



**What if one day in the future gifted education did not have underrepresentation with which to be concerned?**

**How did it happened?**

# **Courageous Conversations for Gifted Educators**

# What is a Courageous Conversation for Gifted Educators?

**Gifted Educators may use Courageous Conversations as a strategy to use to overcome underrepresentation. By engaging in this strategy, they develop better racial understandings, conduct interracial dialogues about race and address racial issues in schools.**

# **Strategies for Implementing Courageous Conversations for Gifted Educators**

**Let's Use A Courageous Conversation Process To Start  
The future.**

**What is a Courageous Conversation  
for Gifted Education?**

**A Professional Development Strategy To Enrich Efforts  
to Increase Racial, Ethnic Minority (REM) Learners  
Participation in Gifted Education Programs and  
Services**

# CC Characteristics: A Courageous Conversation is...

A  
philosophy...

and a  
process...

composed  
of:

a purpose to examine root causes of difficult topics; such as how race/racism impacts gifted education. Factors, agreements, conditions, reflections, monitoring and journaling. Such tools facilitate effective conversations that lead to solutions to resolve the topic.

# **Courageous Conversations (CC) Characteristics:**

- 1. Factors**
- 2. Agreements**
- 3. Conditions, Reflections and Journaling**
- 4. The Compass (Monitoring)**

# Characteristics of A Courageous Conversation Process

## The Process:

- Invites/engages/motivates participants to talk.
- Sustains the talk (conversation).
- Deepens the conversation.

# Characteristics of A Courageous Conversation Process

3 Factors - While keeping overcoming REM underrepresentation as the goal, participants discuss their:

1. Passion – the level of connectedness to anti-racism concepts that they possess. What do they bring to the table that can benefit the goal?
2. Practice – actions they have taken, or can take; or the school or school system has taken, or can take to address underrepresentation.
3. Persistence – their willingness to “stick with it” (individual or school).

# Leading A Courageous Conversation – Focus: Overcoming REM Underrepresentation in Gifted Programs

Maximize, motivate, sustain and deepen the  
conversation.

You and your participants will use Four Agreements:

