

## In This Issue

*Letter From the President*.....page 2

*Letter From the Editor*.....page 2

*Speaking Out: Advocacy*.....page 3

*TAG Elections*  
..... page 4

*CEC 2017*.....page 4

*Member Benefits*  
..... page 4

*JEG Abstracts*  
.....page 5

*JEG Online Activation*.....page 10

*About the Contributors*...page 11

## **In Search of a Better Light: Illuminating Services for Twice-Exceptional Learners**

**Ken Dickson**



*"...The expectation... for administrative leaders [is] to investigate, understand, develop, and implement best practices that enable high-ability students to reach their full potential."*

Grantham, Collins, & Dickson, 2014

### The Streetlight Effect

One night, a police officer finds a drunken man crawling around on his hands and knees under a streetlight. The drunken man tells the officer he's looking for his keys. When the officer asks the man if he's sure this is where he dropped his keys, the man replies that he dropped them across the street in the dark parking lot, near his parked car. The officer then asked, "Well, if you dropped them across the street, why are you looking over here?" The drunken man looked at him and said, "Because the light is better here."

The "Streetlight Effect" in this context is a metaphor that represents administrative functions that can better serve twice-exceptional (2e) learners. Administrators sometimes take paths that seem easiest, even when it is clear that the paths will not lead to sustained positive results that are needed – particularly in terms of 2e learners. Given 2e learners' acute needs, the danger of taking easy paths is an acute travesty, as easy paths can frequently lead to inappropriate destinations.

This article reflects over 35 years of the author's administrative experiences working in gifted programs and services. The purpose of this article is to illuminate understandings about 2e learners from an inside, administrative perspective. A central component of the article focuses on ways to operationalize the new 2e Community of Practice definition of 2e learners.

**For 2e learners, equity, instead of equality, concepts are required.**

### **2e Learners and Educational Equity**

Administrators often assert their commitment to *all* learners. This commitment can be asserted so frequently that it can become a part of the school and system culture.

School cultures as such drive decisions that frequently result in policy and practices that support administrators "all" learners assertion. The concept and resulting commitment to all is an egalitarian notion with inextricable ties to concepts of equality. Given our democratic society, equality concepts are beneficial in many ways, but are inappropriate in terms of exceptional needs learners – particularly 2e learners. For 2e learners, *equity* instead of equality concepts are required. The term *all* is too broad and obfuscates equity. For 2e learners, the commitment, culture, and resulting policy and practices should focus more on equity concepts focusing on "each" learner - not on *all* learners. The term "each" connotes

*continued on page 6*

# Letter From the President



*Dear Members of The Association for the Gifted (TAG),*

A great deal is happening in The Association for the Gifted (TAG), and I hope you will stay involved in advocating, participating in professional development opportunities, and engaging as a member of this organization.

Now is the time to stay up to date with the recently reauthorized Every Student Succeeds Act (ESSA). Doing so will allow you to be ready to ensure that the new federal legislation implemented in your school, district, and state will allow maximum opportunities for children and young people with gifts and talents. Please work with decision-makers so they know that the legislation specifically includes gifted children in Title I and Title II.

In early December, the TAG board members will present sessions on the preconference day for the Texas Association for the Gifted and Talented (TAGT).

The Council for Exceptional Children (CEC) Convention in Boston will be another outstanding professional development opportunity. Convention registration and hotel information are available on the CEC website. Mark your calendar and come ready to learn and share.

Speak out on behalf of gifted children and young people. Offer and participate in professional development about gifted children. Let board members know your ideas. Be an involved TAG member.

Sincerely,  
*Julia Link Roberts*  
President, TAG

**Dear TAG Members,**

In this issue of *The Update*, please find the lead article titled "In Search of a Better Light: Illuminating Services for Twice-Exceptional Learners," written by Ken Dickson, an educational consultant and former school administrator.

Dr. Julia Roberts, "Speaking Out" columnist, has written an article about advocating for creative thinking. You will also find abstracts from the articles published in the most recent edition of *Journal for the Education of the Gifted* (JEG). Remember that your membership entitles you to online access to the journal.

The 2017 Council for Exceptional Children (CEC) conference will be held in Boston, Massachusetts, from April 19 to 22. Please plan to join us there!

I hope that this newsletter will be a useful resource to you during this new school year.

