

DDEL would like to hear your VOICE...

If you are interested in contributing to future newsletters please consider the following categories:

“Voices from the Classroom”
featuring an innovative strategy, approach, activity, or accomplishment conducted in a classroom serving exceptional learners who are culturally and linguistically diverse.

“Voices from the Field/Community”
featuring programs, research studies, organizations, or opportunities involving exceptional learners who are culturally and linguistically diverse and/or those who are serving this population.

“Research Spotlight”
featuring studies related to CLD learners.”

Please email a summary of up to 500 words to the newsletter editor Okyoung Lim, olim@marian.edu

Inside this issue:

President’s Message	1-2
C.A.N. Corner	2
President Elect’s Update	3-4
Member Highlight	5
State Subdivisions	6
Call for Elections	7
Voices from the Classroom	8-12
Voice from the Field	13-14

President’s Message



Hello DDEL,

It is hard to believe it is already the last quarter of the year and this will be the last issue of VOICES with me as your president. I believe it is safe to say that 2020 was not the year most of us anticipated. I hope each of you have found a way to sustain calm, care, and community during these trying times. As DDEL prepares to turn the corner on 2020 we are excited about many of the activities we have in store. While I wish I could say I will see you all in Baltimore, our President-Elect is continuing to work to ensure CEC L.I.V.E.

provides opportunities for rich programming in support of our diverse learners and opportunities for our scholars and educators to connect. See her column on pages 3-4 for a few highlights and check out the Cultural and/or Linguistic Diversity Category in the CEC Convention [Session Browser](#) for more details.

Your executive board continues to work to expand DDEL’s activities and impact. Some highlights include:

- Growing our presence at the state level with the formation of new subdivisions (see page 6 to learn more about activities in your state or to get them started);
- Providing and promoting content and programming to enhance the knowledge and praxis of our teaching force (See column in recent issue of TEACHING Exceptional Children and bi-weekly announcements);
- Developing issue and policy briefs to highlight best practice regarding key topics in our field (See C.A.N. report on page 2 to recommend topics.);
- Encouraging broader perspectives and ideas in curriculum, such as those presented in Dr. Hunter’s piece on Hip Hop Pedagogy on pages 8-12.

In addition to these and other activities, DDEL is taking the lead in creating a vision of diversity, equity and inclusion in all of CEC with the launch of project 20/20. I have accepted the role of program chair for this three-year project and other DDEL members including Drs. Joy Banks, LaRon Scott, and Robai Werunga will be chairing subgroups formed across CEC’s membership to help identify key deliverables and timelines to advance project 20/20 goals throughout CEC. Please go to the project 20/20 website <https://exceptionalchildren.org/project2020> and take the pledge to be a part of the change you want to see in CEC and our field at large.

DDEL would love to hear your ideas on, and have your help in, furthering our

President's Message-continued

organization's mission. Please get involved and encourage your colleagues to become members of DDEL as well. There are numerous committees you can be a part of and we are currently calling for nominations for the roles of DDEL Vice President and Secretary. See the call for nominations on page 7.

It has been a pleasure serving as your president and I look forward to continuing to work as your immediate past president and project 20/20 program chair to advance DDEL's mission and fulfill my stated goal for 2020 to "create a community to uplift scholars, leaders and practitioners working for the advancement of students with intersecting vulnerabilities within our educational system." Join me!

In Service,

Endia J. Lindo, Ph.D.
President, DDEL
e.lindo@tcu.edu

C.A.N. Corner

The Governmental Relations committee is accepting submissions for DDEL position statements. If you have an idea, or completed webinar, presentation, or paper that fits the DDEL mission, please submit to: <https://forms.gle/3EgU3iFvvYRTvNPb9>

Do You Shop on Amazon?

Shop at smile.amazon.com.

Select the Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL) as your charity, and 0.5% of eligible purchases will be donated to DDEL

—no fees, no extra cost!



Here is the direct link to support our organization: <https://smile.amazon.com/ch/80-0388964>

President Elect's Updates

Dear DDEL Members,

As president-elect, I had been excited to represent DDEL at the Special Education Legislative Summit, Representative Assembly, and CEC Leadership Institute however, as with many other events this year these events were moved online. The Special Education Legislative Summit was held from July 13-24. In the first week daily lunchtime presentations were given on pertinent issues to special education policy. Topics included federal funding of special education, special education teacher shortages, mental health in special education, and special education services during the pandemic. You can view these record presentations at: <https://exceptionalchildren.org/events/special-education-legislative-summit-2020/schedule>

The president-elect is charged with the role of programming chair for the CEC convention. There were so many excellent submissions. I am pleased to report that we were able to organize these submissions into multi-presentations that provided the maximum amount of high quality presentations to be featured. In addition, there will be several special invited sessions highlighting pertinent topics by scholarly leaders from our division. Here is a sneak preview of the DDEL-sponsored panels, only the lead presenters are shared at this time.

In the coming months we will have more information about the CEC 2021 Live convention and DDEL programming. We will continue to share this information in our bi-weekly announcements.

