2017-2018 MSAN FOCUS AREA
FINAL REPORT

Advanced Learning

Increasing the number of underrepresented students enrolled
and succeeding in advanced learning opportunities

MSAN
MINORITY STUDENT
ACHIEVEMENT NETWORK

Each fall, as part of the MSAN yearly focus area work cycle, members receive a final report on the previous school year's focus area. This final report contains the following elements:

1. Information on High Leverage Practices for this focus area

2. Focus Area Research Briefs, created in partnership with researchers who are experts in the focus area

3. Focus Area Promising Practices from MSAN Districts

4. Information about current or emerging MSAN Research in this focus area

5. Web resources:
   - *MSAN Minute* newsletter archive: link to curated search
   - Google folder of focus area resources shared at MSAN community of practice meetings and throughout the year
   - Links to webinars, research presentations, other special events/engagements on the topic for the year

2017-2018 MSAN FOCUS AREA FINAL REPORT: ADVANCED LEARNING
Section 1. High-Leverage Practices

Each MSAN yearly focus area final report includes a list of high-leverage practices. MSAN is pleased to partner with the authors of this 2018 *Culturally Responsive Equity-Based Bill of Rights for Gifted Students of Color,* shared here in English and in Spanish.

The document addresses eight areas of emphasis for increasing the number of students of color succeeding in advanced learning:

- advocacy,

- access,

- program evaluation,

- testing and assessment,

- educator training,

- curriculum,

- social and emotional development, and

- family and community empowerment.

From the Authors:

"Racial equity in advanced learning is an area that has often not been included in school and district approaches to addressing achievement and opportunity gaps. We commend the MSAN network for taking on advanced learning as the focus area for the past year, and we look forward to further engagement with the MSAN network on this issue."
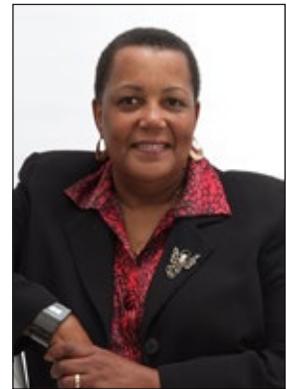
Section 2. Research Briefs

Each MSAN yearly focus area final report includes a set of research briefs on the topic area, developed in partnership with expert researchers in the field.

The first research brief for this report is authored by Dr. Joy Lawson Davis in collaboration with MSAN Dr. Davis's research brief, titled *Shifting the Paradigm to Improve Educator Training and Professional Learning to Work with Advanced Learners from Racially Diverse Backgrounds,* focuses on the professional learning needs for educators working with diverse learners in advanced learning programs. Highlights include information on:

- Training in the norms and traditions of culturally diverse families and communities

- Culturally responsive teaching and learning PLUS sustainable rigor
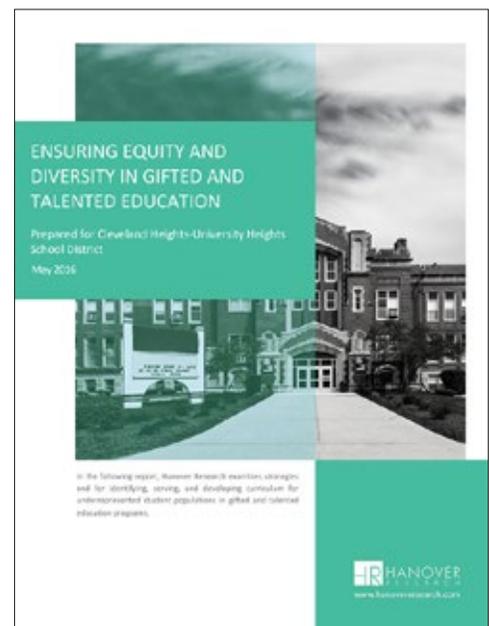
- Understanding unique psychosocial needs

MSAN's subject area expert on Advanced Learning is Dr. Joy Lawson Davis, Special Populations columnist for the National Association for Gifted Children (NAGC) publication *Teaching for High Potential, Gifted Child Today* advisory board member, and former member of the NAGC Board of Directors. A former Associate Professor and Teacher Education Chair at Virginia Union University, and former Virginia State Specialist for K-12 Gifted services, Dr. Davis consults with organizations around the world to increase equity in advanced learning, She has published numerous articles, reports and book chapters, and is the author of the award-winning *Bright, Talented & Black: a Guide for Families of African American Gifted Learners*.

The second research brief included in this report is a literature review titled *Ensuring Equity and Diversity in Gifted and Talented Education*, which was prepared for MSAN member district Cleveland Heights-University Heights School District by Hanover Research.

The brief summarizes the literature on underrepresented students in gifted programs, examining best practices in recruitment strategies and support systems, and presents case studies of school district innovations in this area.

