

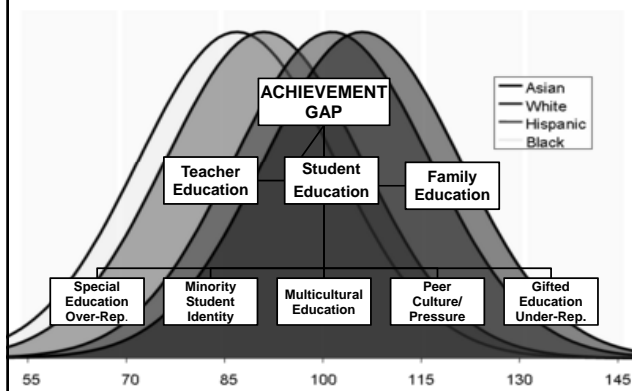
**Gifted Education:
Under-Representation, Black
Males & Underachievement**

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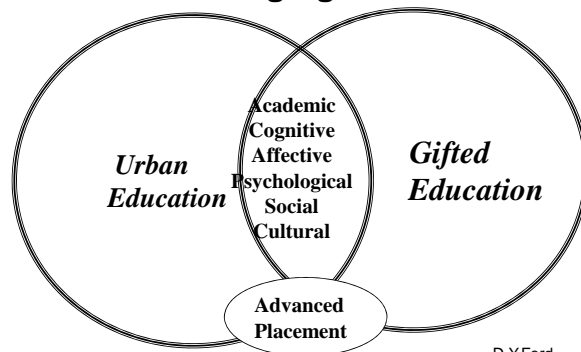
Outline

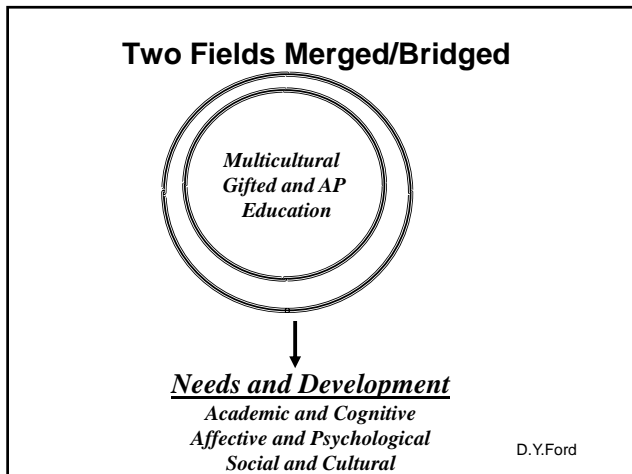
- Under-Representation Overview
 - Recruitment and Retention Barriers
- Black Males: *From at risk to at promise*
 - *Cultural styles*
 - Teaching styles
- Reversing underachievement
 - Achievement gap
 - Critical thinking
 - Racial identity
 - Multicultural gifted education

D. Ford's Research Foci

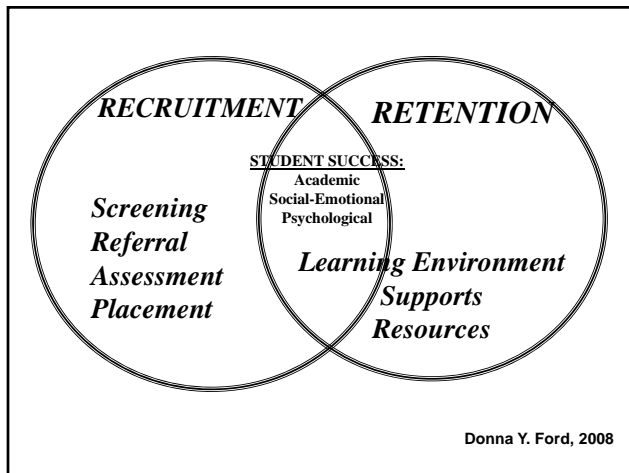
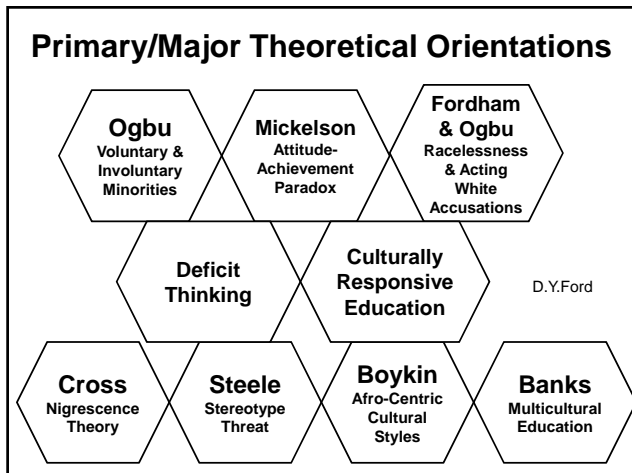


