

# Implications for Gifted Identification and Services Based on NCRGE Research

**Del Siegle**, NCRGE Director

Panelists:

**Dr. Wendy Behrens**

Gifted and Talented State Specialist, Minnesota Department of Education

**Dr. Norma Hafenstein**

Javits Project Director, Colorado Seminary dba University of Denver

**Dr. Sandra Kaplan**

Javits Project Director, University of Southern California



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Based on NCRGE Research**

Funded by the Institute of Education Sciences, U.S. Department of Education PR/Award

#R305C140018 and #R305C200012

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*The following individuals contributed to research conducted by the NCRGE:*

Christina Amspaugh  
Susan Assouline  
Annalissa V. Brodersen  
Carolyn M. Callahan  
David Card  
Ashley Carpenter  
Laura Freise  
Anthony Gambino  
William Estepar Garcia  
Laura Giuliano  
E. Jean Gubbins  
Rashea Hamilton  
Vonna Hemmler  
Britney Hernandez  
Shannon Holder  
Allison W. Kenney  
Tawnya Knupp  
Susan Dulong Langley

Brandon LeBeau  
Catherine Little  
Daniel Long  
D. Betsy McCoach  
Bianca Montrosse-Moorhead  
Rachel U. Mun  
Sarah Newton  
Patricia O'Rourke  
Pamela Peters  
Scott Peters  
Yaacov Petscher  
Jeb Puryear  
Christopher Rhoads  
Del Siegle  
Shane Tutwiler  
Jennie Weiner  
Kenneth Wright



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**Gifted services are not equally distributed across schools within districts**

**3**

**X**

**as much  
variance within  
districts as  
between  
districts**

- **Percentage of Gifted Students**
- **Percentage of Free and Reduced-Price Lunch Students**
- **Average Reading**
- **Average Math**

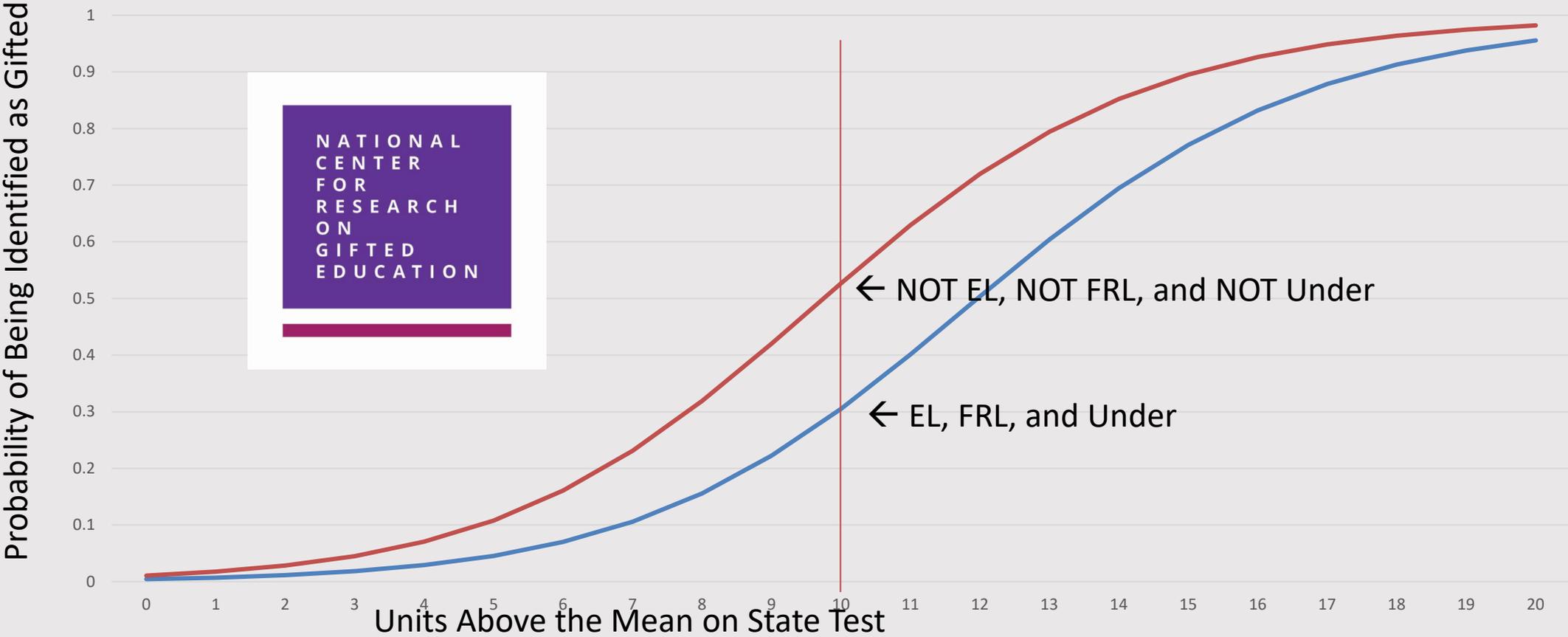
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*Using*

