Beyond Identification

The Gifted Language Bridge: Enhancing Multilingual Learner Curriculum and Instruction

National Association for Gifted Children Convention - November , 2024

Shana D. Lusk and Susan Dulong Langley

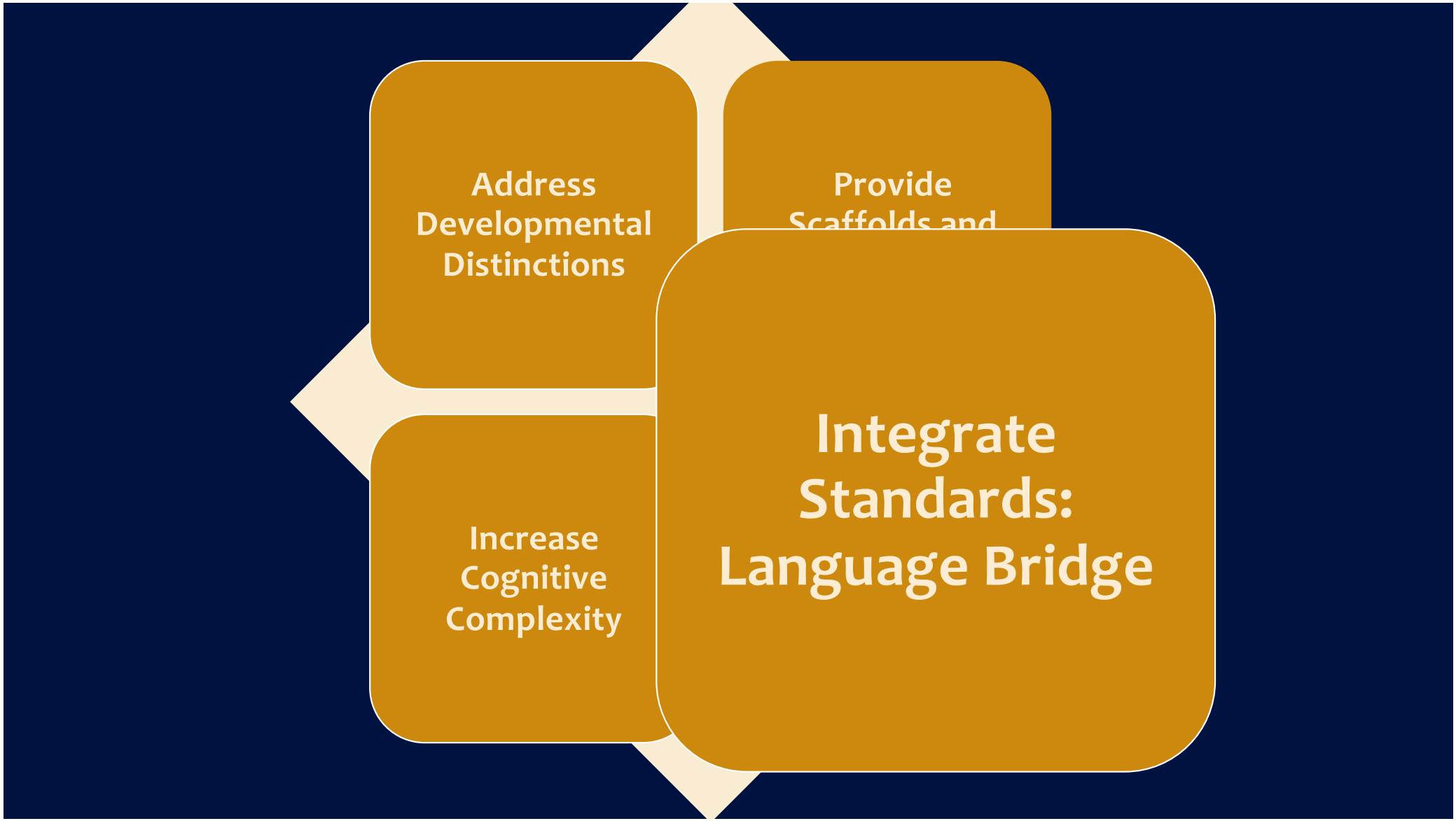
Shana Lusk

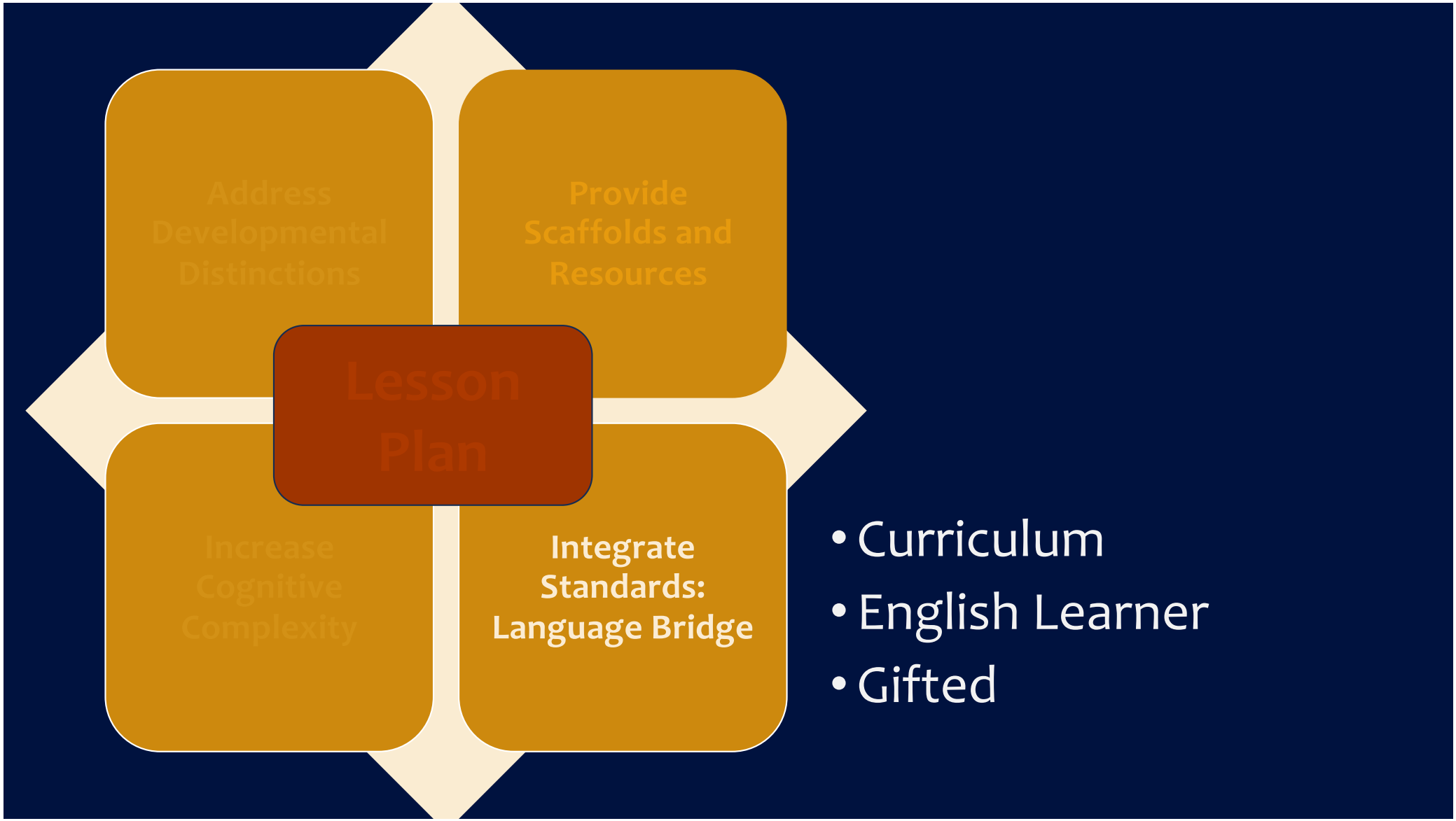
- Education Experience
- English learners, General Education, & Gifted
  - 3 Title I Schools
  - English Learners using the SEI model
  - 5th-8th Grade Gifted pullout services
- UConn
  - Research Assistant: Project LIFT and Project Focus

