



2017–2018 MSAN Focus Area Final Review & Report

Advanced Learning

Increasing the number of students of color enrolled and succeeding in advanced learning opportunities ([click here](#) for information on the scope of work for this 2017–2018 MSAN focus area)

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. [Overview](#) of 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 filtered search link on the topic
 - Google folder of focus area resources shared at MSAN meetings and throughout the year
 - Links to any webinars, research presentations, or other special events/engagements on the topic for the year



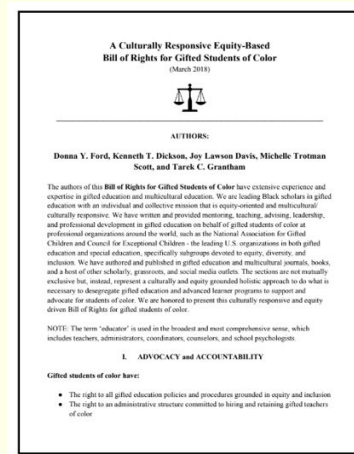
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Section 1. High-Leverage Practices

Each MSAN yearly focus area final review and 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](#) as the list of high-leverage practices for this year’s focus area final review and report.

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.”



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Section 2. Research Briefs

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

There are two research briefs included in this report. The first, authored by Dr. Joy Lawson Davis in collaboration with MSAN; is titled [Equity, Access & Excellence: Professional Learning needs of Educators Working with Culturally Diverse Advanced Learners](#), and focuses on the professional learning needs for educators working with diverse learners in gifted programs. Highlights include information on:

- Training in the norms and traditions of culturally diverse families and communities
- Culturally Responsive Teaching & 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*.



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Section 2. Research Briefs, cont.

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 5. Web Resources

Each MSAN yearly focus area final review & report includes information on past, current, and future MSAN research in the area.

- [MSAN Minute filtered newsletter search link on “advanced + learning”](#)
- [Google folder of focus area resources shared at MSAN meetings during 2017-2018, including:](#)
 - MSAN Research Presentation May 2018: [Dina Brulles Gifted Services that Embrace Diversity.ppt](#)
 - MSAN Research Presentation May 2018: [Joy Davis Professional Learning Needs of Educators working with Culturally Diverse Gifted Learners](#)
 - 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 breakout sessions on focus area
 - 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 \(Materials Link\)](#)
 - 2018 MSAN Institute Breakout Session: Tracy Miller Maguire *Bringing Culturally Responsive Pedagogy (CRP) into the Advanced Placement Classroom* [\(Materials Link\)](#) [\(Video Link\)](#)
 - 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 \(Materials Link\)](#)
 - 2018 MSAN Institute Breakout Session: Ethan Netterstrom [Advanced Learning: Designing a District Gifted & Talented Program with a Focus on Equity \(Materials Link\)](#)
 - 2018 MSAN Institute Breakout Session: Dina Brulles *Putting Culturally and Linguistically Diverse Students at the Center of Your District’s Gifted & Talented Program* [\(Materials Link\)](#) [\(Video Link\)](#)