

Retention of African Americans in Gifted Education: Lessons Learned from Higher Education

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Abstract

Predominately White institutions of higher education have focused a considerable amount of attention on the underrepresentation of African American and other ethnically diverse students in colleges and universities. To address this problem, colleges and universities have focused not just on recruitment but also on the retention of African American students in these predominately White institutions. They have recognized that efforts to address underrepresentation cannot be limited to recruitment efforts; they must also consider factors associated with retention in the underrepresentation equation. We contend that gifted education embodies many of the same attributes, challenges, and barriers that predominately White colleges and universities possess for African American students. We recognize that, in public school systems, educators—teachers, school counselors, and administrators—have made much progress in recruiting culturally diverse populations in gifted programs. Despite the efforts, too many African American students are not being retained in gifted education programs. Using Sedlacek's non-cognitive variables (1987, 1989, 1991, 1994, 1996, 1998), we examine the notion of retention and its many implications for gifted education. Thus, we offer, using these variables, recommendations for improving the retention of African American students in gifted education.

A persistent problem in public schools is the underrepresentation of African American students in gifted education and enrichment programs. Each year, many public school systems, around the country, expend substantial resources and funds to attract these students to gifted education programs. These efforts have led educators—teachers, school counselors, and administrators—to use a variety of approaches (i.e., referral, screening, assessment, and placement) to increase the representation of African American students and other students of color in gifted education.

In 1994, Ford postulated that the representation of African American students can only improve when educational professionals (i.e., teachers, school counselors, administrators, etc.) begin to focus more on "recruitment and retention." Furthermore, Ford advocated that educators go beyond the notion of "recruitment"—finding and placing students in gifted education. She further advised educators: (a) to

find effective measures, strategies, policies and procedures to better recruit diverse students; (b) to find more effective and inclusive ways of retaining these students in gifted programs once recruited; and (c) to collect data on factors affecting both the recruitment and retention of diverse students in gifted education in order to more fully understand the underrepresentation problem.

In the research literature, there is a dearth of articles, book chapters, books, and monographs that focus on the "retention" of African American students in gifted education. A disproportionate of the literature focuses on retention (Moore, Ford, & Milner, 2005b). The primary "culprit" for African American students' underrepresentation has been attributed to recruitment issues, usually associated with testing. In other words, the vast majority of research and scholarship on gifted education suggest that poor test performance is the most salient reason why African American and other

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Donna Y. Ford



Recruitment And Retention Of African American Students In Gifted Education Programs Implications And Recommendations:

The Recruitment and Retention of African-American Students in Gifted Education Programs Donna Y. Ford,1994 The Recruitment and Retention of African-American Students in Gifted Education Programs: Implications and Recommendations, Recru ..., United States Department of Education , *The Recruitment and Retention of African-American Students in Gifted Education Programs* Donna Y. Ford,1994 Diversity in Gifted Education Gillian Eriksson,Belle Wallace,2006-10-05 This timely book brings together experts from around the world to share expertise and best practice to form an eclectic collection of the best approaches for teaching gifted and talented children from different cultures Each chapter presents an overview of international perspectives on the issues of multi cultural and gifted education examines the critical issues related to cultural definitions of giftedness in programming for diverse gifted students presents regional case studies in order to inform practitioners best practice examines issues of access for gifted students in relation to culture poverty race and gender In addition details of websites and associations which offer support and advice are also provided making this book an invaluable resource for academics researchers teachers and parents of gifted and talented children **Academically Gifted African American Male College Students** Fred A. Bonner II,2010-01-22 The first ever study of African American giftedness at the collegiate level focusing on two extraordinary case studies At a time when so many studies of African American students focus on the factors of failure Academically Gifted African American Male College Students fills a conspicuous void in the research literature on post secondary education by focusing on success Like no other work before it this remarkable study goes deep inside the experiences of academically gifted African American men who successfully navigate their way through rigorous college level programs At the heart of the unique and long overdue work are two real life stories of African American male students one at a Historically Black College and University HBCU and the other at a Traditionally White Institution TWI In presenting comparing and contrasting these two cases the book identifies a number of personal characteristics and institutional approaches driving their notable achievements The result is a guidebook both for gifted African American male students and for the institutions looking to strengthen their support for them particularly in science technology engineering and mathematics STEM disciplines Underachievement in Gifted Education Kristina Henry Collins,Javetta Jones Roberson,Fernanda Hellen Ribeiro Piske,2023-08-30 This book provides an opportunity for researchers professionals and practitioners working directly with gifted individuals to engage with and examine the concept of underachievement of highly capable and talented individuals from different perspectives Chapters written by experts in gifted education from diverse backgrounds explore underachievement in principle illuminate underachievement as a response to written and unwritten policy and practice showcase ranges of intellectual capability outside of traditional academic subjects shift deficit views of not meeting rigid expectations to honoring interests and cultural values of the

