CALL TO ACTION: GUIDEBOOK

Critical Actions to Realize Equity and Excellence in Gifted Education
Changing Mindsets, Policies, and Practices

Increase access and opportunities to increase achievement and growth for all

In gifted education, we seek to meet the advanced learning needs of students all day, every day. However, inequities rooted in larger society plague education, often leading to inequitable representation in gifted programs. Although schools cannot fix larger societal inequities on their own, we can ensure that our actions do not compound these inequities. Our goal must be to promote both equity and excellence. We must take actions to increase access and opportunity, which increases achievement and growth for all. We must assure that students' racial, ethnic, economic, or other demographic factors do not reduce their likelihood of access and successful participation in advanced programming. By realizing equity and excellence in gifted education, schools will help all students reach their full potential.

Critical Actions to Realize Equity and Excellence in Gifted Education *Changing Mindsets, Policies and Practices*

To set the foundation for realizing both equity and excellence, we must approach it from the shared perspective that both can be realized. Both are integral to a successful educational environment. This commitment toward equity and excellence is urgent and requires intentional and sustained actions. No single action will change mindsets, policies, and practices; we must synergize efforts to increase achievement and growth for all.

CRITICAL ACTIONS TO REALIZE EQUITY AND EXCELLENCE

ACTION 1: Reframe your Lens

ACTION 2: Equitable Identification Practices

ACTION 3: Provide a Range of Services within the Program

ACTION 4: Foster Talent Development

ACTION 5: Collect and Use Meaningful Data

ACTION 6: Provide Focused Professional Learning Opportunities

What is Equity and Excellence in Gifted Education? What is it not?

- It is not about 'status' or sacrificing needs of one group of students for another; it is meeting the needs of all students.
- It is not seeing students at-risk; it is seeing students at-potential.*
- It is not having multiple hoops to show a student's perfection in everything; it is about multiple opportunities for students to demonstrate their potential.
- It is not providing the same services to all; it is adjusting services based on demonstrated needs of students.
- It is not about all students receiving the same content at the same time at the same pace; it is about personalized learning.
- It is not about putting up barriers and hurdles; it is about expanding access and opportunities.
- It is not based on a national comparison for local programs; it is based on local context and data.
- It is not only recognizing students who come with easily recognizable gifts and talents; it is about being a talent scout and intentionally creating environments to recognize and develop talents not yet tapped.

STRATEGIC INITIATIVE: EQUITY AND EXCELLENCE IN GIFTED EDUCATION

The Division of Advanced Learning and Gifted Education at the North Carolina Department of Public Instruction (NCDPI) has launched a multi-year strategic initiative to realize equity and excellence in gifted education. This initiative brings together years of work and provides needed clarity with meaningful and intentional support.

This **Call to Action: Guidebook** responds to the needs of NC's public schools. It provides a clear framework for improvement and actionable next steps for districts and schools to realize equity and excellence in gifted education. This journey is necessary for the sake of the state of North Carolina and most importantly for all students.

The following six critical actions are needed to realize equity and excellence. Each has a foundational overview, promising practices from school districts and charters across all regions of NC, and a research-base of support.

There is also a reflection and planning tool with an annotated bibliography to encourage dialogue and develop action steps to change mindsets, policies and practices.

Addressing all three elements, mindsets, policies and practices, within our education system is crucial to ensure meaningful and sustainable change.

Note: Promising Practices have been chosen based on current Local AIG Plans from each of the State Board of Education regions with the understanding that some initiatives may have been adapted due to COVID-19.

CRITICAL ACTION 1: Reframe your Lens

We must reframe our lens on how we view students, their actions and beliefs; how we view schools, our actions and goals; and how we view ourselves, our roles and responsibilities.

How? Reflect on our own biases, stories, and influence. Connect with student experiences. View students as "at-potential" versus "at-risk."* Be a talent scout not a deficit detector. Look for opportunities to say yes, not opportunities to say no.

Why? By reframing our lens, we ensure that all students have an equitable opportunity to access gifted programs. We begin to change our mindsets, raise expectations, and begin the pathway toward equity and excellence.

PROMISING PRACTICES

Alamance-Burlington School System

- Uses inclusive strategies to ensure access for the district's Spanish-speaking families by:
  - Translating local AIG plan and all paperwork into Spanish and posting on the AIG and ESL websites; and
  - Partnering with ESL translators to support effective family outreach.

Beaufort County Schools

- Fosters a deeper awareness of gifted characteristics beyond standardized scores, through support to classroom teachers provided by AIG Specialists.
- Increases recognition of students who might be twice-exceptional, through professional development for AIG Specialists provided by EC teachers.

- Assists classroom teachers to recognize and respond to ESL students showing traits of giftedness with support from the ESL department.

Buncombe County Schools

- Embeds professional development using a book study, focused on cultural bias, evaluation of services offered to advanced learners, and the creation of specific strategies to increase responsiveness to underserved populations.
- Focuses on daily talent development mindset by offering flexible learning experiences in grades K-3 to cultivate students' strengths designed by classroom teachers with intentional support from AIG personnel.

Burke County Schools

- Developed district policies to focus on the needs of AIG learners, including Education Program, Students, Community Relationships, Support Services, and Personnel.
- Requires a 30-hour CANVAS course for classroom teachers who work with AIG students. The course includes special topics of consideration: English learners (EL), twice-exceptional, and underrepresented populations.

Durham Public Schools

- Implements an integrated system of evidence-based strategies to improve access and opportunity for culturally diverse populations, which includes:
  - Providing AIG Specialists in every elementary, middle, and high school;
  - Focusing on equity and access topics throughout professional learning experiences;
  - Utilizing multiple pathways for identification which include non-verbal assessments and portfolios of evidence to determine student need and service delivery options;
  - Developing talents of students from traditionally underrepresented populations through high-quality programming; specifically through K-2 Investigations in all elementary schools;
  - Conducting a universal screener with all 2nd graders; and
  - Participating with district-wide collaborative committees focused on equity in advanced course enrollment.

Hoke County Schools

- Responds to the needs of students from underrepresented populations through student input on possible service options outside of traditional programming. Efforts include contracting with AIG staff for after school opportunities.
- Partners with outside district translators to communicate using various modes in both English and Spanish to inform stakeholders about the AIG program including a video and digital presentation posted on the district's AIG and schools' websites.

Kannapolis City Schools

- Focuses AIG professional development on how to recognize students for their strengths, regardless of background, which also aligns with the district's continued focus on systemic practices that can impact racial equity.
- Includes a comprehensive talent development program for all students, using data, reassessing, and flexible grouping as the year progresses.
- Requires the consideration of the top 20% of each subgroup during the screening process for AIG identification in district policy.

New Hanover County Schools

- Creates intentional partnerships and communication between various stakeholders through a Gifted Advisory Council (GAC) parent liaison at each school, who also gathers feedback about the AIG program in various ways, including interviews with students
- Expanded personnel to include Gifted Education Specialists (GES) at each high school who actively participate in data analysis, consult with EL and EC teachers, collaborate with guidance counselors, teachers and instructional coaches to continue identifying 9-12 students, and meet with students regularly to optimize their high school experiences.

ANNOTATED BIBLIOGRAPHY

Dixson, D. D., Worrell, F. C., Olszewski-Kubilius, P., & Subotnik, R. F. (2016). Beyond perceived ability: The contribution of psychosocial factors to academic performance. *Annals of the New York Academy of Science*, 1377(1), 67–77. https://doi.org/10.1111/nyas.13210

In this study, the researchers assessed the psychosocial factors of grit, hope, and academic self-efficacy and how they contributed to academic achievement. Grit did not predict perceived ability or academic achievement. Both hope and academic self-efficacy helped predict student perceived ability whereas academic self-efficacy was the best predictor of academic achievement. They concluded that psychosocial factors can influence academic achievement but knowing which factors matter, in what domains, and for when in the talent development process, remains to be seen.

