

The National Association for Gifted Children developed a position statement that includes four dimensions and recommendations for equitably identifying gifted students from culturally, linguistically, and socioeconomically diverse groups. The following excerpted recommendations may help SEAs and LEAs develop and implement practices for ELs who are gifted.

IDENTIFYING AND SERVING CULTURALLY AND LINGUISTICALLY DIVERSE (CLD) GIFTED STUDENTS

Develop culturally sensitive identification protocols

- NAGC recommends that states and school districts critically examine policies and practices related to identification to determine where and how diverse students are excluded from gifted programs.
- To capture a holistic profile of all students, multiple criteria should be the norm. Qualitative and quantitative information gathered from families, teachers, and students should be part of the evaluative process.
- All instruments used for screening and identification (e.g., checklists, referral forms, assessments) should be valid, reliable, and culturally and linguistically sensitive.

Ensure early and continuous access to high-end curriculum

- Teachers should provide CLD [culturally and linguistically diverse] students with opportunities to be inspired and to demonstrate their giftedness. These opportunities should be provided early and continuously to ensure student success in gifted programs.
- Institutions of Higher Education and school districts should utilize the National Gifted Education Standards for PreK12 Professional Development and Using the Gifted Education Standards for University Teacher Preparation Programs as guides for developing coursework and opportunities for professional development.

Provide essential supports for CLD gifted students

- Schools should create support programs to help gifted students from diverse backgrounds develop strong academic identities, learn coping strategies for dealing with negative peer pressure and discriminatory practices, and gain resiliency for responding to challenging life circumstances. Supportive programs should include opportunities to develop relationships with adults and college students from varied cultural groups across multiple domains.

Establish effective home, school, and community connections

- School leadership and personnel should be proactive in building trusting, reciprocal relationships with diverse families and communities.
- School personnel should enlist the support of local businesses and civic and faith-based organizations as partners in identifying and educating CLD gifted children and youth
- Schools are also encouraged to present information to faculty, staff, families, and the community about cultural influences on giftedness and how giftedness may be manifested.

- CLD parent support groups can be formed to help families of CLD students bond with each other and help schools enrich curriculum with information about unique cultural values.

Focus Research on Equity Issues

- University, school district, private, and federal entities working in partnership should seek funding for research and demonstration projects related to equity issues.
- Where best practices are currently in place, funding should be secured to ensure continuation of programming with consideration toward replicating such programs.