**Building Norms**

*can help address this issue*

# Underserved populations are not being identified at the same rates as non-underserved students even after controlling for student achievement.



*Conducting*

**Universal Screening**

*and considering*

**Achievement Data**

*can help address this issue*



**Cognitive Measures**  
**Achievement Measures**  
**Teacher Ratings**

**Some combinations of the above produce better identification equity than others, but no combination completely addresses the equity issue.**

# Multiple Criteria Help

*but don't totally address  
under-representation*



**Cognitive Measures**  
**Achievement Measures**  
**Teacher Ratings**

**Variability in teachers' ratings is not fully accounted for by students' achievement and cognitive scores.**

*Expanding*

**Training of Raters**

*can help address this issue*

# Very few districts reassess students once they have been identified, non-identified students are not regularly reassessed, and most students are identified at third grade.

How frequently are students assessed?

- **Non-identified students are reassessed at regular intervals (16% - 60%)**
- **Non-identified students are reassessed upon request (47% - 84%)**
- **Identified students are reassessed at regular intervals 2% - 10%)**
- **Identified students are reassessed upon request (4% - 10%)**

At what grade are students first identified

- **Kindergarten - .9%**
- **1<sup>st</sup> – 2.8%**
- **2<sup>nd</sup> – 27.8%**
- **3<sup>rd</sup> – 53.6%**
- **4<sup>th</sup> – 12.0%**
- **5<sup>th</sup> – 1.6%**
- **None of the above – 1.3%**



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*Conducting*

**Frequent Screening**

*can help address this issue*

# Third grade academic achievement accounts for many of the identification gaps.

	State 1	State 2	State 3
FRPL (compared to non-FRPL)	47%	100%	100%
EL (compared to non-EL)	78%	n/a	56%
Black (compared to White)	66%	100%	56%
Hispanic (compared to White)	43%	100%	27%



*Closing early*

**Achievement Gaps**

*can help address this issue*



**Champion  
for Under-  
Served  
Students**

**Professional  
Learning**

**Change in  
Identification  
Practices**

- Identification Preparation Opportunities
- Universal Screening
- Alternative Identification Pathways
- More Frequent Screening
- Culturally Appropriate Assessments

**Increased  
Identification of  
Underserved  
Students**

**Evolution of a  
Web of Communication  
Among Administration,  
Faculty, Staff, Specialists,  
& Parents/  
Guardians**

**Improved  
School  
Personnel  
Awareness  
of Under  
Identification  
Issues**

**Improved  
Acceptance  
and  
Placement  
for Gifted  
Services**

**Develop  
Practice of  
Being Talent  
Scouts**

- Inclusion of Culturally Responsive Curriculum
- Adding Support Services to Ensure Student Success