Farkas, S., & Duffett, A. (2008). *High-achieving students in the era of NCLB: Results from a national teacher survey*. Washington, DC: Thomas B. Fordham.

Researchers surveyed teachers about their perceptions of how high-achieving students are being served. They reported that struggling students are more likely to be a top priority in schools, that low-achieving students receive more attention, but a belief that teachers should focus on all students equally, regardless of background or achievement level.

Ford, D. (2013). *Recruiting and retaining culturally different students in gifted education*. Waco, TX: Prufrock Press.

In this book, Ford documents the underrepresentation of Black and Hispanic students in gifted education. She focuses on both recruiting and retaining students in gifted programs through academic, cultural, and social support. This includes avoiding deficit thinking, targeted interventions, and measuring outcomes by sub-groups.

NAGC Position Statement on Ensuring Gifted Children with Disability Receive Appropriate Services. (2013). Retrieved from: https://www.nagc.org/sites/default/files/Position%20Statement/Ensuring%20Gifted%20Children%20with%20Disabilities%20Receive%20Appropriate%20Services.pdf

In this position statement, NAGC provides five recommendations for identifying and serving twice exceptional students. The recommendations include: comprehensive assessment, parent communication, adapting response to intervention, including gifted education specialists in planning, and providing training on twice-exceptional students.

NAGC Position Statement on Definition of Giftedness that Guides Best Practice. (2019). Retrieved from: https://www.nagc.org/sites/default/files/Position%20Statement/Definition%20of%20Giftedness%20%282019%29.pdf

In this position statement, NAGC provides a definition for giftedness to guide best practice as well as five key factors that educators must take into consideration to provide equitable and excellent educational opportunities. These factors include diversity of demographics, need for access to opportunities, the presence of learning and processing disorders, the need for social & emotional support, and requiring varied services. Brief research syntheses for each key factor are also provided.

Worrell, F. C., Subotnik, R. F., Olszewski-Kubilius, P., & Dixson, D. D. (2019). Gifted students. *Annual Review of Psychology*, 70, 551-576. https://doi.org/10.1146/annurev-psych-010418-102846

In this large-scale review of research and perspectives on gifted students, the authors discuss some of the bigger debates in the field and provide brief summaries of some conceptual frameworks, practices, and programming often used in gifted education. Specific attention is given to identification of students from underrepresented groups and social and emotional issues. Unresolved issues in gifted education are also discussed.

Wyner, J. S., Bridgeland, J. M., & Dilulio, Jr., J. J. (2007). *Achievement trap: How America is failing millions of high-achieving students from lower-income families*. Lansdowne, VA: Jack Kent Cooke Foundation.

In this report, the authors use federal databases to chronicle the growth of high-achieving students from low-income backgrounds. There are millions of students, but they are disproportionately underrepresented. Disproportionality appears early and grows as students age. Suggestions for next steps are provided.

CRITICAL ACTION 2: Equitable Identification Practices

We must provide opportunities for every student to show us their strengths and talents and mitigate systemic barriers to access gifted education.

How? Align identification practices with the services provided. Use universal screening and referral practices. Use local norms and context for local programs. Take advantage of existing student data and a variety of information sources. Provide multiple opportunities, not multiple barriers.

Why? By improving identification practices, we focus on recognizing demonstrated advanced learning needs so that no potential is untapped and no student is overlooked for gifted education.

PROMISING PRACTICES

Ashe County Schools

- Utilizes local norms within universal screening practices, which includes:
  - Conducting aptitude testing for all fourth and seventh graders; and
  - Requiring each school's AIG team to consider the top 20% of each subgroup (ethnicity, EL, EC, and ED), based on standardized achievement scores.

Asheville City Schools

- Provides multiple intentional opportunities for review of qualitative and quantitative student data by:
  - Conducting universal screening in both 2nd and 6th grades;
  - Reviewing top 10% of students in each subgroup at each grade level;
  - Including a performance task option to demonstrate achievement; and
  - Working towards collecting twice-exceptional referrals based on indicators from MTSS Team.

Charlotte-Mecklenburg Schools

- Screens all second grade students using qualitative and quantitative data by:
  - Including both observation scales and aptitude assessment;
  - Considering students performing at the 7th stanine (77th percentile and higher) for further data collection; and
  - Implementing standardized portfolio process for students with the following considerations:
    - factors which show a demonstrated strength in a subtest score of the ability test used as the universal screener,
    - EL, EC, or McKinney Vento status,
    - high rate of absenteeism or multiple entry points within 24 months,
    - enrollment at Title 1 or Low performing school.

Craven County Schools

- Utilizes trend data to inform identification process at schools with disproportionality issues by:
  - Developing an identification pathway which involves school-based norms in schools where fewer than 10% of the grade level population is identified as AIG;
  - Conducting quarterly checks with EL teachers to recognize students who are acquiring language quickly or exiting from services at a rapid pace; and
- Responded to data by designing a STEM-focused talent development program for students already identified as intellectually gifted (primarily under-represented students) with outstanding problem-solving skills and visual-spatial reasoning abilities. This program resulted in 30% of these students meeting criteria for identification in academic areas as well.

Dare County Schools

- Provides multiple opportunities for a student to show strengths within the categories of aptitude, achievement, and supplemental evidence for identification by:
  - Including the top 10% of scores from an aptitude and an achievement assessment from student subgroups; and
  - Using portfolios of supporting evidence, which may include a student interview, and/ or various checklists for observation of gifted characteristics.

Davidson County Schools

- Analyzes data with an intentional focus on disproportionality to inform an equitable identification process.
- Implements a pilot program to utilize local school norms at the Title 1 middle school with the historically lowest number of students identified as AIG based on trend data across the district's middle schools during the 2019-2022 plan cycle.

Lee County Schools

- Gathers both traditional and non-traditional available data for screening and referral regarding under-represented student groups by:
  - Reviewing top 10% of each student subgroup on standardized tests, including universal screeners;
  - Monitoring ESL students' progression rates; and
  - Collaborating with EC teachers to determine need for student referral.
- Considers referrals made by the student, parent, teacher, administrator, or other staff members throughout the year.

Sampson County Schools

- Incorporates non-traditional evidence for eligibility in the identification process including:
  - Work samples, authentic assessments, research projects demonstrating above grade level performance,
  - Student interview with the AIG Specialist,
  - AIG lesson/student observation,
  - Academic contests and awards, competitions related to area of identification,
  - Community service/ student leadership, and
  - Specialized expertise acquired by a student outside of the school setting.

ANNOTATED BIBLIOGRAPHY

Card, D., & Giuliano, L. (2016). Universal screening increases the representation of low-income and minority students in gifted education. *Proceedings of the National Academy of Sciences, 113*(48), 13678-13683. https://doi.org/10.1073/pnas.1605043113

The researchers present findings from the implementation of a universal screening protocol for second grade students in a large, urban school district that traditionally used a parent/teacher referral process for gifted identification. The results demonstrated that universal screening identified a greater number of traditionally underrepresented students, including students who identify as Black, Hispanic, and/or female, are English language learners, and/or who are eligible for free/ reduced price lunch.

Harradine, C. C., Coleman, M. R. B., & Winn, D. C. (2014). Recognizing academic potential in students of color: Findings of U-STARS~PLUS. *Gifted Child Quarterly, 58*(1), 24-34. https://doi.org/10.1177/0016986213506040

The researchers used the Teacher's Observation of Potential in Students (TOPS) as a tool to facilitate the recognition of outstanding potential in students from diverse backgrounds. Teachers reported that the TOPS tool helped them to see potential in 22% of their children of color and 53% of African American boys that they would have otherwise overlooked when identifying students of outstanding potential.

