Best Practices for Achieving Equity for Gifted Students

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Spheres of Influence for Children with Gifts and Talents

- Community (norms, expectations, values, etc.)
- The Gifted Child (norms, values, beliefs, expectations, etc.)
- Family (norms, expectations, values, etc.)
- Peers (norms, expectations, values, etc.)
- School (teacher, curriculum, culture and climate, etc.)
Gloria Ladson-Billings (1995)

1. Students must experience academic success
2. Students must develop and/or maintain cultural competence
3. Students must have learning experiences that allow them to question the status quo and critique inequity in their world
Focus on Mindsets

- Create learning environments that foster and convey a malleable view of ability and stress effort over innate ability.
- Underrepresented racial/ethnic students and low-income students often perceive their ability as static and not dynamic. “I’m either good in a subject or I’m not.”
  - How can parents and teachers combat this? Verbal praise and messaging to children about their effort, work, and achievement.
Cultural Considerations for Gifted Programming

- Resolve students’ conflict with the need for achievement and the need for affiliation
  - I can’t be smart and be accepted by the peer group in which I seek acceptance
  - Help students develop positive racial identities and positive achievement identities
- Ensure early and continuous access to high-end curriculum
- Develop healthy relationships with parents and families
Cultural Considerations for Gifted Programming

- Provide a range of supports
  - The value of affinity groups
  - Mentorships, apprenticeships