

## High Potential Culturally, Linguistically, and Economically Diverse Learner: Teacher Rating Scales

### High Potential *Culturally and Linguistically* Diverse Learner: Teacher Rating Scale

The student demonstrates...	Never	Very Rarely	Rarely	Occasionally	Frequently	Always
1. ...a strong sense of pride in his or her cultural background.						
2. ...a desire to teach peers words from his/her native language.						
3. ...eagerness to translate for peers and adults.						
4. ...a balance between appropriate behaviors expected of his/her native culture and the new culture.						
5. ...an ability to explain native dialect and idioms (e.g., play on words, slang).						
6. ...understanding of jokes and puns related to culture.						
7. ...ability to read above his or her grade level (either in English or his/her native language).						
8. ...above average English language proficiency growth.						
9. ...social maturity.						
10. ...ease in adapting to new environments.						

### High Potential *Culturally and Economically* Diverse Learner: Teacher Rating Scale

The student demonstrates...	Never	Very Rarely	Rarely	Occasionally	Frequently	Always
1. ...effective communication through expressive speech rich with imagery.						
2. ... an interest in others from cultures different from his/her own.						
3. ...a high degree of emotional responsiveness (i.e., spontaneity, openness and ease in sharing feelings with others).						
4. ...awareness of his/her self as a capable learner.						
5. ...an independent nature.						
6. ...a strong sense of altruism (i.e. caring about others).						
7. ...a keen sense of justice.						
8. ...an ability to express emotions (not necessarily with words).						
9. ...richness in imagination through informal language.						
10. ...a questioning orientation (i.e. strong curiosity and a tendency to ask many questions).						

Table 1. High Potential Culturally and Linguistically Diverse Learner Scale with References