Lakin, J. M. (2018). Making the cut in gifted selection: Score combination rules and their impact on program diversity. *Gifted Child Quarterly, 62*(2), 210-219. https://doi.org/10.1177/0016986217752099

The researcher used CogAT 7 norming data to test

the impact of different methods of combining multiple measures in identification procedures. Allowing students to show strength in one area using the "OR" combination rule creates a larger pool of eligible students, which contributes to identifying more students from diverse backgrounds.

McBee, M. T., Peters, S. J., & Waterman, C. (2014). Combining scores in multiple-criteria assessment systems: The impact of the combination rule. *Gifted Child Quarterly, 58*(1), 69-89. https://doi.org/10.1177/0016986213513794

The authors used statistically simulated data to explore the impact of different combination rules on representation of students from traditionally underrepresented backgrounds. They also evaluated AND, OR, and AVERAGE combination rules on factors of sensitivity, reliability, and incorrect identification rate and provided practical guidance on what factors to consider when making combination decisions for a specific program or district.

McBee, M. T., Shaunessy, E., & Matthews, M. S. (2012). Policy matters: An analysis of district-level efforts to increase the identification of underrepresented learners. *Journal of Advanced Academics, 23*(4), 326-344. https://doi.org/10.1177/1932202X12463511

Using Florida DOE data, the authors found that districts that implemented alternative identification policies identified a greater number of students from low-income backgrounds.

Peters, S. J., & Gentry, M. (2012). Group-specific norms and teacher-rating scales: Implications for underrepresentation. *Journal of Advanced Academics, 23*(2), 125-144. https://doi.org/10.1177/1932202X12438717

The researchers analyzed multiple sources of data from a diverse K-8 school. Using local, group-specific norms identifies low-income students more proportionally, and teacher-rating scales identify students who may underperform on achievement tests and may be missed with only local group-specific norms.

Peters, S. J., Gentry, M., Whiting, G. W., & McBee, M. T. (2019). Who gets served in gifted education? Demographic representation and a call for action. *Gifted Child Quarterly, 63*(4), 273-287. https://doi.org/10.1177/0016986219833738

The authors used state-level data to determine the impact of state mandates for (a) gifted identification and/or (b) gifted services on the proportions of different groups of students represented. Results showed that underrepresentation persists for students who are Black, Latinx, and Native Americans, despite state-level mandates and greater awareness of disproportionality.

Peters, S. J., Rambo-Hernandez, K., Makel, M., Matthews, M., & Plucker, J. (2019, May 14). Local norms improve equity in gifted identification. *The High Flyer*. https://fordhaminstitute.org/national/commentary/local-norms-improve-equity-gifted-identification

In this commentary, researchers discuss their work on implementing local norms in gifted identification practices. They demonstrate that using local, or "building" norms, can drastically increase equity in identification rates- increasing the numbers of African American and Hispanic students (more than double), with variations by group and for subject (reading or math).

CRITICAL ACTION 3: Provide a Range of Services within the Program

We must match the educational environment with each student's demonstrated educational needs. Gifted services must adjust to the student instead of the student adjusting to the services.

How? Provide differentiation in the regular classroom, but that will be insufficient for some students. Offer a variety of services in a variety of settings. Accelerate, extend, and enrich learning experiences. Heed academic, social, emotional, and cognitive needs.

Why? By providing a range of services, we respond to the range of needs and we teach students only what they don't already know so that they will optimally develop, all day, every day.

PROMISING PRACTICES

Guilford County Schools

- Provides a variety of AIG services to meet the broad range of diverse student needs, in multiple settings across all grade spans and schools, including:
  - Grades K-2: Consultative, K-1 Nurture, Grade 2 Nurture,
  - Grades 3-5: differentiated classroom instruction, AG direct enrichment instruction, IG group enrichment or consultative services, Maximizing Academic Potential (MAP), Advanced Learners (AL) Talent Development,
  - Grades 4-8: Very Strong AIG Service for highly gifted at The Academy at Lincoln,
  - Grades 6-8: Advanced Coursework and Differentiated Instruction through advanced sections and based on identification, Grades 6-8 Academic Magnet with advanced academic curriculum,
  - Grades 9-12: Advanced Coursework, Liberal Arts Early College Program, STEM Early College Program, AP Capstone Program, and
  - Grades K-12: Thematic Magnet Schools.

Moore County Schools

- Provides multiple service options and tailors them to meet each student's holistic needs and strengths across K-12, determined in conjunction with student/family:
  - Talent Development (K-5),
  - AIG Consultation (K-12),
  - AIG Enrichment Study Groups (K-8, IG and AI),
  - AIG Academic Study Groups (K-8, AG, AR, AM),
  - AIG Independent Study (K-12 and Highly Gifted),
  - AIG Acceleration (grade-level and subject), and
  - Advanced Academic Coursework (6-12).

Orange County Schools

- Aligns services to a research-based talent development framework, with a clearly articulated purpose and scope for services at each grade band:
  - Grades K-2: "Experience and Exposure" provides activities and tasks for all students that require higher-order thinking,
  - Grades 3-5: "Talent Development" develops talents in area(s) of identification,
  - Grades 6-8: "Independence and Agency" emphasizes student choice with talent development activities in area(s) of identification, and
  - Grades 9-12: "Planning For Future" develops deep knowledge and skills in area(s) of identification and planning for the future beyond high school.

Pamlico County Schools

- Integrates the total school community to provide a continuum of specialized services, including regular education teachers, counselors and other support personnel.
- Embeds daily remediation/enrichment time in school schedules: Rotations (K-3), WIN (4-8), CANES Lunch (9-12) which reflect varying groups dependent upon the data analysis and assignments made by the PLC teams as well as student choice.

Pitt County Schools

- Implements comprehensive and intentional services across all grades K-12, including talent development, concept-based curriculum, and focused secondary support:
  - Grades K-3: GO GROW talent development, along with cluster grouping, additional enrichment, and/or resource support for identified students,
  - School-wide K-3: Talent Development with AIG teacher at designated GO GROW schools (elementary schools with smaller identified populations),
  - Grades 4-8: Student rotations with district-developed concept-based units, and
  - Grades 9-12: Direct and indirect support from the district Acceleration Advisor (AA).

Rowan-Salisbury Schools

- Provides opportunities for extension and acceleration

through flexible cluster grouping with classroom differentiation, blended learning, math acceleration, and intentional playlists and choice menus to support personalized learning.
- Offers 4-8 enrichment through district-wide course offerings that support student choice and interest delivered through synchronous and asynchronous formats. Formats include online learning modules for deeper learning, collaboration with students from across the district, in-depth exposure to topics of interest through interactive activities, and a final showcase of student work.

Rutherford County Schools

- Uses talent development model (GEAR) for grades K-3 to recognize student potential.
- Embeds growth mindset in instructional units for younger students.
- Provides opportunities in the summer for grades 3-12:
  - Camp Innovate enrichment camp for grades 3-5 and 6-8,
  - AP Academy for secondary students to bridge social/emotional and academic needs.
- Promotes college awareness and planning opportunities through mentorships and community partnerships for secondary students.

Watauga County Schools

- Integrates gifted education with MTSS, including clear guidance for enrichment and extension within the Total School Community including:
  - Core Instruction is differentiated for all students as they are ready for new concepts,
  - Supplemental Extension is for some students in need of challenge beyond grade level, and
  - Intensive Extension is for few students in need of significant challenge well beyond grade level.
- Utilizes Professional Learning Communities to facilitate this integration and focus on student learning needs.

ANNOTATED BIBLIOGRAPHY

Assouline, S. G., Colangelo, N., VanTassel-Baska, J., & Lupkowski-Shoplik, A. (2015). *A nation empowered: Evidence trumps the excuses holding back America's brightest students* (Vol. 2). Iowa City, IA: Belin-Blank Center.

This two-volume synthesis presents research evidence on academic acceleration and its many forms as well as some of the disconnects between evidence and practice. In the volumes, the authors report consistent findings on the effectiveness of academic acceleration and provide possible ways to frame the conversation about acceleration to increase its implementation.