Meeting the Needs of CLD Gifted Students: Bridging Two Fields





- ### Concepts to Consider
- **Desegregation/Recruitment**
 - **Integration/Retention**
 - **Disparate Impact**
 - **Defensibility**
 - **Equity**
 - **Accountability**
 - **Potential & Talent Development**
- D.Y.Ford



OCR

What is unacceptable (beyond chance) discrepancy/under-representation?

o 20% discrepancy

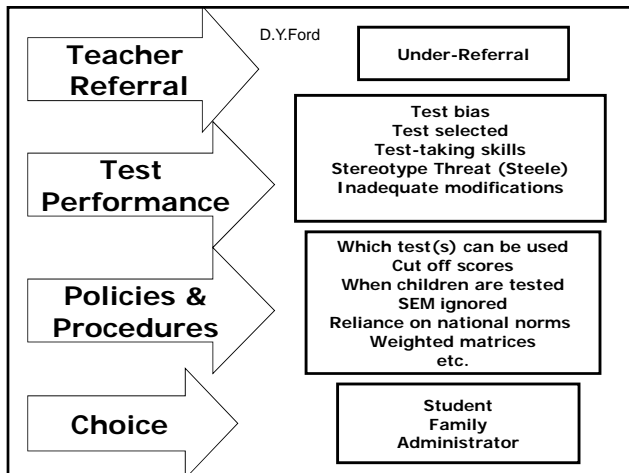
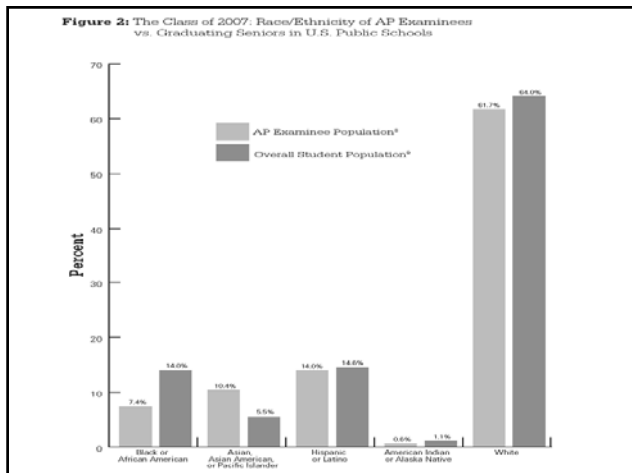
o Chi-square (actual vs. expected frequency)

D.Y.Ford (2008) **OCR 2004 Data** Ford & Whiting (2008)

Race / Ethnicity

Data Items	Sex	American Indian/ Alaska Native		Asian/ Pacific Islander		Hispanic		Black (non-Hispanic)		White (non-Hispanic)		Total	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Membership	M	303,050	0.63	1,115,281	2.32	4,678,855	9.72	4,128,695	8.58	17,502,371	30.7	1,152,822	51.37
	F	290,833	0.60	1,053,080	2.19	4,177,418	9.22	3,996,614	8.30	13,833,433	25.0	1,152,822	48.63
Tot		593,883	1.23	2,168,361	4.51	8,856,273	18.94	8,125,309	16.88	28,335,804	58.42	2,305,644	100.00
Gifted / Talented	M	14,575	0.46	125,333	3.9	6,011	6.01	124,533	3.89	103,694	34.46	1,152,822	6.73
	F	16,349	0.51	132,457	4.14	202,385	6.32	163,254	5.10	1,127,719	35.24	1,152,822	47.27
Tot		30,924	0.97	257,790	8.05	394,808	12.33	287,828	8.99	2,231,413	69.67	2,305,644	100.00
AP Math	M	983	0.03	1,151	0.05	19,265	4.54	11,311	2.66	153,604	36.16	216,721	51.02
	F	1,151	0.03	1,151	0.05	19,265	4.54	11,311	2.66	153,604	36.16	216,721	48.98
Tot		2,134	0.06	2,302	0.10	38,530	9.08	22,622	5.32	307,208	72.32	433,442	100.00
AP Sci	M	1,151	0.03	1,151	0.05	15,111	3.98	39,845	9.43	31,042	7.35	282,554	67.53
	F	1,151	0.03	1,151	0.05	15,111	3.98	39,845	9.43	31,042	7.35	282,554	67.53
Tot		2,458	0.06	2,302	0.10	30,222	7.46	79,690	18.86	62,084	14.70	422,513	100.00

