Identifying and Meeting the Needs of Gifted Students from Diverse Populations

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What you can expect

- What we know about Underrepresentation
- Causes for Underrepresentation
- Possible Solutions for Identification
- Meeting Needs
- Future Directions
What could we do to improve education? Nothing seems to work!

Invest in students as people, not test-takers. Teach them real reading and writing, history and science and math, not test-taking skills. Unleash the creativity of our teachers and students instead of scripting them with prepackaged programs. Focus less on technology and take our kids out to see the world around them. Focus on learning—not grades. Motivate people with enthusiasm instead of fear. Try to make students into lifelong learners.

Besides that, I mean.
Things we know

• Black, Latinx, and Native American students are underrepresented in high ability programs across the US (Ford, 1998; Hodges, Tay, Maeda & Gentry, 2018; Yoon & Gentry, 2009).

• Identification is not enough to influence outcomes, it needs to be paired with programming (Hodges, McIntosh, & Gentry, 2017).

• There is a wide breadth of policies and practices being implemented across the US with differing outcomes (Peters & Engerrand, 2016)
Students who are Black

[Bar charts showing data for students who are Black, with states listed on the x-axis and gender (Male and Female) represented on the y-axis.]
Students who are Latinx

[Bar chart showing data for different states, comparing male and female populations]
Causes
Teacher Referrals
Re-Segregation

- Schools are becoming less diverse
- Urban schools are becoming more Black and Latinx
- Suburban schools are becoming more Asian and White
Complexity

- Asian, Black, Latinx, Native American, White
- English Language Learners
- Rural
- Low SES
Florida and Alternative Identification

Dual System for identification

Diverse State both with high population centers and rural areas
Florida’s Plan B

[Graph showing the percentage of gifted students by race from 2011 to 2015.]
Indiana and Multiple Criteria

Mandates identification but left to district how to identify students

Increasing diversity in the past two decades
A Tale of Two Graphs

[Graphs showing representation index by year for different groups, with legends for Asian, Black, Latinx, Native American, and White]
Washington and Early Identification

Relative autonomy to districts due to limited funding

Coastal areas are heavily populated and then large rural areas in eastern part of state

Gifted Education is considered a constitutional right
Texas and an Inclusive Definition

Gifted and Talented students are those who perform at or show the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who exhibit high performance capability in an intellectual, creative, or artistic area, possess an usual capacity for leadership, and/or excel in a specific academic field.
The Next Steps

- Local Norming
- Universal Screening
Gifted Education for What?
Questions