A Message from Special Populations Chair

Hello SPN Members:

I hope that you are ready for Orlando and the many excellent opportunities to gain new insights into ways in which to understand and meet the needs of special populations of gifted individuals. This year will be an exciting convention in sunny Orlando! The Special Populations Network members will help to kick off the NAGC convention with a Pre-convention event: **Identifying and Serving Gifted & Talented African-American and Hispanic Students: Future Directions for Research, Collaboration, and Practice.** Special thanks to Jaime Castellano, Pre-convention Program Chair, for his leadership to convene an excellent array of speakers and for his work with SPN members to put together what promises to be informative break-out sessions (See page 4). Also, we are pleased to announce a collaborative Signature Session, **Parent and Teacher Advocacy for Twice-Exceptional Black and Hispanic Students,** sponsored by the SPN, the Parent and Community Network, and the Gifted Racial Accountability and Commitment to Equity (GRACE) and Twice Exceptional (2e) SIGs (See page 10).

Shelli Trotman Scott, SPN Chair-Elect, and I are looking forward to hearing about your ideas at the SPN at the business meeting, which is scheduled for Friday at 2:30 in Sierra 1. We invite you to bring a friend to discuss current initiatives and to volunteer for roles that can enhance the productivity and impact of our network within NAGC and the field of gifted education.

Sincerely,

Tarek
FROM THE CO-EDITORS DESK

The 2016 NAGC convention in magical Orlando, Florida is around the corner! Thank you to those who nominated people for the prestigious Special Populations Network (SPN) Awards, the Gifted and “Special Populations” Award and the Dr. Martin D. Jenkins Award for Highly Gifted Black Students in 6th – 12th grades. This pre-convention issue is one of convenience. It provides all of the SPN award ceremonies and sessions with date, time and location – in one place! You will also get a chance to read about Purdue’s Gifted Education Resource Institute, currently lead by 2015 Gifted & Special Populations winner Dr. Marcia Gentry, and an abbreviated interview with 2015 Gifted & Special Populations winner Dr. James L. Moore III about his professional career and work on African American males. Finally, you will have a chance to read about a second court case and state adoption of Dr. Donna Y Ford’s equity allowance as a means to increase the number of Black and Hispanic students identified as gifted. We hope that you are able to join us for the awards ceremonies and hope to see you at the business meetings on Friday, November 4th.

Mosaically yours
Michelle Frazier Trotman Scott & Debbie Troxclair

CALL FOR ARTICLES

The Special Populations Network would like to add your work to the Mosaic. Please consider contributing to future newsletters. We would accept submissions from the perspective of Teachers, Administrators, Counselors, and other Clinical Professionals Parents, Gifted Coordinators, and Researchers. Please consider submitting a short article that highlights innovative programs or strategies, research, or studies, activities or accomplishments that are or could be beneficial to special populations. We are open to all types of submissions! Please do not hesitate reaching out to SPN Co-Publication chairs, Michelle Frazier Trotman Scott (fraztrot@westga.edu) or Debbie Troxclair (debbie.troxclair@lamar.edu).

Mosaic Fall 2016 2
The Special Populations Network received 106 proposals. We accepted 22 proposals for concurrent sessions (some combined), 8 posters, and 11 roundtable sessions. Additionally, the Special Populations Network leadership submitted signature and Sunday sessions, which were accepted by the NAGC program committee, so the total number of Special Populations sessions at the 2016 NAGC Convention will be 43 (40.5% acceptance rate) The Signature session titled “Parent and Teacher Advocacy for Twice Exceptional Black and Hispanic Students” will include presenters from the Special Populations and Parent & Community networks and the GRACE and Twice Exceptional special interest groups. The Sunday session titled “State Directors for Racial Equity in Gifted Education: Challenges and Successes When Confronting Under-representation in Local Schools” will feature state directors of gifted education. I would like to thank the network members who volunteered to review proposals for the time and effort.

I look forward to the 63rd Annual NAGC Convention in Orlando, Florida!

### Special Populations Network & SIG Business Meeting Schedule

<table>
<thead>
<tr>
<th>Network/SIG</th>
<th>Date/Time</th>
<th>Location</th>
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<tr>
<td>Special Populations</td>
<td>Friday, November 4, 2016  - 2:30 PM</td>
<td>Sierra 1</td>
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<tr>
<td>2e SIG</td>
<td>Friday, November 4, 2016  – 1:15PM</td>
<td>Sierra 2</td>
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<tr>
<td>GRACE SIG</td>
<td>Friday, November 4, 2016  – 3:45 PM</td>
<td>Cancun</td>
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Special Population Networks Network
Pre-Convention Program
Thursday, November 3, 2016
8:00 am – 2:30 pm

Registration Fee: $149 per attendee (includes breakfast and lunch)

