

RODEO, BEADING, AND 4-H: THE INTERSECTION OF PLACE, RURALITY, AND GIFTED UNDERREPRESENTATION

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NORMA L. HAFENSTEIN
DANIEL L. RITCHIE ENDOWED CHAIR IN GIFTED EDUCATION
KRISTINA A. HESBOL
ASSOCIATE PROFESSOR, EDUCATION, LEADERSHIP, AND POLICY STUDIES

Wallace Symposium



I-REECCH: Impacting Rural Education through Expanding Culturally responsive curriculum, Computer science training, and Higher order thinking skills

Norma Hafenstein, PI

Kristina Hesbol, Co-PI

Lindsey Reinert, Post-Doctoral Project Manager

Wendy Jensen, Graduate Research Assistant



U.S. Department of Education

Office of the Daniel L. Ritchie
Endowed Chair in Gifted Education,
Morgridge College of Education

Jacob K. Javits
Gifted & Talented Students
Education Program



BACKGROUND OF STUDY

- Cultural and linguistic diversification is increasing across rural America (Fusarelli & Militello, 2012; Pohl, 2017)
- Nearly one out of every seven students in America are enrolled in rural public schools (Showalter et al., 2019) and one in six lives below the poverty line
- Rural gifted education must focus on place-based curriculum to show complexity within the broad range of rural contexts (Corbett, 2016; Gentry et al., 2014)
- Azano et al. (2017) cautioned on the risk of generalizing rural to all rural places
- Multiple definitions and variations of giftedness exist in rural areas and one singular approach does not serve to understand numerous contextual complexities (Puryear, et al., 2017; Stambaugh, 2021)

PERSISTENT PROBLEM OF PRACTICE

| Administrative Units | Santa Fe Trail n=3501 | Morgan n=3142 | Southeastern n=3251 |
|----------------------|------------------------------|------------------|------------------------|
| Free Reduced Lunch | Total Enrollment 70.3% | 67.7% | 60.5% |
| Free Reduced Lunch | % Gifted Enrollment 41.0% | 27.6% | 25.5% |
| Hispanic | Total Enrollment 54.0% | 60.8% | 40.6% |
| Hispanic | % Gifted Enrollment 45.9% | 25.4% | 21.3% |
| English Learners | Total Enrollment 2.5% | 28.6% | 8.5% |
| English Learners | % Gifted Enrollment 0.0% | 1.5% | 0.0% |

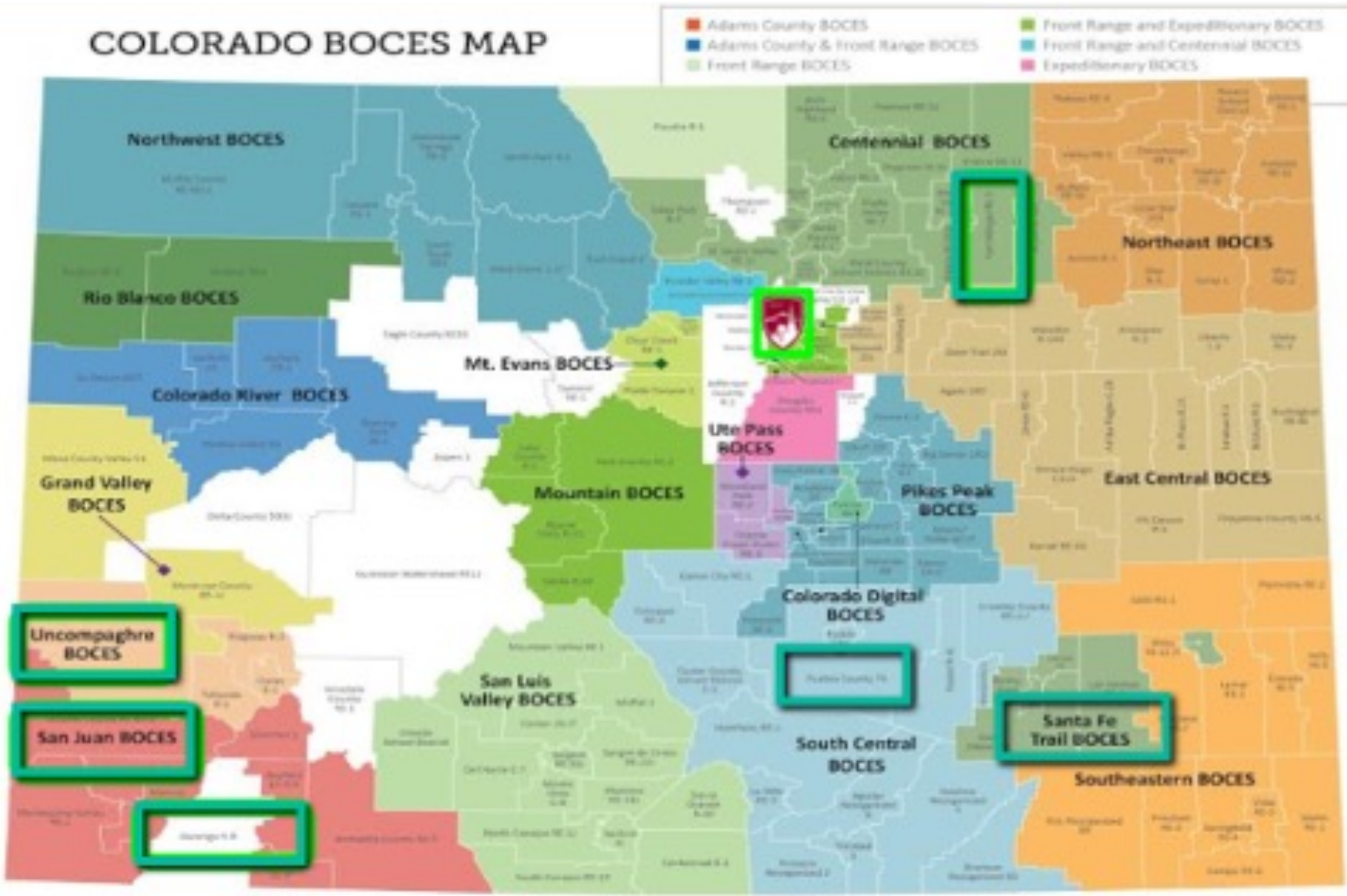
The above table was prepared with the most recent public data on identification from CDE (2015-16). Since the publication of this data CDE has significantly restricted access to data based on privacy concerns.



