

The background features a series of concentric circles in light gray, some solid and some dashed, creating a ripple effect. A large red speech bubble shape is centered on the page, containing the title and authors' names.

Underrepresentation of Minority Gifted Students Within the Public School System

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Culturally or Linguistically Diverse (CLD) Groups of Students

- **Limitations Within Public Education Systems**
- **Lost Opportunities** due to lack of exposure and the limitations implicit in a childhood entrenched in poverty.
- **Diversity and gifted children: are we doing enough?** Retrieved from: <http://educationaladvancement.org/diversity-gifted-children-enough/>

- **Large population of CLD students** reside in schools that are underfunded.
- **Lack of rigorous curriculum**
- **Have fewer educational resources**
- **Employ less experienced teachers**
- **Gifted students within these schools are particularly at risk** because they are often overlooked.
- Retrieved from: <http://educationaladvancement.org/diversity-gifted-children-enough/>

Achievement Gap Lower Academic Expectations With CLD Students

- High-achieving students "as those who placed in the top quartile national wide on nationally normed examinations and defined lower income and upper income as the bottom and top halves of the family income distribution" (Van Tassel-Baska, 2010, p.87).
- "Disparities between high-achieving lower income students and high-achieving upper income students were at the beginning of elementary school" (p. 87).
- Poverty plays a role
- "Achievement differences by racial/ethnic groups and SES level are especially pronounced and pervasive within our major urban school districts in the United States" (p. 88).
- "Gifted children within these districts are particularly at risk because they often are overlooked" (p. 88).
- (Van Tassel-Baska, 2010)

Students of Color Representation in Gifted Education Programs

- "Poor children, minority children, and poor minority children are underrepresented in gifted programs" (Van Tassel-Baska, 2010, p.89)
- "Black students are underrepresented by as much as 55% nationally in gifted programs"
- "And, even if students are in schools with gifted programs, poor minority children are far less likely to be referred by researchers for possible participation in the gifted program" (p. 89)
- "Gifted programs tend to exist in schools that serve more affluent populations of students" (p. 89).
- "The lack of a truly multicultural classroom is believed to affect the achievement of gifted minority children" (p. 90).
- "Poor minority children identified with high potential and ability will not succeed in gifted programs filled with high-achieving White Students" (p.90).

Gifted and Talented Underrepresentation CLD Students

WHAT IS CONSIDERED GIFTED AND TALENTED?

- "A student is considered to be 'gifted and talented' when she or he performs at, or has the potential to perform at, a higher intellectual capability than other students of the same age" (Anguiano, L. (2003) Underrepresentation of minority students in gifted and talented education. Multicultural Education. 11, 1.)

CHALLENGES CLD STUDENTS FACE BEING IDENTIFIED AS GIFTED AND TALENTED

- Forms of assessments - "the use of culturally inappropriate assessment instruments and testing procedures." (Anguiano, 2013).
- CLD students are at a disadvantage when the assessments are culturally biased.

Cultural Factors

- Deprived of educational opportunities
- Parents are unfamiliar with the public-school system and how it functions
- Including – what services are available for their children, how to push for special programs if needed
- Many are learning a second language and find it complex and time-consuming process of second-language Acquisition
- "Most minorities are also faced with the challenges that accompany having different cultural and life experiences. What may be appropriate in one culture may not be in another" (Anguiano, 2003).
- Some cultures view education in a competitive perspective

Recommendations

- Eliminate the social barriers of systemic structure of public-school as a "bureaucracy controlled by educated Whites whom minorities have no right to question" (Anguiano, 2003)
- Connect the school to the community
- Common goal between teachers and parents that every student academic, social and emotional potential
- Culturally sensitive identification assessments for Gifted and Talent Minority Students
- Exposure and opportunities to "creative, critical, analytic, and high-level thinkers and problem solvers in the school environment" (Callahan, 2005).
- CLD GT students "should have the opportunity to demonstrate their abilities in a context that does not rely on the second language as a measurement" (Lewis, Rivera & Roby, 2012, p.41),



Native American Education (Past)

Carlisle Indian School, 1885

Past: Native American education was not a choice but was executed by assimilation of Indians into white society.

- According to the *Meriam investigation, “the U. S. government gave missionaries license to abduct Indian children from their parents’ homes and ship them away to boarding schools” (VanDevelder, 2009).
- “Education was something that was done to us, not something that was provided for us” (D. Treuer, personal communication, March 5, 2019).

