Initial Screening for Gifted and Talented Programs: Increasing Participation of Hispanic English Language Learners

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Introduction

- No Child Left Behind Standards
  - Requires teacher quality
  - Monitors academic progress of all students
  - Promotes a more inclusive, proactive, and just educational system
- Texas Education Agency (TEA) monitoring
  - Evaluation of district's GT programs
    - Acceptable, Recognized, and Exemplary
  - Demonstration of district effort to identify students of diverse populations

Introduction

- Demographic changes in the US
  - Hispanics accounted for 40% of the population growth between 1990 and 2000
  - 28 million US residents, age 5 and older, spoke Spanish at home (US Census, 2002)
- Number of identified Hispanic GT students stagnated or decreased (Brown, 1997)

Statement of the Problem

- Vague definition of giftedness
- Testing instruments ineffective (Galbraith and Delisle, 1996)
- Underrepresentation of ELLs in GT programs (Lara-Alecio, Irby, & Walker, 1997)

Significance of the Study

- Reduce the underrepresentation of Hispanic GT ELLs

- Address the ambiguity of assessing for GT

- Improve the identification process of Hispanic GT ELLs at the kindergarten level

Definitions

- Language proficiency (Canales, 1994)
- English Language Learners (ELLs)
    - Limited English Proficient (LEP) (TEC 89.1225)
- Bilingual Education
    - TBE
    - ESL
- Gifted and Talented (TEC 29.121)
- Hispanic Gifted and Talented (Lara-Alecio & Irby, 2000)

Instrumentation

- The Hispanic Bilingual Gifted Screening Instrument (HBGSI) (Irby & Lara-Alecio, 1996)
  - Resulted from two comprehensive studies and extensive review of literature
  - Grade levels: Kindergarten – 4th grade
  - Purpose: Determine if further testing for GT service is needed

Instrumentation

- HBGSI
  - 78-item checklist designed to be completed by a student's classroom teacher
  - Each item is rated on a five-point Likert scale, with

    5 = "always exhibits behavior/characteristic"

    4 = "often exhibits behavior/characteristic"

    3 = "sometimes exhibits behavior/characteristic"

    2 = "seldom exhibits behavior/characteristic"

    1 = "never exhibits behavior/characteristic".

Instrumentation

- <u>HBGSI's 11 Clusters</u>

  1. Social and Academic Language: expressive, elaborate, and fluent verbal behaviors

  2. Cultural Sensitivity: pride in their language/culture and value oral/written tradition

  3. Familial: "Caretaker" personality

Instrumentation

4. Motivation for Learning: exhibit a desire for learning, are persistent, and good school attendance

5. Collaboration: ability to lead and work in groups, has a keen sense of justice

6. Imagery: exhibit language rich imagery; imaginative in storytelling

*7. Achievement: a*bility to generalize learning, use store knowledge to solve problems

Instrumentation

8. *Support:* explored by rating the students' language development and assessment

9. *Creative Performance: h*ave attributes that deal with creative productivity in the arts

10. *Problem-solving: g*lobal learners, complete tasks in a patient, non-hurried manner; better on spatial fluency tasks

11. *Locus of Control:* internal locus of control; has inner drive to succeed; beyond "destiny".

Instrumentation

- Naglieri Nonverbal Ability Test (NNAT)
  - Ages: 5 – 17 years old
  - Previous studies on identifying minority GT
- Woodcock Language Proficiency Battery-Revised (WLPB-R)
  - Ages: 2 yrs - adult
  - Measures in oral language and reading skills in both English and Spanish
  - 3 subtests: Picture Vocabulary, Listening Comprehension, and Verbal Analogy

Research Questions

1. Is there a statistical significant difference in performance of Hispanic kindergarten English language learners on the WLPB-R and NNAT by student groups, those identified as GT using the HBGSI and those not identified?

2. Is there a statistical significant difference in performance of Hispanic kindergarten English language learners on the HBGSI by educational placement those who are served in transitional bilingual education (TBE) program versus those who are served in an English as a Second Language (ESL) program?

Results and Discussion

- Question 1: Difference in performance of identified (438) and not identified (340) potentially GT
  - NNAT : Identified potentially GT outperformed not identified
  - WLPB-R: Identified potentially GT outperformed not identified

Results and Discussion

n per group Not Identified = 340 Identified = 438	HBGSI Results	M	SD
NNAT	Not Identified Identified	90.25 102.19	18.45 18.17
WLPB-R			
EngPicVoc	Not Identified Identified	18.38 20.40	4.63 4.13
EngListComp	Not Identified Identified	4.51 7.46	4.41 5.10
EngVerAna	Not Identified Identified	2.00 3.32	1.86 2.70
SpPicVoc	Not Identified Identified	17.47 19.02	4.82 4.83
SpListComp	Not Identified Identified	7.74 9.96	4.95 5.17
SpVerAna	Not Identified Identified	3.96 5.50	2.57 2.52

Results and Discussion

- Question 2: Difference in performance by educational placement
    - ESL
    - TBE
  - The HBGSI did not discriminate between educational placement.

n per group TBE = 447 ESL = 331	Language Program	M	SD
C1: Social & Academic Language	TBE ESL	14.85 10.93	4.48 4.37
C2: Cultural Sensitivity	TBE ESL	10.51 10.38	4.21 3.73
C3: Familial	TBE ESL	25.82 27.83	7.37 6.09
C4: Motivation for Learning	TBE ESL	16.26 16.45	19.65 17.24
C5:Collaboration	TBE ESL	43.74 46.57	13.49 11.67
C6: Imagery	TBE ESL	8.93 8.27	3.98 7.51
C7: Achievement	TBE ESL	46.54 47.56	16.28 15.96
C8: Support	TBE ESL	17.18 16.74	4.72 3.93
C9: Creative Performance	TBE ESL	13.79 12.92	5.48 6.68
C10: Problem Solving	TBE ESL	30.23 30.89	9.80 9.92
C11: Locus of Control	TBE ESL	28.04 28.36	9.33 7.01
HBGSI Total Score	TBE ESL	254.49 255.08	73.90 63.90

Implications for Practice

- Recommendations for school districts
  - HBGSI as a GT screening instrument for kindergarten Hispanic ELLs
  - Combination of nonverbal intelligence and language proficiency assessments with the HBGSI
  - Proactive teacher training on Hispanic GT characteristics