1. Stay engaged

2. Speak your truth

3. Experience  
discomfort

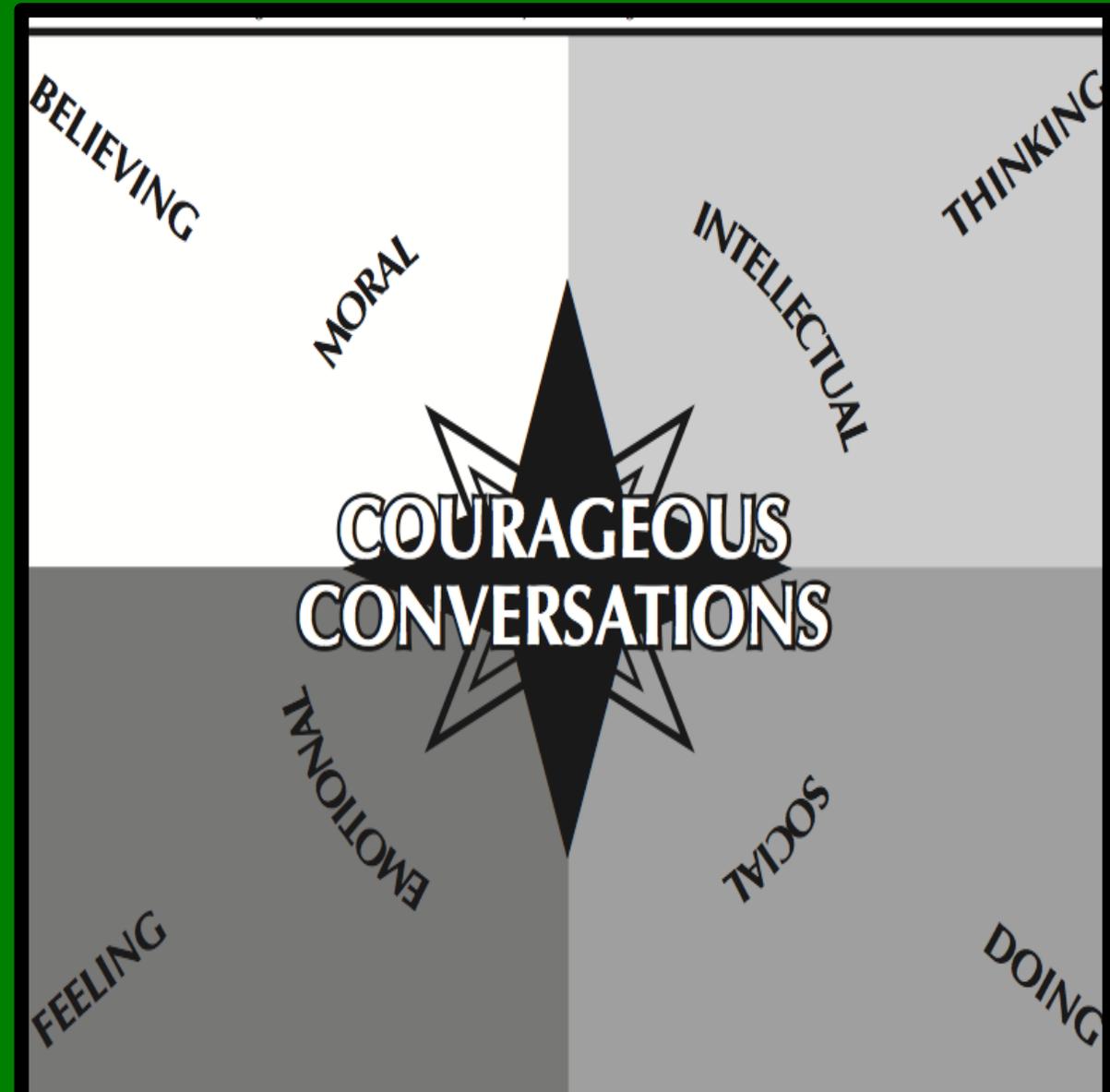
4. Expect and accept  
non-closure

# Leading A Courageous Conversation – Focus: Overcoming REM Underrepresentation in Gifted Programs

Use the CC Compass:

It shows how we process and engage information about race, others opinions and beliefs. **There are 4 ways in which people engage race:**