Present: Native Americans are seeking an education that meets their needs

- The "belief" in the educational system **needs to change**
- Bureau of Education (BIE) "The system that we used to have at [the bureau was] one size fits all," he says, "and one size fits all in the tribal nations, that's not realistic. That doesn't work" (Jung, 2016).
- Native Americans want an **"equitable education"**
- Identification for Gifted and Talented

Suggested Identification Tools/Procedures

Kingore Observation Inventory

- * Scales for Rating the Behavioral Characteristics of Superior Students
 - * NNAT – Naglieri Non-verbal Abilities Test
 - * Other standardized non-verbal tests
 - * A list of characteristics of gifted Native American students
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- * Use a lot of observation (by teacher, by GT Specialist)
 - * Provide teachers with professional development about gifted students, Native American students, and gifted Native American students
 - * Create a school atmosphere that is aware of and nurtures tribal culture
 - * Find out what the tribe or elders think "gifted" is
 - * Provide identified gifted Native students with a support network
- (Fisher)



Navajo students at Crystal Boarding School in New Mexico sing traditional songs in class.

Carrie Jung/KJZZ

E. DISTINGUISHING CHARACTERISTICS OF GIFTED STUDENTS WITH FACTORS¹

	TRADITIONAL CHARACTERISTICS	CHARACTERISTICS OF CULTURALLY/LINGUISTICALLY DIVERSE GIFTED STUDENTS	CHARACTERISTICS OF LOW SOCIO-ECONOMIC GIFTED STUDENTS	CHARACTERISTICS OF GIFTED STUDENTS WITH DISABILITY
BASIC SKILLS	Ability to learn basic skills quickly and easily and to retain information with less repetition	May require more repetition or hands-on experiences at an introductory level	Lack of opportunities and access to school-readiness materials may delay acquisition of basic skills	Often struggles to learn basic skills due to cognitive processing difficulties; needs to learn compensatory strategies in order to acquire basic skills and information
VERBAL SKILLS	High verbal ability	May have high verbal ability in native language; may rapidly acquire English language skills if he/she possesses academic skills in his/her home language	Lack of opportunities may delay the development of verbal skills	High verbal ability but extreme difficulty in written language area; may use language in inappropriate ways and at inappropriate times.
READING ABILITY	Early reading ability	May demonstrate strong storytelling ability and ability to read environmental print in home language	Lack of access to reading materials may delay acquisition of reading skills	Frequently has reading problems due to cognitive processing deficits
OBSERVATION SKILLS	Keen powers of observation	May display high levels of visual memory or auditory memory skills	Strong observational skills which are often used to “survive on the streets”	Strong observations skills but often has deficits in memory skills

www.cde.state.co.us › [underrepresented pops gifted](#)
[Gifted in Native/American Indian - CDE](#)



Dr. Donald Fixico (Seminole/Muscogee Creek) of Arizona State University defines American Indian genius, his term for giftedness, as:

A person steeped in traditionalism of his or her people relating to values of the tribal community, and the manifestation of individual expression through individual actions of the person who represents deep inner thought on a frequent basis that also enlighten one's family, relatives, and community. (*The American Indian Mind in a Linear World*, by Dr. Donald Fixico -p. 74)

AMERICAN INDIAN ACADEMY OF DENVER (AIAD)

OUR MISSION

Our mission is to collaborate with students, educators, families, and community members in creating a school where indigenous principles and knowledge are placed in a student-driven STEAM curriculum to prepare all students to be college, career, and life ready.

OUR VISION

Our vision is a flourishing community of students, families, and educators where students are supported holistically, secure in their cultural identity, empowered to become community leaders, and prepared to excel in life.

OUR ESSENTIAL THEMES

Belonging: Create and maintain a school culture and climate where all students, parents, and families feel a sense of belonging.

Cultural Identity: Empower all students to succeed through cultural strength and identity.

Achievement: Provide students with a rigorous, culturally-responsive STEAM curriculum that will give them pathways to academic and career success.

Support: Provide universal supports that ensure all students' social, emotional, and mental wellness.

Future:

“As Indigenous people of North America, we have been critical thinkers, scientists, artists, and innovators since the beginning of time. It is our intention to help our students carry that cultural legacy into the 21st century! AIAD believes that our cultural strengths can provide the foundation that will allow ALL students to succeed”
(Bissonette, 2019).



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