individual and provide suggested and proven practices and services as solutions to bridge the gaps in achievement and performance for gifted and talented students Expertly blending theory with practice *Underachievement in Gifted Education* is a must read for all practitioners educators of gifted individuals and researchers seeking more opportunities to help students align how they choose to exhibit their talent and efforts with external and internal expectations personal interests and cultural values to reach their maximum potential

The SAGE Handbook of Gifted and Talented Education Belle Wallace, Dorothy A. Sisk, John Senior, 2018-11-20 The SAGE Handbook of Gifted Talented Education provides a comprehensive and international overview of key challenges and issues in the field of gifted education making this an invaluable volume for individuals in the fields of education public and private school administration psychology and beyond Containing contributions by a range of expert authors from around the world chapters include discussions of the wide range of human abilities and talents which impinge upon academic success with explorations of various political social and economic factors which influence how giftedness and gifted education is defined and understood in different regions around the globe PART 1 CONCEPTS OF GIFTEDNESS AND IDENTIFICATION SOCIAL AND EMOTIONAL NEEDS PART 2 EDUCATIONAL PROVISION PROGRAMS AND STRATEGIES PART 3 GLOBAL RESPONSES TO EMERGING G T PROVISION DEFINING THE FUTURE

International Handbook of Giftedness and Talent K. A. Heller, F. J. Mönks, R. Subotnik, Robert J. Sternberg, 2000-12-18 The first edition of this popular reference work was published in 1993 and received critical acclaim for its achievement in bringing together international perspectives on research and development in giftedness and talent Scholars welcomed it as the first comprehensive volume in the field and it has proved to be an indispensable resource to researchers Since the first edition the scholarly field of giftedness and talent studies has expanded and developed welcoming contributions from researchers in related disciplines Several theoretical frameworks outlined in the first edition have now been empirically tested and a number of new trends have emerged The Second Edition of the *International Handbook of Giftedness and Talent* provides an invaluable research tool to academics researchers and students interested in the field of giftedness and talent The contributors are renowned in the field and the broad range of topics on giftedness that have been studied in the past century right up to the late 1990s are represented in this volume It is truly international in scope bringing together leading scholars and teachers from all around the world This new edition has been fully updated and rewritten and includes 22 completely new chapters It provides a comprehensive review and critical synthesis of significant theory a unique cross national perspective with contributions from over 100 distinguished authors covering 24 nations significant contributions from scholars working in related fields an increased focus on empirically supported scholarship and is arranged for quick and easy reference with comprehensive subject and author indexes

Building a Bridge Between Gifted Education and Total School Improvement Joseph S. Renzulli, 1995 Intended for those in large school communities who are looking for ways to improve the creative productivity and academic achievement of all students The Schoolwide Enrichment Model SEM

provides educators with an adaptable framework for bringing the lasting improvements to education that school personnel have sought for so long Describes three service delivery components and several organizational components of the SEM that can be used to provide high level learning opportunities for all students Glossary References **Building on Resilience**