1. Emotional
2. Intellectual
3. Moral
4. Social.

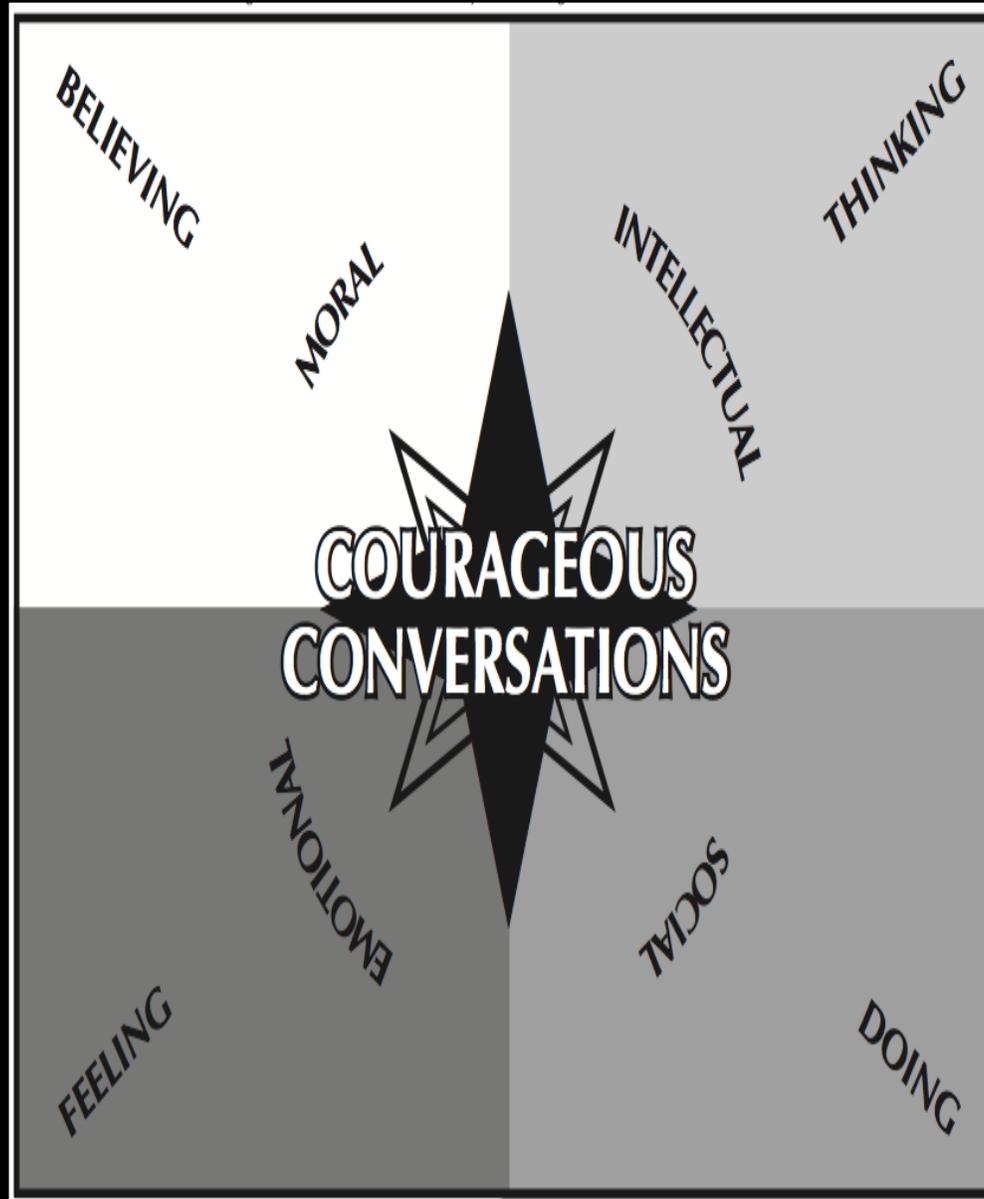


# The Courageous Conversation Compass:

## Four Ways We Respond To Racial Information, Events Or Issues

1. Morally –  
From a deep seated *belief* position; from rightness or wrongness; gut feelings; may not be verbally expressed...