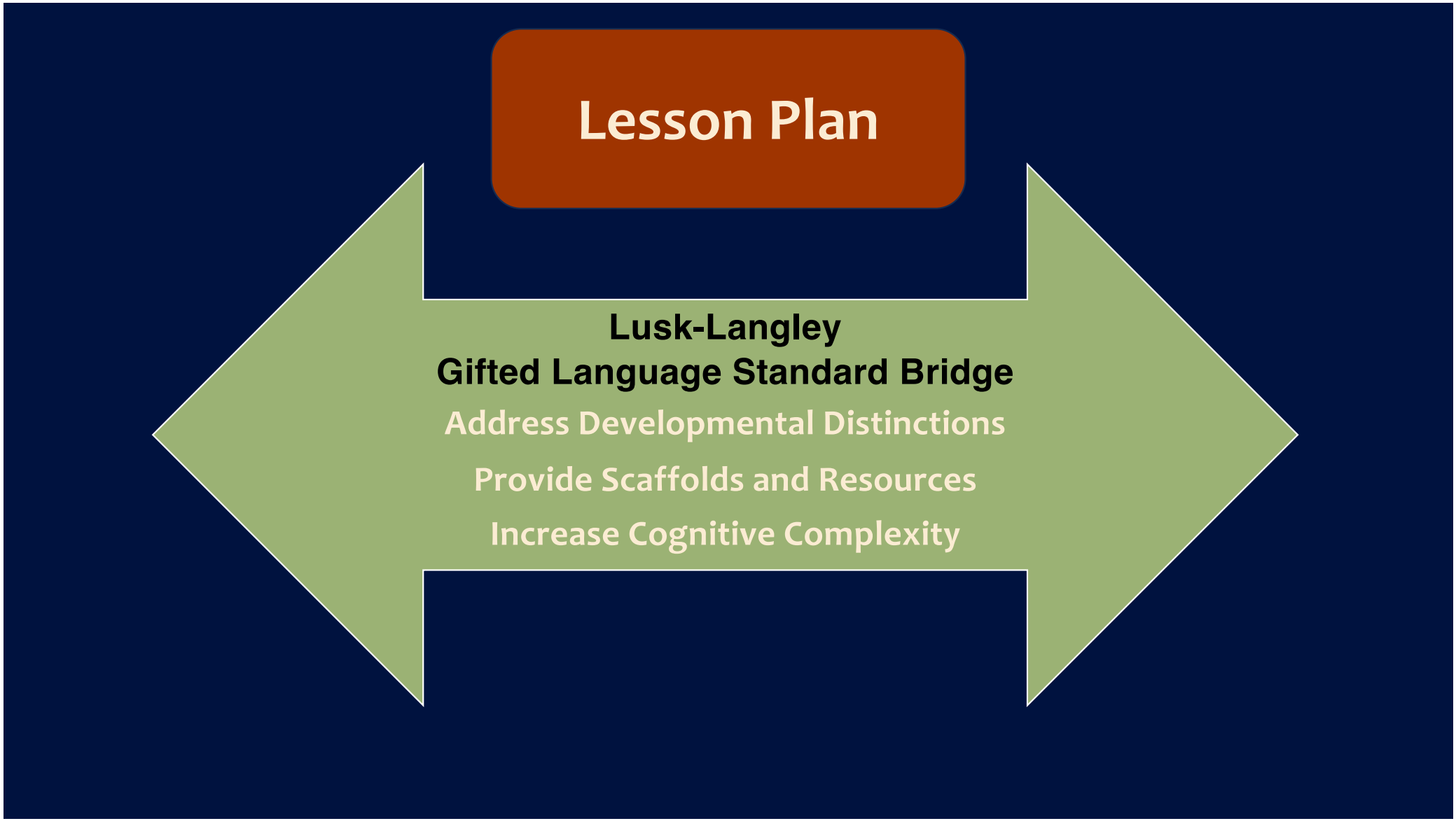
Susan Dulong Langley

- District of 70+ Languages
  - Gifted & Talented
    - Identification
    - Pullout services
    - Push-in integration
- UConn
  - Dissertation: Equitable Identification of ELs
  - Co-PI Javits Project EAGLE

Practical Strategies to Enhance Gifted EL/ML Education


Address Developmental Distinctions
Provide Scaffolds and
Integrate Standards: Language Bridge
Increase Cognitive Complexity


Address Developmental Distinctions
Provide Scaffolds and Resources
Lesson Plan
Increase Cognitive Complexity
Integrate Standards: Language Bridge
• Curriculum
• English Learner
• Gifted


Lesson Plan
Lusk-Langley
Gifted Language Standard Bridge
Address Developmental Distinctions
Provide Scaffolds and Resources
Increase Cognitive Complexity