Fred A. Bonner II, 2023-07-03 How do we fix the leaky educational pipeline into a conduit of success for Black males That the issue is critical is demonstrated by the statistics that only 10% of Black males in the United States are proficient in 8th grade reading only 52% graduate from high school within four years and only 35 percent graduate from college This book uniquely examines the trajectory of Black males through the educational pipeline from pre school through college In doing so it not only contributes significantly to the scholarship on the experiences of this population but bridges the gap between theory and practice to provide frameworks and models that will improve these young men s educational outcomes throughout their educational journeys A compelling feature of the book is that that it does not treat Black males as homogeneous but recognizes the diversity that exists among Black males in various educational settings It demonstrates the need to recognize students intersectionalities and individual characteristics as an essential preliminary to developing practices to improve outcomes at every educational stage Throughout the contributing authors also focus on the strategies and experiences of Black males who achieve academic excellence examining growth producing and asset based practices that can be sustained and that build upon the recognition that these males have agency and possess qualities such as resilience that are essential to their learning and development The frameworks and models that conclude each chapter are equally commendable to K 12 educators and administrators higher education faculty student affairs practitioners and administrators and policymakers for whom templates are provided for rectifying the continuing inequities of our educational system Talented Children and Adults

Jane Piirto, 2021-09-03 This third edition of the widely popular Talented Children and Adults Their Development and Education has been revised to include the most up to date information on talent development Written by a nationally recognized author in the field of gifted education this textbook explores the factors that encourage talent development from birth through adulthood with specific chapters focusing on children from birth to age 2 elementary and middle school students high school and college students and adults Talented Children and Adults includes information for identifying talented students developing programs for these students identifying creativity and creating appropriate curricula The book also addresses counseling and guidance for talented students as well as underserved populations Each chapter begins with a vignette and case studies from students and educators in the field are included at the end of each chapter This book is a must read for anyone who works with talented children and adults **Creating Equitable Services for the Gifted: Protocols for Identification, Implementation, and Evaluation**

Nyberg, Julia L., Manzone, Jessica A., 2021-11-12 Given the importance of the development of intellectualism and the need to ensure equity and access to learning experiences educators at all levels must be aware of research based protocols to identify serve and evaluate programs for diverse gifted learners It

is essential to understand how gifted education can increase equity in identification practices for historically underrepresented groups what the specific curricular opportunities are that must be provided to learners to develop gifted programs and what the key considerations are to the design and implementation of authentic and equitable programs for gifted learners Creating Equitable Services for the Gifted Protocols for Identification Implementation and Evaluation curates cutting edge protocols in the field of gifted education related to the areas of equitable identification implementation of services and programmatic assessment These protocols seek to initiate discussion and critical discourse regarding diverse gifted learners among higher education faculty state department personnel district administrators and classroom teachers Covering topics such as digital differentiation equitable assessment and STEM education this text is ideal for teacher education programs preparation programs university degree programs university credential programs certificate programs faculty graduate students state departments of education superintendents coordinators administrators teachers professors academicians and researchers

Families, Risk, and Competence Michael Lewis, Candice Feiring, 2014-04-04 The problems of studying families arise from the difficulty in studying systems where there are multiple elements interacting with each other and with the child How should this system be described Still other problems relate to indirect effects namely the influence of a particular dyad's interaction on the child when the child is not a member of the dyad While all agree that the mother father relationship has important bearing on the child's development exactly how to study this especially using observational techniques remains a problem While progress in studying the family has been slow there is no question that an increase in interest in the family systems as opposed to the mother child relationship is taking place This has resulted in an increase in research on families and their effects This volume by leading figures in child development on families attests to the growing sophistication of the conceptualization and measurement techniques for getting at family processes The third in a series that aims to address topics relevant to the developmental problems and developmental disabilities of retardation this volume is divided into two parts Section 1 presents basic family processes and approaches for describing family dynamics It deals with these issues from a broad perspective including studying families at dinner families in different cultural contexts and the understanding of family in nonhuman primates Section 2 looks at family processes in the service of studying families at risk The risk factors include poverty malnutrition and developmental delay and retardation The study of family processes in these contexts provides data on family dynamics as well as how these dynamics impact on the children's developing competence This volume will be informative for researchers clinicians and educators from a variety of disciplines and settings The editors aim is to bring a greater clarity to issues concerning the family life of children and highlight new research and possibilities for intervention