Engel, M., Claessens, A., & Finch, M. A. (2012). Teaching students what they already know? The (mis)alignment between mathematics instructional content and student knowledge in kindergarten. *Educational Evaluation and Policy Analysis, 35*(2), 157-178. https://doi.org/10.3102/0162373712461850

The researchers used national data to assess student math content knowledge upon entry to kindergarten as well as what math content they were given in kindergarten. Many kindergarteners were taught content that they already knew throughout much of kindergarten. Students who demonstrated low levels of math achievement benefited from exposure to lower levels of content, but higher-achieving students benefited from more advanced math content. The results show the variability in learning needs students have upon school entry and the consequences of teaching them content even if they already demonstrate higher achievement.

Kim, M. (2016). A meta-analysis of the effects of enrichment programs on gifted students. *Gifted Child Quarterly, 60*(2), 102-116. https://doi.org/10.1177/0016986216630607

The author synthesized previously published research on enrichment programs for gifted students. The results suggest enrichment programs had a positive impact on both gifted students' academic achievement and their social-emotional development.

Peters, S. J., Matthews, M. T., Rambo-Hernandez, K., Makel, M. C., & Plucker, J. A. (2017). Should millions of students take a gap year? Large numbers of students start the school year above grade level. *Gifted Child Quarterly, 61*(3), 229-238. https://doi.org/10.1177/0016986217701834

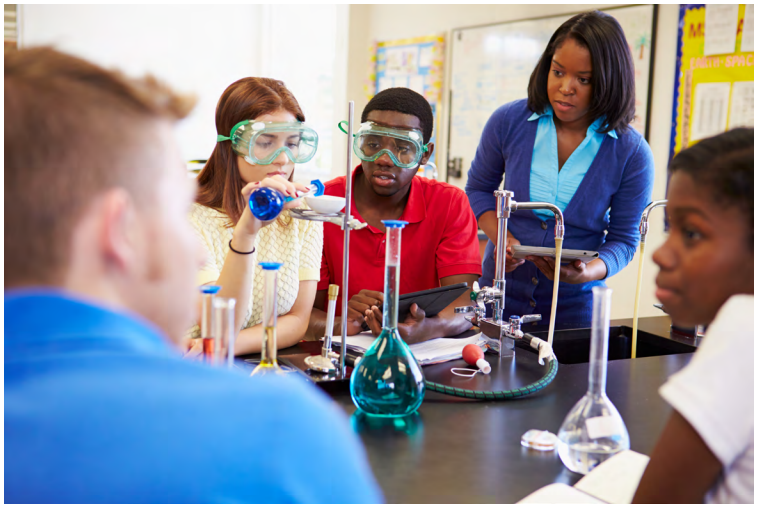
The authors used several large datasets to estimate how many students demonstrate performance above grade level. Their results showed that 20%-49% of students in English Language Arts and 14%-37% in mathematics scored 1 year or more above grade level. Moreover, one in 10 students scored 7 or more years above grade level in Reading. One in 50 students scored 4 or more years above grade level in math. These results show variability of learning needs of same-age students.

Steenbergen-Hu, S., Makel, M. C., Olszewski-Kubilius, P. (2016). What one hundred years of research says about the effects of ability grouping and acceleration on K-12 students' academic achievement: Findings from two second-order meta-analyses. *Review of Educational Research, 86*(4), 849-899. https://doi.org/10.3102/0034654316675417

The authors synthesized previously published research on the academic effects of academic acceleration and ability grouping. For ability grouping, their results suggest that students benefited from within-class grouping, cross-grade subject grouping, and special grouping for the gifted but did not benefit from between-class grouping that lacked an instructional change. Importantly the benefits of grouping did not vary for high-, medium-, and low-ability students, meaning students of all achievement levels generally showed academic benefits when grouped. Their results for acceleration showed that accelerated students significantly outperformed their non-accelerated same-age peers. They also did not differ significantly from non-accelerated older peers (meaning they performed as well as their new, older, classmates).

Steenbergen-Hu, S., & Moon, S. (2011).The effects of acceleration on high-ability learners: A meta-analysis. *Gifted Child Quarterly, 55*(1), 39–53. https://doi.org/10.1177/0016986210383155

The researchers synthesized previous research on the academic and social-emotional effects of academic acceleration. The results suggest that acceleration had a positive impact on the achievement of high-ability students. Additionally, the social–emotional development effects of acceleration appeared to be small but slightly positive. The social-emotional results suggest that, contrary to the concerns of many, acceleration can help some students social-emotionally.



CRITICAL ACTION 4: Foster Talent Development

We must also cultivate potential in students whose strengths are not yet tapped or readily observable in typical classroom environments, in addition to serving students who are already demonstrating high performance. We must provide intentional efforts that bring out and develop a student's strengths and talents.

How? Create learning environments where teachers are able to observe student strengths and recognize potential. Respond by developing a student's strengths through intentional learning experiences in various domains. Provide early intervention and development opportunities to maximize potential.

Why? By fostering talent development, we will ensure that all students have opportunities to grow and experience learning environments that are not dependent on their background or economic means.

PROMISING PRACTICES

Cabarrus County Schools

- Implements policy and offers services to develop student talent and increase access to advanced programming in a variety of ways at all levels K-12 by:
  - Providing "Learning Interventions for Talented" (LIFT) program for primary grades for whole class and small group instruction with ongoing collaboration between the AIG and regular classroom teachers;
  - Utilizing student observation forms and work samples collected for the 3rd grade LIFT portfolio in formal AIG nomination decisions;
  - Incorporating an eligibility pathway for students

not formally identified as gifted to access advanced courses at the middle school level; and
- Establishing an open enrollment policy for advanced courses in high school.

Carteret County Schools
- Implements evidence-based programming, resources, and interventions for intentional K-3 talent development, such as Jacob's Ladder, Zaccaro Math, Project M2, U-STARS~PLUS, and Beast Academy.
- Provides K-3 teachers intentional and sustained professional development, including an understanding of implicit bias, and to support their ability to identify, nurture and challenge children with advanced needs in the classroom.
- Analyzes data continually to focus on increasing identification in underserved populations, with one building recently having had a 19% increase.

Chatham County Schools
- Focuses K-8 Talent Development groups on high potential students who are not already identified as AIG by:
  - Developing a clear framework to guide talent development programming, including frequency and duration of services, and size and grade composition of various groups; and
  - Providing whole class instruction or co-teaching by AIG/ Advanced Learning Specialists to help recognize students for specialized group instruction.

Cumberland County Schools
- Implements the CCS K-2 Discovery Talent Development Program for the past 20 years by:
  - Recognizing strengths of students using data collected during AIG Discovery Teachers' instructional activities with all K-2 students, observation discussions with classroom teachers, formal and informal achievement assessments to develop student academic talents and critical thinking skills, and to foster the social/emotional well-being of gifted children.
  - Responding to students' strengths in small groups, taking care to include minority, English Learners, dual exceptional, economically disadvantaged, and culturally diverse students in all Discovery activities; and
  - Utilizing fiscal and non-fiscal resources to develop curriculum and support students and classroom teachers.

