

GT and Emerging Bilingual

Topic Overview Video (link) 



Why:

Even with a concerted effort to advance equitable identification practices, we are still under-identifying Emerging Bilingual students for gifted and talented programming. We know that practices such as universal screening can help identify students for gifted services, but we cannot rely strictly on gifted pedagogy to ensure the Emergent Bilingual students receive the instruction they need to demonstrate their abilities.

Instructional Implications:

- ☉ **Improve equitable gifted identification** of CLED (culturally, linguistically, economically diverse) students
- ☉ **Increase achievement** for CLED students through strengths-based instructional strategies

Guiding Questions:

- How do we serve Emerging Bilingual students?
- What professional learning is currently provided to classroom teachers in using appropriate instructional strategies for Emerging Bilingual students?
- What is our equity index for Emerging Bilingual students?
- What joint professional learning opportunities can we plan along with others who work with Emerging Bilingual students?
- What will be the focus of professional learning?
- How do we provide gifted services for Emerging Bilingual students?
- How do we identify Emerging Bilingual students for gifted services?
- What strategy will we focus on in the first year?
- Where will we focus this strategy?
- What individuals or departments can we partner with to increase efficiency and efficacy of our efforts?
- What are the success metrics? When and how will they be measured?
- What other student groups would benefit from the instructional strategies?

3 Best Practices:

1

Partner with district colleagues who are working with the multilingual learners

2

Provide joint professional learning opportunities so the teachers closest to the students become “talent scouts” to support gifted referrals

3

Use sheltered instruction, as defined by Stephen Krashen as an approach using second language-acquisition strategies with content instruction, paired with Depth and Complexity

Resources:

Flusche, M. (Host). 2022, October 13. Depth and Complexity: A conversation with Marcy Voss (No. 2) [Audio podcast episode]. In *The Texas Association for the Gifted and Talented (TAGT) Podcast*. <https://shows.acast.com/the-texas-association-for-the-gifted-and-talented-podcast/episodes/depth-and-complexity-a-conversation-with-marcy-voss>

Gifted & Talented Multilingual Learners. *Seidlitz Education*. <https://seidlitzeducation.com/gt-multilingual-learners/>

Huynh, T. (Host). 2022, June 3. Academic language cards w/ Marcy Voss (No. 111) [Audio podcast episode]. In *Teaching MLs*. <https://empoweringlls.podbean.com/e/ep-111-academic-language-cards-w-marcy-voss/>

Riverside Insights. [Riverside Insights]. (2022, July 6). *For educators by educators: Supporting English Learners and diverse learners in the classroom* [Video]. Vimeo. <https://vimeo.com/727537688>

Riverside Insights. (2023, July 25). How to ensure twice-exceptional students don't slip through the cracks. *Riverside Insights*. <https://blog.riversideinsights.com/supporting-twice-exceptional-students>

Simonds, M. (2023, August 9). Supporting Emerging Bilinguals Part 1: Equitable identification of Emerging Bilinguals. *Riverside Insights*. <https://blog.riversideinsights.com/emerging-bilingual-1>

Texas Education Agency. (2021). District or Campus G/T Equity Representation. *Texas Education Agency*. <https://gtequity.tea.texas.gov/sites/gtequity.tea.texas.gov/files/2021-08/GT%20Representation%20Index%20%281%29.pdf>

Voss, M. (2019). Recognizing the gift: Identifying gifted English Learners. *Seidlitz Education*. <https://seidlitzblog.org/2019/03/06/recognizing-the-gift-identifying-gifted-english-learners/>

Voss, M. (2023). Who are gifted multilingual learners and how do we support them? *Seidlitz Education*. <https://seidlitzblog.org/2023/03/08/who-are-gifted-multilingual-learners-and-how-do-we-support-them/>

GT and Emerging Bilingual Worksheet

Directions: Use these guiding questions to support your GT and Emerging Bilingual students.

1

Emerging Bilinguals

What is your Emerging Bilingual service model?

What professional learning is offered to help your teachers support Emerging Bilingual students?

2

GT for Emerging Bilinguals

What is the service model for gifted Emerging Bilingual students?

What is your district's equity index for Emerging Bilinguals?

How can the Gifted and Emerging Bilingual teams collaborate?

3

How will you measure success?

4

What other student groups would benefit from these instructional strategies?