PURPOSE

- The purpose of this descriptive study was to describe the influence of place on the identification of and service to underrepresented gifted rural learners.

SIX I-REECCH PARTICIPATING REGIONS



Produced by the Colorado Department of Education Communications Team, June 2014



METHODOLOGY

- Six different rural sites participated in this study, each representing a unique context, illustrating the community's own place.
- Forty-eight semi-structured interviews were conducted over a three year time period with educators from within and across sites.



METHODOLOGY (continued)

- Seventy-eight professional learning sessions, focused on increasing identification of and service to traditionally marginalized rural gifted learners were presented to 741 rural educators.

| Session | Content focus Roadmap of Content Spring 2023 ECHO Series #5 |
|-----------------|---|
| Session 1 | Preparing Teachers to Be Culturally Responsive Effective Teaching is Culturally Responsive |
| Session 2, 3, 4 | Teacher Expectations and Student Achievement- Part 1, 2, & 3 |
| Session 5 | Teacher Skills and Student Success |
| Session 6 | Teacher Caring and Community Building Teachers Cultivating Cross-Cultural Communication |
| Session 7 | Considering Cultural Diversity when Designing Instruction Teachers Creating an Equitable Classroom Climate |



METHODOLOGY (continued)

- Data were gathered to determine perceptions of giftedness, assumptions regarding identification of giftedness, processes of gifted identification, supports and barriers to gifted identification and services and perceptions of the community.
- Interview responses were analyzed using NVivo 12 software.
- Individual portfolio data profiles were collected across all sites, highlighting multiple data points and family/parent voice.



FINDINGS

Three major themes emerged from the analysis:

1. Data-informed decision-making
2. Increasing culturally responsive leadership, using inclusive identification processes
3. Rethinking family engagement



THEME 1:

DATA INFORMED DECISION-MAKING

One leader explained, “Then I started to explain why we would want to be making data-driven decisions and understand our “missingness” (small “n”) and how we could use this information, first in our universal screener to start tracking who we’re not identifying, to look at our top to 5% or 10% in this demographic, and then start using other methods of assessment to give them equitable opportunities and to have access to get the programming.”



THEME 2:

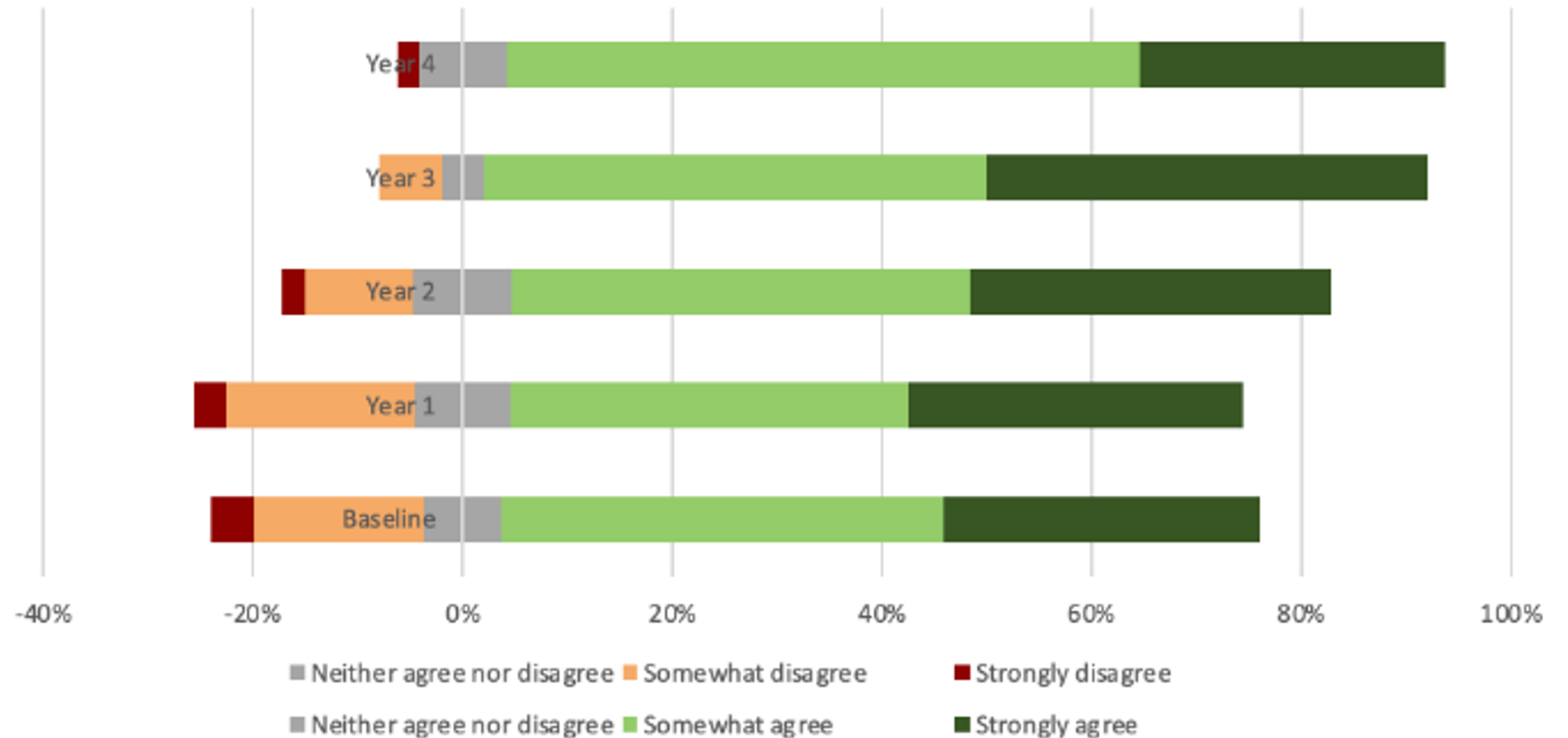
INCLUSIVE IDENTIFICATION PROCESSES

- Leaders reported a steady 33% increase over three years in application of culturally responsive leadership strategies.
- Leaders reported incorporating diverse data sources including English Language Development ACCESS test scores to identify giftedness in students among emergent bilingual learners.

Sufficient Training in Culturally Responsive Teaching

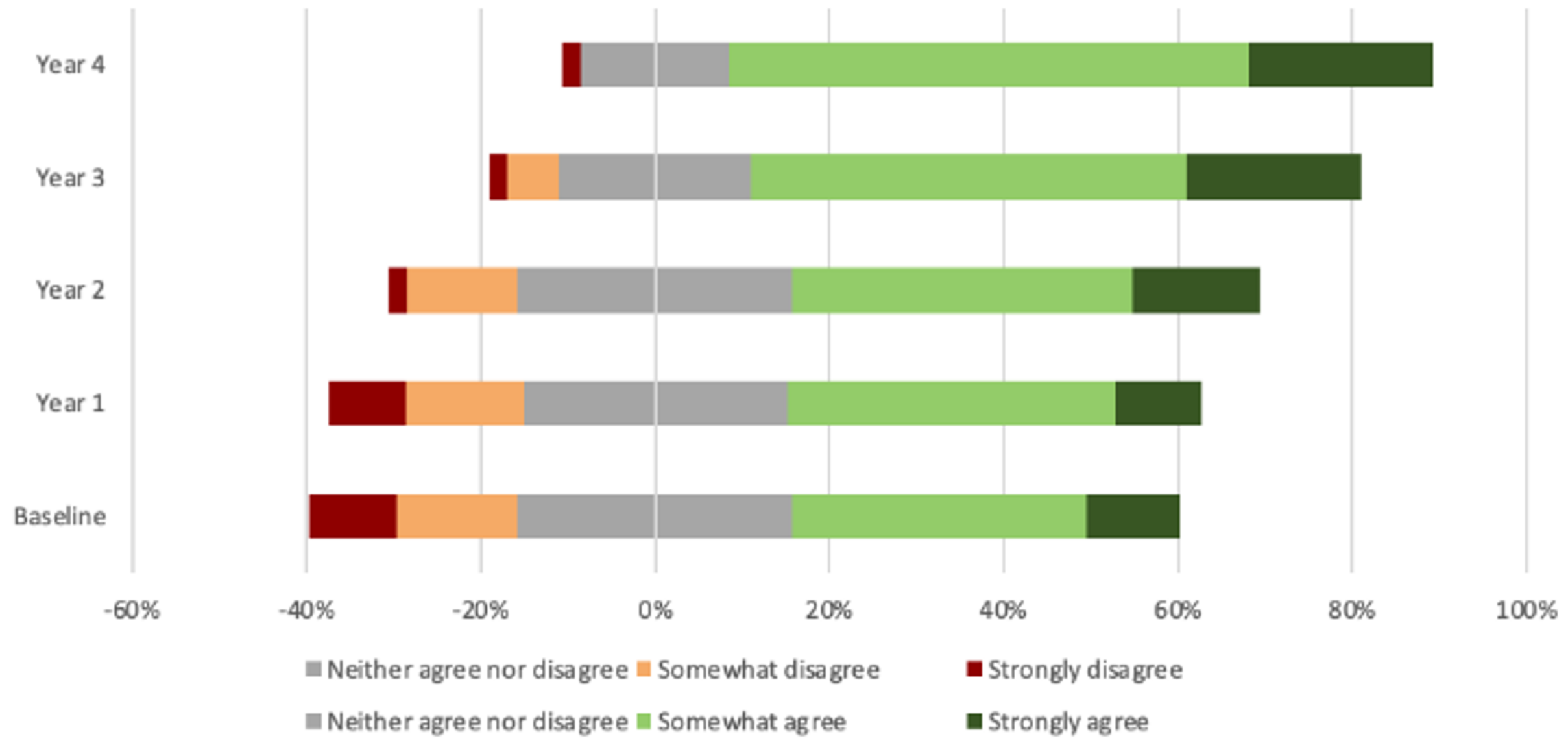
The graph displays Teachers' responses to the statement "I have received sufficient training in culturally responsive teaching" over 5 iterations of the survey. While the majority of respondents either Somewhat or Strongly agreed with this statement in the baseline (72%), in Year Four a full 90% either Somewhat or Strongly agreed. The percentage Somewhat or Strongly disagreeing with this statement was 20% in the Baseline survey, 21% in Year One, and then 2% in Year Four.

Teacher Q6.1_1 Using a 5-point scale, rate the extent to which you agree or disagree with the following statements: - I have received sufficient training in culturally responsive teaching.