Identifying and Serving Gifted and Talented African-American and Hispanic/Latino Students: Future Directions for Research, Collaboration, and Practice

OPENING KEYNOTE
Alberto M. Carvalho,
Superintendent
of Miami-Dade County Public Schools

PROGRAM CHAIR:
Jaime A. Castellano,
Luciano Martinez Child Development Center & Maverick Education, West Palm Beach, FL

CO-CHAIR:
Margarita Bianco,
Associate Professor,
University of Colorado Denver, Denver, CO

CO-CHAIR:
Tarek C. Grantham,
Professor, University of Georgia, Athens, GA

Join the nation’s leading African-American and Hispanic/Latino scholars, authors, and researchers in the field of gifted education for this special opportunity for practitioners, researchers, and administrators to address the needs and improve the education of African-American and Hispanic/Latino children. The program is divided into four content strands. For each strand, breakout sessions and a mini-keynote presentation will be offered.

1. Equity, inclusion, cultural competency and social justice

2. Social/emotional growth and development; curriculum and instruction

3. Next generation/innovative assessments

4. Family/parent collaboration/partnerships

SPECIAL POPULATIONS NETWORK
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Nielsen Pereira – Program Chair * Debbie Troxclair & Michelle Frazier Trotman Scott – Publication Co-Chairs
JOIN US FOR
THE SPECIAL POPULATIONS NETWORK RECEPTION
AS WE HONOR OUR
2016 “GIFTED & SPECIAL POPULATIONS”
AWARD RECIPIENT

DONNA Y. FORD, PH.D.
Vanderbilt University
GRACE Co-Chair

- SPN’s Gifted & “Special Populations” Award recognizes individuals who have contributed to the mission of Special Populations, advanced the recognition of the talents and abilities of special populations, and have had an impact among gifted children from special populations.
- Donna Y. Ford, Ph.D., is Professor of Education and Human Development at Vanderbilt University. In gifted education, Dr. Ford’s research and advocacy focuses on special populations of under-represented Black students and culturally different gifted students.
- Among her many publications, she is the author/co-author of Recruiting and Retaining Culturally Different Students in Gifted Education (2013), Reversing Underachievement Among Gifted Black Students (1996, 2010), and Multicultural Gifted Education (1999, 2011).
- Dr. Ford is co-founder of the Scholar Identity Institute for Black Males®, and creator of the Ford Female Achievement Model of Excellence (FAME). She is a two-time Executive Board member of the NAGC, and has served on editorial boards for Gifted Child Quarterly, Exceptional Children, Roeper Review, Journal of Negro Education, and Gifted Child Today. She is a former Chair for Special Populations.

Gifted & "Special Populations" Award Reception Hosts

From left to right: Dr. Kristina Collins, SPN Awards Chair, Texas State Univ., Mr. Ken Dickson, Past Chair SPN & Past NAGC Exec. Board Member, Dr. Michelle Trotman Scott, SPN Chair-Elect, Univ. of West GA, Dr. Nielsen Pereira, SPN Program Chair, Purdue Univ., Dr. Tarek Grantham, SPN Chair, Univ. of GA
THURSDAY, NOVEMBER 3, 2016
7:00-8:30 PM
CORONADO M/N

SPECIAL POPULATIONS NETWORK
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Nielsen Pereira – Program Chair * Debbie Troxclair & Michelle Frazier Trotman Scott – Publication Co-Chairs
Conference Sessions of Interest to Members of the SPECIAL POPULATIONS NETWORK

Concurrent Sessions: Friday, November 4, 2016

8:00 am – 9:00 am

Black, Gifted, and Living in the Country: Searching for Recognition and Access to Gifted Services in Rural Schools
Joy Lawson Davis – Virginia Union University
Donna Y. Ford – Vanderbilt University

Designing and Implementing a Culturally and Internationally Relevant Curriculum to Meet the Needs of High-Ability and Gifted Low-Income English Learners
Gillian Eriksson – University of Central Florida
Joyce Nutta – University of Central Florida

9:15 am – 10:15 am

Does Time Spent in School Influence Excellence Gaps?
Jonathan Plucker – John Hopkins University
Karen Rambo-Hernandez – West Virginia University

Engineering Design Across Navajo Culture, Community, and Society
Shawn S. Jordan – Arizona State University
Kalvin White – Navajo Nation Office of Diné Science and Math Integration

Single-Subject Acceleration for Gifted Black Males Using the Math Hall and Ball Afterschool Program
Kristina H. Collins – Texas State University
Tarek C. Grantham – University of Georgia
Jessa D. Luckey – University of Georgia (Doctoral Student)
Matthew J. Madison – University of California – Los Angeles

