoan and English	English
Interpersonal styles	Cooperative styles	Cooperative styles	Competitive styles
Child rearing	Verbal and physical discipline	Physical discipline	Verbal discipline
Healing styles	Combination of Western and traditional medicine	Combination of Western and traditional medicine	Western medicine

(Lynch & Hanson, 2004)

Our Research: Characteristics vs. Behavioral Manifestations

- Emphasis on the importance of “going beyond what is commonly held to be true about gifted behaviors and consider[ing] the influences of culture and other factors” (Castellano, 2003, p. 32)
- Gifted students possess **universal traits** which are impacted and influenced by their **individual cultures, values and experiences**.

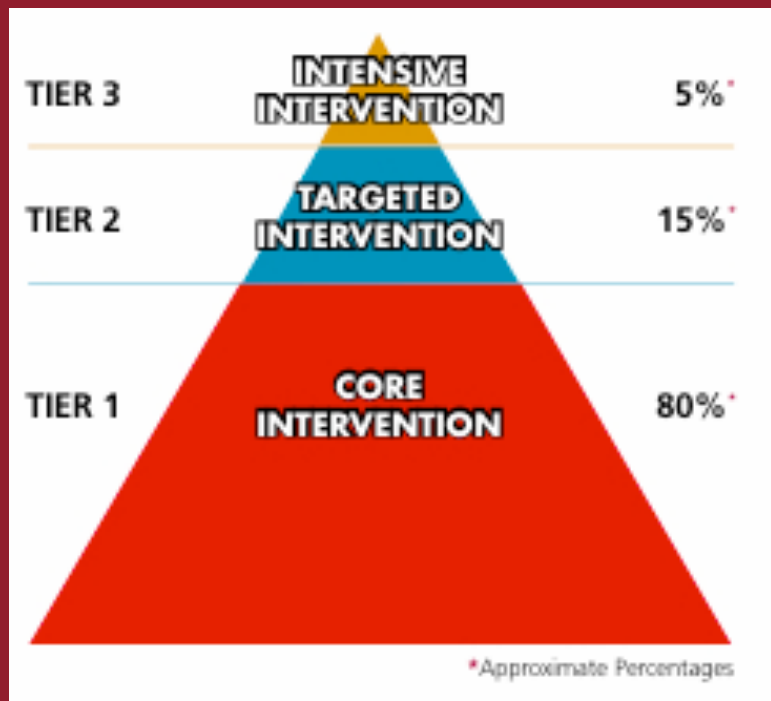
Our Research: Characteristics vs. Behavioral Manifestations

TABLE 3.1 Characteristics of Giftedness, Cultural Values, and the Behaviors Resulting from Their Interactive Influence

Absolute Aspects of Giftedness	Cultural Values Often Characteristic of Hispanics	Behavioral Differences
High level of verbal ability	Traditional language of the family	Fluent communication with peers and within community, even if using nonstandard English
Emotional depth and intensity	<i>Abraza</i> , a physical or spiritual index of personal support	Touching, eye contact, feelings of support to achieve maximum academic productivity required
Unusual sensitivity to feelings and expectations of others	Family structure and dynamic- male dominance	Personal initiative, independent thought, and verbal aggressiveness often inhibited in females
Conceptualization of solutions to social and emotional problems	Nuclear and extended family closeness	Often assumes responsibility for family or younger siblings
Unusual retentiveness; unusual capacity for processing information	Traditional culture	Successfully adapts and functions in two cultures
Leadership	Collaborative, rather than competitive, dynamic	Accomplishes more, works better in small groups than individually

(Castellano, 2003, p.33)