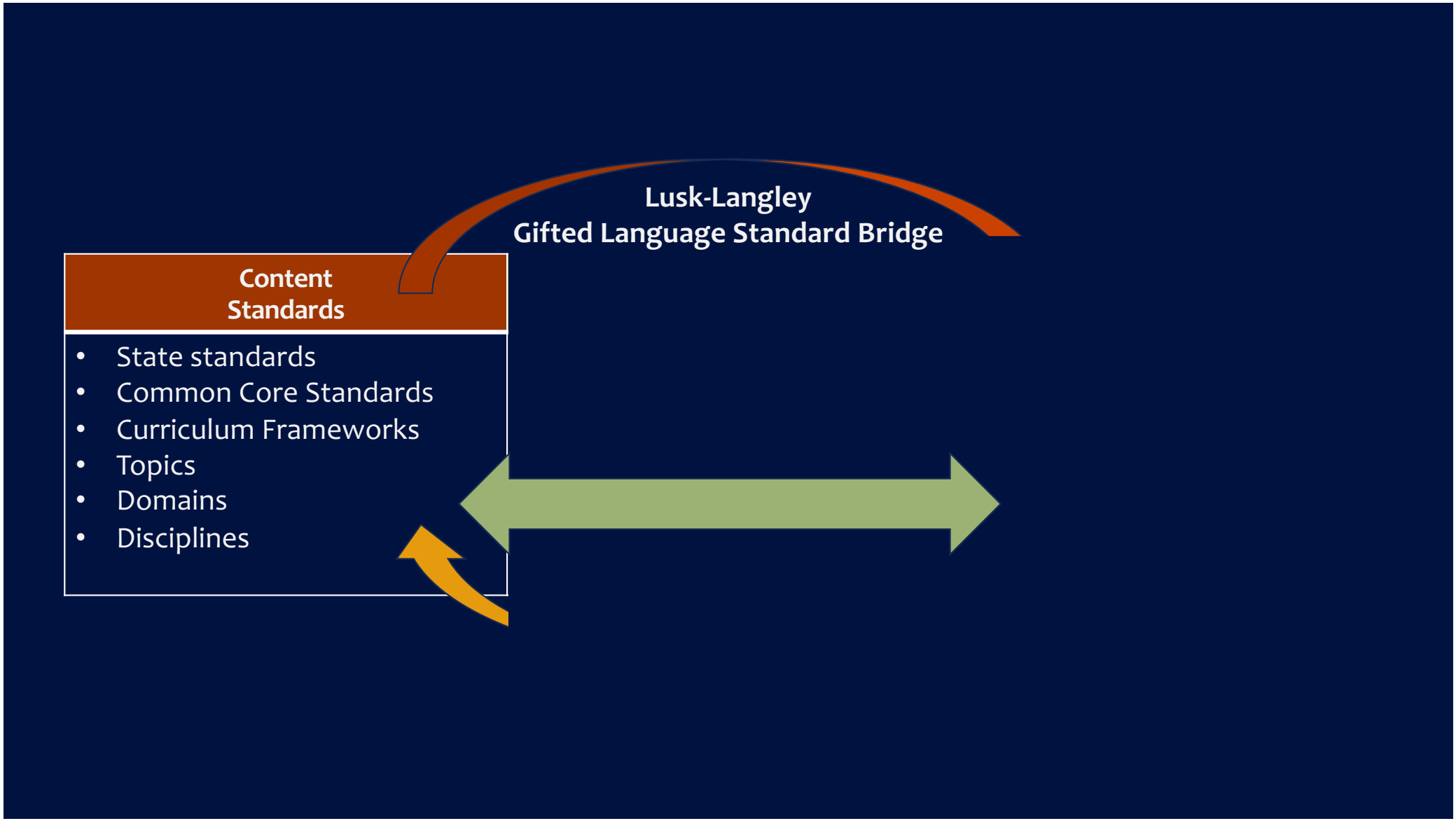
Find your standards…

- State curriculum standards
- State EL standards
- Link to the NAGC standards

Examine the Standards

Opportunities to

- Address content
- Enhance EL learning
- Include rigor

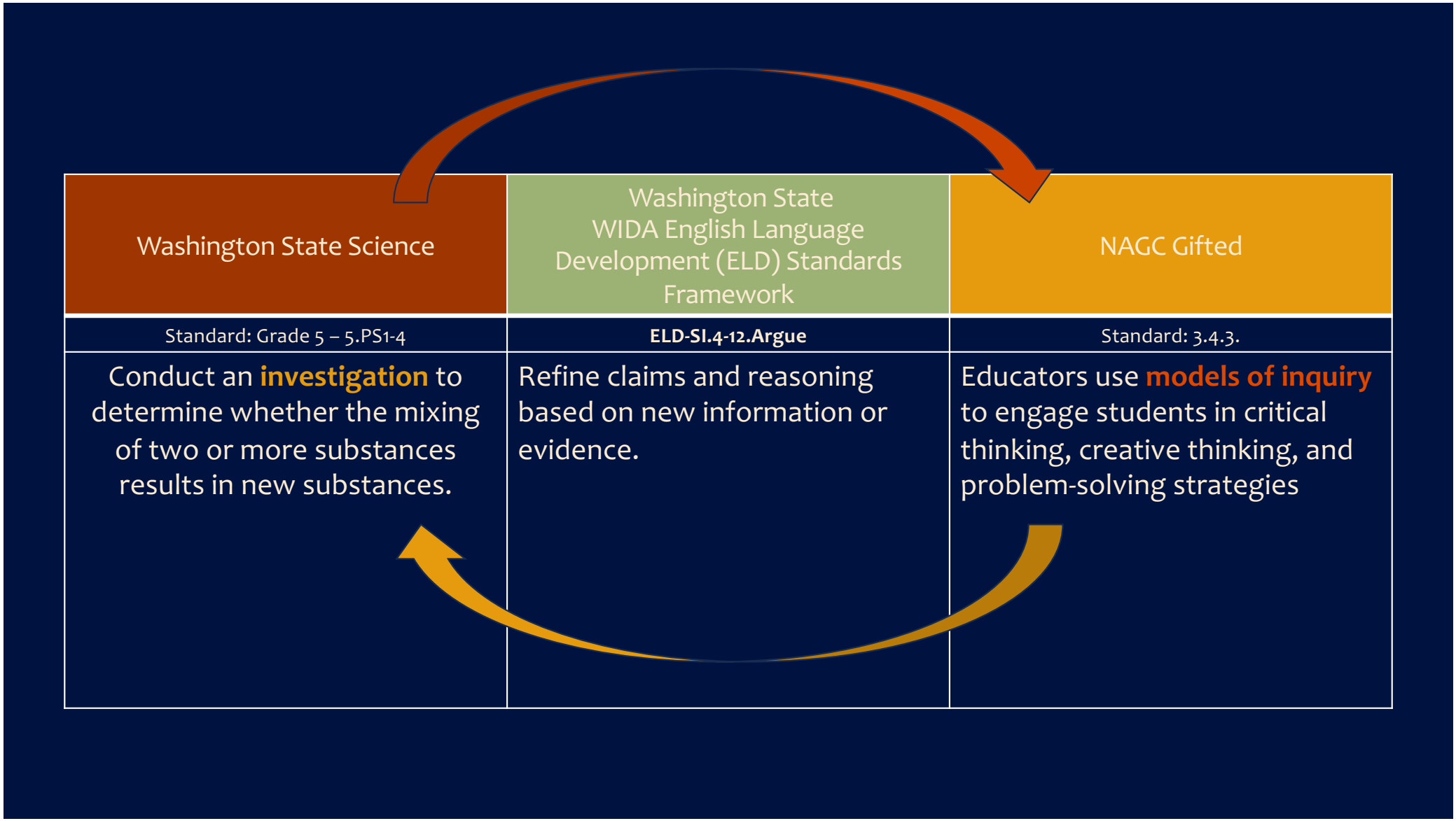

Lusk-Langley
Gifted Language Standard Bridge
Content Standards
• State standards
• Common Core Standards
• Curriculum Frameworks
• Topics
• Domains
• Disciplines