Best regards,  
*Kimberley L. Chandler*  
TAG Update Editor





## Speaking Out: **Advocacy**

Julia Link Roberts

### Advocating for Creative Thinking

Speaking out for creative thinking may seem unnecessary, something one would not need to do; yet, creativity has been glossed over by fairly strict adherence to the standards. Actually, addressing standards does not require abandoning creative thinking; rather they will best be met when students master creative thinking skills. How do we get that message out to decision-makers in schools and district? Advocating for creativity being a priority in the schools is the way to start.

The message that creativity must be nurtured and developed in school must be advocated across our country. Creative thinking skills are basic skills for problem-solving, the creation of new knowledge, and becoming an entrepreneur – for the future of our communities and our country.

Creative thinking needs to be encouraged at the classroom, school, school district, state, and national levels. That message must be heard and emphasized routinely.

Advocates must set a high priority on creativity. They must encourage principals to expect teachers to value and encourage children and young people as they wonder, imagine, design, create, and dream. What does it take for students to engage in creative thinking?

#### **Absorb content in order to be able to use knowledge in creative ways.**

Making a discovery in any content area requires having deep understanding. Of course, that makes sense as it would be impossible to “discover” in an area in which one has limited knowledge. Even more desirable than being an expert in one content area is to be knowledgeable in more than one area, opening opportunities to make interdisciplinary connections.

#### **Hold expectations for products to offer new perspectives about the content and novelty in the presentation.**

If educators and others do not communicate to students that they expect them to be creative as they develop their ideas and present their products, it is unlikely that students will stretch to do so. An example of a protocol that requires creativity is the DAP Tool (Roberts & Inman, 2015) in the development of all products. The DAP Tool specifies using a new perspective in developing the content of a product as well as a creative outlook on the product itself.

#### **Be strong in your beliefs and do not be discouraged by others.**

It is important to not be easily discouraged when something does not work as well as you hoped it would or others do not readily think the idea is a very good one. Many well-known inventors, writers, scientists, and entrepreneurs had to overcome rejections and discouragements from pursuing their ideas and dreams.

Many will not understand new and creative ideas. Be prepared to advocate and push on with your ideas. In the film *Amelia Earhart*, Amelia admonishes a young woman to “not listen to what people tell you. If I had done so, I would never be flying.”

#### **Understand the importance of being entrepreneurial and know that creative thinking is an “essential” for entrepreneurs.**

Entrepreneurship is being encouraged around the globe. In the Paris metro, this statement was printed where riders wait:

*Entrepreneurs are makers  
We now make entrepreneurs in Paris*

If you want to live in a world in which creative ideas are treasured, it is time to speak out at the classroom, school, and school district levels. So much has happened to downplay the value of creativity thinking in the last decade that it will take many voices to turn that tide and expect children and young people to have opportunities to develop and express their creative ideas in all content areas. That includes the arts, but it also applies to science, social studies, mathematics, and language arts.

Be an advocate by speaking out. Speak out for making creativity important in classrooms, schools, and school districts as well as in communities.

#### *References*

Roberts, J. L., & Inman, T. F. (2015). *Assessing differentiated student products: A protocol for development and evaluation* (2nd ed.). Waco, TX: Prufrock Press.

*Amelia*. Dir. Mira Nair. Perf. Hilary Swank and Richard Gere. Fox Searchlight, 2009. DVD

## TAG ELECTIONS

Fall is election time for TAG. Please check out the TAG website

for positions that will be filled in the election this fall. The deadline for applying will be October 31.

<http://cectag.com/>

## SAVE THE DATE!

The CEC Convention & Expo will be in Boston  
April 19-22, 2017

[www.ceconvention.org/](http://www.ceconvention.org/)



TAG Board Members will be presenters at the Texas Association for the Gifted & Talented (TAGT) Annual Conference in Dallas, TX, from November 30 - December 2, 2016: Wendy Behrens, Lynette Breedlove, Kimberley Chandler, Alicia Cobatish, Tracy Cross, Debbie Dailey, Yarah Farah, Ivy Haynes, Claire Hughes, Tracy Ford Inman, Mary Cay Ricci, Julia Link Roberts, Jennifer Robins, Kianga Thomas, and Christine Weber.  
<http://tagtconference.org/>

## Join CEC-TAG, the nation's most dynamic professional association devoted to twice-exceptional children, educational excellence, and diversity.

### MEMBER BENEFITS

Council for Exceptional Children (CEC) is the leading voice for special and gifted education. CEC-TAG establishes professional standards for teacher preparation for the field, develops initiatives to improve gifted education practice, and ensures that the needs of children and youth with exceptionalities are met in educational legislation.