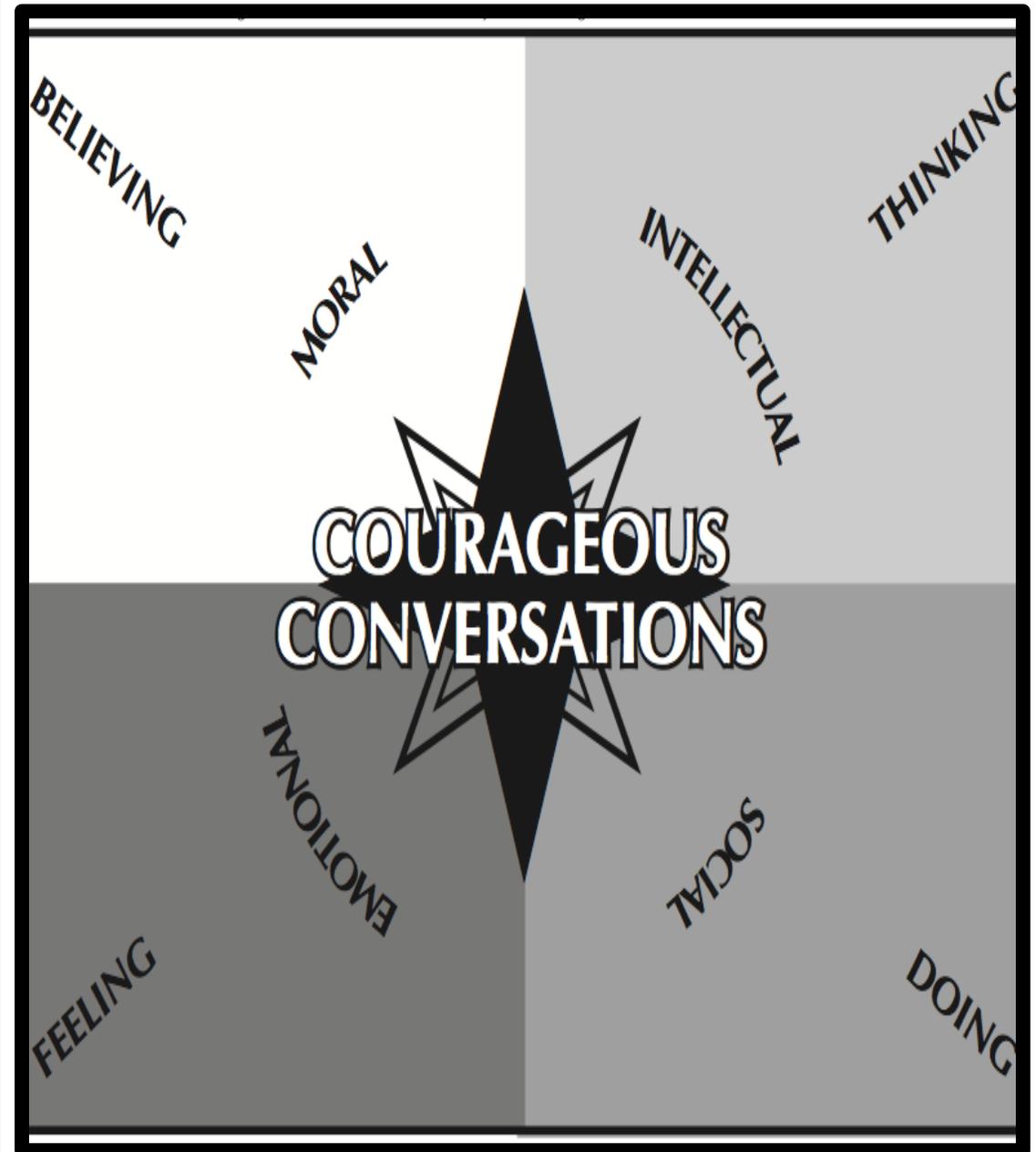
2. Emotionally –  
By showing our feelings – anger, sadness, joy or embarrassment...