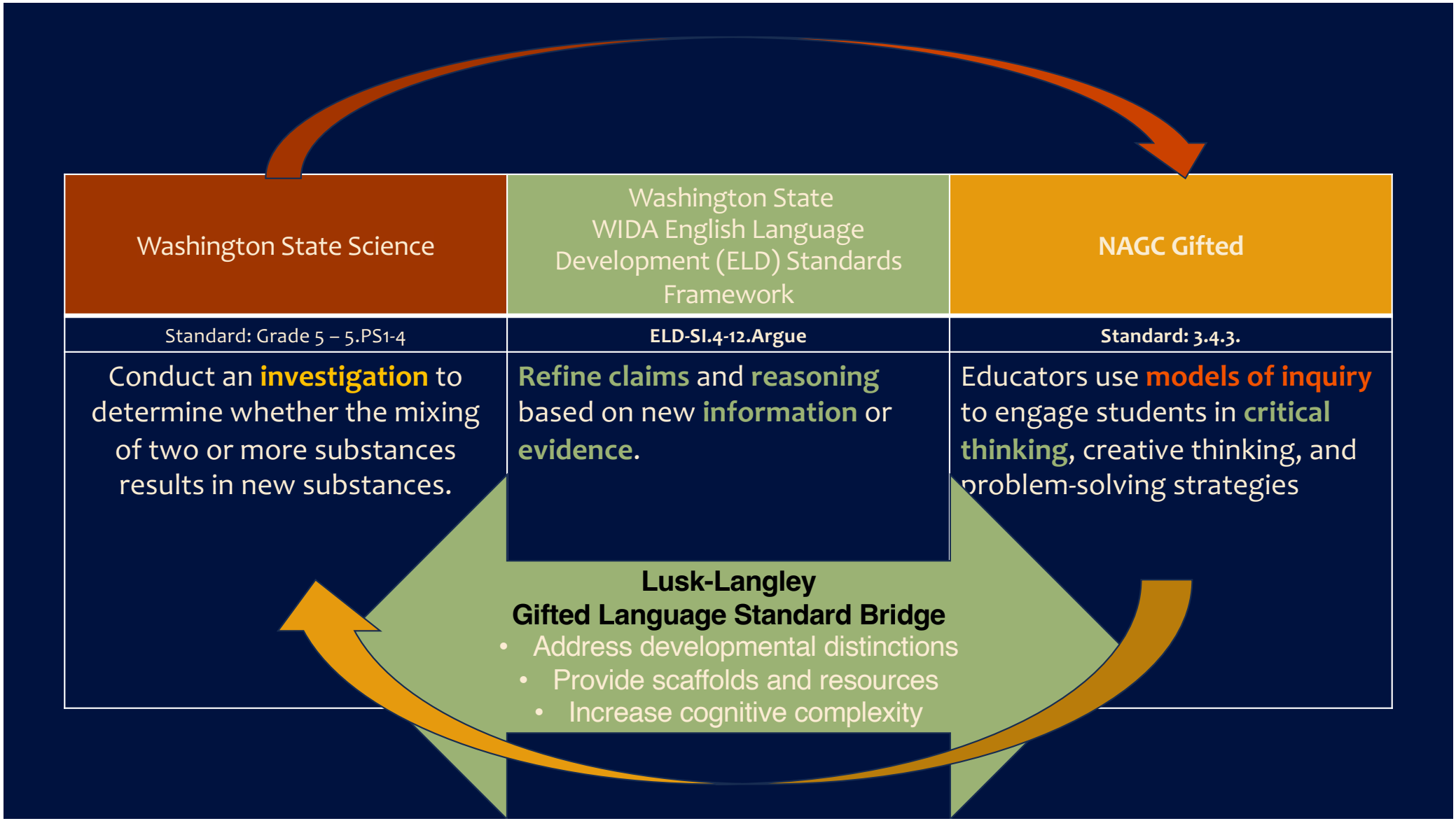
Washington State Science

Standard: Grade 5 – 5.PS1-4

Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

Washington State Science	Washington State WIDA English Language Development (ELD) Standards Framework	NAGC Gifted
Standard: Grade 5 – 5.PS1-4	ELD-SI.4-12.Argue	Standard: 3.4.3.
Conduct an investigation to determine whether the mixing of two or more substances results in new substances.	Refine claims and reasoning based on new information or evidence.	Educators use **models of inquiry** to engage students in critical thinking, creative thinking, and problem-solving strategies


Washington State Science
Washington State WIDA English Language Development (ELD) Standards Framework
NAGC Gifted
Standard: Grade 5 – 5.PS1-4
ELD-SI.4-12.Argue
Standard: 3.4.3.
Conduct an investigation to determine whether the mixing of two or more substances results in new substances.
Refine claims and reasoning based on new information or evidence.
Educators use models of inquiry to engage students in critical thinking, creative thinking, and problem-solving strategies


Washington State Science
Washington State WIDA English Language Development (ELD) Standards Framework
NAGC Gifted
Standard: Grade 5 – 5.PS1-4
ELD-SI.4-12.Argue
Standard: 3.4.3.
Conduct an investigation to determine whether the mixing of two or more substances results in new substances.
Refine claims and reasoning based on new information or evidence.
Educators use models of inquiry to engage students in critical thinking, creative thinking, and problem-solving strategies
Lusk-Langley
Gifted Language Standard Bridge
• Address developmental distinctions
• Provide scaffolds and resources
• Increase cognitive complexity


Lusk-Langley
Gifted Language Standard Bridge
• Address developmental distinctions
• Provide scaffolds and resources
• Increase cognitive complexity
Lesson Plan

Lusk-Langley
Gifted Language Standard Bridge

- Address developmental distinctions
- Provide scaffolds and resources
- Increase cognitive complexity

Lesson Plan

Content, EL, and Gifted Standards

- **WA Science Standard**
- **Washington ELD Standard**
- **NAGC Gifted Standard**

Sample Lesson Objectives & Activity

Objectives:
Discussion:
Experiment: *Procedure* – Have small groups of students…

Depth of Knowledge Questioning (Webb, 1997)

Level 3.
Level 4.

Science: Change - Grades K–2

Content, EL, and Gifted Standards

- **WA Science Standard: Grade 2-PS1-1.** Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties
- **Washington ELD-SI.4-12.** Argue : Begin to use data from observations as evidence for their claims
- **NAGC Gifted Standard: 3.4.3.** Educators use models of inquiry to engage students in critical thinking, creative thinking, and problem- solving strategies

Sample Lesson Objectives & Activity

Science: Change - Grades 3–8

Content, EL, and Gifted Standards

- **WA Science Standard: Grade 5 – 5.PS1-4** Conduct an **investigation** to determine whether the mixing of two or more substances results in new substances.
- **Washington ELD-SI.4-12.Argue** **Refine claims** and **reasoning** based on **new information** or **evidence**.
- **NAGC Gifted Standard: 3.4.3.** Educators use **models of inquiry** to engage students in **critical thinking**, creative thinking, and problem- solving strategies

Science: Change – High School
Content, EL, and Gifted Standards

- **WA Science Standard: High School: Essential HS+C.P1U1.5** Undertake a **design project** to construct, **test**, and modify a device that either releases or absorbs thermal energy by chemical processes.
- **WA English Language Proficiency Standard: ELD-SC.9-12. Argue.** Expressive: Construct **scientific arguments** that defend or refute a claim based on data and evidence; Signal logical relationships among **reasoning**, evidence, data, and/or models when making and defending a claim, counterclaim, and/or rebuttal.
- **NAGC Gifted Standard: 3.4.3.** Educators use **models of inquiry** to engage students in **critical thinking**, creative thinking, and problem-solving strategies, particularly in their domain(s) of talent.


Lusk-Langley
Gifted Language Standard Bridge
• Address developmental distinctions
• Provide scaffolds and resources
• Increase cognitive complexity
Lesson Plan

Thank you!

Questions?

- https://www.giftedenglishlearners.com/

  - susan.langley@uconn.edu
  - shana.lusk@uconn.edu

Javits Project EAGLE
Eliciting Advanced Gifted Learning Evidence

https://identifygifted.education.uconn.edu/

SURPLUS OLDER SLIDES IF NEEDED

Elementary School

- Tiered texts
- Singing/acting
- Free play (Markova, 2017)
- Embedded vocabulary (Albaladejo Albaladejo et al., 2018)
- Exploratory talk and reasoning (Mercer et al., 1999) >

Middle School

- Concurrent development of content/language (Yoon, 2021)
- Instructional conversations (Saunders & Goldenberg, 1999)
- Sensitivity to peer dynamics (Townsend, 2009)
- Increased agency to promote growth (Braden et al., 2016)
- Curriculum-focused trade/comic books (Tretter et al., 2019)
- Linguistically supportive content models (Reeves, 2006)
- Cooperative learning (Flores & Smith, 2013)
- Functional vocabulary (Tretter et al., 2019)
- Structured academic talk (Abbot & Hastings, 2012) >

High School

- Support for college prep and Advanced Placement (Abbot & Hastings, 2012; Graefe & Ritchotte, 2019
- Structured note-taking (e.g., Cornell notes)
- Gradual shift to English (Flores & Smith, 2013) >


Address Developmental Distinctions
Provide Scaffolds and Resources
Lesson Plan
Increase Cognitive Complexity
Integrate Standards: Language Bridge

- Access advanced content
- Develop academic English
- Engaging in rigorous thinking and learning

