

Supporting ELs and SELs Participating in Gifted and Talented Education (GATE) Programs

English Learners Identified as Gifted and Talented

In accordance with California State requirements, Los Angeles Unified School District (LAUSD) identifies students in seven gifted categories and offers a range of program options to meet the needs of gifted/talented learners. LAUSD strives to identify all gifted and talented students, including our culturally and linguistically diverse English Learners (ELs) and Standard English Learners (SELs). To that end, Gifted/Talented Programs, Advanced Learning Options, identifies students as gifted/talented in seven categories and uses measures that are culture- and linguistic-free. As of April 2018, 9.4% of all LAUSD ELs, including RFEPs, were identified as gifted in at least one gifted/talented identification category. ELs, including RFEPs, make up 37% of total identified gifted/talented learners in LAUSD.

Once identified, **all** gifted/talented students, including ELs and SELs, should have equitable access to differentiated curriculum, instruction and educational options in their specific area of strength(s) **and** receive appropriate language assistance services that support and advance their learning. Gifted/talented students who have been identified as not fully English proficient will need language support in tandem with gifted/talented differentiated instructional strategies, as supported by Aguirre & Hernandez (2011) who recommend accommodations be based on student's language proficiency level, student strengths, student areas of need and learning styles. Additionally, materials that meet the needs of gifted/talented ELs should include reading level consideration, use of advanced organizers, manipulatives, computer-based instruction, and alternative assessments, such as performance-based assessments e.g., demonstrations, projects, illustrations. See additional information in Chapters 1, 2, and 3.

Advanced educational options include, but are not limited to, cluster grouping within the classroom, Schools for Advanced Studies (SAS), Advanced Placement (AP), honors, International Baccalaureate (IB) Diploma Programme (DP), the Conservatory of Fine Arts, and magnet programs. It is the District's position that all students have a supportive educational environment that has meaningful influences on their achievement by giving them equitable access to rigorous coursework that prepares them for college and career success. Advancement Via Individual Determination (AVID) courses provide additional programming options for gifted/talented learners. AVID provides scaffolded support that students, including ELs and SELs, need to be successful in the most rigorous classes and equips them with the mindset, skills and confidence to take on a college- and career-ready path.

Citation:

N.M. Aguirre & N. E. Hernandez (2011). Differentiating the curriculum for gifted second language learners: teaching them to think in J. A. Castellano & A. D. Frazier (Eds.) *Special populations in gifted education: understanding our most able students from diverse backgrounds*. (pp. 273-285). Waco, TX: Prufrock Press.

Instruction and Scheduling Recommendations for Gifted English Learners

- District schools/programs are to implement **robust Gifted and Talented Education**

(GATE), including the “**non-negotiables**” of **differentiated 21st Century instruction** (depth, complexity, novelty, and acceleration) to meet the needs of gifted learners from diverse backgrounds, e.g., EL, SEL, twice-exceptional. See table on page 3 for additional information. EL strategies should be implemented in conjunction with research-based differentiated strategies appropriate to gifted/talented learners.

- **Placement in a mainstream gifted program is appropriate for English Learners (ELs)** who are "reasonably fluent in English," i.e., overall ELPAC level 4 ~~and 5~~. For ELs who are less than reasonably fluent (overall ELPAC levels 1-3), the default placement is in the Language and Literacy in English Acceleration Program (L²EAP) program unless another instructional program option is requested by the parent. (See Reference Guide entitled Elementary Master Plan Program Class Organization and Instructional Services for English Learners and Standard English Learners.) Gifted ELs at ELPAC levels 1-3 should be clustered together (minimum 5-8 per classroom) if they are placed in L²EAP .
- All **identified gifted and high ability learners** must be clustered appropriately for instruction in a well-defined way. Clustering is the intentional placement of a minimum number of identified gifted students per class (a minimum of 5-8 per class in elementary and 15-25 in secondary). Once minimum clustering requirements are met for identified gifted students, the remainder of class seats should be filled with students who are high achieving and/or currently being screened for identification. GATE cluster grouping is a research-based, effective and efficient means for schools to provide more challenging coursework, giving gifted/high ability learners daily access to advanced content and new learning, as well as providing students with an academic peer group in core subjects. Refer to current Annual GATE Report memorandum for additional information.
- For **English language arts placement of gifted secondary English learners**, ELs enrolled in ELD 3 A/B, ELD 4 A/B, Advanced ELD or Literacy and Language for ELs must be concurrently enrolled in a course designated as honors or Advanced Placement as appropriate. For core content placement, gifted ELs with reasonable fluency (enrolled in ELD 3 or 4 and LTELs) should be scheduled in standards-based, grade-level, academic classes, which include courses designated as “honors” or accelerated mathematics courses. Gifted ELs must receive differentiated instruction in these courses and should be clustered with other gifted learners at a minimum of 15-25 students per class.
- District support and resources are provided to schools to ensure that at least 75% of **identified gifted learners** meet or exceed standards on the SBAC in ELA/Literacy and Mathematics (Districtwide and by school site).

Standard English Learners (SELs) Identified as Gifted and Talented

Gifted/Talented SELs need targeted academic language and literacy support in tandem with research-based gifted/talented differentiated instruction.

Academic English proficiency/mastery is not a prerequisite for gifted/talented identification or access to GATE services or support. It is imperative that teachers and administrators are adequately trained to meet the unique needs of gifted/talented SELs in the following ways:

- Understanding the academic and social-emotional characteristics of gifted/talented learners from diverse backgrounds, including SELs.