Teacher Survey Results- Identifies barriers to increasing the diversity of gifted Identification

Teacher Q12.1_3 Using a 5-point scale, rate the extent to which you agree or disagree with the following statements: - School/district leadership identifies barriers to increasing the diversity of the identified gifted and talented students.



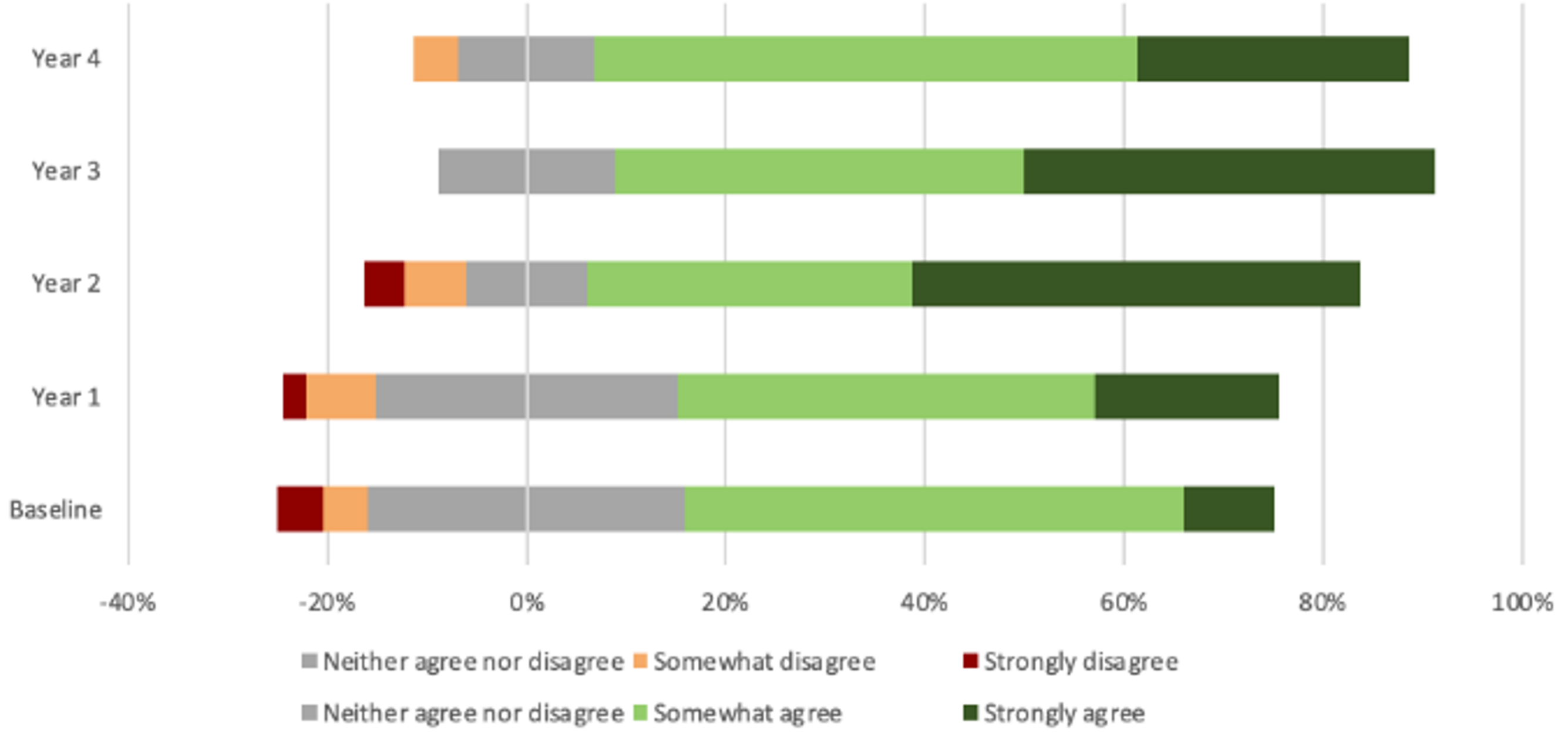
The graph displays Teachers' responses to the statement "School/district leadership identifies barriers to increasing the diversity of the identified gifted and talented students" over 5 iterations of the survey.

While the Baseline survey, strongly agree revealed 10% in Year One, and then a slow increase to 30% in Year Four.

Leader Survey Results- To improve the diversity of students being identified for gifted education

Leader Q12.1_3 Using a 5-point scale, rate the extent to which you agree or disagree with the following statements: - I use feedback from teachers and leaders to improve the diversity of the students being identified as gifted and talented.

The graph displays Teachers' responses to the statement "I use feedback from teachers and leaders to improve the diversity of the students being identified as gifted and talented" over 5 iterations of the survey.





THEME 2:

INCLUSIVE IDENTIFICATION PROCESSES

A leader indicated, “I was shocked because we wanted to first target our ELL students and improve our ratio of identification. I was passively hoping to improve that ratio among indigenous students because I was serving two campuses last year and noticed they had zero identified Indigenous students.”



THEME 3:

FAMILY VOICE IN THE IDENTIFICATION PROCESS

Initiatives addressed the under-identification of students from traditionally marginalized groups, leading to enhanced communication, and promoted collaboration with families of students with alternative profiles.



FAMILY VOICE IN THE IDENTIFICATION PROCESS

Case Study D:

- Building body of evidence with parent input
 - Leveraging anecdotal evidence from parents to build a body of evidence
 - "There's been a shift in the way (we're) looking at kids . . . we're looking at (students) through a new lens"

Case Study B:

- "Having open conversations with parents"
- Identifying needs and supports

Case Study E:

- Teacher, parent, specialists collaborating in identifying needs, building 504, supporting student
- "We're all talking more."