Resources in Education ,2001-04 *Beyond Stock Stories and Folktales* Henry T. Frierson, William F. Tate, 2011-09-20 Ask practically any academic department chair why they do not have more African Americans among faculty members and they generally respond with stock stories or folktales This title provides

historical conceptual and empirically based analyses focused on the development of African Americans in STEM fields

Finding John Galt Elizabeth Romey, 2013-08-01 This volume covers significant highlights in the history of gifted education addressing significant contributors to the field important political and policy concerns and programs and practices of note The book's scope is holistic using Ayn Rand's concept of men and women of the mind to frame giftedness as a quality of individuals that extends beyond the academic or schoolhouse setting and into a range of aspects of the lived human experience of gifted individuals

Underserved Gifted Populations Joan F. Smutny, 2003 An examination of such factors as environment culture age and gender that have made gifted students either invisible or unqualified for special services It explores the problems these target populations face and discusses creative strategies for identification and instruction

A Parent's Guide to Gifted Children James T. Webb, 2007 Practical guidance in key areas of concern for parents such as peer relations siblings motivation and underachievement discipline intensity and stress depression education planning and finding professional help

Multicultural Gifted Education Donna Y. Ford, 2021-09-03 Each year the United States witnesses significant changes in the demographics of its citizens Accordingly schools and the students we teach are also changing With such changes come the need responsibility and obligation for educators to provide students with an education that is both rigorous and culturally responsive This book bridges the gap that exists between educating advanced learners and educating culturally different learners Multicultural Gifted Education 2nd ed addresses various topics including racially and culturally diverse students and families historical and legal perspectives on educating gifted and minority students culturally responsive curriculum and assessment and counseling students from a multicultural perspective

The SAGE Handbook of African American Education Linda C. Tillman, 2008-07-17 This Handbook received an honorable mention at the 2009 PROSE Awards The PROSE Awards annually recognize the very best in professional and scholarly publishing by bringing attention to distinguished books journals and electronic content in over 40 categories This volume fills the tremendous void that currently exists in providing a much needed lens for cultural leadership and proficiency The approach provides a wide divergence of perspectives on African American forms of leadership in a variety of diverse leadership settings Len Foster Washington State University The SAGE Handbook of African American Education is a unique comprehensive collection of theoretical and empirical scholarship in six important areas historical perspectives teaching and learning PK 12 school leadership higher education current issues and education policy The purpose of the Handbook is to articulate perspectives on issues affecting the participation and leadership of African Americans in PK 12 and postsecondary education This volume also addresses historical and current issues affecting the education of African Americans and discusses current and future school reform efforts that directly affect this group Key Features Promotes inquiry and development of questions ideas and dialogue about critical practice theory and research on African Americans in the United States educational system Makes significant contributions to the scholarship on African Americans in the broad context of U S education and society Addresses the

central question in what ways do African Americans in corporate private and public positions influence and shape educational policy that affects African Americans The SAGE Handbook of African American Education is a unique comprehensive collection of theoretical and empirical scholarship in six important areas historical perspectives teaching and learning Pre K 12 school leadership higher education current issues and education policy TEACHERS OF COLOR A wise scientist once argued that to doubt everything or to believe everything often results in the same solution set both eliminate the need for reflection This handbook provides an intellectual space for those interested in true reflection on the human ecology of the African American experience in schools communities and society The Handbook of African American Education is a repository of information developed to advance the human service professional William F Tate IV Washington University in St Louis This handbook represents the most comprehensive collection of research on African Americans in education to date Its breadth spans the historical the political institutional and community forces that have shaped educational opportunities and attainment among African Americans The review of extant research on a range of topics from the role of culture and identity in learning teacher preparation educational leadership to higher education and educational policy is far reaching and cutting edge This volume has historic significance and will become a classic collection on African American education for scholars and practitioners alike Carol D Lee Professor Northwestern University Vice President Division G American Educational Research Association This handbook is needed as a basic reference for professors and graduate students conducting research on the education of Blacks in America Frank Brown University of North Carolina at Chapel Hill

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