The student demonstrates...	
1. ...a strong sense of pride in his or her cultural background	<p>Irby, B., &amp; LaraXalecio, R. (1996). Attributes of Hispanic gifted bilingual students as perceived by bilingual educators in Texas. <i>SABE Journal</i>, 11, 120X140.</p> <p>Aguirre, N. &amp; Hernandez, N. (2002). Portraits of success: Programs that work. In J. Castellano &amp; E. Diaz (Eds). <i>Reaching new horizons: Gifted and talented education for culturally and linguistically diverse students</i>. Boston, MA: Pearson.</p> <p>Aguirre, N. (2003). ESL students in gifted education. In J. A. Castellano (Ed.) In <i>Special Populations in Gifted Education</i> (pp. 17X28). Boston, MA: Allyn &amp; Bacon.</p>
2. ...a desire to teach peers words from his/her native language	<p>Aguirre, N. &amp; Hernandez, N. (2002). Portraits of success: Programs that work. In J. Castellano &amp; E. Diaz (Eds). <i>Reaching new horizons: Gifted and talented education for culturally and linguistically diverse students</i>. Boston, MA: Pearson.</p> <p>Robisheaux, J. (2001). The intersection of language, high potential, and culture in gifted English as second language students. In J. A. Castellano, &amp; E. I. Diaz (Eds.) <i>Reaching New Horizons: Gifted and Talented Education for Culturally and Linguistically Diverse Students</i>. (pp. 154X174). Boston, MA: Allyn &amp; Bacon.</p>
3. ...eagerness to translate for peers and adults	<p>Aguirre, N. &amp; Hernandez, N. (2002). Portraits of success: Programs that work. In J. Castellano &amp; E. Diaz (Eds). <i>Reaching new horizons: Gifted and talented education for culturally and linguistically diverse students</i>. Boston, MA: Pearson.</p> <p>RanceXRoney, J. A. (2004). The affective dimension of second culture/second language acquisition in gifted adolescents. In D. Booth &amp; J. C. Stanley (Eds.), <i>Critical Issues for Diversity in Gifted Education</i>. (pp. 73X85). Waco, TX: Prufrock Press.</p> <p>Castellano, J. (2006). Bilingual education issues: Haitian and HaitianXAmerican students in gifted education. In G. Ericksson &amp; B. Wallace (Eds). <i>Diversity of gifted education: International perspectives on global issues</i>. New York, NY: Routledge.</p>
4. ...a balance between appropriate behaviors expected of his/her native culture and the new culture.	<p>Aguirre, N. &amp; Hernandez, N. (2002). Portraits of success: Programs that work. In J. Castellano &amp; E. Diaz (Eds). <i>Reaching new horizons: Gifted and talented education for culturally and linguistically diverse students</i>. Boston, MA: Pearson.</p>
5. ...an ability to explain native dialect and idioms (e.g., play on words, slang).	<p>Aguirre, N. &amp; Hernandez, N. (2002). Portraits of success: Programs that work. In J. Castellano &amp; E. Diaz (Eds). <i>Reaching new horizons: Gifted and talented education for culturally and linguistically diverse students</i>. Boston, MA: Pearson.</p>
6. ...understanding of jokes and puns related to culture.	<p>Aguirre, N. &amp; Hernandez, N. (2002). Portraits of success: Programs that work. In J. Castellano &amp; E. Diaz (Eds). <i>Reaching new horizons: Gifted and talented education for culturally and linguistically diverse students</i>. Boston, MA: Pearson.</p> <p>Robisheaux, J. (2001). The intersection of language, high potential, and culture in gifted English as second language students. In J. A. Castellano, &amp; E. I. Diaz (Eds.) <i>Reaching New Horizons: Gifted and Talented Education for Culturally and Linguistically Diverse Students</i>. (pp. 154X174). Boston, MA: Allyn &amp; Bacon.</p>
7. ...ability to read above his or her grade level (either in English or his/her native language).	<p>Aguirre, N. &amp; Hernandez, N. (2002). Portraits of success: Programs that work. In J. Castellano &amp; E. Diaz (Eds). <i>Reaching new horizons: Gifted and talented education for culturally and linguistically diverse students</i>. Boston, MA: Pearson.</p>
8. ...above average English language proficiency growth.	<p>Pereira, N., &amp; de Oliveira, L. C. (2015). Meeting the Linguistic Needs of HighXPotential English Language Learners: What Teachers Need to Know. <i>Teaching Exceptional Children</i>, 47(4), 208X215.</p> <p>Brulles, D., Castellano, J., Laing, P. (2011). Identifying and enfranchising gifted language learners. In J. Castellano and A. D. Frazier (Eds). <i>Special populations in gifted education</i>. Waco, Texas: Prufrock.</p> <p>Granada, A. J. (2003). Assessing the curriculum, instruction, and assessment needs of the gifted bilingual/bicultural student. In J. A. Castellano, &amp; E. I. Diaz (Eds.) <i>Reaching New Horizons: Gifted and Talented Education for Culturally and Linguistically Diverse Students</i>. (pp. 133X153). Boston, MA: Allyn &amp; Bacon.</p>

