

“Outside of Church on Sunday, gifted education programs are the most segregated places in a community, Monday through Friday.”

Why?

**Welcome to
COURAGEOUS CONVERSATIONS FOR GIFTED
EDUCATORS:**

**A Strategy to Increase Racial, Ethnic Minority (REM)
Students Participation in Gifted Programs**

**Presenter,
Ken Dickson, M. Ed.**

***E-mail me for a copy of this presentation at
edscnet@aol.com It will be available and e-mailed to you by
Thursday.***

Beliefs/Rationale/Position Regarding Increasing Racial Ethnic Minority Students Participation In Gifted Programs

**This is a presentation on race-racism related to
increasing REM students participation in gifted
programs.**

Break the silence.

Usher in Courageous Conversations about race.

Beliefs/Rationale/Position Regarding Increasing Racial Ethnic Minority Students Participation In Gifted Programs

Race – and thus racism, in both individual and institutionalized forms, whether acknowledged or not acknowledged-plays a primary role in under representation.

Beliefs/Rationale/Position Regarding Increasing Racial Ethnic Minority Students Participation In Gifted Programs

Gifted and all of education reflects the historical legacy of race-racism. It has been ingrained overtly and covertly in the DNA of the U.S., starting with enslavement.

Ongoing evidences of this legacy remain today in numerous endeavors, including schooling and in particular schools' gifted programs with regard to identification.

Beliefs/Rationale/Position Regarding Increasing Racial Ethnic Minority Students Participation In Gifted Programs

Significant Disproportionality Issues

- Underrepresentation is never distributed proportionately across *all* races.**
- Only REM learners are disproportionately impacted - 40 to 70% in school populations with diverse populations (Ford, Richert et al)**
- Nationally, Asian and White students have been overrepresented in gifted education since 1978 (Yoon, Gentry)**

Belief/Rationale/Position Regarding Increasing Racial Ethnic Minority Students Participation In Gifted Programs

RACE MATTERS!

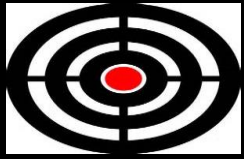
**In society and schools, It is critical for us to
address racial issues in**

Why?

**To uncover personal and institutional biases
that prevent students of color from
reaching their fullest potential.**

Presentation Format

- **Belief/Rationale Regarding This Session**
- **Goal/Objective/Intent**
- **Background Information**
- **Strategy/Plan**
- **Outcome**



Goal/Objective/Intent:

**To Increase Racial Ethnic Minority Students
Participation In Gifted Programs.
(To Overcome Underrepresentation In Gifted
Programs)**

Intent:

To inform and improve your practice regarding REM learners access, participation and retention in your gifted programs.

Intent: Know, Understand, Do!

KNOW how to develop deeper levels of racial understanding, through interracial dialogues about race.

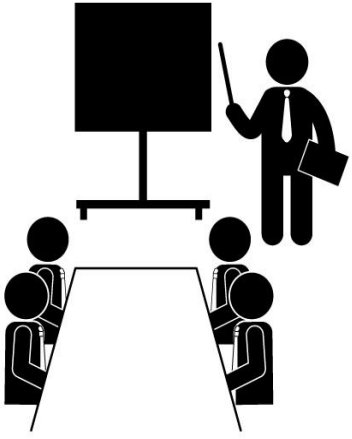
UNDERSTAND that and how historical, current external racial issues impact internal school practices—particularly those that impact REM participation in gifted programs.

DO act as change agents with vision and leadership as you conduct courageous conversations to overcome underrepresentation.



OUTCOMES:

- **Acquire Competencies To Overcome Under Representation in order to:**
- **Lead/Conduct Open, Transparent And Genuine Conversations Professional Development Dialouge on increasing REM learners participation in your programs.**



Strategy/Plan: How will we get to the outcomes?

We will engage in selected activities, strategies and tools to facilitate effective dialogue will be provided along with related individual, small and full group activities.





Strategy/Plan-Getting to the Outcomes continued:

Philosophical concepts and pragmatic reality-based contexts will be examined to inform your practice and equip you with skills and tools to combat the impact that race and racism has on gifted education.