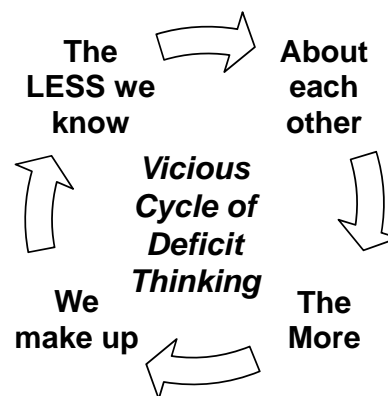
Annotations: 60% (Black Males), 40% (Asian/Pacific Islander), 47% (Black Females), ~ 150,000 Black Males, ~ 100,000 Black Females



Access to AP

- Faculty recommendations 58.8%
- Participation in prerequisite courses 53.3%
- Course grades 49%
- Exams (PSAT National Merit Scholarship Qualifying Test) 7%

(Opening Classroom Doors: Strategies for Expanding Access to AP, 2002, AP Teacher Survey Results, p. 19)

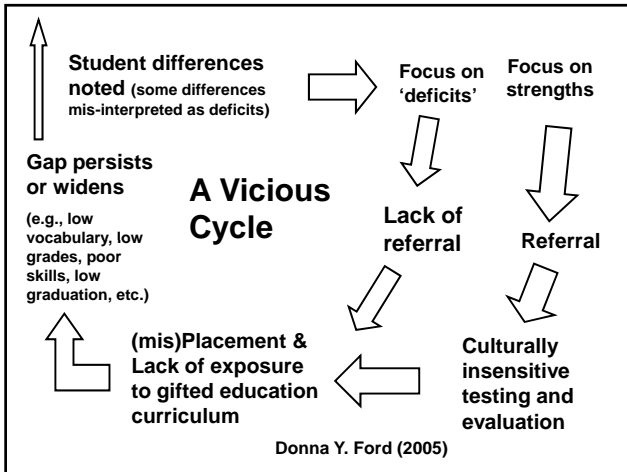


Teacher Referral Research

- Fitz-Gibbons (1974) – Black students
- Plata & Masten (1998) – Latino and White students
- Forsbach & Pierce (1998) – Black, Hispanic, Asian, and White students
- Elhoweris, Mutua, Alsheikh & Holloway (2005) – Black, Asian, and White students
- McBee (2006) – Black, Latino, Asian, and White students
 - ALL elementary schools in Georgia
- Shaunessy, McHarton, Hughest, Brice & Ratliff (2007) – Hispanic – Latino students

Summary of Teacher Referral Research

- ALL studies, White and Asian students were referred and/or over-referred
- In ALL studies, Black students were under-referred
- Latino students under-referred, but not at the same level as Black students

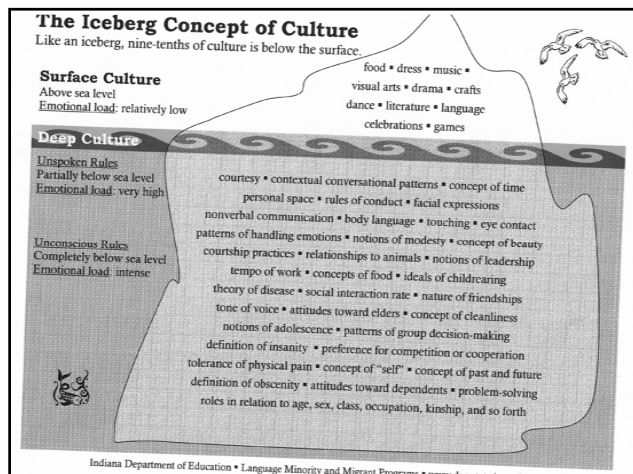


**Black Males:
Undiscovered Gifts**

**From At Risk to
At Promise**

- Topics**
- Culture and Gender Styles
 - Cultural clashes
 - Afro-centric cultural styles
 - Teaching styles vs. learning styles
 - Semaj Booker
 - Needs/issues and recommendations for change