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Nielsen Pereira – Program Chair * Debbie Troxclair & Michelle Frazier Trotman Scott – Publication Co-Chairs
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<td>Twice-Exceptional Students: A Civil Rights Imperative</td>
<td>Yucatan 3</td>
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<td>Barbara Gilman – Gifted Development Center</td>
<td>Kathi Kearny – Maine School Administrative District 51</td>
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<tr>
<td>Friday, November 4, 2016</td>
<td>12:00 pm – 1:00 pm</td>
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<tr>
<td>Helping Low-Income and At-Risk Students Show What They Know</td>
<td>Exhibit Hall – Poster</td>
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<td>Juliet B. Frate – Northwestern University</td>
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<td>Using Portfolios to Identify and Serve Students from Underrepresented Populations</td>
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<tr>
<td>Katherine B. Brown – Clarke County School District</td>
<td>Tarek C. Grantham - University of Georgia</td>
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<tr>
<td>Meg Easom Hines - University of Georgia</td>
<td>Jessa D. Luckey – University of Georgia (Doctoral Student)</td>
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<tr>
<td>Friday, November 4, 2016</td>
<td>1:15 pm – 2:15 pm</td>
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<tr>
<td>Creating a World of Possibility of Twice Exceptional Students: A Team Approach Makes it Happen</td>
<td>Exhibit Hall – Roundtable</td>
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<tr>
<td>Maggie Aldana – Hillsborough County Public Schools</td>
<td>Lauri B. Kirsch – Hillsborough County Public Schools</td>
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<td>Using Portfolios to Identify and Serve Students from Underrepresented Populations</td>
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<tr>
<td>J. Dusteen Knotts – Western Kentucky University</td>
<td>Julia L. Roberts – Western Kentucky University</td>
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<td>Antonia Szymanski – Western Kentucky University</td>
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<tr>
<td>Finding Gifts and Talents in Diverse Populations with Frasier’s Traits, Aptitudes, and Behaviors and the Frasier Talent Assessment Profile</td>
<td>Coronado E</td>
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<tr>
<td>Laurie Ecke – Hall County Schools</td>
<td>Michele D. Hood – Hall County Schools</td>
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<tr>
<td>Using Frasier’s Traits, Aptitudes, and Behaviors to Identify Culturally Different Students for Gifted and Advanced Programs</td>
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<tr>
<td>Brittany Anderson – University of Georgia</td>
<td>Tarek C. Grantham – University of Georgia</td>
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<td>Meg Easom Hines – University of Georgia</td>
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Concurrent Sessions: Friday, November 4, 2016

2:30 PM– 3:30 M

¡ExCEL, Excelente!
Anne Horak – George Mason University
Steven Nagy – George Mason University (Doctoral Student)
Kelley Webb – George Mason University (Doctoral Student)

Fiesta 8

Beyond Imagining: A Case Study in Building Comprehensive Gifted Services that Embrace Diversity
Karen L. Brown – Paradise Valley Unified School District
Dina M. Brulles – Paradise Valley Unified School District

Exhibit Hall – Round Table

Equity in Gifted Identification: Imagine the Possibility and Make it Happen
Phillip M. Cottone – Hillsborough County Public Schools
Lauri B. Kirsch – Hillsborough County Public Schools

Coronado F

Meeting the Social and Emotional Needs of Gifted Hispanic and Bilingual Youth
Katie Lewis – Texas A & M University
Angela M. Novack – District of Columbia Public Schools

Friday, November 4, 2016

3:45 PM– 4:45 PM

Imagine How ESSA Can Assist Your Underrepresented Gifted Students
Wendy A. Behren – Minnesota Department of Education
Patti Drapeau – Maine Department of Education
Elizabeth Hahn – Beth Hahn Educational Consulting

Coronado P

Supporting the Needs of Gifted Students Living in Poverty
Antonia Szymanski – Western Kentucky University

Coronado C

The Comparison of “Apples to Apples” Only Works for Apples: Choosing Appropriate Assessment Instruments
Lynn Howard – Hamilton County Department of Education
Tara Strang – Hamilton County Schools

Exhibit Hall – Roundtable

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Nielsen Pereira – Program Chair * Debbie Troxclair & Michelle Frazier Trotman Scott – Publication Co-Chairs
Concurrent Sessions: Saturday, November 5, 2016

8:00 AM – 9:00 AM

Legal Issues in Gifted Education: Implications for Twice Exceptional and Racially, Culturally, and Linguistically Diverse Students
Jaime A. Castellano – Florida Atlantic University

9:15 AM – 10:15 AM

Developing Engineering Talent Among Navajo Youth with Chain-Reaction Machines
Shawn S. Jordan – Arizona State University
Nielsen Pereira – Purdue University
Kalvin White – Navajo Nation Office of Diné Science and Math Integration

Giftedness and Neurodiversity: The Sand in the Oyster
Claire E. Hughes – College of Coastal Georgia