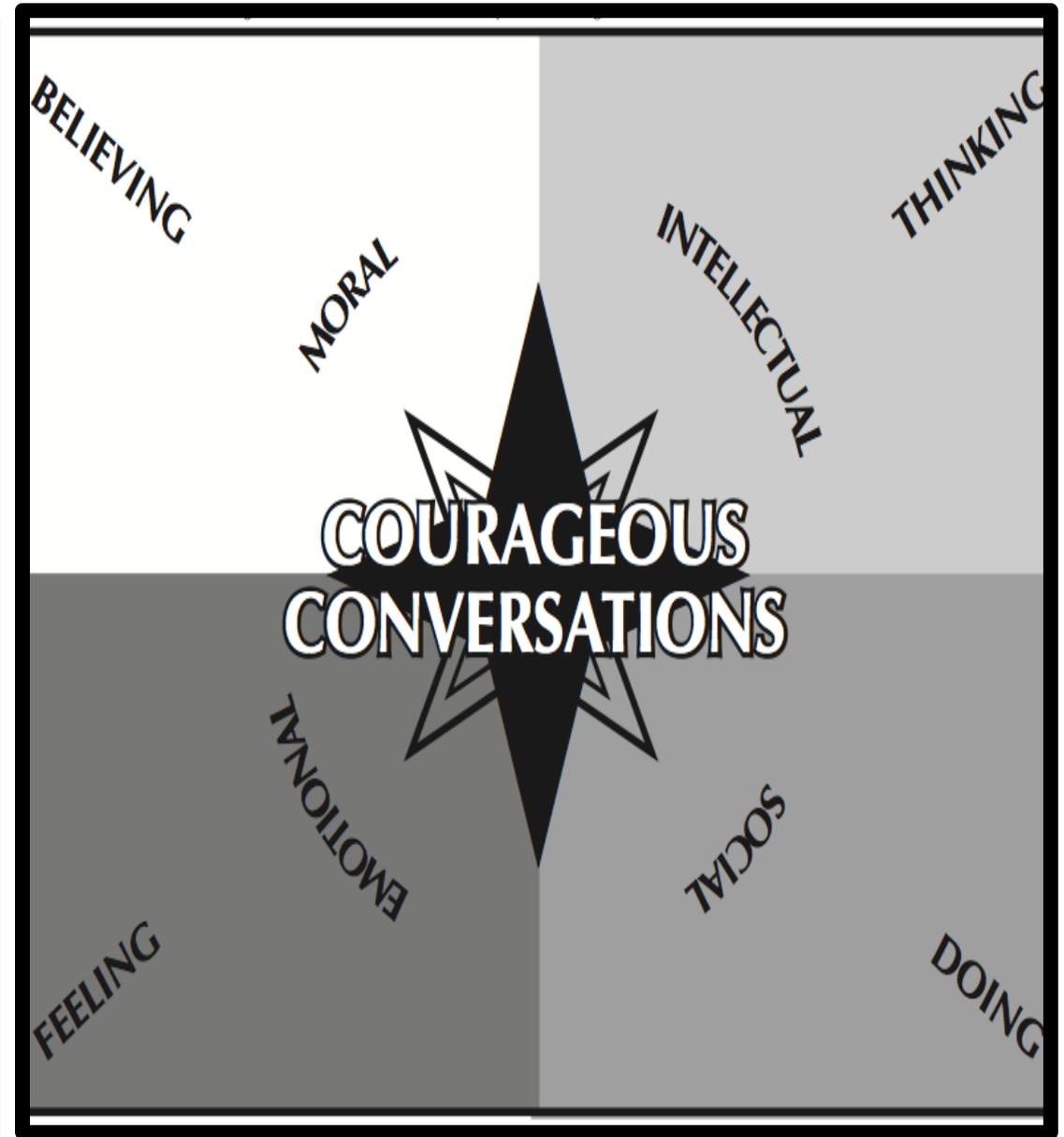
3. Intellectually –  
By personally disconnecting; searching for more information or data; verbalizing; using our best thinking...

4. Socially -  
By our doings; behaviors; actions...

- **Per investigations by Ruth Sullo, Confratute, 2016 - Math teachers unknowingly send racist messages that discourages children of color (REM) from math-related careers.**
- Per research by Dr. Marcia Gentry – Purdue University - Gifted program identification and equity: Gifted educators should care and can do something about it.
- **Per research by Dr. Marcia Gentry, Purdue University - Gifted Programs: Rife with underrepresentation of students who live in poverty, who come from culturally different families, and who speak English as their second language.**
- Per Research by Grissom and Redding - Vanderbilt - Black students are less likely to be assigned to gifted services in math and reading; a pattern that persists when controlling for other background factors, such as health and socioeconomic status, and characteristics of classrooms and schools.
- **Per Research by Ford & Whiting - Progress has been inadequate as underrepresentation persists at high levels nationally, especially among Black males.**



- **Affirmative Action**
- **Bilingual Education**
- **President Obama – 6 1/2 months left in office.**
- **Police killed at least 102 unarmed black people in 2015, nearly twice each week.**
- **July, 2016 - Dallas, Texas – African-American male with assault weapons ambush and kills six Dallas police officers; claims he's out to kill White cops to avenge death of Black man killed in Louisiana by cops earlier in week.**



# Respond To The Following Statement. Use The Courageous Conversation Compass

Underrepresentation of REM learners in gifted programs *is not* a matter of low intelligence, or no or low gifted potential that disqualifies them for gifted services.

REM learners have as much intelligence and gifted potential as other learners. Negative attitudes about race among some educators who have a significant role in identification, tend to disqualify REM learners from gifted services.

## Using The Compass, Deepen The Conversation Using Current Relevant Racial Events/Issues. Choose One *Event/Issue* From Either Side Of The Column.