- Referring and identifying standard English Learners in all gifted/talented categories.
- **Ensuring the appropriate clustering and class placement** of gifted/talented SELs in rigorous college preparatory courses, e.g., Advanced Placement, honors, AVID.

Instruction and Scheduling Recommendations for Gifted Standard English Learners

- District schools are to implement a **robust Gifted and Talented Education (GATE) program**, including the “**non-negotiables**” of **differentiated 21st Century instruction** (depth, complexity, novelty, and acceleration) to meet the needs of gifted learners from diverse backgrounds including Standard English Learners (SELs) See table below for additional information. SEL strategies should be implemented in conjunction with research-based differentiated strategies appropriate to gifted/talented learners.
- All **identified gifted and high ability learners, including SELs**, must be clustered appropriately for instruction in a well-defined way. Clustering is the intentional placement of a minimum number of identified gifted students per class (a minimum of 5-8 per class in elementary and 15-25 in secondary). Once minimum clustering requirements are met for identified gifted students, the remainder of class seats should be filled with students who are high achieving and/or currently being screened for identification. GATE cluster grouping is a research-based, effective and efficient means for schools to provide more challenging coursework, giving gifted/high ability learners daily access to advanced content and new learning, as well as providing students with an academic peer group in core subjects. Refer to current Annual GATE Report memorandum for additional information.
- Support and resources are provided to schools to ensure that at least 75% of **identified gifted learners, including SELs**, meet or exceed standards on the SBAC in ELA/Literacy and Mathematics (Districtwide and by school site).

A significant number of Gifted/Talented Programs policies, procedures and programs are intentionally designed to promote the identification and participation of gifted/talented ELs and SELs. The table below illustrates this in detail:

Overview of Gifted/Talented Programs, Advanced Learning Options Policies and Procedures that Promote Equitable Access to Gifted Identification & Programming Options	Resources
LAUSD screens and identifies gifted/talented learners in seven distinct categories: Intellectual Ability, High Achievement Ability, Specific Academic Ability, Leadership Ability, Creative Ability, Visual Arts Ability and Performing Arts Ability	BUL-269.10 (August 6, 2019) Policy for Assessing and Identifying Students for Gifted/Talented Programs
LAUSD implemented an online system for student information, identification referral, and reporting in the District student information system – My Integrated Student Information System (MiSiS).	https://achieve.lausd.net/Page/2060
Students qualified in High Achievement (HA) Ability and Specific Academic (SA) Ability are <i>automatically</i> identified and imported into My Integrated Student Information Systems (MiSiS).	REF-5232.4 (August 6, 2019) Guidelines for Identifying Students as Gifted in the High Achievement and Specific Academic Categories

<p>14 designated GATE psychologists are responsible for the assessment and processing of all Intellectual Ability Category referrals districtwide.</p>	<p><u>REF-5228.3 (August 6, 2019)</u></p>
<p>Use of multiple culture-free and language-neutral assessment tools for gifted/talented identification, including in the Intellectual Ability Category.</p>	<p><u>REF-5228.3 (August 6, 2019)</u></p>
<p>The Targeted Identification Program (TIP), intentionally designed to address the disproportionate participation of African Americans and Latino students in gifted/talented programs, provides targeted support to low-referring and low-identifying schools.</p>	
<p>Districtwide second-grade administration of the Otis-Lennon School Ability Test – Eighth Edition (OLSAT-8) for gifted identification in the High Achievement category. OLSAT score of 99th percentile (Total, Verbal, and Nonverbal) initiates an automatic Intellectual Ability Category referral.</p>	<p><u>MEM-5936.6 (February 7, 2019)</u> 2018–2019 OLSAT-8 Administration to Second Grade Students</p>
<p>Multiple District program and school options are available to meet the needs of gifted/talented students: gifted clustering options, magnet programs, Schools for Advanced Studies, honors, Advanced Placement, International Baccalaureate, AVID, Conservatory of Fine Arts, etc.</p>	<p><u>https://achieve.lausd.net/Page/2015-spn-content</u></p>
<p>Advancement Via Individual Determination (AVID) and AVID Excel (a middle school program for Long Term English Learners) both provide a structure and a support system to prepare students for the rigor of college preparatory classes and postsecondary success.</p>	<p><u>https://achieve.lausd.net/Page/1409</u></p>
<p>Districtwide GATE professional development is recommended (16 hours per year) and available to all GATE teachers and administrators. GATE professional development opportunities include salary-point credit classes, GATE Symposium, small group trainings, banked-time Tuesdays at school sites, webinars/online courses, informational meetings, annual GATE conferences, etc.</p>	<p><u>https://achieve.lausd.net/Page/2169</u></p>
<p>Gifted/talented professional development includes how to differentiate instruction (depth, complexity, acceleration, and novelty) for gifted/talented learners with an emphasis on the identification and support of gifted learners from diverse backgrounds, e.g., flexible grouping, scaffolding, independent study, tiered assignments.</p>	<p><u>https://achieve.lausd.net/Page/2016</u></p>
<p>District initiated a policy that requires each K-12 school site to designate and fund a GATE coordinator.</p>	<p><u>REF: 1802.15: Reporting Instructions for Lump Sum Payment of Differentials</u></p>

Clearly articulated and comprehensive access point “hubs” are available for school site GATE administrators and coordinators, e.g., website, MiSiS, Principal Portal.

<https://achieve.lausd.net/Page/1086>
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