Imaging the Possibilities for Underserved Students: How to Make Online Courses Work Like Magic
Andrea Berghoff – Colorado Department of Education

Southern Ute Cultural Perceptions of Giftedness: Implications for Identifying and Serving Diverse Gifted Students
Kristin Flanaary – University of Iowa
Emily Ladendorf – University of Iowa

Challenges and Promising Practices in Identifying Gifted English Learners: A Review of Research
Rashea Hamilton – University of Connecticut
Sarah R. Luria – University of Connecticut (Doctoral Student)
Rachel U. Mun (University of Connecticut)

Educational Effects of Mentoring Program for Economically Disadvantaged, Potentially Gifted Adolescents in Korea
Jiyoung Ryu – Korea Advanced Institute of Science and Technology

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Twice-exceptional Black and Hispanic students are under-identified and under-served in gifted programming. This is due to many underlying issues such as poverty, insufficient growth in English language acquisition, lack of professional development for classroom teachers on the characteristics of twice-exceptional learners in diverse populations, lowered expectations on the part of teachers, lack of classroom and district resources, and racism. In order to successfully address these issues, we need to emphasize collaboration to better understand and serve twice-exceptional Black and Hispanic students. Parent and teacher advocacy is necessary to influence local school and district-wide collaboration among principals, state administrators, and the community to rebuild a system focused entirely on the whole child and achievement among the forgotten twice-exceptional learners who are Black and Hispanic.
The Jenkins Scholars Awards

Participants will have an opportunity to review the profiles of pioneers in the field of gifted education and psychological assessment who focused their work on the identification of giftedness in the Black community in the early 20th century. The session will also profile winners of the 2016 Jenkins Scholar Award for highly gifted Black youth. This event is sponsored by the Special Populations Network.

Congratulations to our 2016 Jenkins Scholars

Uchechukwu Agali (11th), Kansas City, MZ
Vanessa C. Darko (7th), Houston, TX
Tomeara Gosier (9th), Hopewell, VA
Kurali Grantham (8th), Athens, GA
A. Justin Holloway (12th), Richmond, VA
Nicholas Vallair (8th), Opelousas, LA
Tiarra Warren (12th), Norfolk, VA
### 1:15 PM – 2:15 PM

**Autism: What Every Gifted Educator Should Know**  
Leslie Gaiser – Boulder Valley School District  
Michelle DuBois – Boulder Valley School District

**Coronado D**

**Patterns and Trends in Evaluating Minority and Disadvantaged Elementary Gifted Students**  
Sonja Fox – Gwinnett County Public Schools  
Tarek C. Grantham – University of Georgia  
Meg Easom Hines – University of Georgia

**Coronado B**

**Common Sense About Underrepresentation: A Schoolwide Approach to Equity and Talent Development**  
Sally Reis – University of Connecticut  
Joseph Renzulli – University of Connecticut

**Yucatan 1 - 2**

**Erasing the Excellence Gap Through Supplemental Programming**  
Susan Corwith – Northwestern University

**Exhibit Hall – Roundtable**

**Helping Financially Disadvantaged and Spatially Talented Students: An Empirically Based Strategy to Level the Playing Field**  
Jonathan Wai – Duke University

**Exhibit Hall – Roundtable**

**How Can We Make It Happen? Twice – Exceptional Students’ Social Skills**  
Kay Hanson – University of South Carolina  
Arlene S. Puryear – University of South Carolina

**Exhibit Hall – Roundtable**

**Unpacking Perfectionism and Stereotype Threat Among Gifted Black Women and Girls**  
Brittany Anderson – University of Georgia (Doctoral Student)  
Jessa Luckey – University of Georgia (Doctoral Student)  
Jillian Martin – University of Georgia (Doctoral Intern)

**Exhibit Hall – Roundtable**
3:45 PM– 4:45 PM

Cultivating Well-Being in Twice Exceptional Students Through Mindfulness Training
Michael Kane – Northeastern University
Dorothy A. Sisk – Lamar University

Yucatan 1 – 2

From Impossible to I’m Possible: Recruiting and Retaining Culturally Different Students in Gifted Education
Donna Y. Ford – Vanderbilt University