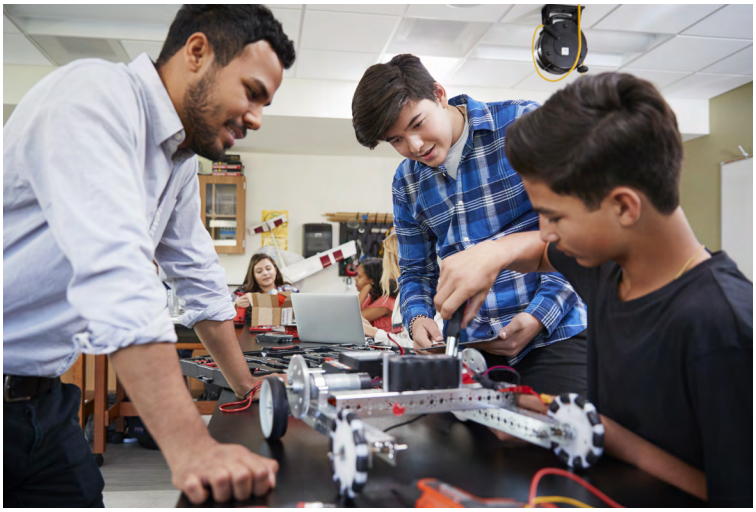
Henderson County Public Schools
- Utilizes a clear talent development "nurturing" philosophy ensuring differentiation and challenge needed to support optimal growth and development by intentionally:
  - Including students who have not yet met the criteria for identification for AIG services, served over 800 students in 2018-19 who were not formally identified;
  - Ensuring access to advanced academic services throughout the K-12 school years; and
  - Eliminating barriers by keeping the program free of "cut off/ must have" criteria markers; schools have flexibility to meet needs of the local population.

Mitchell County Schools
- Focuses on EL and EC students in the Talent Development program by:
  - Using multiple data points to place students who show exceptional potential but may be lacking in language skills in advanced classes with support from EL teachers; and
  - Monitoring twice-exceptional students enrolled in advanced classes for any difficulties that may be addressed through assistance from the EC teacher.

Randolph County Schools
- Builds a foundation for a clearly articulated framework of K-12 Talent Development strategies, particularly for underrepresented populations by:
  - Establishing a web of communication across district/school stakeholders for shared ownership and professional development;
  - Leveraging expertise across specializations and departments, such as EL and EC; and
  - Collaborating with Career and Technical Education to support a shift in mindset for looking "at potential" versus "at risk."

Washington County Schools

- Designates personnel to serve as "AIG Champion" to advocate for, implement, and monitor talent development opportunities by:
  - Developing lessons and units, organizing clubs, competitions and community learning experiences that are intentionally designed to include a variety of groups and individuals;
  - Conducting a quarterly checkup of student data and observations of gifted characteristics; and
  - Reviewing the top 10% of student groups at each grade level for screening consideration and/or inclusion in talent development activities.



ANNOTATED BIBLIOGRAPHY

Gavin, M. K., Casa, T. M., Adelson, J. L., & Firmender, J. (2013). The impact of advanced geometry and measurement units on the achievement of Grade 2 students. *Journal for Research in Mathematics Education, 44*(3), 478-509. https://doi.org/10.5951/jresematheduc.44.3.0478

Project M2 curriculum includes challenging geometry and measurement units for all students in grades K-2, and in this article, the authors report on the achievement results for students engaged in the Grade 2 units. These units focus on big mathematical ideas, depth of understanding, complexity of topics, differentiation, and communication. They are aimed to be taught to all students, integrating enrichment teaching and learning strategies along with challenging curriculum. Participants performed equally well as comparison students on a traditional standardized test covering all mathematics areas but demonstrated a deeper understanding on open-response geometry and measurement items.

Horn, C. V. (2015). Young Scholars: A talent development model for finding and nurturing potential in underserved populations. *Gifted Child Today, 38*(1), 19-31. https://doi.org/10.1177/1076217514556532

The author describes the Young Scholars model, which is a comprehensive model of talent development that is, "embedded in a continuum of gifted services offered to a broad range of learners." This model provides opportunities across the grade bands (see also: https://www.fcps.edu/academics/elementary-school-academics/k-6advanced-academics/young-scholars-k-12).

Little, C., Adelson, J. L., Kearney, K., Cash, K. M., & O'Brien, R. (2018). Early opportunities to strengthen academic readiness: Effects of summer learning on mathematics achievement. *Gifted Child Quarterly, 62*(1), 83-95. https://doi.org/10.1177/0016986217738052

The researchers studied the effects of Project SPARK, which is based on the Young Scholars model and identifies students with high potential and exposes them to challenging curriculum during the summer to nurture their talent and prepare them for later advanced learning opportunities. They found that students who participated in Project Spark made larger gains in mathematics achievement than those who did not. This program effect on mathematics achievement was found for students from a range of family income backgrounds.

Payne, A. (2011). *Equitable access for underrepresented students in gifted education*. Arlington, VA: The George Washington University Center for Equity and Excellence in Education. Retrieved from https://files.eric.ed.gov/fulltext/ED539772.pdf

The author reviews causes for racial and ethnic disproportionality and proposes frontloading talent development strategies as a solution. Several successful programs and interventions are introduced. Themes include:

(1) Providing challenging, research-based curriculum and/or summer opportunities to nurture talent, to learn to express talents, and to prepare for future advanced learning opportunities

(2) Providing training to regular classroom teachers on gifted behaviors and on talent development in children from all backgrounds and/or providing teachers with professional development

(3) Providing opportunities for classroom teachers to observe their own class

(4) Family and school partnerships

(5) Infrastructure building for systematic change

Robinson, A. Adelson, J. L., Kidd, K., & Cunningham, C. M. (2018). A talent for tinkering: Developing talents in children from low-income households through engineering curriculum. *Gifted Child Quarterly, 62*(1), 130-144. https://doi.org/10.1177/0016986217738049

STEM Starters+ is an intervention focused on engineering curriculum paired with curriculum based on biographies of scientists. In this study, the researchers found that 1st grade students who participated in the project scored higher on an out-of-level science content assessment and on an engineering knowledge measure than students who did not. After receiving professional development on how to implement the curricula and coaching during project implementation, general education teachers reported they would nominate a substantial portion of students from low-income backgrounds and culturally-diverse backgrounds.

CRITICAL ACTION 5: Collect and Use Meaningful Data

We must seek out and be responsive to meaningful data so that we align information with actions and aspirations.

How? Begin with the end in mind. Form a team to gather expertise and existing data. Use your program vision and goals to determine relevant data to analyze. Collect new data to fill gaps. Disaggregate the data and look at patterns and trends over time. Share information to inform mindsets, policies, and practices.

Why? By collecting and using meaningful data, we will assess program success and inform program improvement. We will determine if the right interventions are being used in the right way, at the right time, to meet each student's needs.

PROMISING PRACTICES

Gaston County Schools

- Outlines a clear plan for sharing a variety of program information data (i.e., dropouts, advanced course enrollment and performance, licensure of teachers delivering instruction, etc.) with multiple stakeholder groups to inform program improvement efforts.
- Collaborates with the Accountability Department and Instructional Support personnel to utilize data to meet the needs of all students, including those in underrepresented populations by:
  - Implementing the Composer Program at select Title 1 schools, to provide instructional services for students in grades 2 – 5 from underrepresented populations, especially culturally/ethnically diverse, English as a second language (ESL) and economically disadvantaged. In the past several years, 22% of students served through the Composer program later met the district criteria for AIG identification.
  - Monitoring and responding to ongoing assessment data by formulating flexible groups which include students identified as AIG and/or in the top 10% of the grade level for additional classroom differentiation.

Johnston County Schools

- Outlines clear guidance and expectations to support flexible grouping practices for gifted and other high ability learners.
- Utilizes trend data to group non-identified high ability reading and/or math students within the advanced content classes.
- Includes trend data from a variety of sources, such as nationally-normed aptitude assessments, statewide achievement tests (formative and summative), district benchmarks, and school/classroom based performance assessments.

Martin County Schools

- Conducts conferences with AIG students and families to devise strategies that may help the student achieve success when AIG students are at risk of dropping out.
- Utilizes data to inform decisions around the learning environment, instructional strategies, and professional development needs through a collaborative approach between AIG and other district personnel.

Montgomery County Schools

- Implements system-wide "Plan, Do, Study, Act" (PDSA) process and continuous improvement model to ensure teachers review and reflect on ongoing student data by:
  - Requiring pre-test and formative assessments to progress monitor and guide the PDSA process and daily instruction;
  - Providing curriculum maps for all teachers to include suggestions on differentiated content; and
  - Analyzing various data points across many program areas to measure success of AIG students, paying close attention to the performance of underserved populations as well as disproportionality issues.

