Underrepresentation
Driving Instructional Success
* Often termed as ‘disproportionality’
* When students of a particular group are disproportionate in relationship to their proportion in the group
* For example: if your district’s population is 10% Black/African American or Latino and your gifted population is 3% Black African American or Latino there is a disproportionality or underrepresentation in your programs of 7%.
<table>
<thead>
<tr>
<th>National Representation</th>
<th>Representation in General population %</th>
<th>Representation in Gifted &amp; Advanced Learner Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African American &amp; Latino/Hispanic</td>
<td>42%</td>
<td>26%</td>
</tr>
</tbody>
</table>
* Respond at your tables...

* What are three of the most challenging experiences your district is having with identifying and serving Diverse populations?

* Diversity is...
* Stereotype Threat
* White Privilege
* Implicit Bias


* REACTIONS--

* What do these terms mean to you?

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* What we need to know, understand, and do so that identification assessment can occur?

* Traits of poor students and Latino students who are gifted, how do they demonstrate their high ability when compared to their peer group

* Discuss strengths & weaknesses of programming in Small Groups (small group activity) Specific to underrepresented groups- What are you already doing?

*Pre-Identification
* What does the research say about understanding cultural diversity?
* How do diverse students demonstrate their gifts?
* How can we modify our school district assessment procedures to meet the needs of varied student populations?
* Being culturally diverse or poor and gifted/high ability is different but also the same as any other gifted student
* That families of these students need more support to be engaged in programming
* Diversity is here to stay

*To understand*
Examine best practices

* Universal Screening (Broward County, FL; Hampton, VA)
* Talent Pool programming (Fairfax County, VA)
* Use of School Psychologists for individualized testing (Clearwater, FL)
* Use of diverse teachers, counselors & psychologists to serve as examiners
* Card & Giuliano (2015)

* **RE: Universal Screening as an effective identification strategy**

- Assessment used/grade level: ALL second graders were given CogAt
- Resulting increase in children of color identified as gifted
  - *130% increase in Hispanic Students*
  - *80% increase in Black Students*

**Recent Studies**
Grissom & Redding (2016) RE: Teacher’s Race Affecting Rate of Black student referrals

* Method- Researchers looked at 10k students

Findings

* Odds of getting into gifted program are 66% lower for Black students and 47% lower for Hispanic students than their White counterparts
* Even among students with high test scores, Black students are still severely underrepresented
* Black students are 3 times less likely when they are taught by a non-Black teacher vs a Black teacher
* Teachers of color may refer students at higher rate
* Implicit bias may contribute to teachers’ lack of belief in gifted potential in Black and Hispanic students
* ‘What a teacher may attribute to precocity in one student may be seen as disruptive for another’
• where all ethnic groups are valued and respected
• that use culture to form the foundation for improved understanding of the contributions of varied groups to society's social and historical progress;
• that integrate the dynamic mix of race, ethnicity, class, gender, region, religion, and family that contributes to every student’s cultural identity.

*Instructional Success through a Diversity Lens*
* High expectations for all; school cultures focused on success / not differences

✓ Classroom teachers with maximum cultural understandings

✓ Providing access to high end curriculum/special programs for more students
✓ School Counselors who fairly and equitably Advise/Guide students into high level coursework; inform students of support services

✓ Classrooms where fitting in is not a problem (students come into programs in Cohorts) Isolation is avoided.

✓ Sense of not belonging; duality of peer groups is limited
Rigor across the curriculum

Inquiry based teaching

Literary analysis

Historical criticism

Problem-based learning

Thinking like an ‘engineer’, artist, scientist, mathematician, etc.

Linking pedagogy to culture
<table>
<thead>
<tr>
<th>Theme/Concept</th>
<th>Book/Author</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surviving Against the Odds/Cultural Identity</td>
<td><em>The House on Mango Street</em> by S.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cisneros</td>
<td>Pre-Adolescent/Adolescent</td>
</tr>
<tr>
<td>Multigenerational conflict/Intra-family differences</td>
<td><em>The Joy Luck Club</em> by A. Tan</td>
<td>Adolescent/young adult</td>
</tr>
<tr>
<td></td>
<td><em>The Kite Runner</em> by K. Hosseini</td>
<td></td>
</tr>
<tr>
<td>Courage/Risk-Taking</td>
<td><em>Bud, Not Buddy</em> by C. Paul Curtis</td>
<td>Pre-Adolescent</td>
</tr>
<tr>
<td>Intellectual Identity/Peer relationships</td>
<td><em>The Cruisers Series</em> by W.D. Myers</td>
<td>Pre-Adolescent/Adolescent</td>
</tr>
</tbody>
</table>
Teaching culture/history/science through PBL (middle school or secondary)

*Using Problem Based Learning
Ill-structured Problem

* an Archaeological dig in the late 1990’s unearthed the remains of what appeared to be the remains of Africans buried in a particular lot/area of NYC

* Landowners had made an earlier agreement to sell the property to a realtor ready to build a new high-rise apartment building

* After the dig and discovery, the land deal was halted
Many interested in this discovery and land development were at odds; how can they resolve this matter to the satisfaction of all concerned (those interested in history of AA in colonial period NYC; land owner; realtor; national archaeologists; local politicians; local educators - high school and university personnel)

Your task: Create a plan for how this discovery can be successfully dealt with to the satisfaction of all parties

Source:  http://www.history.buffalo.edu/documents/SeemanWMQ.pdf
Successful Program - Ensuring Excellence, Equity & sustained success

- Offer Range of Options STEM; Arts; Leadership
- Ensure that all teachers & staff are culturally competent
- Identify & Serve Cohort Groups
- Actively Engaging Families & Community Ldrs
- Mentors/Role models of similar cultures & genders
- Grade level & Content Acceleration

Comprehensive Model

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