Become a member of a team of professionals devoted to (a) improving educational opportunities for individuals from all diverse groups with gifts, talents, and/or high potential; (b) sponsoring and fostering activities to develop the field of gifted education; (c) supporting and encouraging specialized professional preparation for educators; and (d) working with organizations, agencies, families, or individuals who are interested in promoting the welfare and education of children and youth.

Member benefits include:

- Four issues of the *Journal for the Education of the Gifted* (JEG) per year (includes online access to current and past issues)
- Six issues of *Teaching Exceptional Children* per year
- Two issues of the online journal *Excellence and Diversity in Gifted Education* (EDGE) per year
- Four issues of *Exceptional Children* per year
- Quarterly newsletters from CEC and from CEC-TAG
- A discounted member rate for all meetings of CEC and TAG
- 30% discount on all CEC products
- 10% discount on Prufrock Press products
- Peer-to-peer support
- A network of colleagues who are leaders in the field of gifted education

To join CEC-TAG, go to <http://cectag.com/membership/> or contact Yara Farah, Membership Chair, at [ynfarah@wm.edu](mailto:ynfarah@wm.edu).



## ***Journal for the Education of the Gifted***

The *Journal for the Education of the Gifted (JEG)*, the official journal of CEC-TAG, offers information and research on the educational and psychological needs of gifted and talented children. Devoted to excellence in educational research and scholarship, the journal acts as a forum for diverse ideas and points of view on gifted education, counseling, and parenting. The September 2016 issue of *JEG* will be arriving in your mailbox soon. The article abstracts are shared below. Should you be interested in submitting a proposal to the journal, please visit <http://jeg.sagepub.com>. In addition, Dr. Tracy L. Cross, Editor-in-Chief, is always looking for reviewers. Please e-mail the journal at [cfgejeg@wm.edu](mailto:cfgejeg@wm.edu) if you would like to be added to the reviewer list.

### **ABSTRACTS FOR *JEG*, SEPTEMBER 2016, 39(3)**

**Purpose and Process in Exemplary Teen Writings, Jill M. Olthouse and Adrienne E. Sauder** - Exemplary adolescent creative writers' stories and poems demonstrate a connection between personal purposes for writing and the development of advanced technical skills. This hermeneutic analysis of 33 student texts (which were chosen because of their relation to the topic of literacy) reveals three main reasons for writing (remembrance, reinvention, communion) as well as an understanding of the writing process as fickle. Writings that focus on remembrance include depictions of qualia through sensory imagery and poetic techniques. Writings that express reinvention and communion reveal an understanding of the history of words, forms, and the canon. Writings that depict writing as fickle invite discussions of the writing process and the value of perseverance, observation, and empathy. A practical implication of this research is that creativity and identity development through writing are compatible with comprehension, analysis, and technical mastery.

**Teacher Conceptions, Curriculum Ideologies, and Adaptations to Linear Change in River School District: Implications for Gifted and Talented, William Thomas Allen Jr. and Scott L. Hunsaker** - Curriculum ideologies are educational theories applied in everyday pedagogical practice. In this study, to better meet the learning needs of their students, four middle school teachers used a variety of ideologies as a professional toolbox. When confronted with school district standardization, these teachers adapted; however, as predicted by earlier studies, adjustments required the loss of previously successful curriculum. As predicted by Feldhusen (1994), these losses impacted teachers of high-level students (honors and gifted and talented) the most. In this district, two such teachers opposed standardization; nevertheless, even with resistance, they lost ideological-based curriculum choices. What are teachers of high-level students to do? Any standardization program will threaten and/or change eclectic ideological praxes. With such a dichotomy, a split is revealed between teacher beliefs and practices. In this study, an honors teacher could not bear the split and decided to stop teaching rather than give up her curricular eclecticism.

**Gifted Programs Cannot Be Successful Without Gifted Research and Theory: Evidence From Practice With Gifted Students of Mathematics, Christos Dimitriadis** - This study investigated the educational provision for mathematically gifted students offered in primary (elementary) schools in England (UK) just before the abandonment of the government's Gifted and Talented (G&T) program. Through a questionnaire within five Educational Authorities and four in-depth case studies in different primary schools that were implementing provision for their most able mathematicians, the study, despite some positive results, found a number of problems relating to the effectiveness and defensibility of the offered provision. This paper presents those problems and the identified links between them, the lack of support from gifted theory and research, the lack of support from specialists, and the abandonment of the G&T initiative and makes recommendations that could have sustained and increased the effectiveness of both the schools' provision and the government's initiative.

