

Illinois Association for Gifted Children

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

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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.

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)

Gentry, Marcia, Gray, Anne M., Whiting, Gilman W., Maeda, Yukiko & Pereira, Nielsen. [System Failure: Access Denied.](#) © 2019, authors.

Plucker, John A. & Peters, Scott J. [Excellence Gaps in Education: Expanding Opportunities for Talented Students.](#) © 2016, Harvard Education Press.

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.