	RanceXRoney, J. A. (2004). The affective dimension of second culture/second language acquisition in gifted adolescents. In D. Booth & J. C. Stanley (Eds.), <i>Critical Issues for Diversity in Gifted Education</i> . (pp. 73X85). Waco, TX: Prufrock Press.
9. ...social maturity.	<p>Irby, B., &amp; LaraXAleccio, R. (1996). Attributes of Hispanic gifted bilingual students as perceived by bilingual educators in Texas. <i>SABE Journal, 11</i>, 120X140.</p> <p>Pereira, N. (2008). Meeting the linguistic needs of gifted English language learners: should teachers of all content areas teach language? Powerpoint presented at the NAGC Annual Convention. Purdue University.</p> <p>Robisheaux, J. (2001). The intersection of language, high potential, and culture in gifted English as second language students. In J. A. Castellano, &amp; E. I. Diaz (Eds.) <i>Reaching New Horizons: Gifted and Talented Education for Culturally and Linguistically Diverse Students</i>. (pp. 154X174). Boston, MA: Allyn &amp; Bacon.</p>
10. ...ease in adapting to new environments.	<p>Castellano, J. (2006) Bilingually Enriched Students. In B. Wallace &amp; G. Erickson (Eds) <i>Diversity in Gifted Education: International Perspectives on Global Issues</i> (pp. 56X69). London, England: Routledge.</p> <p>Ryu, J. (2004). The social adjustment of three young, highXachieving KoreanXEnglish bilingual students in kindergarten. <i>Early Childhood Education Journal, 32</i>. 165X171.</p> <p>Maker, C., &amp; Schiever, S. (1989). <i>Critical issues in gifted education: Defensible programs for cultural and ethnic minorities</i> (p.4). Austin, Texas: ProXEd.</p> <p>Winebrenner, S., &amp; Brulles, D. (2008). <i>The cluster grouping handbook: How to challenge gifted students and improve achievement for all</i>. Minneapolis, MN: Free Spirit.</p> <p>Granada, A. J. (2003). Assessing the curriculum, instruction, and assessment needs of the gifted bilingual/bicultural student. In J. A. Castellano, &amp; E. I. Diaz (Eds.) <i>Reaching New Horizons: Gifted and Talented Education for Culturally and Linguistically Diverse Students</i>. (pp. 133X153). Boston, MA: Allyn &amp; Bacon.</p> <p>RanceXRoney, J. A. (2004). The affective dimension of second culture/second language acquisition in gifted adolescents. In D. Booth &amp; J. C. Stanley (Eds.), <i>Critical Issues for Diversity in Gifted Education</i>. (pp. 73X85). Waco, TX: Prufrock Press.</p>

Table 2. High Potential Culturally and Economically Diverse Learner: Teacher Rating Scale

The student demonstrates...	
1. ...effective communication through expressive speech rich with imagery.	<p>Torrance, E.P. (1977). <i>Discovery and nurturance of giftedness in the culturally different</i>. Reston, VA: The Council for Exceptional Children.</p> <p>Irby, B. J., &amp; LaraXAleccio, R. (1996). Attributes of Hispanic bilingual gifted students as perceived by bilingual teacher in Texas. <i>SABE Journal, 11</i>, 120X142.</p>
2. ... an interest in others from cultures different from his/her own.	<p>Zappia, I.A. (1989). Identification of gifted Hispanic students: A multidimensional view. In C.J. Maker &amp; S. W. Schiever (Eds.), <i>Critical issues in gifted education: Defensible programs for cultural and ethnic minorities</i>. Austin, TX: ProX Ed.</p> <p>Torrance, E.P. (1977). <i>Discovery and nurturance of giftedness in the culturally different</i>. Reston, VA: The Council for Exceptional Children.</p>
3. ...a high degree of emotional responsiveness (i.e., spontaneity, openness and ease in sharing feelings with others).	<p>Maker, C., &amp; Schiever, S. (1989). <i>Critical issues in gifted education: Defensible programs for cultural and ethnic minorities</i>. Austin, Texas: ProXEd.</p> <p>Torrance, E.P. (1977). <i>Discovery and nurturance of giftedness in the culturally different</i>. Reston, VA: The Council for Exceptional Children.</p> <p>Texas Education Agency (n.d.). The varied faces of gifted/talented students. <i>Equity in Gifted Education: A State Initiative</i>. Retrieved from <a href="http://www.gtequity.org/docs/opt/varied_faces.pdf">http://www.gtequity.org/docs/opt/varied_faces.pdf</a></p>