- **U of MO President steps down amid racial tensions related to systemic racism...**
- **White South Carolina school police officer slams and drags Black female student...**
- **Black Lives Matter Movement...**
- **Charleston, South Carolina Church Shootings and the Confederate Flag...**
- **Sandra Bland; illegal lane change arrest; her mysterious death while jailed...**
- **Michael Brown, Ferguson, Missouri – “Hands Up. Don’t shoot...”**
- **Trayvon Martin/George Zimmerman...**
- **A dysfunctional congress and their poor collaboration with a REM president**
- **By 2020, REM learners projected to comprise more than half of all public school learners (NCES 2010).**
- **Elitist student assessment practices and definitions of giftedness create segregation by class and REM groups (Adapted-Richert, 2003).**
- **Gifted and AP classes most segregated of any classes in our public schools. At no time in our history has this been otherwise apparent (Ford, 2011).**
- **Recent U.S. math tests show large achievement gaps between minority and White students as well as between poor and affluent students.**
- **The political movement for “excellence” in education...has had a negative effect on gifted education. Under the guise of “excellence for all,”...next slide...**

## Deepening The Conversation. Continue With the Compass Using Current “Relevant Race Issues.” Choose one Issue from either side of the columns.

- Texas' school board adopted publishers' Mc-Graw-Hill's social studies series that implied that slavery never happened; that slavery was early America's engagement in *business* using transported “workers,” “immigrants,” from Africa.
- The civil war was a states rights issue, not a human oppression issue.
- **The DREAM Act (Development, Relief, and Education for Alien Minors)** legislation allows the best and brightest young aliens to earn legal U.S citizenship after rigorous and lengthy process; applies to those brought to the U. S. as minors through no fault of their own by their parents, and who know no other home.

- ...continued from previous slide -*
- ...excellence for REM students with gifted potential, regardless of social background, has too often been sacrificed (Ortiz, 2000).**
- The national impetus for school reform has led many schools to adopt reform models that eliminate programs for the gifted, especially in economically disadvantaged districts (Richert, 2003).
  - Cultural insensitivity (Harmon, 2002) or peer pressure (Ford, 1998; Fordham & Ogbu, 1986) are other reasons for the absence of gifted African-American students in highly academic and gifted education programs. The students choose not to participate for these reasons.

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- **July, 2016 - Black man killed by White cop after being stopped for broken rear light. While reaching for his identification, cop shoots and kills him.**

# **Facilitate Greater Depths In The Conversation. Continue With the Compass Using “Six Conditions” And A “In What Ways Do I” Approach (IWWDI)**

- 1. IWWDI relate to REM underrepresentation personally, locally and in immediate contexts?**
- 2. IWWDI acknowledge the broader scope of diversity and factors and conditions contributing to REM underrepresentation as a race matter?**
- 3. IWWDI understand the social & political aspects of race and engage multiple perspectives to initiate critical understanding?**

- 4. IWWDI believe, think, feel and do (act) regarding REM learners and underrepresentation?**
- 5. IWWDI define; understand; feel about race?**
- 6. IWWDI see the presence and role of Whiteness (as defined in this information) and its impact on REM learners and underrepresentation?**

# Other Useful Tools - Essential Questions

1. Using gifted education, race & racism as a lens, what is it that you need to know and be able to do to overcome REM underrepresentation?

2. Using gifted education, race & racism as a lens, how will you know when you have experience success in your efforts to overcome REM underrepresentation?

3. Using gifted education, race & racism as a lens what will you do when you discover what you don't yet know, and are not yet able to do to eliminate REM underrepresentation?

Respond with Personal Questions Below:

Respond with Professional Questions Below:

## Other Useful Tools - Reflection

### Reflect and Group Discuss:

1. To what degree does *your school system* have will, skill knowledge and capacity to understand and address issues of race as it relates to REM learners underrepresentation in the systems' gifted programs and services?
2. Describe an occurrence in *your professional role in which you* demonstrated will, skill, knowledge, and capacity to understand and address REM learners underrepresentation in gifted programs and services?