Rockingham County Schools

- Monitors the local AIG plan implementation through the requirement of individual school plans developed and submitted annually by instructional coaches. All six NC AIG Program Standards are listed along with data to be analyzed and submitted for each.

Transylvania County Schools

- Uses an inclusive and collaborative team(s) to analyze data regarding subgroup representation and develops strategies to appropriately respond to data trends.
- Develops and implements targeted strategies, such as the use of subgroup norms, artifacts and talent development data included in portfolios, and revised use of aptitude scores in the identification process.

Wayne County Schools

- Gathers and analyzes student data as an AIG team to inform district program implementation and intentional school support.
- Determines a professional development focus for the LEA and each school site based on analysis of AIG student data and trends, such as AIG English Learner student growth data in the area of English Language Arts.

Wilkes County Schools

- Shares quarterly progress reports and conducts a yearly review with parents/guardians when a plan for the next year is created.
- Includes review of high school students' semester grades and performance to determine appropriate supports and guidance.
- Utilizes AIG teacher growth data at the individual school level to guide decisions regarding the use of specific differentiation strategies.
- Initiates a student advisory group which meets at least twice a year to discuss ways to improve the gifted program.

ANNOTATED BIBLIOGRAPHY

Ball, S. (2011, April). *Evaluating educational programs*. ETS Scientific and Policy Contributions Series, ETS SPC–11. https://doi.org/10.1002/j.2333-8504.2011.tb02251.x

This is a reprint of an older document that highlights some of the key concepts of evaluation. The author contends that when measuring program impact, care must be taken in choosing measures. Some measures are those at hand (e.g., standardized tests, domain-referenced tests), and others are developed or adapted instruments "that would be specifically sensitive to the tasks at hand" (p. 8). Depending on the measures being used, "triangulation" may be necessary (i.e., multiple measures of the same construct).

Gubbins, E. J., Siegle, D., O'Rourke, P., Dulong Langley, S., Cross, K., Callahan, C., . . . Renzulli, J. S. (2017, April). Identifying and serving gifted and talented students: Are identification and services connected? Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX. Retrieved from https://ncrge.uconn.edu/wp-content/uploads/sites/982/2017/07/AERA-2017-Identifying-and-Serving-Gifted-and-Talented-Students.pdf.

The researchers examined whether district identification practices matched intervention services, including service delivery strategies as well as curricular and

instructional strategies. In this study, they discuss the fact that collecting and using meaningful data is critical at every part of AIG plan implementation to evaluate the success and to inform future decisions:

> Designing and implementing programs for gifted and talented students requires careful thought and planning about four key programming elements: (a) Identification & Placement, (b) Intervention, (c) Infrastructure & Resources, and (d) Program & Student Outcomes. Within each of these elements, basic focus questions include: Who are the students in our school district who exhibit gifts and talents? How do we find them? What intervention approaches, including curricular, instructional, and service delivery strategies, are most appropriate to meet their academic needs? What human and material resources will support the implementation of programming plans? And, finally, what program and student outcomes are expected based on program design elements? (p. 2)

VanTassel-Baska, J. (2004a). Metaevaluation findings: A call for gifted program quality. In J. VanTassel-Baska & A. X. Feng (Eds.), *Designing and utilizing evaluation for gifted program improvement* (pp. 227-245). Waco, TX: Prufrock Press.

VanTassel-Baska, J. (2004b). The processes in gifted program evaluation. In J. VanTasselBaska & A. X. Feng (Eds.), *Designing and utilizing evaluation for gifted program improvement* (pp. 23-39). Waco, TX: Prufrock Press.

VanTassel-Baska, J. (2006). A content analysis of evaluation findings across 20 gifted programs: A clarion call for enhanced gifted program development. *Gifted Child Quarterly, 50*(3), 199-215. https://www.doi.org/10.1177/001698620605000302

The researcher notes that evaluations of gifted programs are often criticized for a lack of "responsiveness" because they fail to link program practices with student impact data (VanTassel-Baska, 2004b). These analyses of evaluation findings, VanTassel-Baska (2004a, 2006) found that stakeholders report that evaluation results were actively used to improve programs when the following types of data were used: classroom observations, focus groups, 6-month follow-up visits by evaluation teams, and action plans. The author suggests that having a strong program evaluation can help grow local support for gifted programming.

CRITICAL ACTION 6: Provide Focused Professional Learning Opportunities

We must provide a clear focus on the above critical actions in professional learning opportunities to realize equity and excellence in gifted education.

How? Facilitate professional development in a variety of settings and modes. Involve all -- the total school community, including partners in and out of school. Develop shared ownership to synergize efforts. Focus on changing mindsets, policies, and practices.

Why? By providing focused professional development, we remove systemic barriers, improve student services, share ownership and move closer to equity and excellence in gifted education.

PROMISING PRACTICES

Asheboro City Schools

- Provides a hybrid professional learning experience for school personnel, including two face-to-face sessions and an eight-module CANVAS course.
- Focuses on increased awareness of traditional and non-traditional gifted characteristics, underrepresented populations, and social/emotional needs of gifted learners.

Chapel Hill-Carrboro City Schools

- Implements a collaborative approach to investigate new and proven research strategies informing professional development opportunities by:
  - Partnering with district professional development efforts to offer modules designed to focus on representation, diversity of voice, and the use of the Racial Equity Impact Assessment (REIA);

- Providing specific professional learning on tools such as the TOPS from Project U-STARS~PLUS and portfolio development process for K-8 learners; and
- Collaborating with Diversity Teams to investigate research and evidence-based approaches for identifying, serving, and ensuring accountability for supporting student groups.

Evergreen Community Charter

- Aligns student achievement, student growth, and professional development with charter school's overall program focus by:
  - Collaborating school-wide to analyze student performance and growth data, including advanced learners, to inform and guide a professional learning plan for the school; and
  - Integrating professional learning with the school's overall education program to ensure needs of gifted are addressed.

Hickory City Schools

- Provides professional development by the AIG Specialists focused on recognizing strengths and providing services that respond to underrepresented populations.
- Partners with Exceptional Children, EL, and Title 1 specialists to cultivate and recognize gifted traits in students and to determine effective programming for students which may include service options outside of traditional services.

Iredell-Statesville Schools

- Aligns professional learning experiences with school and district-wide improvement plans and goals, teacher evaluation and student performance data by:
  - Supporting teachers in meeting the needs of gifted learners and reinforces district initiatives, such as its continuous improvement model, through Professional Achievement Certification (PAC) courses; and
  - Utilizing early release days, collaborative planning meetings, and school-level AIG Coordinator quarterly meetings to support the district's identified professional development needs.

Northampton County Schools

- Adapts AIG professional learning requirements to meet the specific needs of the various personnel including regular education, counselors, and EC staff.
- Provides opportunities through Google Classroom modules for professional development.

Onslow County Schools

- Created an online platform for AIG specialists to share their learning from on-going professional development so that school personnel across the district can also benefit from their experiences. Topics have included culturally relevant teaching and the brain, awareness of personal and cultural bias, and twice-exceptional students.
- Collaborates with outside agencies to enhance and align professional learning experiences with district initiatives by:
  - Aligning gifted services with the resources and professional learning associated with Advancement Via Individual Determination (AVID) which supports a better understanding of culturally relevant practices for gifted learners; and
  - Partnering with and providing professional development through the National Math and Science Initiative (NMSI), creating broader access to advanced coursework at several high school sites.

Richmond County Schools

- Involves parents, teachers, students, counselors, and administrators in various learning opportunities, such as District Title One nights, monthly meetings with specific community members, and student support groups.
- Responds to current needs in professional development, emphasizing social and emotional curriculum and Resiliency Training for trauma sensitivity.