Coronado Q
The Gifted Education Resource Institute (GERI) is an innovative, multidimensional center dedicated to the discovery, study, and development of human potential. I have directed the center since coming to Purdue, following John Feldhusen who founded GERI in 1974 and Sidney Moon who took over the directorship when Dr. Feldhusen retired. GERI is situated in the College of Education at Purdue University in West Lafayette, Indiana. GERI’s mission is the holistic development of giftedness, creativity, and talent among individuals throughout their lifespan. This is accomplished through enrichment programs for gifted, creative and talented (GCT) youth; graduate programs for future scholars and leaders; professional development and coursework for educators; and cutting edge research in psychology and education related to giftedness, creativity, and talent development. GERI is national and international in scope, housing one of the top graduate programs in the field of gifted education. Internationally, partnerships exist for research and/or student programming with schools in Singapore, Korea, India, Greece, Kuwait, Colombia, China, Chile, and Saudi Arabia. Nationally, these partnerships also exist across the United States and include five Native American Communities on four reservations (Diné, Lakota, Ojibwe—n=2). Research and youth programs are funded by federal grants, foundation grants, corporate support, private donations, and through non-profit, cost recovery programs. GERI has a priority of providing support to high potential students from low-income families; presently, approximately one-third of student participants receive scholarships to attend GERI youth programs. At GERI we strive to serve the whole child and to conduct research to improve education for all children. Underserved youth are at the forefront of our work, and we are passionate about finding ways to identify, develop, and serve youth who are frequently overlooked.

As an educator and as a first generation college graduate, I am interested in the power of education. Whatever success I have is due to education; great mentors; support of family, colleagues, and friends; and opportunities that as I child I could never have imagined. I am also acutely aware that children and youth (1) from low-income families, (2) who come from underserved minority populations, (3) who have dual exceptionalities, and (4) who speak English as a second language are woefully under-identified and underserved in the field. This is a longstanding and pervasive problem, that despite lip-service, we seem to lack the will to address. Peters and colleagues have written eloquently and recently about how common identification practices miss students who would be successful if identified, with many of the “missed” students likely come from these underserved populations. Looking at local group norms would go a long way to address the problem, comparing students to other similar in age, environment, and experience would enable more students who lack opportunities to be identified as high potential, and these services could be delivered to help them develop their potentials.
As long students are identified for “the program” using instruments and procedures that continually yield underrepresentation the problem will continue. As long as quotas are established (e.g., the top 5% can be “gifted”), and teachers are allowed to be gatekeepers, underrepresentation will persist. As long as these students are taught by teachers with demographics unlike them, underrepresentation will remain. As long as “alternative measures” such as non-verbal measures are used without also developing levels of services to help make up for lack of access, underrepresentation will exist. And in this case placing alternative identified students in traditional programs without changes to the program, training for the teachers, and scaffolding for the students may actually harm the students if/when they do not succeed. Rather, developing a continuum of services based on student strengths, talents, and needs; using local group norms in the identification process; and identifying students for specific services can help reverse trends in underrepresentation. Identification is only the first step in a multifaceted talent development process. Recruitment must occur, and the programs must be culturally responsive creating an environment in which students are retained and in which they experience success. Finally, As long as educators refuse to examine the proportionality of identified students and change their identification procedures and programming practices to address discrepancies, underrepresentation will continue to plague the field. I continue to be stunned by the lack of will and the lack of progress to address underrepresentation in our field. As if it is optional. As if we can continue as we always have.

Some of Our Work Related to Underserved Youth

Our work at Purdue is multifaceted, and it is an honor to work with the outstanding graduate students we attract as well as with great colleagues. Some of our work that address these barriers include:

- Projects HOPE and HOPE+, generously supported by the Jack Kent Cooke Foundation, which provide university-based out-of-school enrichment opportunities to high potential students from low-income families;
- The HOPE Scale, which is an 11-item teacher rating scale that guides teachers in their judgment about academic and social components of giftedness;
- The Total School Cluster Grouping Model, which brings gifted education to all students and teachers resulting in more underserved students being identified as high achieving over time; fewer students being identified as low achieving over time; improved student achievement for all students in general; and improved teacher practices. A scale up study in its third year is currently supported by Javits funding through IES;
- Enrichment Clusters, which is a component of the Schoolwide Enrichment Model that is designed to bring gifted education pedagogy to all teachers and students;
- Studies of twice exceptionality such as gifted girls with ADHD; or ADHD, working memory, and creativity (with Fugate);
- Studies on Native American Youth and how to recognize and cultivate talents among these underrepresented populations;
- Studies of rural youth (Seward);
- Studies of STEM-related talent and programming (Pereira)
- Studies of affect and positive social/emotional development (Jen)
- Studies of ELL students (Pereira) including recognizing their talents and serving them;
- Currently working on the effects of out-of-school enrichment on the educational aspirations and career trajectory of
Native youth and the extent to which underserved youth are underrepresented across the US; and
- Instruments and associated validity studies, some in multiple languages, freely available on our instrument repository is designed to help measure learning environments, student perceptions, teacher practices, and other timely issues (see www.purdue.edu/geri and click instrument repository).

**Youth Programs**

Enrichment Programs for GCT Youth help talented students explore their areas of interest in a college atmosphere where they study topics typically not offered in school. Together, using the GERI Way, students learn challenging content and create meaningful projects in which they apply their learning in new and relevant ways, with special attention paid to their social, emotional, and affective needs. Participation in GERI programs provides students in-depth and clear understanding of the fields they might like to pursue. Many students attend GERI Programs for multiple years.