- Questions to Consider**
- Which gender and racial group faces negative stereotypes most often?
 - What negative stereotypes exist about Black males? What positive stereotypes exist about them?
 - How often do Black males see positive images of themselves in the media/news? school/academic settings? curriculum/ textbooks?
 - What role models do Black males see in school settings? (e.g., male teachers)



Boykin and Black Males: Afro-Centric Cultural Styles

- Spirituality
- Harmony
- Movement
- Verve
- Affect
- Communalism
- Expressive individualism
- Oral tradition
- Social time perspective

Spirituality

- Belief that a non-material, religious force influences people's everyday lives; Acceptance of a non-material higher force that pervades all of life's affairs;
- Faithful; optimistic;
- Resilient;
- Intuitive.

*Few worries, optimistic, que sera sera,
passive, low stress*

Harmony

- The notion that one's fate is interrelated with other elements in the scheme of things so that humankind and nature are harmonically conjoined; harmony-- one's functioning is tightly linked to nature's order; sensitive to rhythm.
- Observant/Perceptive: Reads the environment well; reads non-verbal behaviors well – including inconsistencies between verbal and non-verbal.
- Keen sense of justice.
- *Human antennae; on defense/guard; watchful; suspicious; distrustful*
- *Need to fit in/belong; relationships matter*

Movement

- An emphasis on the interweaving of movement, rhythm, music, and dance, which are considered central to psychological health;
- A need to move; to be involved, to be active (physical over-excitability);
- Expresses self well non-verbally.
- *Active; lively; physical; tactile; kinesthetic*
- *Non-verbal communication --Shows what he is thinking/on his mind;*
- *Low tolerance for being sedentary*

Verve

- **A propensity for relatively high levels of stimulation;**
- **Energetic and lively;**
- **Tactile;**
- **Kinesthetic.**
- *Spirited;*
- *A challenge to concentrate while sedentary;*
- *Seeks mental and physical engagement*

Affect

- **An emphasis on emotions and feelings; strong emotions;**
- **Keen sense of justice, right and wrong;**
- **Sensitivity to emotional cues and a tendency to be emotionally responsive.**
- *Intense emotions; sensitive; quick to anger and love*
- *Strong allegiance to loved/respected ones*
- *Impulsive – feel then do; risk taker*

Communalism

- **A commitment to social connectedness -- social bonds and responsibilities transcend individual privileges;**
- **A commitment to the fundamental interdependence of people and to the importance of social bonds and relationships;**
- **A strong need for affiliation and social acceptance/approval; social; extraverted.**
- *Cool pose – need for affiliation; social; popularity important; extraverted; strong allegiance -- group/friends first*

Oral Tradition

- A preference for oral modes of communication -- speaking and listening are treated as performances;
- Call and response;
- Digression ('off topic', circular, non-linear)
- Oral virtuosity--use metaphorically colorful, graphic forms of spoken language (e.g., slang; storytelling, embellishments, jokes, metaphors, etc.); idiomatic expression;
- Tonality; pitch;
- Direct, blunt, "tells it like it is."

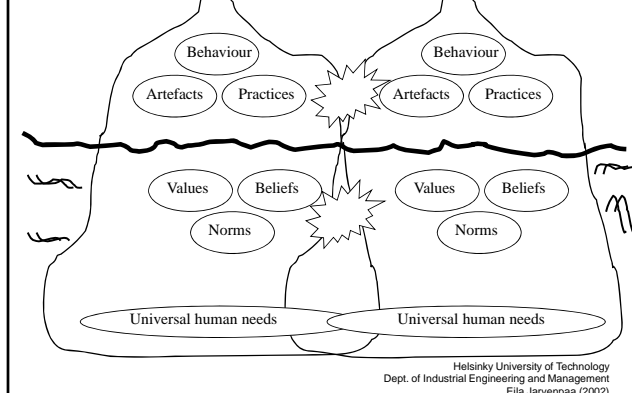
Expressive Individualism

- Seeks and cultivates a distinctive personality and style;
- A proclivity for spontaneity and genuine personal expression;
- Unique personal expression, personal style;
- Risk taker, independent, impulsive;
- Creative, innovative.
- *Challenges status quo*
- *Dares to be different*