ANNOTATED BIBLIOGRAPHY

Center for Disease Control (2019). CDC Clear Communication Index. Retrieved from: https://www.cdc.gov/ccindex/pdf/ClearCommUserGuide.pdf

This document is not focused on gifted education, but in it, the CDC reports how to develop and evaluate the clear communication of information to the public.

Cotabish, A., & Robinson, A. (2012). The effects of peer coaching on the evaluation knowledge, skills, and concerns of gifted program administrators. *Gifted Child Quarterly, 56*(3), 160-170. https://doi.org/10.1177/0016986212446861

The researchers evaluated a peer-coaching intervention and reported that peer-coached administrators referred higher numbers of students from traditionally underrepresented groups for gifted identification.

Harradine, C. C., Coleman, M. R. B., & Winn, D. C. (2014). Recognizing academic potential in students of color: Findings of U-STARS~PLUS. *Gifted Child Quarterly, 58*(1), 24-34. https://doi.org/10.1177/0016986213506040

The authors used the Teacher's Observation of Potential in Students (TOPS) as a tool to facilitate the identification of high potential in students from diverse backgrounds. Teachers reported that the TOPS tool helped them to see potential in 22% of their children of color and 53% of African American boys that they would have otherwise overlooked when identifying students of high potential. This work also showed that consistent training is needed to develop skills needed for reliably identifying underrepresented gifted students.

Peterson, J. S., & Morris, C. W. (2010). Preparing school counselors to address concerns related to giftedness: A study of accredited counselor preparation programs. *Journal for the Education of the Gifted, 33*(3), 311-336. https://doi.org/10.1177/016235321003300302

The researchers explored accredited school counseling programs and found that giftedness generally received minimal attention during school counseling training programs, demonstrating that school counselors may not be prepared to address gifted students' needs.

Prenger, R., Poortman, C. L., & Handelzalts, A. (2019). The effects of networked professional learning communities. *Journal of Teacher Education, 70*(5), 331-452. https://doi.org/10.1177/0022487117753574

This study is one of few that have empirically explored the effects of different professional development formats. The authors examined networked professional learning communities and found that meaningful, collaborative connections between and within schools can enhance satisfaction, knowledge, skills, and attitudes.

ADDITIONAL RESOURCES

Assouline, S. G., Colangelo, N., VanTassel-Baska, J., & Lupkowski-Shoplik, A. (2015). *A nation empowered: Evidence trumps the excuses holding back America's brightest students* (Vol. 2). Iowa City, IA: Belin-Blank Center.

Callahan, C. M., Moon, T. R., & Oh, S. (2014). National Survey of Gifted Programs. Charlottesville: University of Virginia, National Research Center on the Gifted and Talented.

Castellano, J. A., & Frazier, A. D. (Eds.). (2010). *Special populations in gifted education: Understanding our most able students from diverse backgrounds*. Prufrock Press; The National Association for Gifted Children.

Center for Culturally Responsive Education and Assessment https://crea.education.illinois.edu/

Center to Improve Social and Emotional Learning and School Safety https://selcenter.wested.org/resources/

Covering Gifted Education with an Equity Lens https://kappanonline.org/korbey-russo-covering-gifted-programs-through-an-equity-lens/

Davis, J. L. (2010). *Bright, Talented, & Black: A guide for families of African American gifted learners.* Great Potential Press.

Davis, J. L. (2019). Reframing professional learning of teachers working with culturally diverse students. In A. Novak & C. Weber (Eds.), *Best practices in professional learning and teacher preparation: Vol. 2. Special topics for gifted professional development.* (pp 51-67). Prufrock Press; The National Association for Gifted Children.

Dixon et al. (2020). A call to reframe gifted education as maximizing learning. *Phi Delta Kappan, 102*(4). 22-25. https://doi.org/10.1177/0031721720978057

Duke TIP How Many Students are Under Challenged? https://tip.duke.edu/resources/advocacy-tools/just-facts-handouts/how-many-are-underchallenged

Expanding the View of Giftedness: Five districts share a mission to develop underrepresented students on the cusp of excellence: https://www.aasa.org/content.aspx?id=37855

Ford, D. Y., Dickson, K. T., Davis, J.L., Trotman Scott, M., Grantham, T. C. (2018). A culturally responsive equity-based Bill of Rights for gifted students of color. Retrieved from: https://www.nagc.org/blog/culturally-responsive-equity-based-bill-rights-gifted-students-color

Kolluri, S. (2020). Rigor restricted: Unequal participation in advanced placement. *Phi Delta Kappan,102*(4). 30-34. https://doi.org/10.1177/0031721720978059

Lakin, J.M., & Wai, J. (2020). Making space for spatial talent. *Phi Delta Kappan,102*(4). 36-39. https://doi.org/10.1177/0031721720978061

NAGC Identification https://www.nagc.org/resources-publications/gifted-education-practices/identification

NAGC Identifying Gifted Children from Diverse Populations https://www.nagc.org/resources-publications/resources/timely-topics/ensuring-diverse-learner-participation-gifted-0

NAGC Position Statement on Definition of Giftedness that Guides Best Practice https://www.nagc.org/sites/default/files/Position%20Statement/Definition%20of%20Giftedness%20%282019%29.pdf

NAGC Definition of Giftedness https://www.nagc.org/sites/default/files/Position%20Statement/Definition%20of%20Giftedness%20%282019%29.pdf

NAGC Position Statement on Twice-Exceptionalities https://www.nagc.org/sites/default/files/Position%20Statement/twice%20exceptional.pdf

NAGC Position Statement on Preparing Pre-Service Teachers https://www.nagc.org/sites/default/files/Position%20Statement/Pre-Service%20Teachers%20Position%20Statement.pdf

NAGC Position Statment on Diversity https://www.nagc.org/resources-publications/resources/timely-topics/including-diverse-learners-gifted-education-programs

National Center for Research on Gifted Education https://ncrge.uconn.edu/

Olszewski-Kubilius, P., Subotnik, R. F., & Worrell, F. C. (2018). *Talent development as a framework for gifted education: implications for best practices and applications in schools*. Prufrock Press.

Patton, M. Q. (2008). *Utilization-focused evaluation* (4th ed.). Thousand Oaks, CA: SAGE.

Payne, A. (2011). *Equitable access for underrepresented students in gifted education*. Arlington, VA: The George Washington University Center for Equity and Excellence in Education. Retrieved from https://files.eric.ed.gov/fulltext/ED539772.pdf

Peters, S. J., Carter, J., & Plucker, J. A. (2020). Rethinking how we identify "gifted" students. *Phi Delta Kappan, 102*(4), 8-13. https://doi.org/10.1177/0031721720978055

Plucker, J. A., & Callahan, C. M. (2020). The evidence base for advanced learning programs. *Phi Delta Kappan,102*(4). 14-21. https://doi.org/10.1177/0031721720978056

Plucker, J.A., Peters, S.J. (2018). Closing poverty-based excellence gaps: Conceptual, measurement, and educational issues. *Gifted Child Quarterly, 62*(1), 56–67. https://doi-org/10.1177/0016986217738566

Plucker, J. A., & Peters, S. J. (2016). *Excellence gaps in education: Expanding opportunities for talented students*. Harvard Education Press.

Project U-STARS~PLUS https://fpg.unc.edu/projects/u-starsplus-using-science-talents-and-abilities-recognize-students-promoting-learning-underroject-related-resources/5362

Stambaugh, T. & Wood, S. M. (Eds.). (2015). *Serving Gifted Students in Rural Settings*. Prufrock Press.

Vega, D. & Puff, A. M. (2020). It takes a village: How counselors and psychologists support the college aspirations of students of color. *Phi Delta Kappan, 102*(4), 40-45. https://doi-org/10.1177/0031721720978064

Wai, J. & Worrell, F. C. (2020). How talented low-income kids are left behind. *Phi Delta Kappan, 102*(4), 26-29. https://doi-org/10.1177/0031721720978058

*Coleman, M.R., Shah-Coltrane, S., & Harrison, A. (2010). U-STARS~PLUS: Teacher's observation of potential in students: Individual student form. Arlington, VA: Council of Exceptional Children.