Needs	Scaffolds

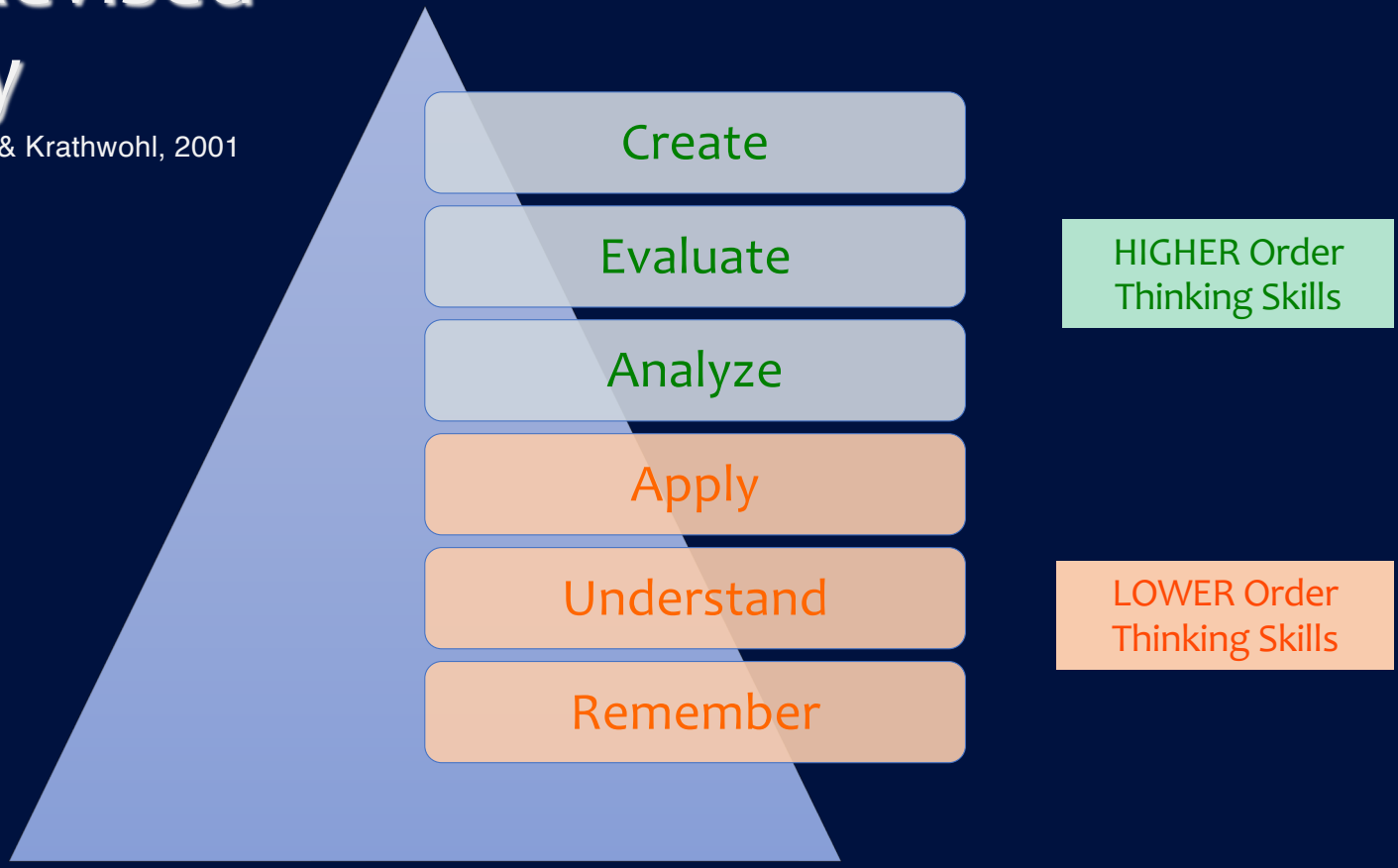
Strengths	Resources


Address Developmental Distinctions
Provide Scaffolds and Resources
Lesson Plan
Increase Cognitive Complexity
Integrate Standards: Language Bridge

- Bloom's Taxonomy
- Webb's Depth of Knowledge

Bloom's Revised Taxonomy

Anderson & Krathwohl, 2001



Bloom's Taxonomy as Easy as Pie (Dulong Langley, 2006)

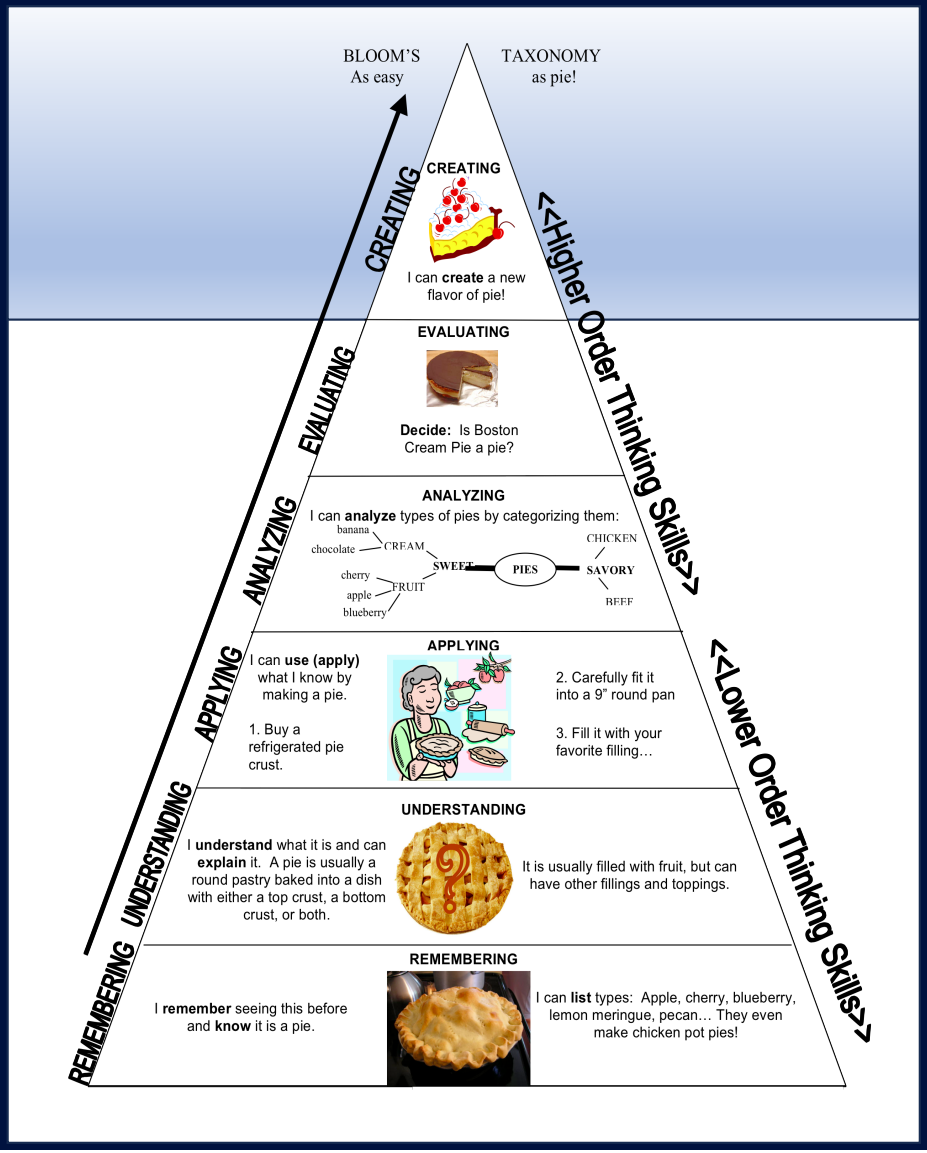
- Clarity of how the Taxonomy levels build
- Visual to aid in understanding
- Analogy to something that almost everyone can relate to*

*Bloom's Taxonomy – As Easy as Riding a Bike

Bloom's Taxonomy as Easy as Pie (Dulong Langley, 2006)

- Clarity of how the Taxonomy levels build
- Visual to aid in understanding
- Analogy to something that almost everyone can relate to*