Each summer, since 1977, GERI has engaged GCT students from across the country and around the world in residential camps designed to stimulate their imaginations and expand their abilities. Students who have completed grades 5 through 12 live in campus residence halls, take challenging courses, and participate in enjoyable recreational activities. GERI offers three programs each summer during the month of July: (1) Comet—grades 5-6; (2) Star—grades 7-8; (3) Pulsar—grades 9-12. We typically serve 400-500 students from a dozen countries, 25 states, 5 Native American communities. Registration beings each year on February 1. See www.purdue.edu/geri and click on Youth Programs.

Super Summer & Super Saturday Programs are designed to meet the needs of GCT students from pre-Kindergarten through grade

8. The interdisciplinary courses include science, technology, engineering, mathematics, and the arts, and they engage students in advanced concepts in a hands-on, minds-on environment. Super Saturday runs on Saturdays during Fall and Spring semesters and Super Summer runs all day for 2 weeks in June each year. GERI originated Super Saturday!

**Graduate and Professional Development Programs**

Our internationally recognized Ph.D. and Master’s degree programs in gifted, creative, and talented studies attract students from across the country and around the world. Working closely with faculty scholars as mentors, students prepare for productive leadership roles in research, teaching, and program development. Funding may be available to support exceptional students pursuing full-time Ph.D. study. We currently have 16 doctoral students from Indiana, Taiwan, Colombia, China, Korea, Arizona, Texas, Singapore, Turkey, Belgium, and Iran. We have contributed 17 Ph.D. graduates to the field since 2007.

Graduate Certificate/Licensure Program. Our accredited Certificate program is available online and on campus for educators interested in adding a certificate in gifted, creative, and talented studies. In Indiana, educators obtain a high ability license when they successfully complete the four certificate courses. In this program, educators engage in a four course sequence to develop the knowledge and skills to meet the diverse cognitive, affective, and social needs of GCT learners. With a solid focus on diversity and emphasis on strengths, talents, interests, and issues of underrepresentation, educators learn to how to develop and differentiate curriculum and instruction and to create effective programming.

**On-line Professional Learning Units** are available through subscription, and upon completion participants earn documentation of...
their work. Using strategies, programs, and understandings from the field of gifted, creative, and talented education can be a powerful means of helping more children and youth achieve at higher levels. Understanding learning differences, talent development, strength-based, and student-focused education can empower educators to effectively differentiate curriculum and instruction, while they also attend to the affective needs of their students. We currently offer a package of 10 online units. Designed to help educators discover, nurture, and develop talents among their students, each Unit requires about 10 hours to complete, which includes engaging online as well as applying content in the classroom or clinic. Upon successful completion of each unit a professional development certificate documenting the experience is provided for a total of up to 90 hours.


**Instrument Repository**

Recently GERI launched an instrument repository ([http://purduegeri.wix.com/instrument](http://purduegeri.wix.com/instrument), or through a link on the GERI homepage [www.purdue.edu/geri](http://www.purdue.edu/geri)) that contains 9 instruments for educators and researchers to download and use in their professional work. Among these instruments are student attitude scales (My Class Activities and Student Perceptions of Classroom Quality), the Teacher Observation Form (and its associated Teacher Interview Protocol), the Counselor Observation Form (and its associated Counselor Interview Protocol); an Engineering attitude/knowledge scale (the STAPLE), and the General Preassessment for differentiation (GPS). Many of these instruments have undergone validation in other languages such as Korean, Chinese, Spanish, and Arabic. Additionally, the HOPE Scale (Gentry, Pereira, Peters, McIntosh, & Fugate, 2015), which is a teacher-nomination form for K-12 students, the Total School Cluster Grouping book (Gentry & Colleagues, 2014), and the Enrichment Cluster book (Renzulli, Gentry, & Reis, 2014) are all published in by Prufrock Press.

**Faculty**

GERI Faculty, Marcia Gentry, Nielsen Pereira, Kristen Seward, and Department Head F. Richard Olenchak collaborate with faculty across the College and University to further GERI’s mission. Some of these faculty include Amy Gaesser who is in School Counseling, Denise Whitford who in in Special Education, Yukiko Maeda who is in research methodology, Jennifer Richardson who is in Learning Design and Technology, Rachael Kenney who is in Mathematics Education, and Karthik Ramani who is in Mechanical Engineering. All have an interest in underserved populations. I am blessed to have such great colleagues with whom to engage, and we look forward to continuing to contribute to the literature surrounding these issues as we work toward solutions.

**Selected References**


Gentry, M., & Gable, R.K. (2001). My class activities: A survey instrument to assess students’ perceptions of interest, challenge, choice and enjoyment in their...