CASE PROFILES OF IDENTIFIED STUDENTS

Identified student profiles included talent in Indigenous beading, rapid acquisition of English language, complex verbal problem solving, a rodeo prize winner and other areas not identified through school administered achievement measures.

Pseudonym and permission granted images utilized for I-REECCH profiles

Case Study - Learner Profile Examples

Specific Academic Aptitude ELL Example

[Click to access CDE](#): Using ACCESS data for ELL's



Specific Talent Aptitude Indigenous Learner Example

[Click to access](#) CDE Guidance on Specific Talent Aptitude Pathway
[Click to access](#) Jeffco Rubric scoring visual arts portfolio for grades K-12



General Intellectual Ability Economically Under Resources Learner Example

[Click to access](#) CDE Guidance on General Intellectual Ability Pathway #4- Page 26



Alternative Assessment for GT Identification



ACCESS for ELLs encompasses WIDA's summative English Language proficiency assessments. ACCESS is taken annually by all K-12 English learners in Colorado.

Accelerated Acquisition Rate: If a student increases his or her Overall or Literacy composite score by twice the expected annual progress in one year; or

Accelerated EL Trajectory: If a student exits the EL program at an accelerated pace (e.g., 3 years vs. 6 years from newcomer to monitor status); or

Growth Percentiles: If a student demonstrates growth at the 95th percentile or above in any year, and that growth is part of a trend of sustained excellence.

ACCESS Overall Composite

The ACCESS Overall composite score is the most comprehensive indicator of performance and achievement.

ACCESS Literacy Composite

The ACCESS Literacy composite score (reading and writing) may also serve as a qualifying piece of evidence.



Office of Gifted Education

Gifted Identification BOE:

Directions: The identification team may use this tool to review existing data to determine eligibility for gifted services.

1. Complete the student name and grade
2. Add all existing data to the corresponding circles. Remember the center circle should contain your qualifying criteria which must be a nationally normed 95% percentile on a cognitive assessment OR a normed observed scale, OR advanced level on a performance assessment.
3. Identify the **possible strength area on the right hand side** of the sheet.
4. Take the completed sheet and review the BOE Determination Sheet that aligns with the strength area and the data you have in the center circle.
5. Based on the required data for that strength area, you can determine next steps to document below.

Student Name: Jose

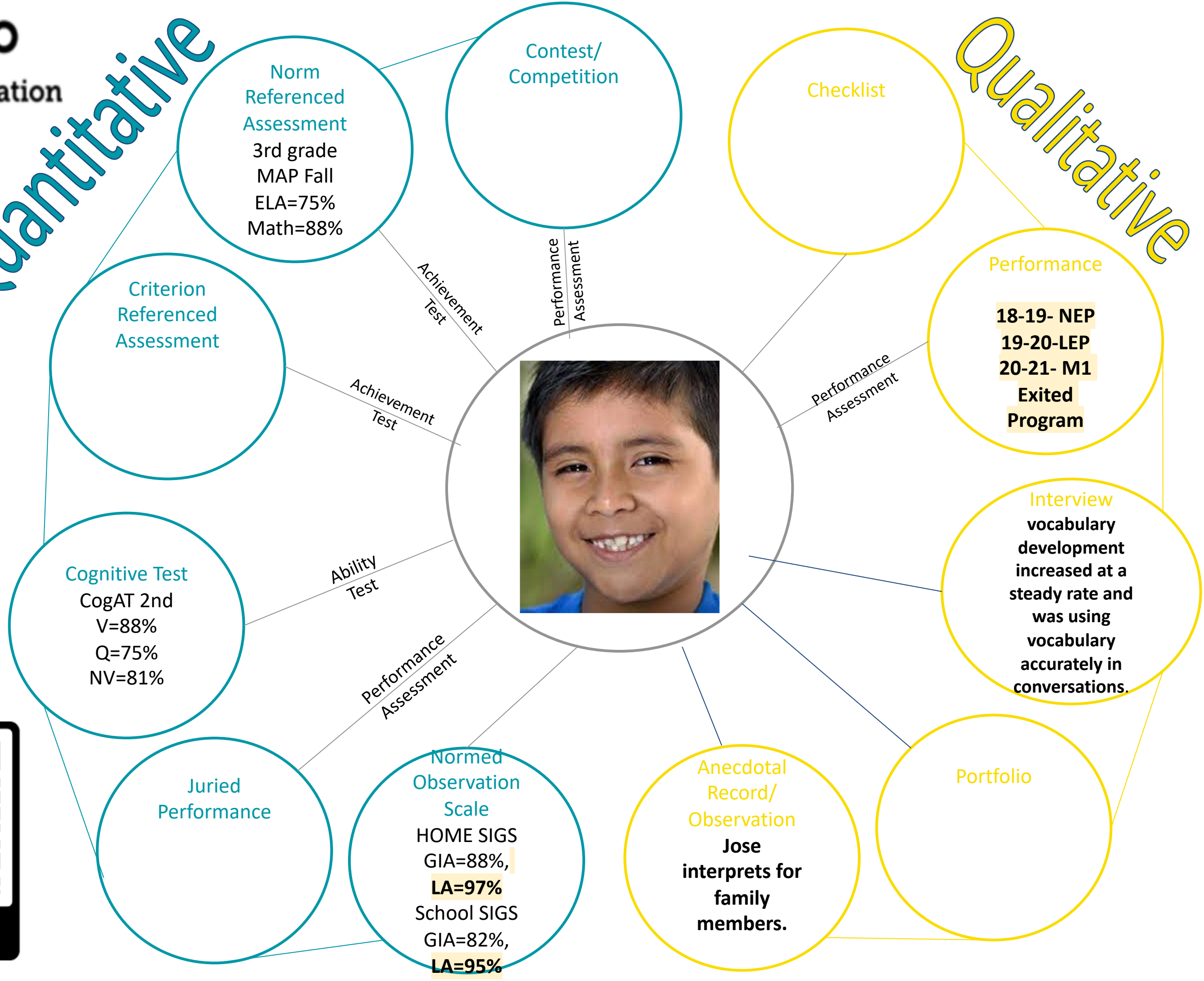
Grade: 3rd

Determination Notes:
Referred by ESL teacher



Quantitative

Qualitative



Example ID Profile

Meet Jose



Personal:

- Hispanic male
- 3rd grade at K-8 School
- 70% Free Reduced Lunch
- Third school of attendance
- ESL teacher referred Jose

Norm Reference Observation Scale

| Home SIGS | Parents |
|----------------------|------------|
| GIA | 88% |
| Language Arts | 97% |

Qualifying evidence

1st qualifying piece of evidence toward GT identification with CDE guidelines/pathway

CDE: 95th percentile or above on norm-referenced observation scale for specific content area

Norm Reference Observation Scale

| School SIGS | ESL Teacher |
|----------------------|-------------|
| GIA | 82% |
| Language Arts | 95% |

Qualifying evidence

2nd qualifying piece of evidence toward GT identification with CDE guidelines/pathway

CDE: 95th percentile or above on norm-referenced observation scale for specific content area

Performance

Student exited EL program at accelerated EL trajectory: 3 years vs. 6 years from newcomer to monitor status

| Year | EL Trajectory |
|--------------------------------|---------------|
| 2018-19 | NEP |
| 2019-20 | LEP |
| 2020-21- Exited Program | M1 |

Qualifying evidence

3rd qualifying piece of evidence towards GT identification with CDE guidelines/pathway

CDE: Per ECEA Rules, English Learners may be identified in the area of General Intellectual Ability [12.01(16)(a)(i) and 12.01(16)(a)(ii)] or Specific Academic Aptitude-World Language [12.01(16)(b)(i) and 12.01(16)(b)(ii)], by demonstrating an accelerated language acquisition rate as measured by: Accelerated Trajectory

Anecdotal from ESL teacher:

- ESL teacher reports that Jose is a quick learner.
- She advocates for GT identification due to several observations over the past three years of connections Jose makes in group conversation.
- His vocabulary development increased at a steady rate and was using vocabulary accurately in conversations.



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5. Based on the required data for that strength area, you can determine next steps to document below.

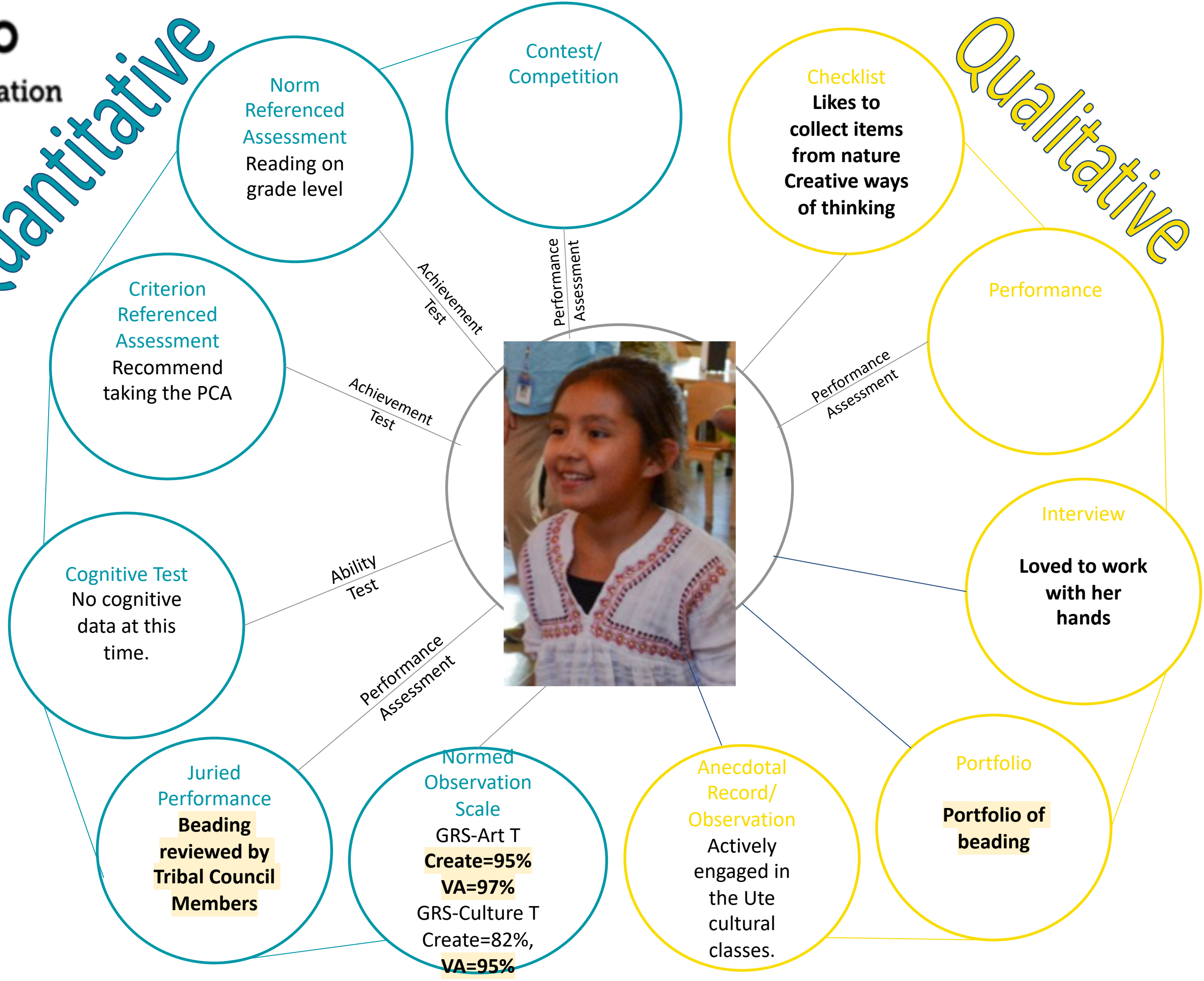
Student Name: Christine

Grade: 2nd

Determination Notes:
Art teacher referral

Quantitative

Qualitative



Example ID Profile

Meet Christine

Personal:

- Loved to work with her hands
- Has 2 older siblings who bead with her
- Likes to collect items from nature
- Demonstrates creative ways of thinking



Norm Reference Observation Scale

School GRS Art Teacher

Creativity **95%**

Visual Arts **97%**

School GRS Culture Teacher

Creativity 82%

Visual Arts **95%**

Qualifying evidence

1st qualifying piece of evidence toward GT identification with CDE guidelines/pathway

CDE: 95th percentile or above on norm-referenced observation scale for specific content area

Performance

Qualifying evidence

Portfolio Expert Review (Advanced or Distinguished)

Christine created a portfolio of multiple demonstrations of cultural and tribal beading.

- Purse
- Rose medallion
- Earrings

Expert juried performance (Advanced or Distinguished)

Christine submitted the portfolio for review by Tribal Council Members. Utilized a rubric for visual arts demonstration.

2nd qualifying piece of evidence towards GT identification with CDE guidelines/pathway

3rd qualifying piece of evidence towards GT identification with CDE guidelines/pathway

Two (2) or more indicators in the performance area along with an exceptional rating on an valid and reliable observation scale when criterion- or norm-referenced assessments are not available in the talent area and/or the student does not score at the 95th percentile or above on a cognitive assessment.



Office of Gifted Education

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2. Add all existing data to the corresponding circles. Remember the center circle should contain your qualifying criteria which must be a nationally normed 95% percentile on a cognitive assessment OR a normed observed scale, OR advanced level on a performance assessment.
3. Identify the **possible strength area on the right hand side** of the sheet.
4. Take the completed sheet and review the BOE Determination Sheet that aligns with the strength area and the data you have in the center circle.
5. Based on the required data for that strength area, you can determine next steps to document below.

Student Name: Brooke

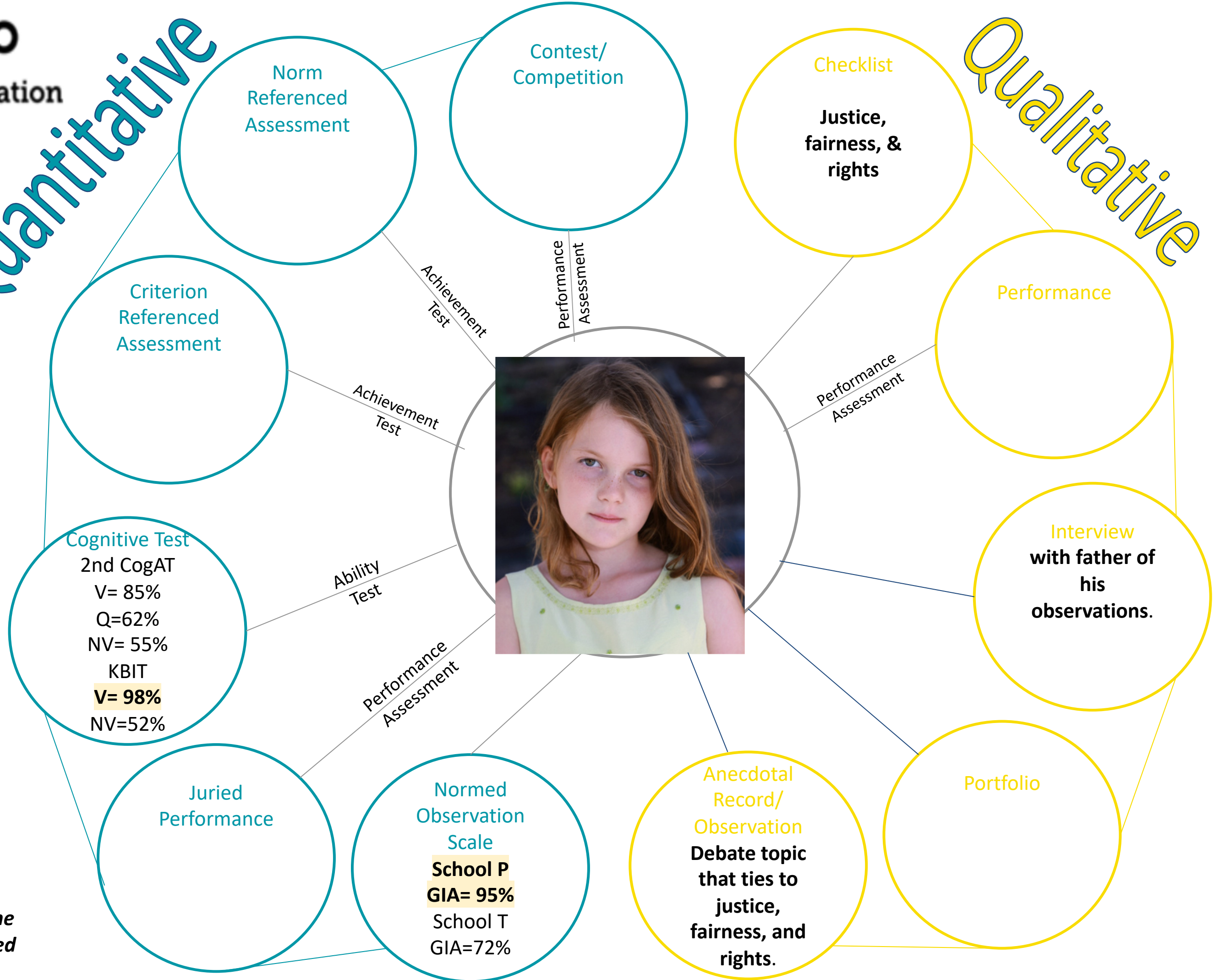
Grade: 4th

Determination Notes:

Principal referral, Meet with father outside his van in the community park parking lot next to the school. Discussed observations of students verbal abilities.