**Visual Processing in Generally Gifted and Excelling in School Mathematics Adolescents, Nurit Paz-Baruch, Roza Leikin, and Mark Leikin** - Little empirical data is available concerning the cognitive abilities of gifted individuals in general and especially those who excel in mathematics. We examined visual processing abilities distinguishing between General Giftedness (G) and Excellence in Mathematics (EM). The research population consisted of 190 students from four groups of 10th–12th-grade students who differed in their G and EM levels. The students performed a battery of visual processing tests: visual-spatial memory, visual speed of information processing (SVIP), visual perception (VP), and visual attention (VA). The results demonstrate that EM type has a significant effect on the Backward Corsi-Span, whereas G type has a main effect on the Pattern-Recognition test and d2-CP (concentration performance) and d2-E (number of errors) scores in the attention test. SVIP and the fluctuation rate in VA tests (d2-FR) were associated with both G and EM types. The current study identified two different components of visual processing that were accordingly termed Visual-Serial and Pattern-Recall. It seems that G-EM students can be characterized by superior performance on Visual-Serial processing.

continued from page 1

and embraces a higher level of equity, fairness, justice and what is right for an individual group or individual. The term “each” implies individual attention – so critical for 2e learners, as their needs are seldom alike. Additionally, the term implies that a greater sensitivity exists among stakeholders for learners who are too frequently lost and not considered.

Who are 2e learners? Who are these unique learners requiring the highest levels of individual attention? In 2015, a dedicated group of individuals specializing in gifted and twice-exceptional children and representing several areas of gifted and special education, convened to create a *Twice-exceptional National Community of Practice (CoP)*. These individuals included psychologists, counselors, college/university personnel, public school personnel, consultants, authors, researchers, and theorists. The 2e CoP collaborated with the Individuals with Disabilities Education Act Partnership. The Partnership and its national, state, and local member organizations including the National Association for Gifted Children, the Council for Exceptional Children, the National Association of School Psychologists, and the National Center for Learning Disabilities, developed a new definition for individuals with dual exceptionalities.

Twice-exceptional learners are learners with both gifts and areas of disabilities as detailed in the following definition:

*Twice-exceptional (2e) individuals evidence exceptional ability and disability, which results in a unique set of circumstances. Their exceptional ability may dominate, hiding their disability; their disability may dominate, hiding their exceptional ability; each may mask the other so neither is recognized or addressed. Twice-exceptional students, who may perform below, at or above grade level, require the following:*

- *Specialized methods of identification that consider the possible interaction of the exceptionalities,*
- *Enriched/advanced educational opportunities that develop the child’s interests, gifts, and talents while also meeting the child’s learning needs,*
- *Simultaneous supports that ensure the child’s academic success and social-emotional well-being, such as accommodations, therapeutic interventions, and specialized instruction.*

*Working successfully with this unique population requires specialized academic training and ongoing professional development.*

Twice-exceptional learners are indeed individual. Their needs are indeed highly specialized. This makes them a very unique population of learners. Such uniqueness is illuminated in a study conducted by Mayes and Moore, (2016). From qualitative interviews, they identified three major themes regarding learners with both gifts and areas of disabilities:

1. the significance of labels,
2. social and personal experiences of exceptionality, and
3. challenges and strategies in the school environment.

Mayes’ and Moore’s findings indicate that students experience their special education identity much differently from their gifted identity.

Twice-exceptional learners represent a small percentage of the educational numerical majority. Equitable administrative support and advocacy for 2e students, therefore can be challenging unless comprehensive commitments focused on their needs are supported in policy.

Administrative practices often support the needs of the many against the needs of the few. This is an educational inequity. These practices too often marginalize learners – particularly learners already marginalized, such as 2e learners. This inequity, as illustrated in the “Streetlight Effect,” supports looking for keys (answers) in the wrong places. The key to addressing the needs of *all* learners depends on administrators’ commitment, sensitivity, knowledge, and support to respond to the specialized needs of *each* learner – including *each* 2e learner.

Appropriate administrator support for 2e learners is critical. If and when obtained, it can be limited and limiting. Such limits are fueled by several factors. These factors include, funding priorities focused on struggling students; with no or little attention focused on students’ giftedness. Passive attitudes, misinformation, and misinformed beliefs, exacerbated by misunderstandings about giftedness, are additional factors. Inappropriate resources to respond to how learners and parents experience the disability, and how they experience giftedness in school, are other factors.

