KEY IDENTIFICATION CONSIDERATIONS FOR CULTURALLY, LINGUISTICALLY & SOCIOECONOMICALLY DIVERSE GIFTED LEARNERS

What is a gifted child?
A label of ‘gifted’ should be a diagnostic one that provides useful information about how an individual child learns (acquires, processes, and applies information), to inform curricular and instructional decisions for that child.

Identification systems should allow for schools to equitably engage in Talent Development for high-potential learners, and Talent Enhancement for high-achieving/performing learners – and the system should be one based on notions of inclusion (helping students to grow and achieve according to their demonstrated ability and potential) and differentiation based on need, rather than exclusion (a single source cut-score).

Schools should see these domains as a part of, and not apart from, the academic diversity they experience and serve on their campuses.

Multiple Measures
Comparisons should be made with students who have had similar opportunities to acquire similar skills – though national comparisons also provide useful information.

- Achievement, Aptitude, and Ability
- Rapidity of English Language Acquisition
- Gifted Characteristics Checklists
- The Power of Pre-Assessment
- Student Portfolio
- Recommendation: Parent, Teacher, Peer, Student
- Student Interests, Motivation, and Persistence

Match the Program with the Needs of the Identified Child…
- High Ability + High Achievement
- High Ability + Average or Low Achievement

…While Developing and Nurturing Potential: The Talent Pool Model…
- High Potential + High Achievement
- High Potential + Average or Low Achievement

You Can’t Ignore the Data!

Self Reflections…
- Are your Policies, Processes and Procedures for Gifted Identification and Programs Inclusive, Diverse, & Differentiated Based on Your Student Population?
- Does your Identified Gifted Student Population Match Your School Population?
- Does your Pool of Recommended Students Match your School Population?

Cast a Wide Net!