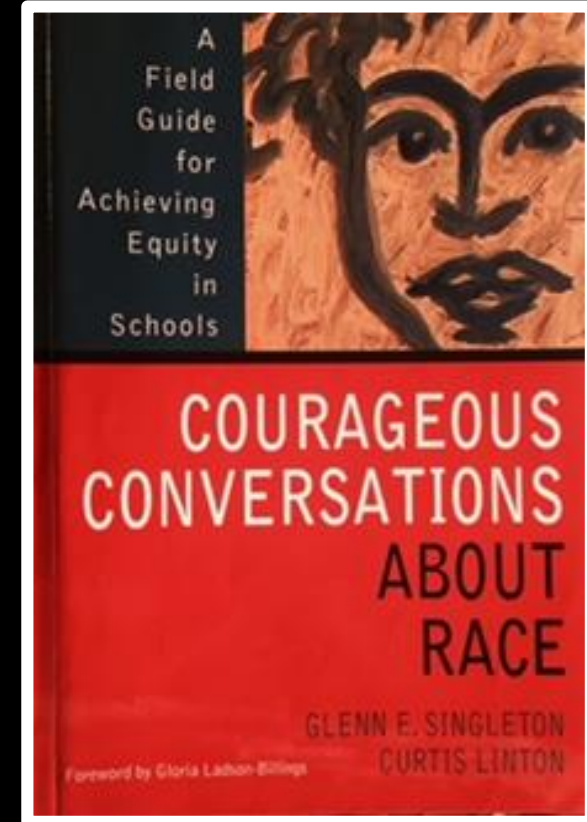
Background:



Five Points About My Presentation:

Point 1.

It is based on “*Courageous Conversations About Race*,” by Glenn E. Singleton and Curtis J. Linton; adapted for gifted educators.



**Singleton's &
Linton's
Courageous
Conversations About
Closing the Racial
Achievement Gap**

**Gifted Education
Identification
Protocols Related
to Under-
representation**

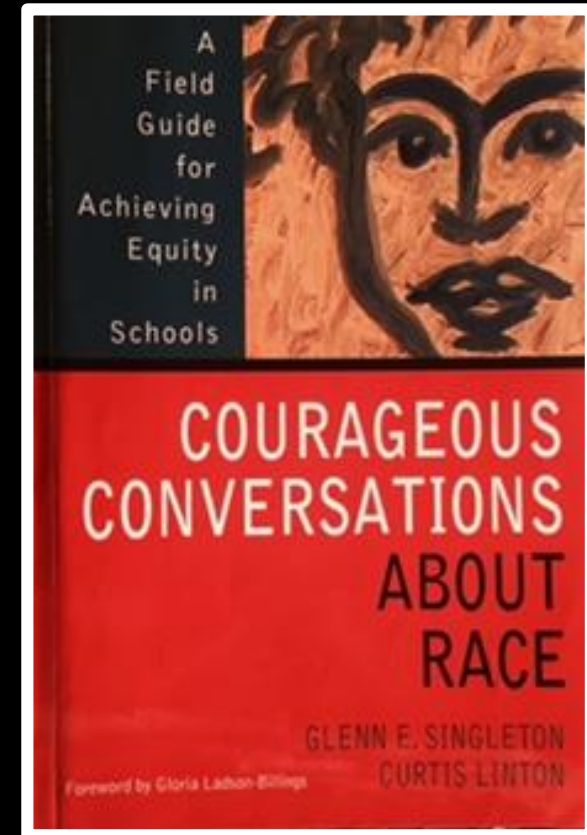
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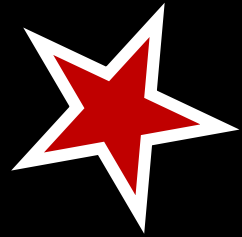
Five Points About My Presentation:

Point 2.

It is about race/racism in the larger society and how gifted education responds to it, as related to its identification practices.



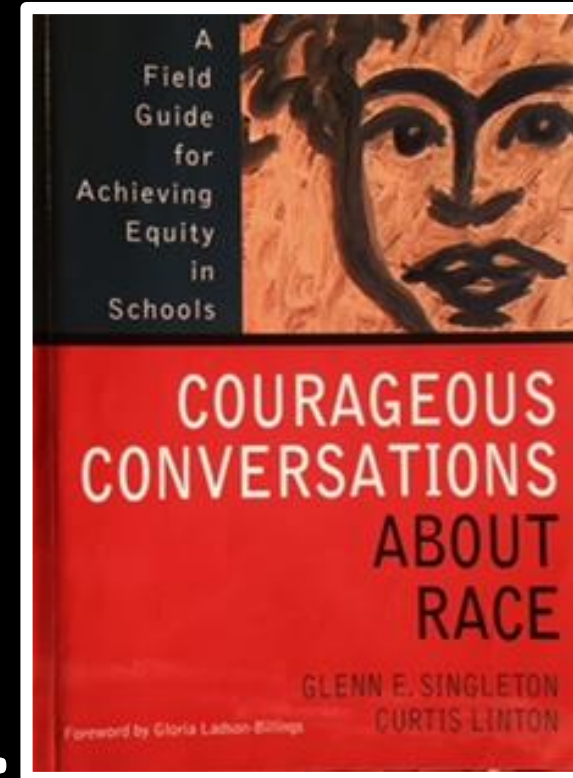
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Five Points About My Presentation:

Point 3.

