

Multicultural Mentoring of the Gifted and Talented

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Why Education Must Be Multicultural

Addressing a Few Misperceptions With Counterarguments

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Abstract: The United States is considered the land of immigrants and cultural diversity, and our nation's ever-changing demographics attests to this. Yearly, our nation and schools become more racially and linguistically different. In what ways, we must ask, are schools welcoming and providing for students who come from different cultural backgrounds, especially Black and Hispanic students? The author contends that schools and educators must be culturally responsive; however, misperceptions hinder their appreciation of and respect for multicultural education and, thus, the adoption of culturally responsive practices is infrequent and/or met with reservations. Several (by no means all) misperceptions are shared accompanied by counterarguments.

Keywords: multicultural education, misperceptions, culturally responsive education, gifted education

The goal of creating an education that is multicultural or culturally responsive is increasingly in demand in our classrooms and schools. The need is particularly important given the large percentages of Black, Hispanic, Asian, and Native American students in our schools and the reality that our nation is the most racially diverse in the world. As of 2012, almost half of students in public schools are non-White (Auld et al., 2012), and the percentages increase yearly. This article was written with two major purposes in mind. First, educators must ensure that students have deep and authentic educational experiences about the lives of others who do not share their cultural and racial background and experiences. Second, educators must ensure that culturally different students learn about themselves in rigorous and relevant ways. Combined, these objectives reflect the value and goal of all students having mirrors and windows in their educational experiences—books, literature, visuals, media, guest speakers, topics, issues, and more.

While some educators support multicultural education and endeavor to incorporate multicultural content into the curriculum, a few widespread misconceptions about what multicultural education is and how it should be implemented hinder the process (e.g., Vargas, 2010). In this article, I share several reasons multicultural education must be addressed in classrooms; these reasons are divided into three categories: (a) Which students need multicultural education? What must be taught about racially and culturally different groups? (b) What is the purpose of multicultural education? What are the benefits of multicultural education? (c) What does rigorous multicultural education look like (e.g., models)? To address these overarching questions, I first share myths and/or misperceptions, and then a reality or counterargument for each.

Which students need multicultural education? And what must be taught about racially and culturally different groups? Three misperceptions are addressed.

1. In a predominantly monocultural school and/or community, there is no need to study other cultures. (Why should we study other cultures when there are only or primarily Whites in the class and/or community?)
2. White students do not need an education that is multicultural, regardless of the demographics of the classroom, school, and community. Multicultural education is only for "minorities."
3. There is no need to focus on subgroups of racially and culturally different populations; those who are categorized as Hispanic/Latino, for example, are the same in culture.

Multicultural education is for *all* students. The more racially and/or culturally homogeneous the classroom, school, and community in which students live and learn, the more students must be exposed to multicultural education to prevent and counter stereotypes learned in their homes, schools, communities, and the media. If students primarily or only interact with those from the same racial and cultural

DOI: 10.1177/107217131223204. From Vanderbilt University, Nashville, TN, USA. Address correspondence to Donna Y. Ford, PhD, Peabody College of Education, Vanderbilt University, One Magnolia Circle Bldg., 230 Reppel Place, Nashville, TN 37203, USA; email: donna.ford@vanderbilt.edu. For reprints and permissions queries, please visit SAGE's Web site at <http://www.sagepub.com/journalsPermissions.nav>. Copyright © 2013 The Author(s).

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intekarredamenti.com: Multicultural Mentoring of the Gifted and Talented (): E. Paul Torrance, Kathy Goff, Neil B. Satterfield: Books.Multicultural Mentoring of the Gifted and Talented [Paul E and Kathy Goff, Neil B Satterfield Torrance] on intekarredamenti.com *FREE* shipping on qualifying offers.This guide offers guidance for mentoring programs and relationships serving gifted and/or talented students from multicultural and/or disadvantaged.This book offers a contemporary view of helping ethnically diverse, economically disadvantaged youth through the use of mentor programs. Including a complete.Multicultural Mentoring of the Gifted and Talented. Complete, perceptive advice on the multi-level process of mentoring culturally diverse children. Authors: E.Multicultural Mentoring of the Gifted and Talented before purchasing it in order to gage whether or not it would be worth my time, and all praised Multicultural.Multicultural Mentoring Gifted Talented Torrance download pdf is give to you by animalresearchdebate that special to you for free. Multicultural.Buy a cheap copy of Multicultural Mentoring of the Gifted book by E. Paul Torrance. about discovering and nurturing the abilities of students who live in poverty.enough attention to the actual problems of mentoring the poor. Of course, gifted and talented children and youth growing up in poverty frequently do not meet.This article explores factors that affect the decision of gifted Black males to participate in gifted programs. Ford () maintains that Black students often.Buy Multicultural Mentoring of the Gifted and Talented by E. Paul Torrance () by (ISBN:) from Amazon's Book Store. Everyday low prices and free.6 days ago Multicultural Mentoring Gifted Talented Torrance books pdf free download is given by lapilj that give to you with no fee. Multicultural Mentoring.What remains before you are students who still embrace the American dream that education will change . Multicultural mentoring of the gifted and talented.looking for multicultural mentoring gifted talented torrance full online do you really need this ebook of multicultural mentoring gifted talented torrance full online it.In view of the emphasis on lifelong learning, it is suggested that mentoring should be considered an . In recent years, mentorship has been emphasized in the education of gifted and talented .. Multicultural mentoring of the .gifted and.We get many of our volunteers and mentors through Rochester Mentors. . Multicultural Mentoring of the Gifted and Talented, by E. Paul Torrance, Kathy Goff.Support services for school students including Support to learn English, Gifted and talented education, Student mentoring.The Promise of Multicultural Mentoring . are noticeably under-represented in programs for the gifted and talented. To in the school system's gifted program.A recent study reported that gifted students may be particularly cultural competency in choosing a mentormulticultural mentoring has been.There is a need for new strategies in identifying gifted.All incoming first-year multicultural students are invited to participate in SEAM. The Office for Diversity and Inclusion (ODI) "CFANS Achieve" mentoring program is . This merit based program offers academically gifted students committed to.PROFESSIONAL RESOURCE DATABASE for GIFTED and TALENTED. SHERIDAN

SCHOOL . Multicultural Mentoring of the Gifted and Talented. Torrance.E. DISTINGUISHING CHARACTERISTICS OF GIFTED STUDENTS WITH FACTORS. 1. TRADITIONAL . Multicultural Mentoring of the Gifted and Talented ;,investigated in meeting the educational needs of the gifted students continuing their education in Key Words: Mentor, Mentee, Gifted, Curriculum Differentiation, General Multicultural mentoring to increase black male representation in.The Contemporary Perspectives on Multicultural Gifted Education book series is and solutions targeting culturally and linguistically diverse students (Black.

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