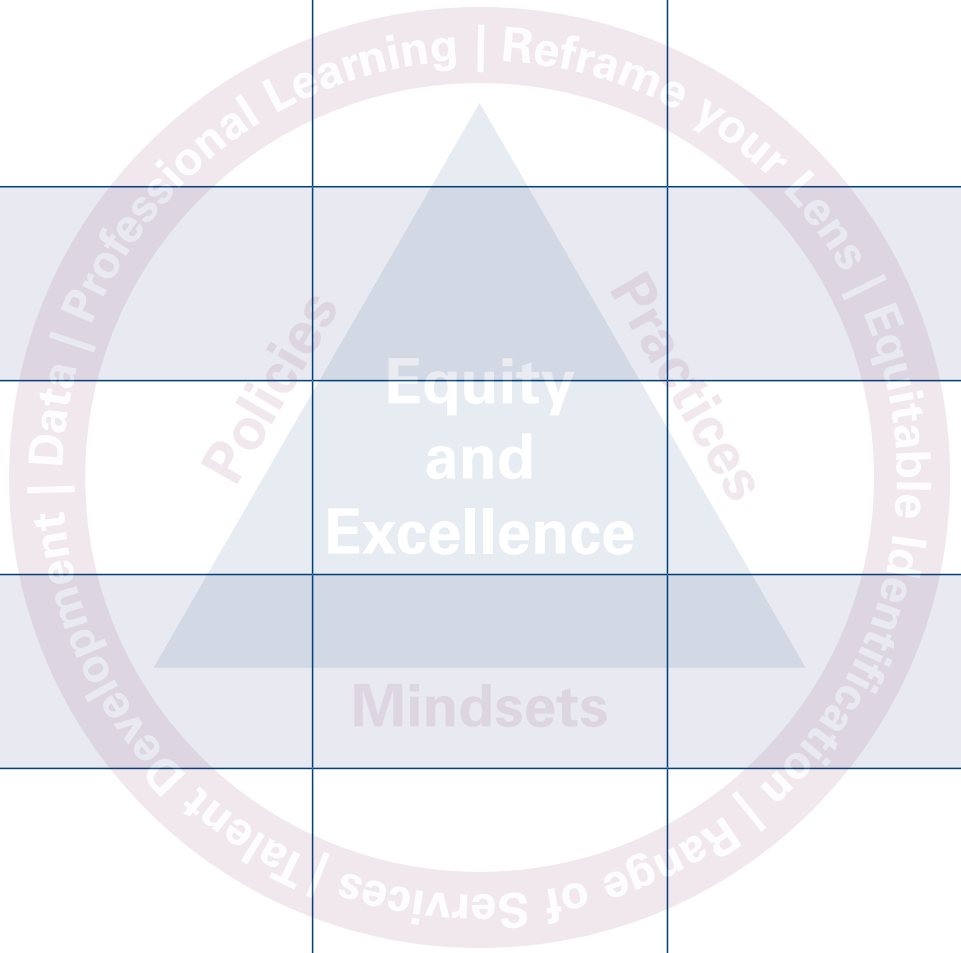
Critical Actions to Realize Equity and Excellence in Gifted Education

Changing Mindsets, Policies, and Practices

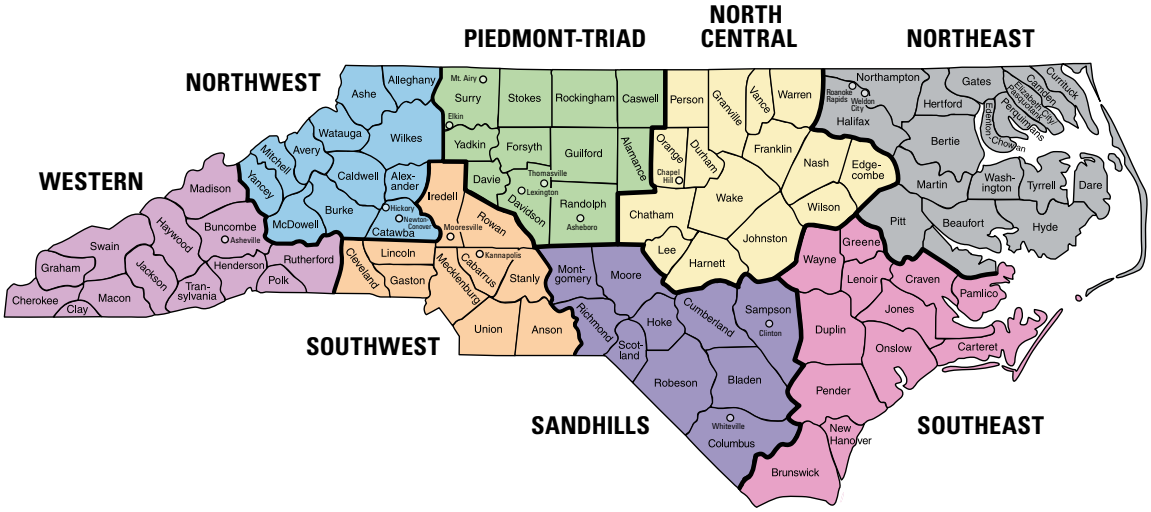
REFLECTION AND PLANNING TOOL

Public Schools of North Carolina
State Board of Education
Department of Public Instruction

ACTION	Current Reality	Vision/Goals	Benefits	Barriers/Hurdles	Next Steps
Overall Equity and Excellence					
Action 1: Reframe your Lens					
Action 2: Use Equitable Identification Practices					
Action 3: Provide a Range of Services within the Program					
Action 4: Foster Talent Development					
Action 5: Collect and Use Meaningful Data					
Action 6: Provide Focused Professional Learning Opportunities					



North Carolina State Board of Education Districts



National Reviews of the Guidebook:

This remarkable guidebook will serve as an excellent resource to school districts, state agencies, and organizations working to create enhanced services for gifted students from underrepresented population groups. The language and alignment with evidence-based practices provide the practicality that school district administrators and resource teachers of the gifted need to both examine and reframe their program services to ensure that gifted students from marginalized groups are provided access to gifted and advanced learner programs. As a state agency resource, this guidebook has potential to be replicated across the nation at a time when other states and local practitioners are challenged to ensure that gifted education services are accessible to all populations across culture, race, and income backgrounds.

-**Dr. Joy Lawson Davis**, Independent Diversity & Equity in Gifted Education Consultant

The clarion call made by North Carolina's Call to Action: Guidebook demands an urgent and sustained response from every educator who is committed to equity and excellence. It is time to address, full-on, the persistent and pernicious disparity-of-outcomes for students across racial, ethnic, and economic groups. The Guidebook offers us concrete strategies for proactive policies and practices. We ignore this call to the peril of our students.

-**Dr. Mary Ruth Coleman**, Senior Scientist Emeritus, FPG Child Development Institute, University of North Carolina at Chapel Hill, CEC Past President

The new Guidebook presents an impressive collection of research-supported and district-tested practices that develop the talents of North Carolina students. In particular, broadening the focus of advanced education to include potential rather than just performance and the emphasis on frontloading will serve the students of North Carolina well.

-**Dr. Jonathan Plucker**, Professor of Education at Johns Hopkins University, NAGC President

Public Schools of North Carolina
State Board of Education
Department of Public Instruction

AIG
Student Identification | Comprehensive Programming within a Total School Community | Differentiated Curriculum and Instruction | Personnel and Professional Development | Partnerships | Program Accountability
ALL DAY, EVERY DAY

For more information:
Visit NCDPI at https://tinyurl.com/NCAIGEquityandExcellence
or contact Sneha.ShahColtrane@dpi.nc.gov

This initiative is aligned with the State Board of Education goals and its resolution for Equity and Excellence.