

A Change is Gonna  
Come:

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Transforming the Way  
Gifted/Accelerated  
Learners Are Identified



## Objectives

- Discuss the issue of disproportionality advanced and honors courses.
- Explore a process for identifying children for accelerated programs while ensuring equity for all.
- Hands-on activity to experience the process of creating equitable pathways for acceleration in mathematics.
- Watch the process in action and view testimonials from several stakeholders.

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## Presenters

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## NYC Schools NCES Data

### Recent Headlines

# The Problem



Why?

National Center for Educational Statistics (NCES) cites that only 4.3% of African-Americans and 4.9% of Hispanics are enrolled in gifted and talented programs.



Is it the test?



Is it the method for placement?



Do we lead with equity?



How do we support students in accelerated programs?



Create a **process** for identifying children for accelerated programs that is inclusive of ALL students.

## The Solution

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*“When we pursue equity we make excellence possible for more and more students.”*

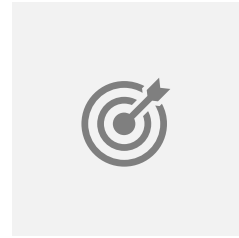
*Dr. Pedro Noguera*



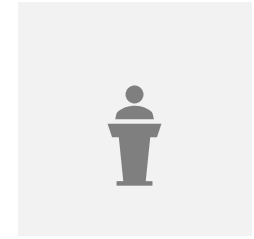
# Our Story

*"Equity says, how do we level the playing field..."*

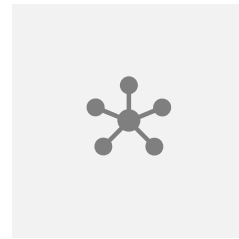
*Dr. Tyrone Howard*



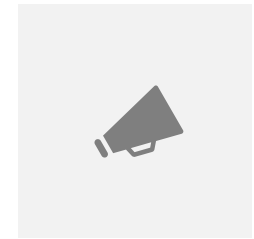
Segregation



Exclusive



Equity

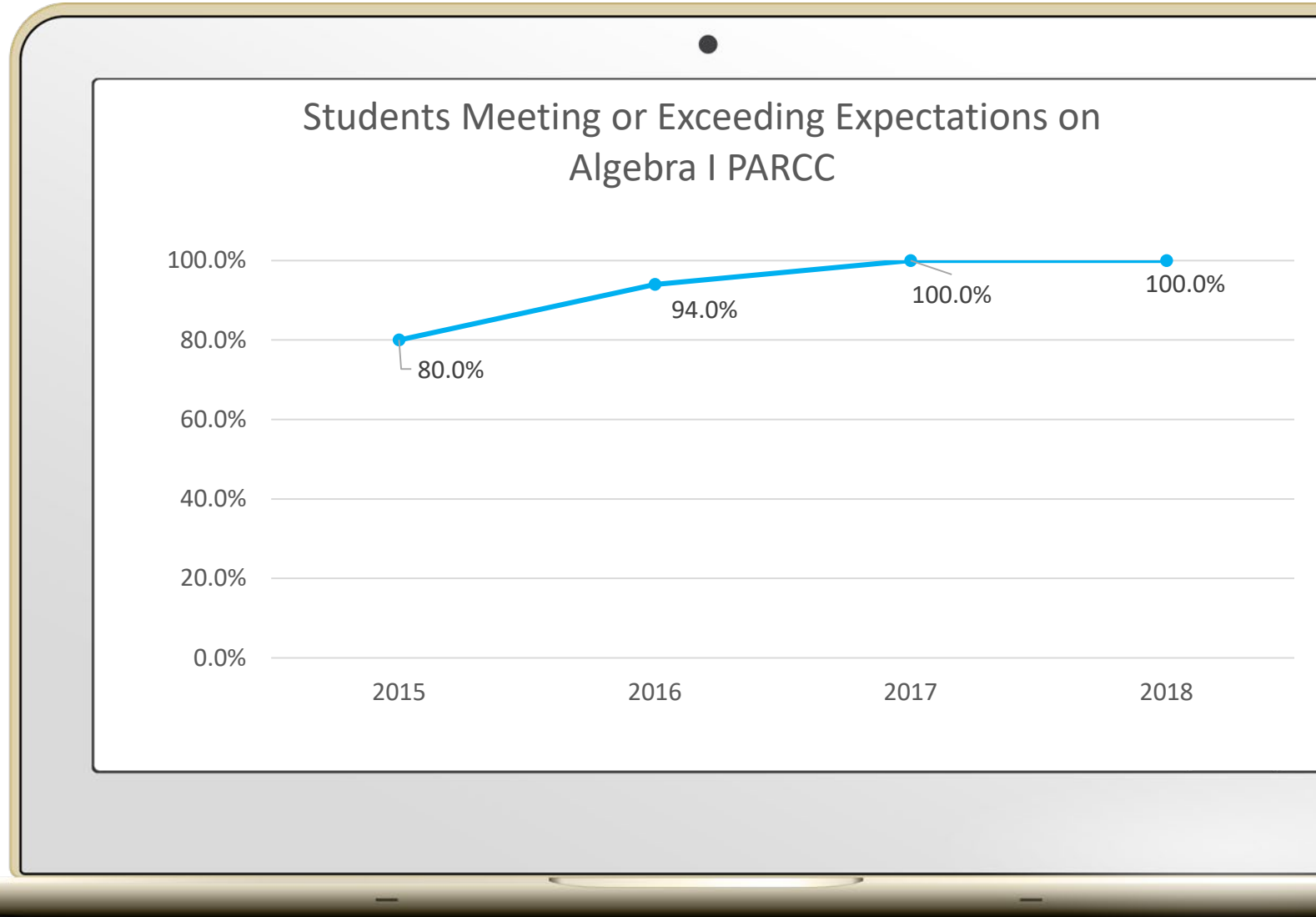


Inclusive



# Our Results

- Subgroup data entered here
- N entered here





# The Process

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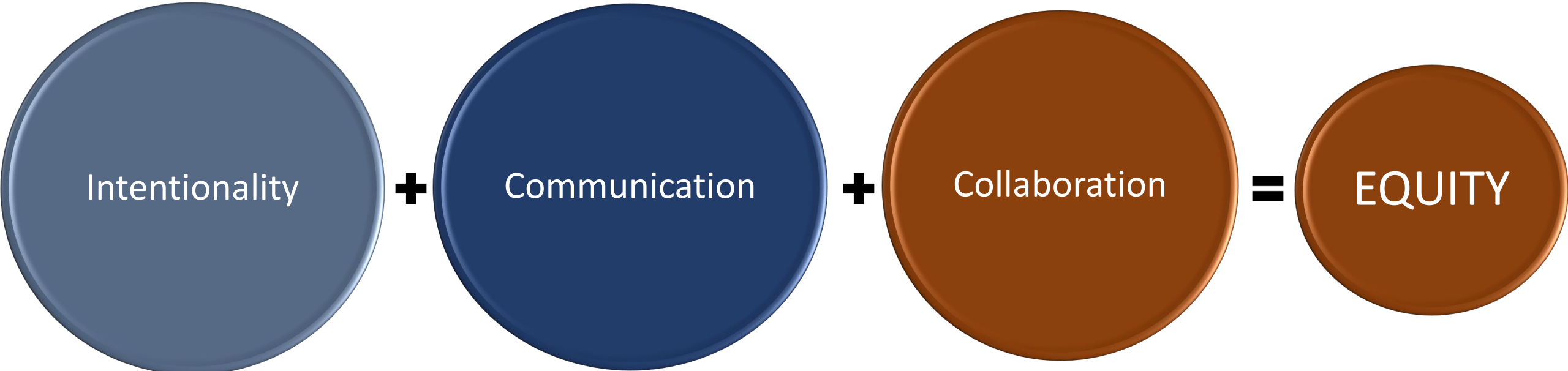
Communication, Collaboration, Intentionality

# Hard Conversations: Turn and Talk

Who gets a seat at the table when selecting students for programs?

## How are individuals selected?

# Team Formula for Success



# It Starts with the Man in the Mirror



Dr. Edward Fergus  
Temple University

# Check 1, 2, 1, 2

## The Importance of Team Norms

*“Writing norms helps create groups that are able to have honest discussions that enable everyone to participate and be heard.”*

*Learning Forward, 2013*

Honest  
Conversation

Active  
Participation

Active  
Listening

# Honest Conversations

Does your selection procedures, protocols and criteria honor the students that you serve?

What data are used?

Are the data inclusive of all student populations?



Are students in accelerated classes proportionate to your student population?

