SECOND EDITION

REVERSING UNDERACHIEVEMENT AMONG GIFTED BLACK STUDENTS

DONNA Y. FORD, PH.D.

Carol Ann Tomlinson, Sally M. Reis, Series Editor

Reversing Underachievement Among Gifted Black Students Donna Y. Ford, 1996 This text offers a discussion of the effort to end underachievement among gifted Black students and to increase the multicultural and multiracial representation of youth in gifted education Reversing Underachievement Among Gifted Black Students Donna Y. Ford, 1996 This text offers a discussion of the effort to end underachievement among gifted Black students and to increase the multicultural and multiracial representation of youth in gifted education **Reversing Underachievement Among Gifted Black Students** Donna Y. Ford, 2011 Explores the importance of identifying these students and the necessity of nurturing these unique young individuals Presents the challenges facing gifted African American students in schools and examines alternate ways of addressing these issues Focuses on the social cultural familial school and psychological factors that work to undermine gifted black students achievements but if explored could benefit them Provides educators with promising approaches to aid in the prevention of underachievement and under motivation **Using the National Gifted Education Standards for Teacher Preparation** National Assoc For Gifted Children, NAGC, Joyce Van Tassel-Baska, Ann Robinson, 2021-09-23 Standards have benefits particular to the field of gifted education In order to ensure equity and systematic talent search and programming it is essential that current and future teachers are educated in the relevant theory research pedagogy and management techniques important for developing and sustaining classroom based opportunities specifically designed for gifted learners By incorporating the 2013 NAGC CEC Teacher Preparation Standards in Gifted and Talented Education this guidebook helps university faculty at the undergraduate and graduate levels design or revise gifted education programs and partner with other educators in developing gifted education teachers Nurturing Talent in High School Laurence J. Coleman, 2005 This is a fascinating chronicle of the lives of academically talented and gifted adolescents living in a special residential public high school The author who lived as a resident in the school's dormitory provides rare insights on how environment and potential talent interact inside a school to impact identity talent and advanced development By exploring the special context of the school this volume shows how the combination of rigorous academics and living with other talented children can create a high energy environment that accelerates the pace of development although many students may be unprepared to keep pace they do examines in depth issues of equity and excellence status and identity depicts a high school where equity and excellence co exist and offers an explanation for this unusual phenomenon in American high schools offers valuable information that can be applied to a variety of gifted and talented programs and other specialized learning environments and exemplifies a distinctive dedication to qualitative research methods setting a new standard for conducting such research

Differentiation for Gifted and Talented Students Carol Ann Tomlinson, Sally M. Reis, Series Editor, 2004-03-06 The expert guide to the differentiation of curriculum and instruction for the gifted and talented Drawing many comparisons and contrasts between gifted and general education best practices the articles in this volume highlight the many benefits of

flexible instruction and curriculum discuss impediments to the successful adoption of differentiation in classrooms and school districts and show how educators can overcome these obstacles collaboratively Key features include Overview and thought provoking commentary by Carol Ann Tomlinson a national leader in differentiation strategies A view of differentiation through multiple lenses and the actual and potential benefits gifted and general education derive from its implementation Eleven influential articles from leading researchers and educators in the field of differentiation Within this valuable reference guide readers will also find specific models general curriculum guidelines specific instructional strategies and other tools and methods that will help them monitor learner needs and adapt curriculum accordingly The ERGE Series The National Association for Gifted Children series Essential Readings in Gifted Education is a 12 volume collection of seminal articles from Gifted Child Quarterly Put the knowledge and power of more than 25 years of research on giftedness and talent into your hands with the leading theories studies and findings the experts in the field have to offer African American Psychology Faye Z. Belgrave, Kevin Wendell Allison, Camilla W. Nonterah, 2025-08-18 African American Psychology From Africa to America provides a comprehensive and integrated introduction to the field The Fifth Edition presents recent advances and developments in African American psychology including new coverage of systematic and institutional racism Black empowerment COVID 19 s impact on Black communities and increased attention to heterogeneity within the Black community **Rethinking Gifted Education** James H. Borland, 2003-01-01 Gifted education is in a period of transition unlike any it has experienced in this generation Thinkers within the field and without are questioning the practice of gifted education the theoretical foundations on which this practice rests and even the value and legitimacy of the concept of giftedness This fresh and provocative volume contains essays by leading thinkers on gifted education and by writers outside the field who have examined it critically Each author examines reconsiders and challenges the assumptions and beliefs underlying the theory and practice of gifted education providing a roadmap to guide both current considerations of and **Expanding Definitions of Giftedness** Guadalupe Valdes, 2014-04-04 This future planning for gifted education programs book is about bilingual young people who have been selected by their families to carry out the hard work of interpreting and translating to mediate communication between themselves and the outside world between minority and majority communities It examines the experiences of these young interpreters and the skills they develop in order to fulfill this role The authors purpose in this volume is to contribute to extending current definitions of gifted and talented by proposing and offering evidence that the young people who are selected to serve as family interpreters perform at remarkably high levels of accomplishment when compared with others of their age experience and environment and should thus clearly be included in the 1993 U S federal definition of giftedness They maintain that not only are these capabilities currently overlooked by existing assessment procedures but also that there is little understanding of the ways in which the unique talents of young interpreters might be nurtured and developed in academic settings A strong case is made that in order for such students to

be identified as gifted on the basis of their bilingual abilities the field of gifted and talented education must embrace the concept that bilingualism is a strength The field must also make developing bilingualism a focus of programs designed to meet the needs of the increasingly multilingual student population in the United States The research this book reports part of a larger five year study of giftedness through linguistic and cultural lenses funded by OERI through the National Research Center on the Gifted and Talented was conducted by researchers whose background is very much outside the field of gifted education Rather their focus is on language working within the traditions of qualitative sociolinguistics Thus this book offers a unique approach to the exploration of giftedness It asks researchers and practitioners ordinarily accustomed to working with quantitative data to examine and make sense of detailed and rich analyses of students linguistic performance and argues that it is only by understanding the challenges of such bilingual interactions that the field of gifted and talented education can expand and reframe its vision of giftedness **Retaining African Americans in Higher Education** Lee Iones, 2023-07-21 Retention of African Americans on campus is a burning issue for the black community and a moral and financial one for predominantly white institutions of higher education This book offers fresh insights and new strategies developed by fifteen scholars concerned by the new climate in which affirmative action is being challenged and eliminated This is the first book devoted specifically to retention of African Americans in higher education and is unique in addressing the distinct but inter related concerns of all three affected constituencies students faculty and administrators Each is considered in a separate section The student section shifts attention from to paraphrase McNairy fixing the student to focussing on higher education s need to examine and where appropriate revise policies curriculum support services and campus climate Responding to the new agenda shaped by the opponents of affirmative action but rejecting the defensive x percent solutions espoused by its proponents this book puts forward new solutions that will provoke debate Section II begins with a survey of the literature on African American administrators and presents a Delphi study of twelve administrators to provide an understanding of pathways and barriers to success The contributors then consider the importance of developing community support and creating alliances the role of mentoring and the setting of clear expectations between the individual and the institution Starting with the recognition that African Americans represent less than five percent of full time faculty the chapters in the final section examine the effects of the dismantling of affirmative action the consequences of faculty salaries trailing more lucrative non academic employment the declining enrollment of students of color the politics of promotion and tenure and issues of identity and culture The book concludes by stressing the roles that parents faculty and administrators must play to empower African American students to take responsibility for their own academic performance This is a compelling controversial and constructive contribution to an issue of national importance

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