Informed support that results in comprehensive policy without overblown broad language aimed at the greater exceptional needs population is required. The support must be specifically targeted on the 2e population. An excellent resource for such level of support is this new definition. It can help guide policy development decision-making efforts.

### **How Can Administrators Operationalize the Definition?**

The 2e CoP definition will help administrators maximize decision-making across several components of gifted programming – most particularly identification. Identification is the one area with which many administrators struggle. Many administrators have engaged with many learners that exhibited areas of strength and disability. Frequently and for various reasons, building level administrators have to support the pronounced disability, rather than the 2e learner’s giftedness. The 2e learner’s disability becomes the elephant in the room. This often leads to interventions for the child’s disability and little, if any, for his/her strengths.

continued on page 7

continued from page 6

To address the needs of 2e learners appropriately, administrators must ensure that services address 2e learners' giftedness and their areas of disability. This means that administrators and their teachers will need professional development to accommodate, adapt, and modify the classroom environment, curriculum, and assessment appropriately. In that regard, teachers in particular, will need to develop competencies in at least three areas:

1. recognizing learners' strengths,
2. differentiating instruction, and
3. providing interventions.

These kinds of teacher competencies require administrators to think differently about policy (accountability). It requires thinking about resources, supports, and services in integrated ways.

The 2e CoP definition can help administrators become better change agents for 2e learners' unique characteristics. The definition represents a better light for 2e learners. Its effective operationalization, i.e., putting the definition to use, can reduce and eventually eliminate the shadows that have for too long obscured effective opportunities for 2e learners. Effective operationalization involves improving access to services, providing opportunities to learn, and acquiring appropriate supports that lead to 2e learners' success.

With efforts to operationalize the CoP definition, the term "fit" emerges. Fit refers to appropriate adaptations, accommodations, and modifications to make the definition work well within the overall context of existing programs. Finding "fit" for the new definition requires administrators to ask six essential questions. Appropriate responses to these questions will help guide planning and will help avoid pitfalls. Additionally, they will help provide the appropriate implementation of supports and services that 2e learners require.

*First Essential Question:* What explicit assurances, in terms of necessary resources, are available (funding, human, time, and policy) to guarantee system-wide comprehensive, appropriate, accountable, continuous, and systematic services for 2e learners?

- Review and Develop District-Level Resources: One essential required resource is a unique independent 2e learners' policy - separate but related to the policy governing gifted and special education programs. Such policy must reflect state regulations if available, and must meet and ideally exceed them, as state regulations are only minimums. A policy must be preceded by appropriate funding to identify staff and to provide adequate time to train them appropriately.
  - o *General Tasks:* Develop the separate policy after thorough reviews of existing local policies, state rules and regulations, and resources regarding students with special needs.

*Second Essential Question:* What forms of advocacy, in terms of an advocacy plan, implementation, follow-up, and evaluation, promote positive outcomes for gifted education programs?

- *Advocacy:* The act of promoting external and internal positive program outcomes (Grantham, 2003); "the act of arguing in favor of something - an idea, cause, or policy" (National Association for Gifted Children, 2000, p.v).
  - o *General Tasks:* Investigate local advocacy policy, practices, and resources. Establish a clear, consistent goal-related message.
    - Identify a single source for channeling communication.
    - Meet regularly with parents.
    - Establish forums for students to demonstrate their skills/accomplishments.
    - Include program staff and non-program staff "buy-in" opportunities.
    - Participate in local, state, and national general, gifted, and special education forums.
    - Establish new friends and allies; develop partnerships.
    - Be informed.
    - Know where to obtain information.
    - Develop relationships before you need them.
    - Stay alert (Roberts, 2014).

*Third Essential Question:* Are 2e students deliberately sought-out and guaranteed access to accelerated and enriched instruction that has the rigor, high standards, and opportunities to be challenged by ascending levels of intellectual demand as expected of all gifted students?

