IAGC GUIDEPOST JUNE 2020

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.

---

**ADDITIONAL RESOURCES:**

**Evidenced-Based Practices:**
- National Association for Gifted Children (“NAGC”) 2019 Pre-K–Grade 12 Programming Standards

**Equity and Inclusion:**
- Is There a Gifted Gap? Gifted Education in High Poverty Schools Report (Fordham Institute, 2018)