

A Helping of Academic Alphabet Soup: What is C.L.E.D.?

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The National Association for Gifted Children's [NAGC] Mission is to nurture potential giftedness and develop diverse talents. In this issue, I will add to your 'Educatorese' vocabulary by exploring the term 'diverse' more deeply. It is always my goal to support parents by serving a 'helping of academic alphabet soup' to explain the meaning of educational acronyms or terms and how they apply to your child's learning.

Q: What does C.L.E.D. stand for? A: Culturally, Linguistically, and Economically Diverse

By visiting the NAGC's website at <http://www.nagc.org/about-nagc/goals-priorities> you can read more about the organization's goals. On page five, the Board of Directors state, "Excellence and equity are paired and not in competition; NAGC has a strong voice on behalf of the underserved." In addition to students who are twice-exceptional and who are underachieving, providing equitable services for students who are culturally, linguistically, and economically diverse has moved to the forefront of many school districts' list of priorities.

Q: What do educators mean when they say C.L.E.D.?

Research has shown that students who are C.L.E.D. are underserved in traditional gifted services. Generally, when an educator refers to a student who is C.L.E.D., they are referring to the descriptions below. These words can be used in many ways that convey depth and layers of significance, however their functional use is often limited to the specific contexts described below.

Culturally Diverse Although not synonymous with ethnicity, cultural diversity often refers to the federal classifications of race and ethnicity including: White, Black, Asian, Hispanic, and Native American.

Linguistically Diverse Students who are linguistically diverse speak a different language other than or in addition to the dominant language. Students are able to communicate in multiple domains [listening, speaking, reading, and writing] in more than one language and could be referred as multilingual. Depending on language needs, students who are linguistically diverse may receive English Learner [EL] services.

Economically Diverse Most communities are economically diverse with incomes ranging from high to low but when educators refer to economic diversity, they are typically focused on increasing access and opportunity for students who are eligible for free/reduced lunch. Sometimes these students are also described as "low-income" and "economically disadvantaged."

Q: How does C.L.E.D. impact my child's learning?

Schools are taking intentional steps to acknowledge that intellectual gifts and academic talents are valued differently in all culture groups which may affect how the gifts and talents are manifested. |

summarize the steps to provide equitable access to advanced services as, “The Four A’s to Equitable Access.”

Acknowledge Respect the cultural norms of ethnic and economically diverse groups; respect that gifted characteristics are manifested and honored differently in various ethnic and economically diverse groups.

Alert Train yourself and others as “talent scouts” by looking for strengths in all your students. Use interest inventories, ambition surveys, or multiple intelligences surveys.

Alternative Find different tools and assessments that identify students’ strengths. For example, use the ability tests such as NNAT2 or the Nonverbal Battery on the CogAT to identify spatially talented youth.

Act Develop a plan that offers support that focuses on assets rather than deficits such as the Young Scholars Model or the Schoolwide Enrichment Model.

Resources

Ford, D., & Milner, H. R. (2005). *Teaching Culturally Diverse Gifted Students*. Waco: Prufrock Press.

Matthews, M. (2006). *Working with Gifted English Language Learners*. Waco: Prufrock Pres.

Olszewski-Kubilius, P., & Clarenbach, J. (2012). *Unlocking Emergent Talent: Supporting High Achievement of Low-Income, High-Ability Students*. Washington D.C.: National Association for Gifted Children