It focuses on selected strategies to help gifted educators engage in effective dialogue to overcome underrepresentation in gifted education.



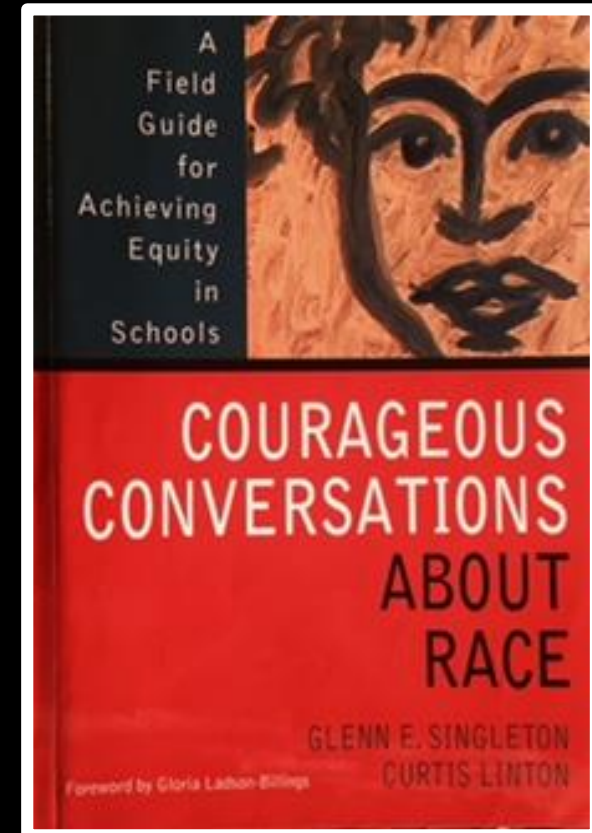
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Five Points About My Presentation:

Point 4.

It is about gifted education as well as multicultural gifted education.



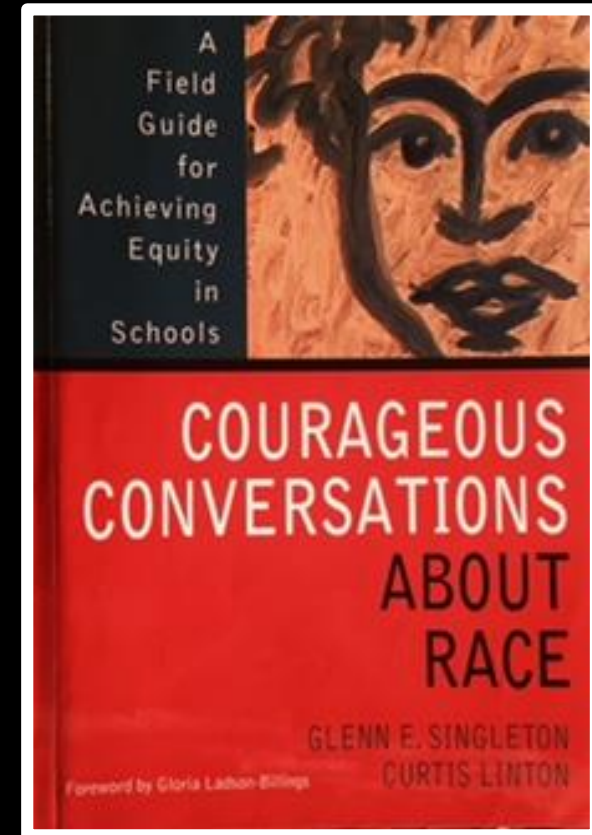
Background:



Five Points About My Presentation:

Point 5.

It is a foundation to support gifted educators who are passionate about and committed to overcoming REM underrepresentation.



**What is underrepresentation?”
How is it described?**

Goal/Objective- Related Activities Description of Underrepresentation

Underrepresentation occurs when a student population in a gifted program continuously and systematically remains smaller than the percentage of that population in the school system, a school, grade level; or within a given gifted category of giftedness.

Such continued population variance is rarely justifiable and is always a cause for concern and corrective action.

“Underserved” or “disproportionate representation” are alternate terms used for underrepresentation.