- *Student Assessment; Access to Services (Identification)* – An ongoing process that matches students to appropriate differentiated services should be in place. Its purpose is to find, in order to serve, as many learners as possible who need differentiated services.
  - o *General Tasks:* Identify learners' strengths, areas of disability, and interests. Focus on their strengths. Facilitate and support professional development/training opportunities for staff focusing on both gifted and special education topics. *Critical:* Include staff trained in both gifted and special education in all gifted program identification and special education referral, Individual Education Plan eligibility processes, and team discussions.

continued on page 8

continued from page 7

- Involve parents (critical), administrators, teachers, art music and media specialists, counselors, extracurricular teachers, and students in the process.
- Be cognizant and aware of misdiagnosis issues. This includes the effect of intensities and excitabilities in 2e students that may cause uninformed decision-makers to exclude them for services (details below in the *Fourth Essential Question*).
- Use traditional and non-traditional data sources.
- Examine identification criteria and processes that exclude students. Examine them for the masking issue, as both students' gifts and areas of disability may be missed; this causes the student to look average so that he/she receives neither service. Include Response to Intervention data, but do not rely solely on it.
- Consider underlying causes of students' at or below-average performance.
- Examine identification criteria and processes for equity and diversity gaps (details in *Fourth Essential Question*).

*Fourth Essential Question: Critical* – Which strategy addresses underrepresentation? Given the critical nature involving disproportionate representation (underrepresentation), information about the *Fourth Essential Question* is expanded.

What is underrepresentation?

*Underrepresentation occurs when any student population in a gifted program, including a 2e population, continuously and systematically remains non-existent or smaller than the percentage of the represented population in the school system, a school, grade level, or within a given gifted category of giftedness. The consistent variances are rarely justifiable and always cause for concern and corrective action.*

### **Critical Points Regarding Underrepresentation and Strategies to Manage it**

The National Association for Gifted Children and the Council for Exceptional Children, report that there are approximately 3,000,000,000 gifted children and approximately 360,000 learners who are twice-exceptional. Expect between 1-3% of twice-exceptional learners to have gifts and talents (Ford, Coleman, n.d., *CEC Today*).

Central to the *Fourth Essential Question* is the underrepresentation of learners with disabilities who also have gifts and talents. Underrepresentation is persistent and pervasive. It is also fraught with staggering disparities (participation gaps). Its disparities often range from almost 50 to 70% in any given school population with diverse populations (Richert, 2003)!

Failure to examine it in this context would be a disservice to readers committed to overcoming it. Consider this perspective from the current federal definition for giftedness, U.S. Department of Education, 1993.

*"Outstanding talents are present in children and youth from all cultural, across all economic strata, and in all areas of human endeavor."*

This perspective is rarely, if ever, reflected in outcomes of typical gifted education identification processes. The underrepresentation of learners in gifted programs is one of the most critical realities troubling gifted education. Underrepresentation is not an unintended misfortune that just happens. It is created. It is a manufactured school reality turned into a practice. It has been created and is continuously supported by fears and prejudicial attitudes. It is a reality involving elitist, narrow-minded, limited, and limiting schooling (people, practices, and resource allocations) practices. Some underrepresentation practices, however, are *unintended*. They result from misunderstandings, ignorance, insensitivity, lack of commitment, and apathy regarding all learners who are different, including 2e learners. Other underrepresentation practices are indeed, *intended*. They are deliberate and intended efforts to perpetuate prejudicial attitudes and beliefs, based on unfounded fears regarding differences, diversity, and equity.

These attitudes and beliefs are abundant and are unfortunate realities reflected in our society. How should schools counteract such unfortunate realities? Regrettably, far too many gifted programs reflect negative societal realities regarding diversity and equity. Schools, however, can transcend this unfortunate and unacceptable negative societal reality. How? Schools exist to be enlightened positive microcosms of society. They are supposed to have human and material resources to facilitate a variety of ways to transcend unfortunate and unacceptable negative realities of society. A part of that enlightenment includes schools' responsibilities to value, promote, and respect diversity and equity in all of its programs. Yet some schools' gifted programs tend to block diversity and equity and embrace prejudice and discrimination.

- *General tasks:* The CoP definition emphasizes the use of specialized methods of identification. In that regard use a *group specific equitable participation process to monitor your identification process for diversity and equity.*

No identification system is perfect. They are all flawed – particularly those that are typical and without a focus on equity and diversity. Even students who are not members of marginalized groups are sometimes excluded during typical identification processes. Typical identification processes are competitive and comparative. They cause competition and comparisons that negatively effect the diversity in schools' populations. Such practices violate the ideal purpose of identification, which is to *find, in order to serve as many learners as possible who need*

continued on page 9



continued from page 8

*differentiated learning opportunities.* Given gifted programs' enormous underrepresentation patterns, they often fail at this ideal purpose. How? They fail by operationalizing typical identification processes that lack procedures to ensure equity and diversity. Typical identification processes:

- compare and cause competition between learners with disabilities and learners without disabilities,
- compare and cause competition between different racial groups/ethnicities,
- compare and cause competition between learners from different social class and economic groups (learners from poverty and affluent learners),
- in some cases, such as identification for gifted math and science services, compare females against males with access leaning toward males.

