

A COLLABORATIVE APPROACH TO PROFESSIONAL DEVELOPMENT

Gifted, Special
Education, and English
Language Learners



Johnston Community School District

Presentation found on
JCSD website

New positions:
Teacher Leadership Initiative in Iowa
Extended Learning – 8
English speakers of Other Languages- 10
Special Ed- 62



Part of Student Support & Equity

DISTRICT DEMOGRAPHICS

Student population: 7400

Gifted- required by state to identify & serve: 10%

IEP: 10%

English Speakers of Other Languages ELL:
9.6 %

Title 1: 3.1%

504 Plan: 3.5%

At Risk: 14%



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Needs-Based Embedded Professional Learning

March 20, 2018

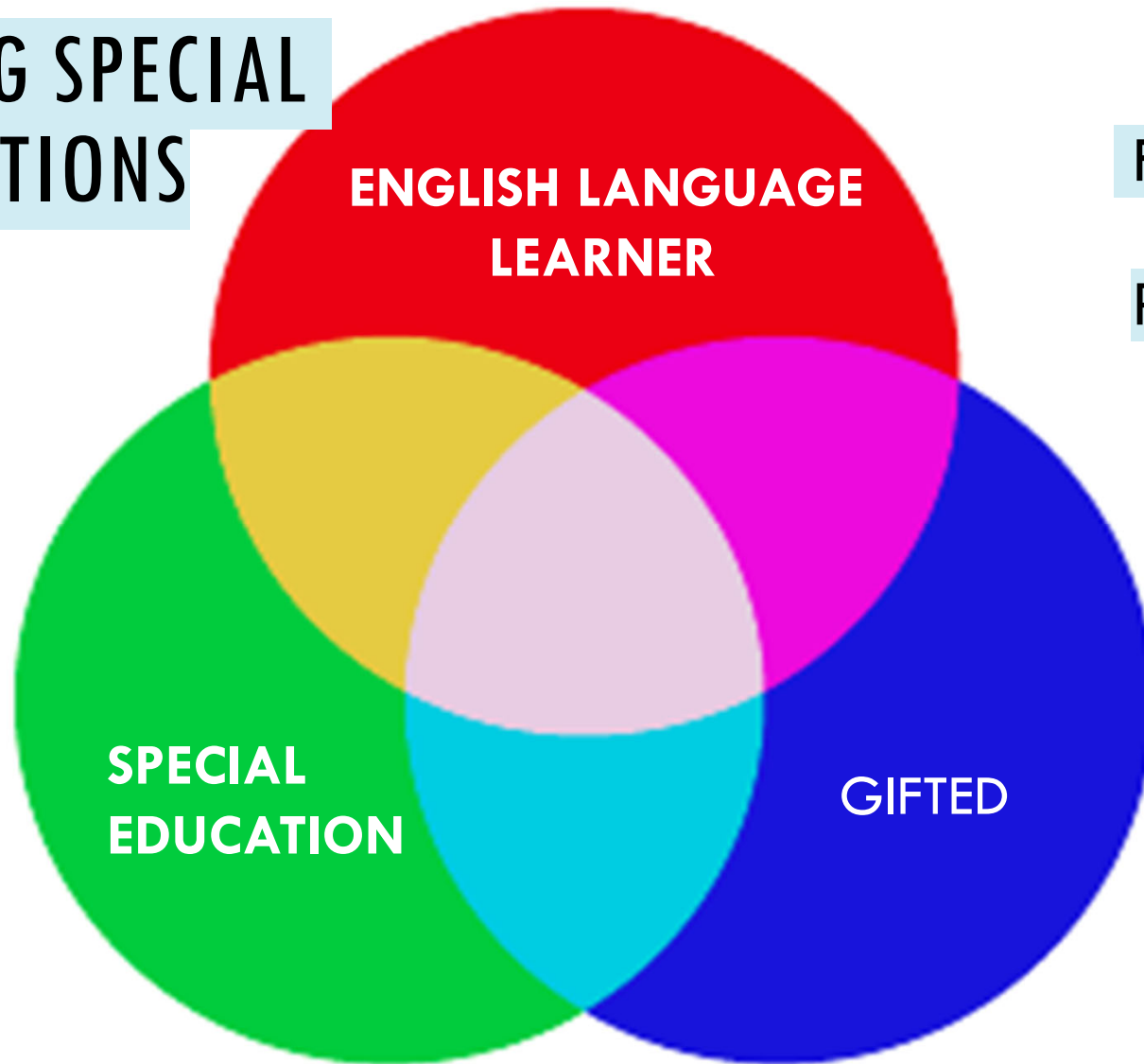
**All Means All: Supporting
English Learners in a Language-
Rich Environment**
Room 220 with Melissa Grinstead

**All Means All: Differentiating for
High Achievement**
Room 200 with Kathy Paul

Differentiation and the Struggling Learner, High Achiever, and Speakers of Other Languages

What does this look like for....?