*Bloom's Taxonomy – As Easy as Riding a Bike



Overlap

Context matters: DOK*

*** Depth of Knowledge**

REVISED Bloom's Taxonomy Action Verbs

Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
Bloom's Definition	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
Verbs	• Choose • Define • Find • How • Label • List • Match • Name • Omit • Recall • Relate • Select • Show • Spell • Tell • What • When • Where • Which • Who • Why	• Classify COMPARE CONTRAST • Explain • Extend INFER • Interpret • Outline • Relate • Rephrase • Show • Summarize • Translate	• Apply BUILD CONSTRUCT • Experiment with • Identify • Interview • Make use of • Model • Organize • Plan • Select • Solve • Utilize	• Analyze • Assume • Categorize • Classify COMPARE • Conclusion CONTRAST • Dissect • Distinguish • Divide • Examine • Function INFER • List • Motive • Relationships • Simplify • Survey • Take part in • Test for • Theme	• Agree • Appraise • Assess • Award • Choose • Compare • Conclude • Criteria • Criticize • Decide • Deduct • Defend • Determine • Disprove • Estimate • Evaluate • Explain • Importance • Influence • Interpret • Judge • Justify • Mark • Measure • Opinion • Perceive • Prioritize • Prove • Rate • Recommend • Rule on • Select • Support • Value	• Adapt BUILD • Change • Choose • Combine • Compile CONSTRUCT • Delete • Design • Develop • Discuss • Elaborate • Estimate • Formulate • Happen • Imagine • Improve • Invent • Make up • Maximize • Minimize • Modify • Original • Plan • Predict • Propose • Solution • Solve • Suppose • Test • Theory

Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing, Abridged Edition. Boston, MA: Allyn and Bacon.

Webb's Depth of Knowledge (1997)

Are students expected to

- Acquire knowledge (**DOK-1**)?
- Apply knowledge (**DOK-2**)?
- Analyze knowledge (**DOK-3**)?
- Augment knowledge (**DOK-4**)?

(Francis, 2017)

DOK at a Glance

One correct answer?

- **DOK 1**
  - Know it (can find it) or not
- **DOK 2**
  - More than one concept
  - If/then; cause/effect

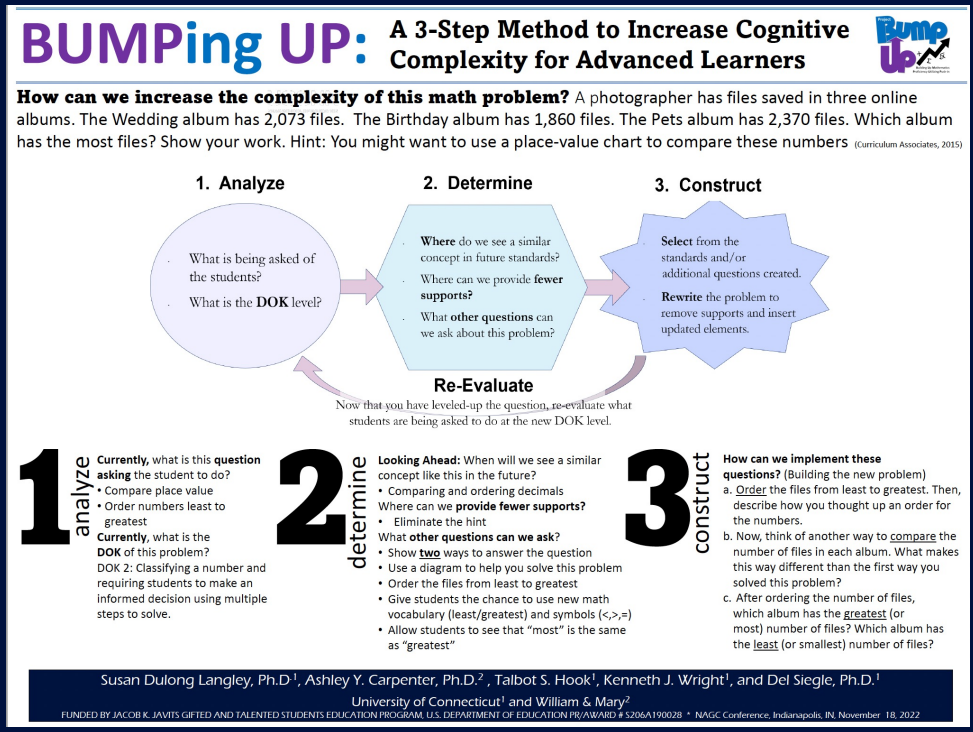
More than one correct answer requiring evidence?

- **DOK 3**
  - Interpret
  - Supporting evidence
  - Reasoning
- **DOK 4**
  - DOK 3
  - Additional sources
  - Initiate and complete project

(Hess, n.d.)

Increasing Webb's Depth of Complexity

Link to BUMPingUP Poster



BUMPing UP: A 3-Step Method to Increase Cognitive Complexity for Advanced Learners

How can we increase the complexity of this math problem? A photographer has files saved in three online albums. The Wedding album has 2,073 files. The Birthday album has 1,860 files. The Pets album has 2,370 files. Which album has the most files? Show your work. Hint: You might want to use a place-value chart to compare these numbers (Curriculum Associates, 2015)

1. Analyze
- What is being asked of the students?
- What is the **DOK** level?

2. Determine
- **Where** do we see a similar concept in future standards?
- Where can we provide **fewer supports?**
- What **other questions** can we ask about this problem?

3. Construct
- **Select** from the standards and/or additional questions created.
- **Rewrite** the problem to remove supports and insert updated elements.

Re-Evaluate
Now that you have leveled-up the question, re-evaluate what students are being asked to do at the new DOK level.

1 analyze

Currently, what is this **question asking** the student to do?
- Compare place value
- Order numbers least to greatest

Currently, what is the **DOK** of this problem?
DOK 2: Classifying a number and requiring students to make an informed decision using multiple steps to solve.

2 determine

Looking Ahead: When will we see a similar concept like this in the future?
- Comparing and ordering decimals

Where can we **provide fewer supports?**
- Eliminate the hint

What **other questions can we ask**?
- Show **two** ways to answer the question
- Use a diagram to help you solve this problem
- Order the files from least to greatest
- Give students the chance to use new math vocabulary (least/greatest) and symbols (<,>,=)
- Allow students to see that "most" is the same as "greatest"