Given these comparisons and competition issues, typical identification processes are incredibly unfair and unjust. All learners have not had the same or similar life opportunities to influence their giftedness or gifted potential. Typical identification processes are unfair and unjust because of unequal access, support, and unequal and/or inequitable opportunities to learn. Moreover, all learners have not had access to life combined with academic experiences that engender, promote, or motivate them to demonstrate advanced behaviors.

In what ways can these issues be approached to ensure that each population is assessed fairly? A group specific equitable participation process is the answer and is critical to operationalize. It is a path to participation. All learners deserve an equitable path to participate in any school program.

Administrators must be responsible for approving or disapproving an identification process. No administrator should allow the outcomes of an initial identification process to be implemented before he/she examines it for equity and diversity. Approval for implementation must not be granted until the administrator can confirm that learner groups from each population in the school have been disaggregated and equitably examined.

*Fifth Essential Question:* How and to what degree are supports and services appropriately differentiated, individualized, adapted, and accommodated?

- *Services Models:* Differentiated curriculum and instructional opportunities with options for flexible delivery.
  - o *General Tasks:* Design services to facilitate individual, small, and full group needs. Include:
    - o staff with both gifted and training in special education;
    - o adaptations, modifications, and accommodations that reflect the characteristics of 2e learners;
    - o gifted identification and IEP assessment data;
    - o a large quantity and variety of services that includes content and non-content based options, acceleration options, and dual and concurrent enrollment options. Services must reflect 2e learners' abilities and disabilities as coexisting conditions, with both conditions addressed equally, or equitably, based on the progress or needs of the student; and
    - o services that provide appropriate supports that facilitate learners' assessed academic, behavioral, social/emotional, counseling needs, and creative potential.

*Sixth Essential Question:* Does instruction "double differentiate?" Does it meet the needs of learners who exhibit two contradictory sets of learning characteristics by creating a balance between nurturing strengths and compensating for learning deficits? (Baum, Cooper, & Neu, 2001).

- *Instructional Practices:* A variety of teaching activities inclusive of rigorous advanced instruction.
  - o *General Tasks:* Include differentiated, enriched, and/or accelerated opportunities to learn in each school type (K-12). Establish opportunities for skill and strategy development in learners' areas of disability and in students' strength areas. Focus on instructional adaptations, accommodations, and comprehensive case management to facilitate all instructional activities.

## Conclusion

Operationalizing the CoP definition requires comprehensive formal and informal strategies associated with facilitating educational change. It requires good change agents – those who are committed to the definition who will use their best communication skills, influence, time, vision, and creativity to bring the definition into full implementation.

Frequently we (administrators) look for answers where the looking is good, rather than where the answers are likely to be hiding. Given this, it is critical that we look under a better light – a light that brightly illuminates the entire environment. The definition of 2e learners developed by the 2e CoP is a perfect metaphor for a better light. It contains outstanding content to help all stakeholders look where the looking is good, as well as where answers are likely to be hiding.

continued on page 10

continued from page 9

### References

- Baum, S. M., Cooper, Carolyn R. & Neu, Terry W. (2001, August). Dual differentiation: An approach for meeting the curricular needs of gifted students with learning disabilities.
- Ford, D.Y., (2011). Preface. In *Multicultural gifted education* (pp. xi-xxiv). Waco, TX: Prufrock.
- Ford, D.Y., & Coleman, M.R. (n.d.). CEC Today. *Understanding Underrepresentation in Gifted Education*. Retrieved from <https://www.cec.sped.org/News/Special-Education-Today/Need-to-Know/Underrepresentation-in-Gifted-Ed>
- Grantham, T. C., Collins, K. H., & Dickson, K. T., (2014). Administrative leadership in gifted education. In J. A. Plucker and C. Callahan. *Critical issues and practices in gifted education: What the research says* (pp. 29-46). Waco, TX: Prufrock.
- Mayes, R. D., & Moore III, J. L. (2016). Adversity and pitfalls of twice-exceptional urban learners. *Journal of Advanced Academics*, (1-23).
- National Association for Children, Advocate for High Ability Learners. Retrieved from National Association for Gifted Children: <http://www.nagc.org/get-involved/advocate-high-ability-learners>
- Richert, E.S., (2003). Excellence with justice in identification and programming. In N. Colangelo and G. Davis. *Handbook of gifted education* (pp. 146-158). Boston, MA: Allyn and Bacon.
- Roberts, J. L. (2013). Advocacy. In J. A. Plucker, *Critical issues and practices in gifted education: What the research says* (pp. 65-76). Waco, TX: Prufrock.
- U.S. Department of Education. (1993). *National Excellence: The case for developing America's talent*. Washington, DC: Government Printing Office