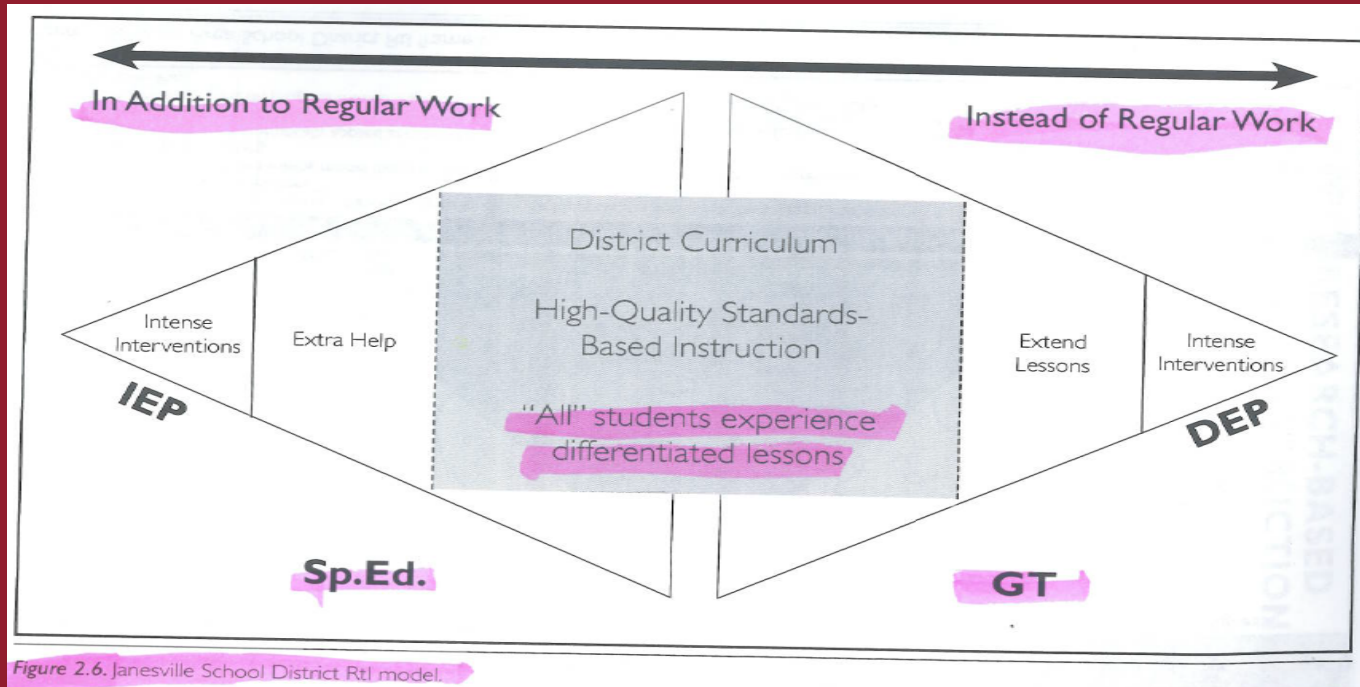
Our Research: RTI for Gifted Education



PBIS/RTI Pyramid commonly considered for academic interventions and Special Education identification

https://www.osep-meeting.org/2008conf/presentations/2d_RetrofitNoMore_stahl_files/textonly/slide4.html

Our Research: RTI for Gifted Education



Suggested
RTI Diamond
including
gifted
education

*(Coleman and
Johnsen, 2011, p.
34)*

Our Research: RTI for Gifted Education

- Tier One: Culturally Responsive core classroom instruction (differentiation, rigor, higher-order thinking)
- Tier Two: Enrichment opportunities for students showing potential giftedness
- Tier Three: TAG identification and services

Our Research

“The identification process needs to look at a preponderance of evidence rather than establishing cut-off scores.

Looking at a variety and a wide range of student performances over time, and looking at that performance in relationship to the student’s environmental opportunities can reveal strengths that would otherwise go undetected in processes steeped in middle-class values and behaviors.”

(Clark, 2008, p. 176)

The Plan

Potential to Perform:

School districts, “shall identify students who demonstrate the potential to perform at the 97th percentile,” despite their failure to score at or above the 97th percentile on nationally standardized tests. *OAR 581-022-1310 (2) (e)*

The Plan

OAR 581-022-1310 (2)

- a) Districts shall use research based best practices to identify students from under-represented populations including: ethnic minorities, students with disabilities, students who are culturally and/or linguistically diverse, or economically disadvantaged.**

The Plan

OAR 581-022-1310 (2)

- b) A team shall make the final decisions on the identification of students using the information collected under paragraphs (c) and (d) of this section. No single test, measure or score shall be the sole criterion. A record of the team's decision, and the data used by the team to make the decision, shall become part of the education record for each student considered.
- c) Districts shall collect behavioral, learning and performance information and include the information in all procedures for the identification of students.

The Plan

- design an alternative process for evaluation and identification
- consider a compiled list of recognized common attributes
- gather multiple sources of evidence
- consider parent and/or community input
- provide opportunities for enrichment and talent development
- monitor student response and progress
- consider evidence in relationship to peer groups
- do not require standardized test scores
- make an informed team decision

Activity: Gifted Attributes

Gifted Attributes Sort

Language		Learning	
Typical	Gifted	Typical	Gifted
Social		Cultural	
Typical	Gifted	Typical	Gifted



Activity: Gifted Attributes



Activity: Gifted Attributes

Language	
Typical	Gifted
Acquires new language at a rate of about one level per year	Acquires new language at a rate of more than one level per year
Skills in native language are similar to students of the same age	Has advanced skills or fluency in native language
Verbal skills in native and/or secondary language are similar to peers	Easily or readily translates between languages
	Has strong expressive language
	Code switches easily
	Has a large vocabulary in one or more languages

Activity: Gifted Attributes

Learning	
Typical	Gifted
May need external motivators	Exceptional memory or recall
Academic achievement is similar to peer group	Self-motivated
May be satisfied with routine	Pursues intense interests
	Curious/Inquisitive
	Quick mastery of new skills
	Highly analytical
	Demonstrates strong problem-solving skills
	Highly observant
	High academic achievement compared to cohort, even if not at grade level
	Applies patterns
	Impatient with routine
	Imaginative
	Artistic

Activity: Gifted Attributes

Social	
Typical	Gifted
May follow others rather than lead	Strong leadership qualities
May struggle to empathize or understand others' perspectives	Assumes mature responsibilities
	Flexible
	Well-liked by peers
	Gets along well with others
	Empathetic
	Advanced sense of humor
	Self-confident
	Intuitively understands situations
	Understands multiple perspectives
	High expectations of self

Activity: Gifted Attributes

Cultural	
Typical	Gifted
May be hesitant to navigate multiple cultures	Mature sense of diverse cultures
May not be aware of cultural differences	Respects cultural differences
May be hesitant to share culture of origin with others	Navigates multiple cultures appropriately
	Talented in areas unique or specific to culture of origin
	Shows pride in cultural background