Key findings include:

- Schools should use multiple criteria and assessment methods to develop a complete student profile for advanced learning needs, in order to improve the process for identifying underrepresented students.

- Non-verbal assessment instruments such as the Naglieri Non-Verbal Ability Test (NNAT) may be used to identify greater numbers of underrepresented students.

- While non-verbal assessments can play a role in identifying a greater number of underrepresented students, universal screening may have a larger impact.

- Professional development can teach educators how to identify students for services.

- Family support is crucial in recruiting underrepresented groups for gifted programs.

- School districts that have used innovative approaches and programs to address underrepresentation use a variety of strategies.

- Curriculum for underrepresented students should emphasize the development of their unique abilities, and offer culturally relevant instruction.

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Section 3. Focus Area Promising Practices from MSAN Districts

One of MSAN's five core practices is *disseminating results*. The MSAN Clearinghouse of Promising Practices is a key component of that core practice.

The Clearinghouse is an online resource accessible only to members of MSAN districts. The Clearinghouse promotes the extension and replication of practices and programs that have shown promise in closing gaps and increasing achievement.

MSAN Promising Practices are those that accelerate the learning of students of color AND for which there is evidence the practice is effective over time and/or with multiple groups of students. The practice must either have been in place more than one year, OR a district must have implemented the practice in more than one school in one year. The Clearinghouse of Promising Practices is reviewed and updated by member districts on an annual cycle, in alignment with the MSAN Professional Learning agenda.

Each year, the MSAN focus area final report includes pertinent entries from the Clearinghouse. We are fortunate to have an international expert on advanced learning, Dr. Dina Brulles, serving in a leadership role in one of our districts.

Click here for the Promising Practice entry on Dr. Brulles's work in Paradise Valley Unified School District, in the area of *Inclusive Gifted & Talented Identification in Title I Schools.*

Section 4. MSAN Research

Each MSAN yearly focus area Final Report includes information on past, current, and future MSAN research in the focus area. This year, we are proud to launch our partnership with TAPPS: The Advanced Placement Participation Study with Dr. Awilda Rodriguez of the University of Michigan School of Education.

This study seeks to (a) understand how students and schools make decisions about AP coursework; and (b) investigate if an informational intervention, similar to strategies adopted by North Carolina, can affect AP course-participation rates in other school districts.

MSAN districts participating in TAAPS will have the opportunity to be part of a rigorous research study that examines a promising new strategy to increase AP participation. The information collected from students and staff participating in TAPPS can provide an opportunity to improve AP programming and students' course selections.

MSAN design team members working with Dr. Rodriguez on this research partnership: Dr. Madeline Hafner, Executive Director of MSAN and Associate Scientist at the University of Wisconsin-Madison; Glen Mitcham, Director of Curriculum Instruction and Assessment in East Lansing Public Schools; and Dr. Deborah Gollnitz, Coordinator of Assessment & Program Evaluation in the Birmingham, MI Public Schools.

For more information about TAAPS, click here.

Section 5. Web Resources

- *MSAN Minute* filtered newsletter search link on "advanced + learning" (MSAN members only)

- Google folder of Focus Area resources shared at MSAN meetings during 2017-2018, including:

  o MSAN Research Presentation May 2018: Dina Brulles Gifted Services that Embrace Diversity.ppt

  o MSAN Research Presentation May 2018: Joy Davis *Professional Learning Needs of Educators working with Culturally Diverse Gifted Learners*

  o MSAN Site Visit March 2018: Evanston Township High School District 202 Presentation on Detracking and AP from March 2018 MSAN Site Visit

- Links to MSAN webinars and Institute presentations on focus area

  o 2018 MSAN Institute Keynote Presentation: Donna Y. Ford *From Gifts Denied to Gifts Recognized: Setting Equity Goals to Recruit & Retain Students of Color in Advanced Learning* (Materials Link)

  o 2018 MSAN Institute Breakout Session: Dina Brulles *Putting Culturally and Linguistically Diverse Students at the Center of Your District's Gifted & Talented Program* (Materials Link) | (Video Link)

- o 2018 MSAN Institute Breakout Session: Tracy Miller Maguire *Bringing Culturally Responsive Pedagogy (CRP) into the Advanced Placement Classroom*
  (Materials Link) | (Video Link)

- o 2018 MSAN Institute Breakout Session: German Diaz and Martha Lopez *Effective Strategies for Reversing the Underrepresentation of Latinx and Other Language Minority Students in Gifted Programs* (Materials Link)

- o 2018 MSAN Institute Breakout Session: Ethan Netterstrom *Advanced Learning: Designing a District Gifted & Talented Program with a Focus on Equity* (Materials Link)

MSAN is a national coalition of multiracial school districts working together to understand and change school practices and structures that keep racial opportunity gaps in place. MSAN is part of the Wisconsin Center for Education Research at the University of Wisconsin-Madison. For more information about MSAN please visit us at **msan.wceruw.org.**

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