<p>4. ...awareness of his/her self as a capable learner.</p>	<p>Passow, A. H., &amp; Frasier, M. M. (1996). Toward improving identification of talent potential among minority and disadvantaged students. <i>Roepers Review</i>, 18(3), 198.</p> <p>Texas Education Agency (n.d.). The varied faces of gifted/talented students. <i>Equity in Gifted Education: A State Initiative</i>. Retrieved from <a href="http://www.gtequity.org/docs/opt/varied_faces.pdf">http://www.gtequity.org/docs/opt/varied_faces.pdf</a></p> <p>VanTasselBaska, J., Feng, A. X., Swanson, J. D., Quek, C., &amp; Chandler, K. (2009). Academic and Affective Profiles of Low Income, Minority, and Twice-Exceptional Gifted Learners: The Role of Gifted Program Membership in Enhancing Self. <i>Journal Of Advanced Academics</i>, 20(4), 702-739.</p>
<p>5. ...an independent nature.</p>	<p>Fraiser, M. &amp; Passow, H. (1994). <i>Toward a new paradigm for identifying talent potential</i>. (Research Monograph 94112). Storrs, CT: The National Center on the Gifted and Talented. University of Connecticut.</p> <p>Gay, J. (1978) A proposed plan for identifying Black gifted children. <i>Gifted child quarterly</i>. Vol 22(3), 353-360. Texas</p> <p>Education Agency (n.d.). The varied faces of gifted/talented students. <i>Equity in Gifted Education: A State Initiative</i>. Retrieved from <a href="http://www.gtequity.org/docs/opt/varied_faces.pdf">http://www.gtequity.org/docs/opt/varied_faces.pdf</a></p>
<p>6. ...a strong sense of altruism (i.e. caring about others).</p>	<p>Passow, A. H., &amp; Frasier, M. M. (1996). Toward improving identification of talent potential among minority and disadvantaged students. <i>Roepers Review</i>, 18(3), 198.</p>
<p>7. ...a keen sense of justice.</p>	<p>Ford, D. (1996). <i>Reversing underachievement among gifted Black students</i>. New York, NY: Teachers College Press.</p>
<p>8. ...an ability to express emotions (not necessarily with words).</p>	<p>Torrance, E.P. (1977). <i>Discovery and nurturance of giftedness in the culturally different</i>. Reston, VA: The Council for Exceptional Children.</p>
<p>9. ...richness in imagination through informal language.</p>	<p>Winebrenner, S., &amp; Brulles, D. (2010). <i>The SCGM: Everyone benefits! Implementing and supporting the schoolwide cluster grouping model</i>. Retrieved from: <a href="http://www.susanwinebrenner.com/handouts/schoolwide_cluster_grouping_model.ppt">http://www.susanwinebrenner.com/handouts/schoolwide_cluster_grouping_model.ppt</a></p> <p>Brulles, D. (2010). <i>The schoolwide cluster grouping model: Embracing diversity, increasing achievement, and expanding gifted services during lean financial times</i>. Powerpoint presented at the NAGC Annual Convention. Retrieved from: <a href="http://www.cmcgc.com/media/handouts/301111/203243.pdf">http://www.cmcgc.com/media/handouts/301111/203243.pdf</a></p> <p>Torrance, E.P. (1977). <i>Discovery and nurturance of giftedness in the culturally different</i>. Reston, VA: The Council for Exceptional Children.</p> <p>Texas Education Agency (n.d.). The varied faces of gifted/talented students. <i>Equity in Gifted Education: A State Initiative</i>. Retrieved from <a href="http://www.gtequity.org/docs/opt/varied_faces.pdf">http://www.gtequity.org/docs/opt/varied_faces.pdf</a></p>
<p>10. ...a questioning orientation (i.e. strong curiosity and a tendency to ask many questions).</p>	<p>Passow, A. H., &amp; Frasier, M. M. (1996). Toward improving identification of talent potential among minority and disadvantaged students. <i>Roepers Review</i>, 18(3), 198.</p> <p>Glaser, E.M., &amp; Ross, H.L. (1970). <i>A Study of Successful Persons From Seriously Disadvantaged Backgrounds: Final Report</i>. Washington, DC: Department of Labor Office of Special Manpower Programs (Contract No. 82X05X68X 03).</p> <p>Texas Education Agency (n.d.). The varied faces of gifted/talented students. <i>Equity in Gifted Education: A State Initiative</i>. Retrieved from <a href="http://www.gtequity.org/docs/opt/varied_faces.pdf">http://www.gtequity.org/docs/opt/varied_faces.pdf</a></p> <p>Felder, M. Y., Taradash, G. D., Antoine, E., Ricci, M. C., Stemple, M., &amp; Byamugisha, M. (2015). <i>Increasing diversity in gifted education</i>. Waco, TX: Prufrock Press.</p>