IDENTIFYING SPECIAL POPULATIONS



For Extended Learning Programming (ELP)

RECOGNIZING AND DEVELOPING STRENGTHS AND POTENTIAL IN:

- *Humanities (Literacy and Communication)*
- *Science, Technology, Engineering, and Mathematics (STEM)*
- *Gifted in both areas (Personalized Ed. Plan)*

SPECIAL EDUCATION

Gifted characteristics
can mask disabilities
or the disability can
mask the gifted
behavior

Look for strengths, not
deficits



Types of Twice-Exceptionality: Gifted and...

- **Physical Disabilities**
- **Sensory Disabilities**
- **Asperger Syndrome**
- **Emotional and/or Behavioral Disorders**
- **ADHD**
- **Learning Disabilities**

Adapted from The Twice-Exceptional Dilemma, National Education Association, 2006ADHA

COGNITIVE TRAITS

- Superior verbal communication skills (often not written skills)
- Executive functioning deficits in planning, prioritizing, and organizing
- High energy level
- Distractible, unable to sustain attention
- Highly creative, imaginative, or curious
- Slow processing speed but high quality products
- Auditory processing deficits and difficulty following verbal instructions
- Unable to think in a linear fashion
- Thinks in “big picture” style
- High level of reasoning and problem-solving abilities
- Visual learner
- Able to develop compensation skills for their area of difference, may appear “average” instead of deficit on standardized tests

ACADEMIC TRAITS

- Demonstrates inconsistent or uneven academic skills
- Work can be extremely messy
- Hates drill and practice assignments
- Advanced ideas and opinions
- Penetrating insights
- Poor penmanship and problems completing paper-and-pencil tasks
- Avoids school tasks, frequently fails to complete assignments
- Appears unmotivated
- Advanced vocabulary
- Difficulty expressing feelings or explaining ideas or concepts

INTERPERSONAL TRAITS

- Difficulty relating to peers, poor social skills and/or antisocial behavior
- Capable of setting up situations to own advantage
- **Cannot read social cues**
- Lacks self-advocacy skills
- Disruptive or “clown” behavior
- Target of peer mocking or aggression
- Isolated from peers, non-participatory

INTRAPERSONAL TRAITS

- Highly sensitive to criticism
- Perfectionist who is afraid of making a mistake
- Denies problems and/or blames others for mistakes
- Behaves impulsively
- Self-critical, has low self-esteem
- High levels of anxiety and/or depression
- Easily frustrated, gives up quickly on tasks

Criteria to help assess:

- Prior academic performance
- Parent interviews
- Portfolio assessments
- Performance-Based Assessments: initial testing in an area, intervention, then retesting after interventions
- Teacher, Peer or parent nominations
- Progress-monitoring assessments

Diagnostic Assessments

ENGLISH LANGUAGE LEARNERS

Demonstrating ability within the cultural context of learning a second language.

Ignoring cultural or environmental influences may limit identification to particular cultural groups



TEACHERS WILL NOTE STUDENTS WHO:

Are demonstrating advanced language, acculturation* or reasoning skills compared to others who have been in a U.S. school for a similar length of time

English proficiency is not a requirement for ELP

TRAITS OF EL STUDENTS WHO MAY BE GIFTED:

- Acquires a **second (or third) language rapidly**
- Demonstrates proficiency levels that are above other EL students who have been in the country a similar amount of time
- Shows **high ability in mathematics**
- Displays a mature sense of diverse cultures and languages
- Switches easily in thinking in both languages
- Demonstrates advanced awareness of American expressions (grasps jokes/word play quickly)
- Translates at an advanced level (orally)
- **Navigates appropriate behaviors successfully within both cultures**
- Reads in native language two grade levels above their current (potential parent interview)
- Thinks creatively, comes up with new and unusual responses

CRITERIA TO ASSESS GIFTEDNESS IN EL STUDENTS:

- ELPA 21 English language proficiency tests
- Acculturation scales (AQS) referral team document
- Input from the student's cultural group
- Prior academic performance
- Performance within their home/heritage language or with other symbol systems (quantitative or nonverbal) Nonverbal assessment should not be used in isolation for identification.
- Parent interviews (interpreter may be needed)
- Portfolio assessments
- Performance-Based Assessments: initial testing in an area, intervention, then retested. Those with strong cognitive strategies may master new material rapidly.
- Teacher, peer or parent nominations

UNDER-RESOURCED STUDENTS

Family income is the government's preferred way of addressing diversity and under-representation in K-12.