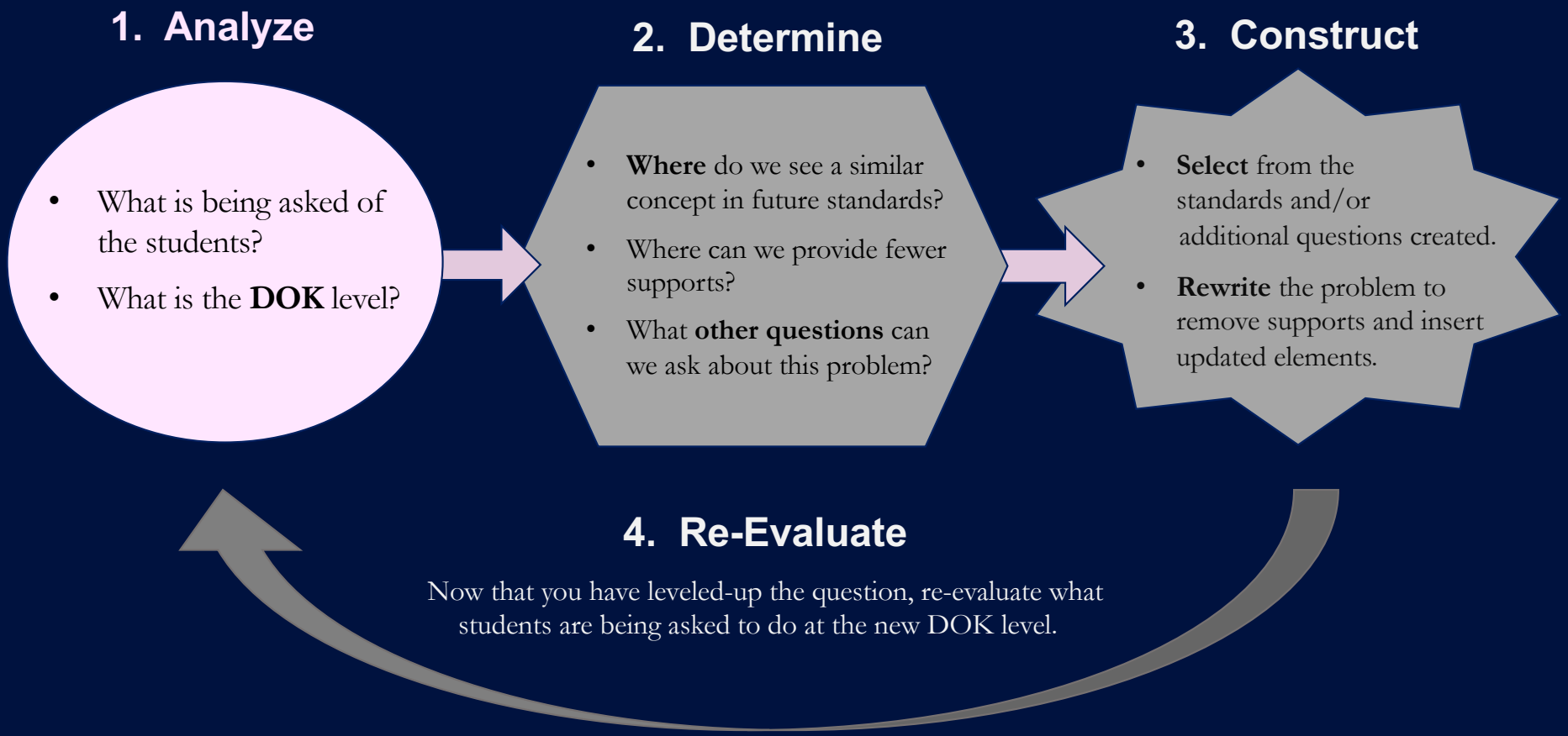
3 construct

How can we implement these questions? (Building the new problem)
a. Order the files from least to greatest. Then, describe how you thought up an order for the numbers.
b. Now, think of another way to compare the number of files in each album. What makes this way different than the first way you solved this problem?
c. After ordering the number of files, which album has the greatest (or most) number of files? Which album has the least (or smallest) number of files?

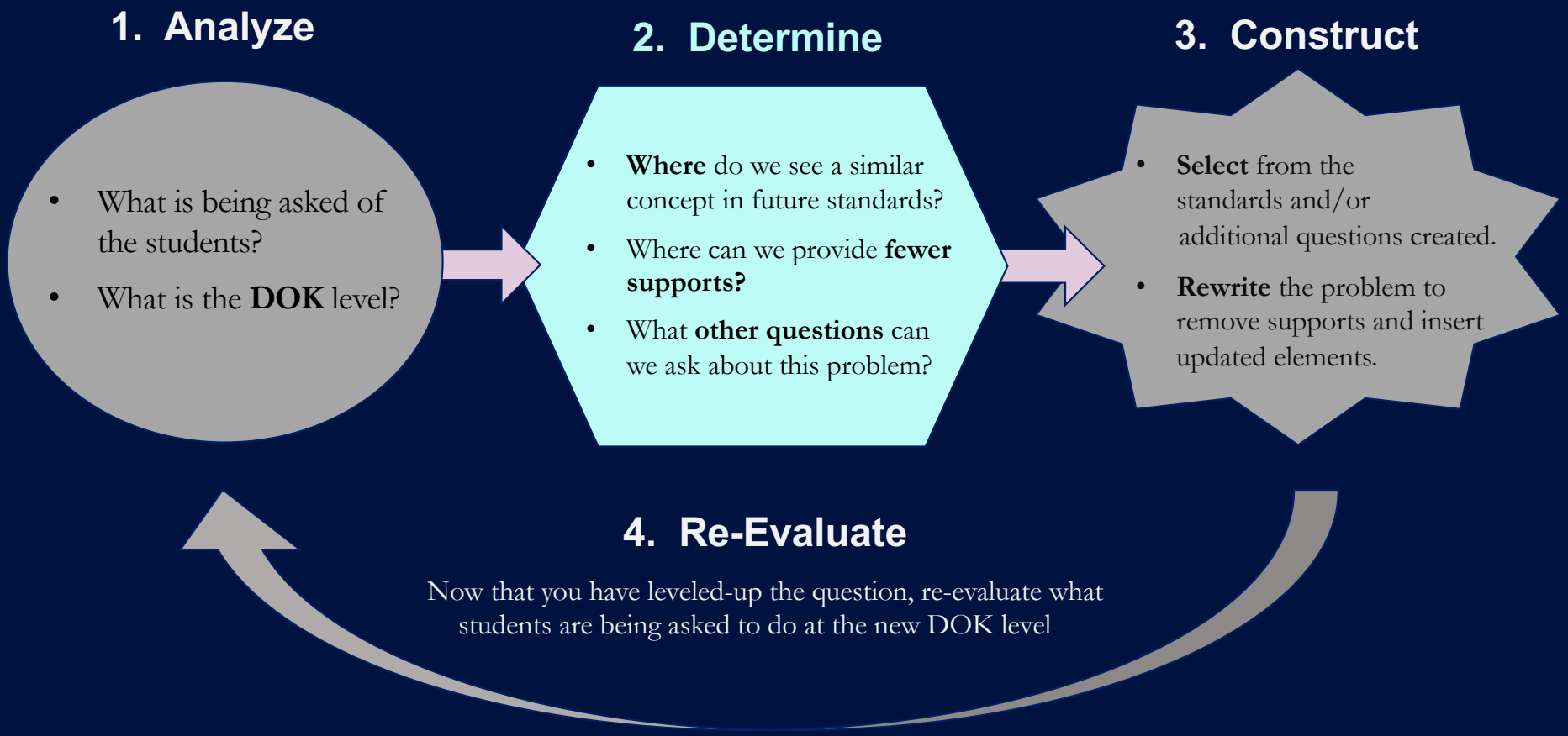
Susan Dulong Langley, Ph.D.[1], Ashley Y. Carpenter, Ph.D.[2], Talbot S. Hook[1], Kenneth J. Wright[1], and Del Siegle, Ph.D.[1]
University of Connecticut[1] and William & Mary[2]
FUNDED BY JACOB K. JAVITS GIFTED AND TALENTED STUDENTS EDUCATION PROGRAM, U.S. DEPARTMENT OF EDUCATION PR/AWARD # S206A190028 * NAGC Conference, Indianapolis, IN, November 18, 2022

(Dulong Langley et al., 2022)