Social Time Perspective: **Polychronic**

- Quality view of time;
- Time is not a commodity; time is not the master;
- The event is more important than the time; make time enjoyable;
- Time is circular, social;
- The here and now is important (the future is not guaranteed);
- Multitasks; make the most of time.
- *Able to (prefers to) multi-task;*
- *flexible, unhurried;*
- *Fun = quality time; interest and relevance must be high*

Two Icebergs Meet: Cultural Clash



Questions to Consider...

- Are the cultural styles of Black students/males necessarily 'bad' or negative (verve, communalism, oral tradition, etc.)?

- What happens when cultures – values, beliefs, attitudes – clash between teachers and students?

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Applying Boykin's Model to Individual Students

Name: _____ Subject/class: _____

Date: _____

Characteristic	Positives/ Strengths	Negatives/ Concerns	Current Teaching Style or Strategy	Suggested Changes in Teaching Style or Strategy
Spirituality				
Harmony				
Affect				
Movement				
Verve				
Oral Tradition				
Communalism				
Expressive Individualism				
Social Time Perspective				

Culturally Responsive Instruction	
Cultural Style	Instructional Message <small>D.Y.Ford</small>
<i>Spirituality</i>	<i>Instill optimism, faith, hope. You can do it. I will help. We will work this out.</i>
<i>Harmony</i>	<i>I value your presence in our class. You belong here. We are a family; a community.</i>
<i>Affect</i>	<i>I care about and respect you. I want your respect as well.</i>
<i>Movement</i>	<i>Movement is acceptable. I like your energy."</i>
<i>Verve</i>	<i>I appreciate your energy and active involvement.</i>
<i>Communalism</i>	<i>I value your desire/need to work with and help others. Group work is used. Our class is a family/community. We need each other.</i>
<i>Oral Tradition</i>	<i>I appreciate how you express yourself. I will value and build upon your language, writing, and communication skills.</i>
<i>Expressive Individualism</i>	<i>It is OK/acceptable to take risks. I want you to be</i>

Sample Teaching Strategies

Donna Y. Ford

- **Physical activity; tactile and kinesthetic activities**
 - Creative movement; mime; dance, drama
 - Role plays, simulations, tableau technique
 - Experiments
 - Manipulatives
 - Field trips
- **Poetry; Creative writing; journals**
- **Music;**
 - Singing, humming, whistling, chanting
 - Creating melodies, songs, etc.
 - Background music
 - Playing instruments

Harmony
Movement
Verve
Expressive Individualism

Sample Teaching Strategies

D.Y.Ford (cont)

*Oral Tradition
Expressive
Individualism*

- Lectures
- Seminars, discussions and dialogues
- Oral presentations & speeches
- Debates
- Word games (e.g., idioms, jokes, riddles, homonyms, anagrams)
- Poetry
- Storytelling, creative writing
- Reading (choral, peer, individual)
- Journal writing

Sample Teaching Strategies

D.Y.Ford (cont)

*Communalism
Harmony*

- Social activities
- Cooperative learning; group work/activities and projects/assignments
- Service and community involvement
- Opportunity to help others (e.g., tutoring, mentoring)

Teaching and Parenting Styles (D. Baumrind)

D. Baumrind

	Low Love/Emotion/Affect	High Love/Emotion/Affect
Low Control/Structure	Indifferent (Negligent)	Laissez-Fair (Permissive)
High Control/Structure	Authoritarian	Authoritative

Authoritative Climate: Tough Love

- Structure – rules, boundaries
- Discipline – consequences
- Consistency – follow through; no surprises
- Fairness; no favoritism; objectivity
- Flexible
- Forgiving

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Relationships

- Build trust and respect
- We are equal and partners
- One-to-one talks/meetings
- Listen and show personal interest
 - Hobbies, aspirations
- Compliment
- Constructive feedback

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Scholar Identity Institute for Black Males

- *Video*
- *Model*
- *Program*