Early experiences greatly influence school performance.

Using group-specific norms within a population will serve to increase the representation rates/equity



A “RESOURCED” STUDENT HAS MOST OF THE FOLLOWING:

Financial

Has necessary school supplies

Has food every evening and twice a day on weekends

Wears different clothing five days a week

Has more than one pair of shoes

Has a stable place to live (not a car, shelter, move every few months)

Has a book of his/her own

Has access to transportation outside of school

Language

Can use the formal language of the dominant culture

Can tell a story in chronological order

Can ask questions syntactically

Can write using formal organizational patterns

Can sort what is and is not important in nonfiction text

A “RESOURCED” STUDENT HAS MOST OF THE FOLLOWING:

Emotional

Controls impulsivity most of the time

Controls anger

Has positive self-talk

Can resolve a problem with words

Can plan for assignments and behavior

Can predict outcomes based on cause and effect

Has words to name feelings

Mental

Can read at a rate that is required for grade level

Can write for the task required

Can add, subtract, multiply and divide as required by the grade level

Understands money as represented on paper

Can read a map

Can follow written directions

Can sequence a task and make a plan and finish

Can sort what is and is not important in a task or text

A “RESOURCED” STUDENT HAS MOST OF THE FOLLOWING:

Optimism and Hope

Has hope for the future

Believes in personal ability to impact his/her own life

Physical

Has protein in nutrition on a daily basis

Usually free of illness

Brushes teeth on daily basis

Has access to healthcare

Can see and hear well

Gets sufficient sleep

Clothes, hair and body are clean

Free from physical and sexual abuse

Can focus with energy needed for a task

Engages in daily exercise

Has unstructured time to relax daily



A “RESOURCED” STUDENT HAS MOST OF THE FOLLOWING:

Relationships/Role models

Has at least one adult on the staff who knows and cares about the student

Can identify traits he/she admires in a role model

Can identify the kind of person she/he does not want to be

Can give and accept a compliment

Has an individual he/she can trust

Knows the history and examples of successful individuals in her/his family or racial/cultural past

Knowledge of hidden rules

Can identify and avoid the “pet peeves” of the person in charge

Can assess a situation to determine what behaviors would or would not be successful

Can assess the unspoken cueing mechanisms in a situation and use that to his/her advantage

Can learn/work for someone even if he/she does not like them

A “RESOURCED” STUDENT HAS MOST OF THE FOLLOWING:

Support Systems

Has parent(s) who are supportive of school

Has at least one adult who is the support system for the household and not the child

Has at least two adults who care about and nurture him/her

Has at least two peers who are nurturing and not destructive

Can identify one group to which she/he belongs

Involved in an activity

Can make new friends

How do we assess resources?

Elementary: draw a picture/talk about their household, tell stories, do journal writing with blanks for fill in

Secondary: share experiences, have individual conferences, write about one's self

STRATEGIES TO IDENTIFY CHILDREN OF POVERTY:

- Use of nonverbal assessments,
- Lowering standardized test scores thresholds for subgroups/local norms,
- Use of assessments that may be less biased.
- Look at strengths rather than deficits, then provide assistance and scaffolding to succeed.

CHARACTERISTICS OF A STUDENT WHO MAY BE GIFTED BUT DOES NOT MEET STANDARDIZED TESTING CRITERIA: (FROM THE HOPE RATING SCALE)

- Performs or shows high potential for performing at high levels
- Sensitive to large or deep issues of human concern
- Self-Aware
- Shows compassion
- Leader within age/peers
- Eager to explore new concepts
- Exhibits intellectual intensity
- Interacts effectively with adults or older students
- Uses alternative processes
- Thinks “outside the box”
- Has intense interests

HOW MIGHT WE SERVE THESE STUDENTS APPROPRIATELY?

- Scheduled Programming /pull-out for social emotional & academic needs
 - May or may not need scaffolding or front-loading
- ELP one-on-one support
- Math Acceleration
- Whole Grade Acceleration
- Independent Study

RESOURCES

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RESOURCES P. 2

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THANKS

[HTTPS://WWW.JOHNSTONCSD.ORG/DEPARTMENTS/STUDENT-SUPPORT-EQUITY/EXTENDED-LEARNING-PROGRAM-ELP/FRIENDS-JOHNSTON-ELP/RESOURCES/](https://www.johnstoncsd.org/departments/student-support-equity/extended-learning-program-elp/friends-johnston-elp/resources/)

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