Quantitative

Qualitative



Norm Referenced Assessment

Contest/ Competition

Checklist
Justice, fairness, & rights

Criterion Referenced Assessment

Achievement Test

Performance Assessment

Performance

Cognitive Test
2nd CogAT
V= 85%
Q=62%
NV= 55%
KBIT
V= 98%
NV=52%

Achievement Test

Performance Assessment

Interview with father of his observations.

Juried Performance

Ability Test

Performance Assessment

Normed Observation Scale
School P
GIA= 95%
School T
GIA=72%

Anecdotal Record/ Observation
Debate topic that ties to justice, fairness, and rights.

Portfolio

Example ID Profile

Meet Brooke



Personal:

- Homeless
- Living in father’s van.
- 9th school in the past 4 years.
- Meet with father outside his van in the community park parking lot next to the school. Discussed observations of students verbal abilities.

Cognitive Qualifying evidence

Kauffman Brief Intelligence (KBIT)
V= 98%
 NV=52%

Universal Screening
 2nd grade CogAT
 V= 85%
 Q=62%
 NV= 55%

1st qualifying piece of evidence toward GT identification with CDE guidelines/pathway

When only cognitive ability assessment data meet criteria in a body of evidence (95th percentile or above), the review team may determine that the student is identified with general or specific intellectual ability. This meets portability requirements.

Interview:

- Conversations with father of his observations. Brooke can debate with anyone about a topic that ties to justice, fairness, and rights. She wants to advocate for herself and others. She can seem manipulative but can navigate social capital. She has survival skills

Norm Reference Observation Scale Qualifying evidence

School GRS Principal

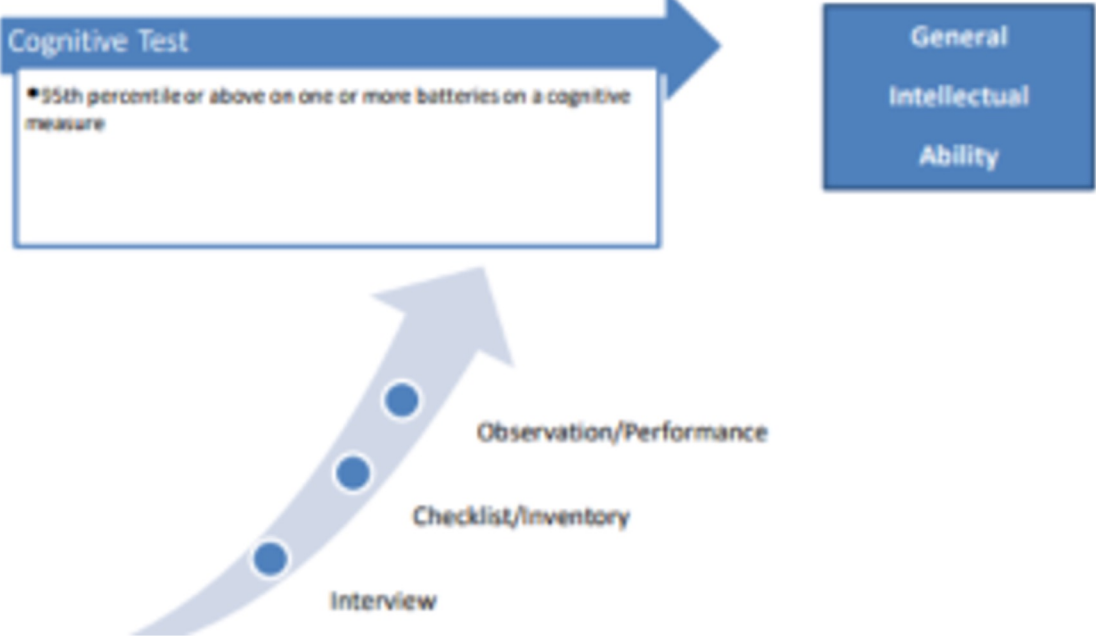
GIA 95%

School GRS Teacher

GIA 72%

2nd qualifying piece of evidence toward GT identification with CDE guidelines/pathway
CDE: 95th percentile or above on norm-referenced observation scale for specific content area

CDE guidance



Pathway #4: General Intellectual Ability

CDE: A gifted determination based solely on a cognitive assessment score, without any other qualifying data, is the exception.



DISCUSSION

- Evidence of success in fostering inclusive and equitable mindsets, leading to heightened identification of rural gifted and talented students from historically marginalized student groups.
- Networked professional learning in a practice-research partnership shows promise
- Learning from sovereign tribal community members and other rural educators actualized the partnership
- Participants utilize strategies to apply to local problems of practice.



CONCLUSION & IMPLICATIONS

- Place matters.
- As each site developed a more inclusive and representative view of giftedness, identification increased to reflect settings' demographic and cultural wealth.
- Intersection of place, rurality and increased representation demonstrated value of cultural wealth and funds of knowledge.
- Educators and policy makers can build upon these strengths and expand services.

THANK YOU

MCE.IREECCH@du.edu | <https://tinyurl.com/ireecch>



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