# Group Activity

Using the sample data provided, create pathways for placement of students in a Middle School Algebra I class.



School Demographics

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1,200 students:

65% Hispanic or Latino, 18% Black or African American, 15% White, 2% Asian



Available  
Measure

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Algebra Readiness Assessment, End of Year Grade Level Math Benchmark, NJSLA Math Assessment,

## Risk Factors:

76% of all students are economically disadvantaged

16% Students missed 15 days or more of school

# Lead With Equity

## Intentionality

- Identify measures to be used
- Tier measures
- Discuss the results of subgroups
- No gatekeeping
- If you do it for one, do it for ALL

## Communication

- Transparency
- Weigh pros and cons
- Professional development
- Assumptions

## Collaboration

- Grade level articulation and coherence
- Tapping into the creative genius of the team
- Take risks



# What are the risk factors?

## Specialized gifted populations face additional risks

- Depression
- Emotional intensity and heightened sensitivity
- Feeling different from others
- Perfectionism
- Social skills deficits and peer relationship issues

- Low self-esteem
- Asynchronous development
- Unsupportive families and peers
- Stress management problems
- Introversion, isolation, feelings of loneliness

# What supports are in place?

## Support and Resources

- Specialized guidance and counseling services
- Professional development for staff
- Support for families and peers
- Resources: National Association for Gifted Children (NAGC) and Supporting the Needs of the Gifted (SENG)
- Implement a social emotional learning curriculum
- Administrators, counselors and teachers become familiar with state gifted education legislation and the standards developed by the National Association for Gifted Children (**NAGC**)
- **Develop curriculum to challenge all learners**

“I have come to the frightening conclusion that I am the decisive element. It is my personal approach that creates the climate. It is my daily mood that makes the weather. I possess tremendous power to make life miserable or joyous. I can be a tool of torture or an instrument of inspiration; I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis is escalated or de-escalated, and a person is humanized or de-humanized. If we treat people as they are, we make them worse. If we treat people as they ought to be, we help them become what they are capable of becoming.”


*Haim G. Ginott, Teacher and Child:  
A Book for Parents and Teachers*


## Summary


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# Thank You

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