### Society Member Activation Instructions for your SAGE Journals Online (SJO) Account

The electronic version of the Journal for the Education of the Gifted (JEG) is available through SAGE Journals Online (SJO). To activate your account please follow these steps:

1. Go to the SAGE Journals Online site: <https://online.sagepub.com/cgi/activate/basic>.
2. Where it says "Activate Your Online Subscription:" enter your Member ID then select The Association for the Gifted-CEC (TAG-CEC) from the Society drop down menu and click "Submit."
3. On the "Instructions" page be sure to check your personal data. Enter a username and password and click submit to confirm activation. Do not click the Journal Title link until the confirmation process is complete.
4. Once complete, return to the electronic Journal homepage and select the Journal cover for access to the current issue or click "Current Issue."
5. To select an issue from the archive, click "All Issues".
6. To search for articles either click "Search this journal" or use the "Advance Journal Search".

The username and password you create you will use when returning to the site <http://jeg.sagepub.com/>. If you forget your username or password, go to the "Subscribe" tab and look for the link "What to do if you forget your User Name and/or Password" under "Managing your Subscription to Journal for the Education of the Gifted" which will take you to the following link <http://online.sagepub.com/cgi/recnamepwd>. You will be asked to provide some information about yourself. Upon confirmation of the information your username and/or password will be emailed to you.

If you require further assistance, please contact your Society's Member Services Dept. or contact SAGE directly at [societymember@sagepub.com](mailto:societymember@sagepub.com).

## ABOUT THE CONTRIBUTORS

### **KIMBERLEY CHANDLER** - [klchan@wm.edu](mailto:klchan@wm.edu)

Dr. Kimberley Chandler is the Curriculum Director at the Center for Gifted Education at the College of William and Mary and a Clinical Assistant Professor. Her professional background includes teaching gifted students in a variety of settings, serving as an administrator of a school district gifted program, and providing professional development for teachers and administrators nationally and internationally. Kimberley has served as the editor and contributing author of numerous curriculum materials from the Center for Gifted Education. She co-authored a CEC-TAG Educational Resource (with Dr. Tamra Stambaugh) titled *Effective Curriculum for Underserved Gifted Students* and is the co-editor (with Cheryll Adams) of the CEC-TAG Educational Resource *Effective Program Models for Gifted Students From Underserved Populations*. Currently Kimberley is the Network Representative on the NAGC Board of Directors, author of "The Primary Place" column in *Teaching for High Potential*, and the editor of the CEC-TAG newsletter *The Update*.

### **Ken Dickson** - [edscnet@aol.com](mailto:edscnet@aol.com)

Ken Dickson has been involved in the area of exceptional needs learners for over 40 years as a public school administrator and member of numerous local, state, and national boards and committees that support exceptional needs learners. He contributes frequently to various publications and forums on the relationships between gifted and special education, equity, and diversity. Dickson currently serves as a consultant and advocate for children with gifts, talents, and learning challenges. He is currently broadening his Educational Support & Consulting Network (ESCN) Services.

### **JULIA LINK ROBERTS** - [julia.roberts@wku.edu](mailto:julia.roberts@wku.edu)

Dr. Julia Link Roberts, Mahurin Professor of Gifted Studies at Western Kentucky University, is Executive Director of the Carol Martin Gatton Academy of Mathematics and Science in Kentucky and The Center for Gifted Studies. Dr. Roberts is on the Executive Committee of the World Council for Gifted and Talented Children and is past-president of The Association for the Gifted. Her writing focuses on differentiation, gifted education, and advocacy. She received the 2011 Acorn Award as the outstanding professor at a Kentucky four-year university, the first NAGC David Belin Advocacy Award, the 2012 NAGC Distinguished Service Award, and the 2011 William T. Nallia Award for innovative leadership from the Kentucky Association for School Administrators.

**Find CEC-TAG at:**



**CEC TAG**

**The Association for Gifted**

*website:*

**[cectag.com](http://cectag.com)**