Facing Challenges of Race & Ethnicity in the Gifted Education Classroom

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Overview-

- Enhancing your cultural sensitivity
- RACE: Facing it & developing environments where it is celebrated, not ignored or denigrated
- Challenges of being culturally diverse and gifted
- Effective practices that work in diverse settings
- Resources

Elephant in the room
# 9 Terms EVERY ‘Race-Sensitive’ Educator Should Know

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<table>
<thead>
<tr>
<th>Term/Phrase</th>
<th>Definition/Source</th>
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<tbody>
<tr>
<td>Acculturation</td>
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<td>Code Switching</td>
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<td>Colorblind</td>
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<tr>
<td>Cultural Mismatch</td>
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<td>Disproportionality</td>
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<td>Dual Consciousness</td>
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<tr>
<td>Micro-aggressions</td>
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<td>Mirror books</td>
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<td>Multiculturalism</td>
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Fig. 1

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Microaggressions

- [link](http://www.buzzfeed.com/hnigatu/racial-microagressions-you-hear-on-a-daily-basis)

Daily challenges faced by diverse gifted students -

- Low expectations; discriminatory classroom environments
- Classroom teachers with limited cultural understandings/cultural mismatch
- Challenges accessing high end curriculum/special programs

- School Counselors who do not fairly and equitably Advise/Guide students into high level coursework; inform students of support services
- Fitting in; Denial of Cultural Legacy; retention in services
- Celebrating the blessings and bearing the burdens of race
Cultural Mismatch between students & teachers

- Majority of classroom teachers in America today are middle class White females or others from Middle Class backgrounds who tend to have lower expectations of students in high poverty settings and of Hispanic & African American students, in general (Gifted Education educators generally mirror these same statistics)

Triple Quandary Revisited

(Dr. A. Wade Boykin, 96)

Quandary is....

- dilemma
- predicament
- jam
- sticky situation
Challenges posed by the ‘Quandary’

- Being the only ‘one’ in a group with different interests, different motivations
- Lack of exposure to enriching opportunities early and consistently
- Challenged by a society that portrays diverse youth as aberrant, destined to fail & disrupt instead of succeed & contribute

WE can TEACH Children/Youth to..

• RISE ABOVE THE QUANDARY

New Research re: Successful culturally diverse students

• Many originate from supportive, cohesive households with strong extended family support even in the midst of limited economic capital (Davis, 2007)

• Students share personal anecdotes of how others support and appreciate their success, this support encourages them to excel (Grantham, 2002)
More.....

- High achieving students focus attention on their academic goals when they are exposed to future oriented, scholarly like environments (Hrabowski & Greif, 1998)

- High achieving students internalize a strong bicultural identity that enhances their cognitive and affective capacities to academically achieve (Manley, 2012)

In Sum:

- Successful students ingeniously create a bicultural identity/personality that allows them to be as comfortable in the mainstream culture as in a black community/environment.

- Essentially, these students are more able to easily ‘code switch’ than others (and often more willing), thus, being at ease in intellectually challenging environments

Unlocking potential of ‘high flyers’

<table>
<thead>
<tr>
<th>Young Genius</th>
<th>Area/Category of Expertise</th>
<th>How potential was ‘unlocked’</th>
</tr>
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</table>
| Joshua Coles | Chess Champion, in 2010 youngest black chess master | Setting goals, patience, dedication and hard work. Parents sent her to after school program in Philadelphia; kept her focused on school.
| Zora Ball    | At 7, youngest to create a mobile video game | Parents encouraged education; listen to their parents… it all comes down to the support she’s had from home.
| Miatta McCrummady | High school senior taking advanced Science, Math courses | Working hard on schoolwork, parents kept her focused on school.
| Saheela Ibraheem | 15 with near perfect SATs, admitted to 13 Ivy league colleges; chose Neuroscience/neurobiology | Parents encouraged education; listen to their parents… it all comes down to the support she’s had from home.
| Kelvin Doe   | Engineering whiz from Sierra Leone; youngest to build batteries, generators and transmitters | Parents encouraged education; listen to their parents… it all comes down to the support she’s had from home.
Hip hop, Grit & Academic Success – Dr. Bettina Love

- https://www.youtube.com/watch?v=tkZqPMzgvzg

Importance of Engaging Families

- Be aware/sensitive to varied family types in communication
- Social support systems may include extended families, church and community leaders
- Make no assumptions about what families will know about gifted/advanced programming
- Survey/inventory of needs; provide services based on level of need

Tiered Service Model (Davis, 2012)

<table>
<thead>
<tr>
<th>Tier</th>
<th>Activities</th>
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<tbody>
<tr>
<td>Tier I</td>
<td>Distribution of Literature in Community, Program Services Overview at PTA,</td>
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<tr>
<td></td>
<td>Involvement of Faith &amp; Civic Leaders to share information beyond audience</td>
</tr>
<tr>
<td>Tier II</td>
<td>Participation in Workshops, Characteristics &amp; Learning Needs of the Gifted,</td>
</tr>
<tr>
<td></td>
<td>Achievement motivation, College &amp; Career Preparation</td>
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<tr>
<td>Tier III</td>
<td>Service on Advisory Council, Training to serve as Mentors to other parents,</td>
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<td></td>
<td>Training to serve as Workshop Leaders, Community Liaison</td>
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Q&A
Thank you!!

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