

# Illinois Association for Gifted Children

## Practices to Support Social Justice, Equity, and Inclusion in Advanced Programming for Culturally, Linguistically, and Economically Diverse Learners

### 1. Design and implement a culturally responsive curriculum with social justice foundations.

- At all grade levels, provide rich texts and resources that reflect contributions of leaders and scholars from diverse cultures in all fields of study.
- Introduce role models and mentors from all cultures and backgrounds who have made significant contributions to their professions and/or disciplines.
- Model and teach practices to support reflective, respectful discussions among participants with diverse experiences and different points of view.
- Effect change through self-reflection and engagement that addresses attitudes and behaviors that perpetuate oppression (e.g. stereotyping, bias), and systemic racism.

### 2. Ensure a continuum of services to develop talent in all learners.

- Develop a curriculum that supports scaffolding and a high challenge “ceiling” to provide all learners access and engagement with enriching, critical thinking activities at all grade levels.
- Provide opportunities for interest-based learning and creative thinking.
- Build community partnerships to maximize community assets to provide enrichment inside and outside of the school day.

### 3. Provide professional learning in gifted education for all classroom teachers to support high expectations for all students.

- Ensure that all teachers are equipped to use learning strategies to support critical thinking and challenge all students in the classroom.
- Train teachers to identify characteristics associated with giftedness for students from diverse backgrounds and cultures to effectively identify individuals who may benefit from advanced and/or gifted programming.
- Develop educator awareness about how societal injustices, including systemic racism and implicit bias, widen opportunity and excellence gaps.
- Provide opportunities for all school staff to reflect on their own attitudes, behaviors, and potential biases and collaborate to promote social justice.

### 4. Establish multiple pathways and equitable practices for identification and placement in advanced learning programs.

- Implement universal screening and use local norms for placement in accelerated and advanced learning programs.
- Use multiple, reliable measures to provide alternative pathways to identification.
- Provide support, exposure to, and experience with enrichment and challenge with special emphasis at the early grade levels; then assess progress to identify for advanced programming.
- Communicate to diverse stakeholders in school community about advanced programs offered, including timelines, placement criteria, and rationale.

### 5. Address potential, practical barriers to student success in advanced learning and enrichment programs

- Ensure that English language learners receive appropriate support in advanced classes.
- Provide outreach and information sessions to build partnerships with families to support advanced learners from diverse backgrounds and cultures.
- Address needs (e.g. fees, transportation, and technology requirements) that may prevent participation in advanced learning and enrichment programs.

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### ADDITIONAL RESOURCES:

#### Evidenced-Based Practices :

[National Association for Gifted Children \(“NAGC”\) 2019 Pre-K-Grade 12 Programming Standards](#)

#### Equity and Inclusion:

[NAGC Denounces Racism and Stands for Social Justice](#). June 5, 2020

[Is There a Gifted Gap? Gifted Education in High Poverty Schools Report](#)  
(Fordham Institute, 2018)

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Olszewski-Kubilius, Paula, Subotnik, Rena F., Worrell, Frank C., eds. [Talent Development as a Framework for Gifted Education: Implications for Best Practices and Applications in Schools](#) © 2018, Prufrock Press, Inc.

Wells, April. [Achieving Equity in Gifted Programming: Dismantling Barriers and Tapping Potential](#). © 2020, Prufrock Press.