An Abbreviated Interview with Dr. James L. Moore III about His Professional Career and Work on African American Males

What shaped your interest in gifted education?

Moore: Initially, I became interested in the field of gifted education through my younger sister, Dr. S. Rochelle Sullivan. Early in her schooling, she was identified for gifted education services. Because of her outstanding grades and state standardized test scores, she also was invited to participate in Duke University’ Talent Identification Program (TIP). At her school, she was one of the few, if not the only, African Americans in the TIP program. Because of my strong dedication to her educational success and desire to become a K-12 educator, I became interested in gifted education, particularly African American students’ experiences in advanced academic programs. I became even more interested in the field of gifted education after meeting and working with Dr. Donna Y. Ford of Vanderbilt University. Gifted education aligned nicely with my research agenda - focused on high-achieving African Americans in science, technology, engineering, and mathematics (STEM) at the collegiate level - because many college students in my previous research samples participated in gifted education and other advanced academic programs during their elementary and secondary schooling. Thus, many of those STEM students identified some interesting challenges in their advanced academic programs, which often differentiated from those students from other student demographics.

Why are African American males underrepresented in gifted education?

Moore: There are many explanations on why African American males are underrepresented in gifted education and other advanced academics. Gifted education scholars, such as Drs. Donna Y. Ford, Tarek Grantham, Lamont A. Flowers, Gilman Whiting, Malik Henfield, and the late Mary M. Frasier, have written extensively on the topic. In 2012, Dr. Flowers and I conducted a study, “Increasing the Representation of African American Males in Gifted and Talented Programs,” which focused on gifted African American males who attended some of the nation’s largest urban school districts. As you can imagine, the African American males in our study were strikingly underrepresented in gifted education.

A previous paper published by Dr. Ford outlines some of the gifted education barriers for students: school systems requiring that students have perfect attendance or only excused medical absences; requiring an application to be submitted on a specified date, time, and place; requiring no negative behavioral marks on report cards; requiring no grade below a C in any previous coursework; requiring an admission fee and not offering any financial assistance to defray the cost; and requiring parents or guardians to agree participate in certain activities in order for their children to be admitted. These requirements often do more harm than good for children. In my opinion, we need schools to adapt to the children rather than expect them to adapt to the schools. We need more student-centered classrooms, school systems, practices, and policies.

How would you characterize the overall educational status of African American males across the country?

Moore: Education data consistently illustrate African American males' educational and social pitfalls and how the nation’s elementary, secondary, and postsecondary systems are consistently falling short with African American males. A disheartening reality is that too many African American males are not benefiting from the American educational enterprise. At every juncture of education, African American males constitute a population of extreme educational vulnerability. Many education scholars, such as Dr. Pedro Noguera of University of California at Los Angeles, argue that negative education outcomes have been so long-lasting and pervasive among African American males.
American males that like any problem that has been with us for a very long time, feelings of complacency have begun to permeate, decreasing the sense of urgency to address the problems impeding educational success.

What is the Todd Anthony Bell National Resource Center on the African American Male?

Moore: African American males are strikingly underrepresented in postsecondary education across the nation. Generally speaking, they represent around 8 percent of the student population, ages 18-24, and less than 3 percent of the undergraduate students who are enrolled at public, flagship universities. Nationally, matriculation, retention, and graduation rates for African American males are low in comparison to African American women and many other demographic groups. In the early 2000s, leadership at The Ohio State University – administrators, faculty, staff, and alumni – took notice of these national higher education trends among African American males and assembled a group of campus leaders to study the factors that influence African American males’ college success at Ohio State. Numerous important findings and suggested interventions emerged from the group, which laid the groundwork for creating the Todd Anthony Bell National Resource Center on the African American Male.

The Bell National Resource Center was founded in 2004 with a primary focus on improving college success for African American males at Ohio State, and in 2008, I was appointed as its inaugural director (and later promoted to executive director) to provide direction and leadership at the Bell National Resource Center. Shortly after accepting the position, I outlined a national vision and mission for the Bell National Resource Center, examining and addressing critical issues that impact African American males throughout the lifespan. Our successes have been recognized by numerous organizations, such as The Education Trust and The College Board, and many U.S. universities and colleges such as the University of Texas at Austin, Louisville University, Ohio University, University of Minnesota, and others. Notably, the Bell National Resource Center has played a major role in increasing the number of African American males at Ohio State who have a cumulative grade point average of 3.0 or higher. For example, in 2005, there were only 138 African American males who achieved this academic success, and, today, Ohio State has a total of 400. I would argue that you would be hard pressed to find these numbers at other major American universities.

The Bell National Resource Center has also played a significant role in increasing retention and graduation rates among African American males. I have a wonderful job and am fortunate to have an outstanding staff. Further, we have been able to secure external funding from numerous state and federal governmental agencies and also have been successful raising funds from corporations, alumni, and other sponsors to support the strategic priorities. To get better acquainted with the Bell National Resource Center, please visit our website: http://go.osu.edu/BNRC.