An Assessment Activity

ROAD SIGNS

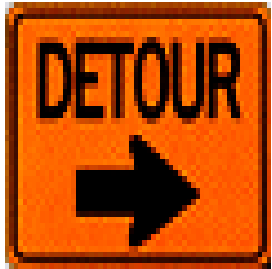


Focusing on disproportionality and the under representation of racial ethnic minority groups' participation in gifted programs, choose a road sign as a metaphor that describes your experiences, thoughts, feelings regarding how race/racism impacts gifted education.

Why did you choose the sign that you did?

Humor and creativity is welcomed.

1. Proceed With Caution	12. No Exit	23. No Littering	34. Falling Rocks
2. Under Construction	13. Children Crossing	24. Slower Traffic Keep Right	35. One Way
3. No Parking	14. Reduced Speed Ahead	25. Low Clearance	36. Slow Ahead
4. Slippery When Wet	15. Tunnel	26. Detour	37. Use Lower Gears
5. No Passing	16. Sharp Turns	27. Pedestrian Crossing	38. Right Turn Only
6. Narrow Bridge	17. Visitor Center Ahead	28. Scenic View Ahead	39. Divided Highway Ahead
7. Yield	18. Steep Grade Ahead	29. Historical Marker Ahead	40. Circle
8. Divided Highway Ends	19. Slow - Children Playing	30. Deer Crossing	41. Welcome Center Ahead
9. Speed Bumps Ahead	20. Merging Traffic	31. No U-Turn	42. Rest Area
10. Buckle Up	21. Drive Safely	32. Stop	43. Radar in Use
11. Dead End	22. Dip Ahead	33. Bridge Freezes Before Road	44. Stay Alert



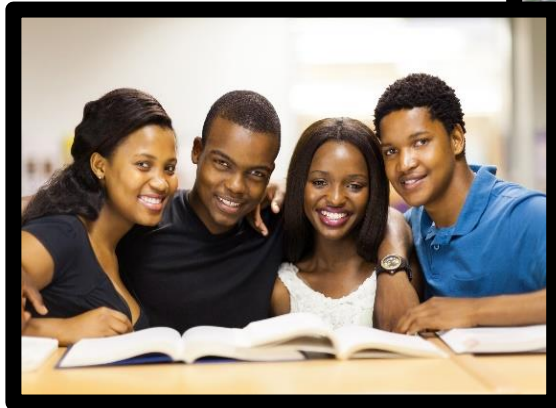
Share your Road Signs Choices

GIVEN THE STATEMENT DESCRIBING UNDERREPRESENTATION...

- **Think of your own school system.**
 - **Is underrepresentation occurring?**
 - **If yes? What population?**
 - **To what degree? How long?**
 - **Why is it happening?**
 - **What can you do about it?**
 - **What assets do you have to eliminate it?**
 - **What obstacles are in your way?**

UNDERREPRESENTATION- What The Data Shows:

Racial ethnic minority (REM) learners continue to be underrepresented in gifted education.



What The Data Shows:

Racial ethnic minority (REM) learners continue to be underrepresented in gifted education.

Underrepresentation:

Impacts REM learners to the greatest degree. White and Asian learners are *over*represented and rarely if ever underserved...

- Ranges from 50-70% in diverse school districts...

(Ford, Richert; et al)...

- Black males - underrepresented by 153,000...

- Black females by 101,000; i.e. at least 250,000 total REM students not identified...

- Hispanic males/females by at least 42% respectively...

(Ford, Richert; U.S. Department of Education, 2008, et. al).

Racial ethnic minority (REM) learners continue to be underrepresented in gifted education.

Underrepresentation:

- Is pervasive/widespread...is evidenced in small, average and large school systems...particularly in large diverse urban school systems...**
- Is persistent...at least 40-70 years...**

Personal & Professional Essential Questions

Think of your own school system:

- 1. Is underrepresentation occurring?**
- 2. If yes, what population?**
- 3. To what degree? How long?**
- 4. Why is it happening? What can you do about it?**
- 5. What assets do you have to eliminate it?**
- 6. What obstacles are in your way?**

Personal & Professional Essential Questions

Think of your own school system:

- 7. What is it that you need know and be able to do to overcome underrepresentation in general, but in particular in your school system?**
- 8. How will you know when you are experiencing success in your efforts to reduce and eventually eliminate underrepresentation?**

Personal & Professional Essential Questions

Think of your own school system:

9. What do you do as you discover what you don't yet know and are not yet able to do to eliminate underrepresentation?

When you address these questions, you anticipate solutions and you know what to do about.

Reflection & Group Discussion

To what degree does *your system* have the will, skill, knowledge, and capacity to understand and address issues of race as they relate to existing underrepresentation/disproportion disparities?

To what degree have *you in your professional* role demonstrated will, skill, knowledge and capacity to understand and address issues of race as they relate to existing racial underrepresentation disparities?