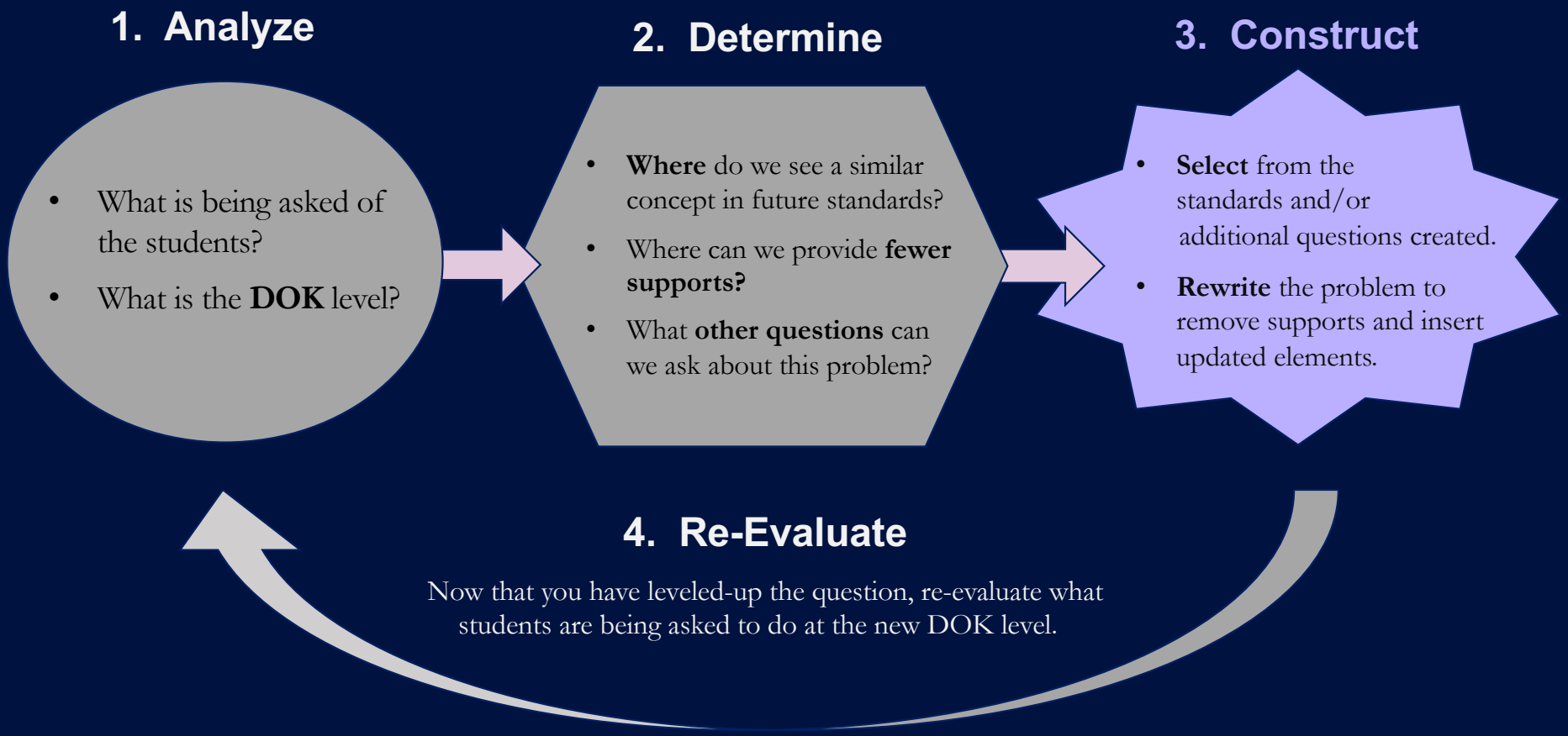
Increasing Webb's Depth of Complexity



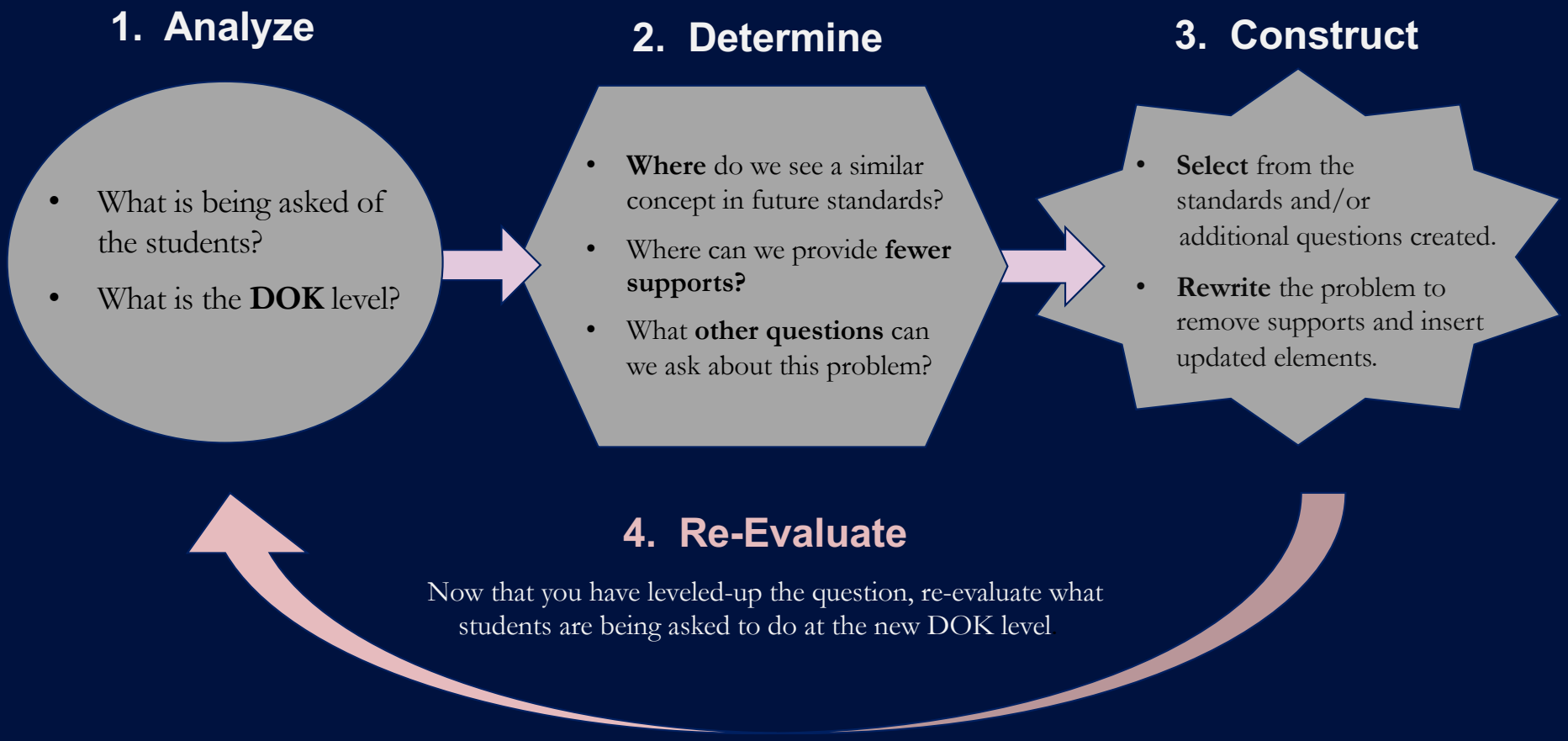
Increasing Webb's Depth of Complexity



Increasing Webb's Depth of Complexity



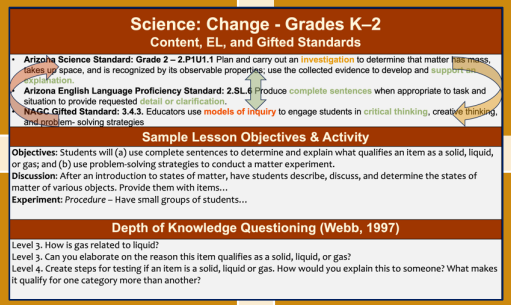
Increasing Webb's Depth of Complexity




Address Developmental Distinctions
Provide Scaffolds and Resources
Lesson Plan
Increase Cognitive Complexity
Integrate Standards: Language Bridge

Address Developmental Distinctions

Provide Scaffolds and Resources



Increase Cognitive Complexity

Integrate Standards: Language Bridge