Tell us little about your recently published book projects.

Moore: I now have published a total of five books: African American students in urban schools: Critical issues and solutions for achievement. African American male students in preK-12 schools: Informing research, policy, and practice; Black males and intercollegiate athletics: An exploration of problems and solutions; Gifted children of color around the world: Diverse needs, exemplary practices and directions for the future; and Advancing educational outcomes in science, technology, engineering, and mathematics at Historically Black Colleges and Universities. But I think that the African American male students in preK-12 schools: Informing research, policy, and practice and Gifted children of color around the world: Diverse needs, exemplary practices and directions for the future will most resonate with the audiences within the gifted and talented community. I think that these two books shatter a lot of myths and shed a lot of light on students of color and their schooling experiences in America, including advance academic programs.

Dr. James L. Moore III is the Education and Human Ecology Distinguished Professor of Urban Education and Executive Director of the Todd Anthony Bell National Resource Center on the African American Male at The Ohio State University. In addition to his university appointment, he serves as a rotating program director for Broadening Participation in Engineering in the Engineering Directorate at the National Science Foundation, where he manages a grant portfolio of nearly $20 million that focuses on diversifying the engineering enterprise. His research agenda focuses on gifted education; urban education; higher education;
science, technology, engineering, and mathematics (STEM) education; school counseling, and multicultural education/counseling. Dr. Moore is internationally recognized for his work on African American males. He has published over 100 publications, including 5 edited books; his latest book (with Dr. Joy Lawson Davis) is Gifted Children of Color Around the World: Diverse Needs, Exemplary Practices and Directions for the Future. He presently serves on the National Association for Gifted Children’s Board of Directors as a two-time presidential appointee and serves on numerous editorial review boards for peer-reviewed journals (e.g., Gifted Child Quarterly, Journal of Advanced Academics, The Roper Review, and Journal for the Education of the Young Scientist and Giftedness). Dr. Moore is the recipient of many prestigious awards and honors, such as the American Educational Research Association’s Division E Early Career Award in Counseling; American Educational Research Association’s Distinguished Scholar Award in Counseling—Division E; Institute for School-Based Family Counseling’s Outstanding Contributions to School-Based Family Counseling Award; National Association for Gifted Children’s Early Scholar Award; National Association for Multicultural Education’s Carl A. Grant Multicultural Research Award; National Alliance of Black School Educators’ W. E. B. DuBois Higher Education Award; American College Personnel Association’s Standing Committee on Men and Masculinities Outstanding Research Award; and American Educational Research Association’s Distinguished Contributions to Gender Equity Education Award.
Second Court Case and One State Adopts Equity Allowance to Increase Access to Gifted Education for Under-Represented Students

Donna Y. Ford, PhD
Professor
Vanderbilt University

The history of under-representation in gifted education for Black and Hispanic students is a long one, with data from studies and more officially from the Office for Civil Rights. The most recent data indicate little progress – Black and Hispanic students remain under-represented by 45% and 32%, respectively, for 2013-2014 (See http://ocrdata.ed.gov.)

Many districts tout their commitment to equity in policies, but few have set goals that are equitable and even fewer have quantified equity. Equity is a function of fairness. It is a recognition that gifted students exist in every racial and economic group (Ford, 2013; U.S. Department of Education, 1993), but due to racial and economic prejudice (beliefs) and discrimination (actions, policies and procedures), such students are disproportionately denied opportunities to be identified and served as gifted students.

When equity is quantified, it is not a quota, but rather an allowance and a targeted goal in order to increase access to gifted education. It sets the minimum percentage of students who should be identified as gifted based on their representation in the nation, state, district and school building. Two court cases, one in Elgin, Illinois and the other in Tucson, Arizona adopted the equity allowance. Just as important, one state – Missouri -- has recommended the formula to guide districts and hold them accountable to redress under-representation. The equity formula and goals appear in all three documents.

At the national level, Black students are 15.9% of schools, but only 8.8% of gifted education. To be equitable, they should comprise a minimum of 12.7% of gifted programs. Hispanic students represent 23.6% of schools nationally, but only 16.9% of gifted education; they should represent a minimum of 19.1% to be equitable. Our schools have a long way to go to achieve equity in philosophy and numbers/percentages for thousands of Black and Hispanic students. With concrete equity goals, let’s hope change occurs with all deliberate speed (Brown vs. Board of Education, 1954).

References

NEWSLETTER EDITOR NEEDED

The Special Populations Network is in need of an editor/co-editors for its *Mosaic* newsletter. Editor(s) will be responsible for editing at least 2 newsletters per year. Those who are interested in serving in this capacity should inform the chair of your interest at the NAGC convention.