**Increase  
Trustworthiness  
of  
Communications**

**Modifications  
in Program  
Services**

**Advocates**

*make a difference*

*Developing a*  
**Web of**  
**Communication**  
*can improve identification*

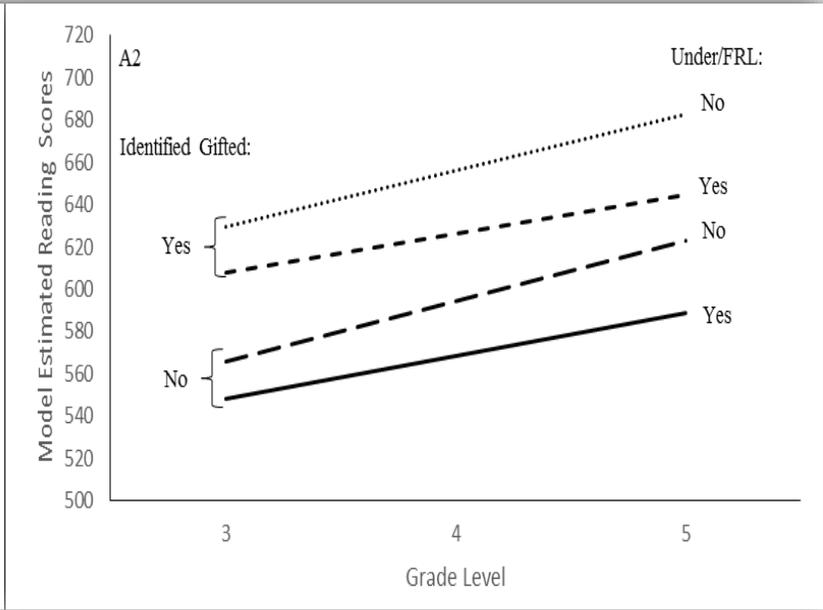
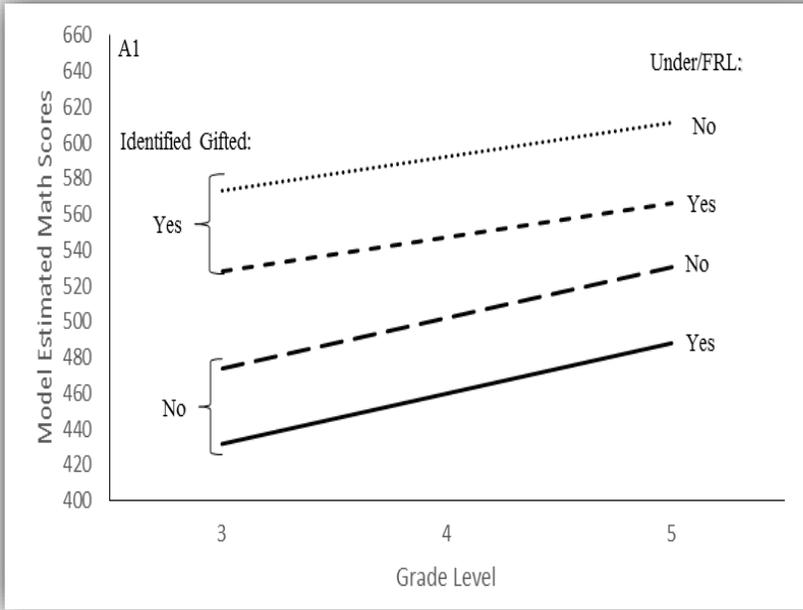
**Gifted programs seldom focus on core curriculum such as math and reading. Gifted programs have a greater focus on critical thinking and creative thinking than reading/language arts and mathematics.**

- **28.9% schools offer gifted reading/LA but 28.7% of them don't have specific reading/LA curriculum**
- **28.4% schools offer gifted mathematics but 24.2% of them don't have specific gifted math curriculum**
- **93.7% of districts do not have a designated math curriculum for gifted**
- **90.2% of districts do not have a designated reading/LA curriculum for gifted**



**Gifted students start ahead in reading and mathematics achievement at 3rd grade but don't grow any faster than other groups by 5th grade. In some cases, gifted students show slower growth**

**than non-identified gifted students.**



*Aligning*  
**Identification**  
*and Service*  
*can help address this issue*

*“We follow a pacing guide and those components of the pacing guide need to be covered in order to meet our goal by the end of the year,”*

*“[The pacing guide is] just a road map of what needs to be addressed.”*



**School principals shape the climate in which teachers feel empowered or limited to manage their instructional time in the world of pacing guide dominance.**

**Teachers who feel a sense of autonomy report using a wider variation of practices to enact their autonomy as it relates to pacing, instruction, content, and materials/resources.**



*Offering teachers some*

**Instructional**

**Autonomy**

*can improve pacing guide use*

**Differentiated work for advanced students is often an afterthought or a way to occupy them while teachers work with students who need remediation.**

*“When I’m reviewing the primary standards and working with those students that didn’t understand the lesson, the students that understood, they either go with a re-teach activity or they continue with their own portion from the lesson.”*

37/68 of the teachers viewed differentiation as lip service



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*Recognizing*

**Differentiation is  
Critical for Every  
Student**

*can help address this issue*

## Making Pacing Guides a Fit for All Learners



## What Happens in Gifted Programs

## Be a Talent Scout Not a Deficit Detective



## Differentiation is an Opportunity to Engage Students



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importance of

# Recognizing Strengths

Identification

Programming

importance of  
**alignment**

**Identification**

**Services**

**Outcomes**