Sincerely,

Dr. Joy Broughton

Multi-Presentation Sessions	
Session Title	Contributing Proposals
Becoming & Sustaining Black Special Educators Across Their Careers: Tales from Defeaters Who Overcome Situational Challenges	<ul style="list-style-type: none"> • Black Teachers Persistence: Why they Stay in the Profession” (LaRon Scott, Virginia Commonwealth University) • “I Wanna Know Your Name. Face, Story & Community: Project CREED” (Cathy Kea, North Carolina A&T State University, Greensboro)
But What Does It Look Like? Instructional Strategies for Exceptional CLD Students	<ul style="list-style-type: none"> • Examining the Efficacy of Mathematics Word Problem-Solving Interventions for English Learners with Mathematics Difficulties (Sarah Gorsky, The University of Texas at Austin) • “Improving Science Vocabulary Instruction to Support Students with Disabilities from Historically Marginalized Backgrounds” (Lindsay Carlisle, University of Virginia, Charlottesville) • “Increasing Academic Vocabulary Processing with Technology Tools for ELs with Disabilities” (Le Tran, University of Texas, Austin)

President Elect's Update– *continued*

<p>Persevering Through Difficult Times: Supporting Students with Disabilities from Diverse Backgrounds During the Pandemic</p>	<ul style="list-style-type: none"> • “Successes & Barriers to Supporting Students with Disabilities from Diverse Backgrounds During the Pandemic” (Peishi Wang, Queens College, CUNY) • “Trauma Informed Instruction During COVID-19 is Imperative to Culturally Linguistically Diverse Students” (Christina Gabaldon, Northern Arizona University)
<p>Uncovering Segregation: How Disability, Race, & Language Become Tools of Exclusion</p>	<ul style="list-style-type: none"> • “Understanding Disability: High-Quality Evidence in Research on Special Education Disproportionality” (Rebecca Cruz, San Jose State University) • “Race, Disability, & Segregation: Tools of Exclusion in Special Education Policy” (Adai Tefera, University of Arizona) • “An Intersectional Analysis of Disproportionality of Dual Language Learners in Special Education in Virginia: A Mixed Methods Study” (Cady Landa, University of Massachusetts, Boston) • “The Access of Young Children of Immigrants to Entitlements of the Individuals with Disabilities Education Act” (Melissa Cuba, Virginia Commonwealth University)
<p>Migration and The Cultural Shift: Perspectives on Disability from Immigrant Families</p>	<ul style="list-style-type: none"> • “Migration and The Cultural Shift: Trauma, Turmoil, and Transition” • Community Perceptions and Beliefs About Disabilities in Sierra Leone
	<ul style="list-style-type: none"> • Empowering Refugee Families Of Students With Disabilities • Cambodian American Parents' Knowledge of Special Education Services Provided to their Children with Disabilities
<p>Mothers, Fathers, Aunts, & Uncles: Asset-Based Pedagogy for Family Engagement in Special Education</p>	<ul style="list-style-type: none"> • Engaging Fathers and Father Figures in a Title I School: Focus on CLD Fathers and Fathers of Children with Disabilities • Voices of CLD families: Religious support structures for Muslim families of children with Intellectual and Developmental Disabilities (IDD). • Mothers of Color of Children with Disabilities Informing Asset Pedagogies through Family as Faculty Projects
<p>Assessing Our Awareness: Tools for Understanding Teachers' Cultural Competence</p>	<ul style="list-style-type: none"> • Assessing awareness: Assessing PreK-12 practitioners' level of awareness regarding students' intersectional identities • Teacher Identity and Reflective Cultural Competence • Delivering Culturally and Linguistically Responsive Intensive Intervention to English Language Learners

Member Highlight



Taucia González is an assistant professor of special education in the Disability and Psychoeducational Studies department at the University of Arizona. Her research addresses issues of equity and inclusion for dual language learners with and without learning disabilities (LD) using youth participatory action research (YPAR) methods. While many special education scholars engage in intervention work to remediate learning for individuals, Dr. González instead focuses on remediating learning ecologies using YPAR as social design-based experiments. YPAR is a participatory method that allows her to work alongside youth in exploring equity issues impacting their educational experiences. These social design-based experiments are designed as after school or summer programs that start with equity and are co-designed with Latinx youth with and without LD.

She is currently working on a social-designed-based program with Drs. Pacheco and Xiong at the University of Wisconsin-Madison that will host Hmong and Latinx bilingual high school youth with/out disabilities for a five-week YPAR program during the summer of 2021. At the University of Arizona, she is in the process of designing a crippled YPAR summer program for Latinx dual language learners with/out LD that will enable youth to examine their experiences using race and disability as analytic tools.

Through her YPAR work, Dr. González has learned that (1) youth are willing and able to contribute to creating more inclusive schools, (2) youth have unique, first-hand experiences that can disrupt the adultism that normally drives inclusive education efforts, (3) youth have complex identities that they want integrated into learning, and (4) YPAR reorganizes participation in ways that facilitates literacy engagement for bilingual youth with LD.

Dr. Gonzalez's participatory research is an assets-based approach to remediation for youth of color with disabilities. This approach not only highlights, but centers, their cultural and linguistic assets as critical tools in learning ecologies.

Stay Connected!

<https://community.cec.sped.org/ddel/home>

Check us out on social media!

<https://www.facebook.com/DDEL.CEC>

https://twitter.com/DDEL_CEC

If you have news or suggestions, contact our webmaster
Sara Niño at saravnino@gmail.com



Interested in Joining Starting a state DDEL Subdivision?

If you are in New York, Colorado, Nebraska, Michigan, or Arkansas, please reach out to the organizing contact for your state to get more information about newly forming DDEL subdivisions in your state.

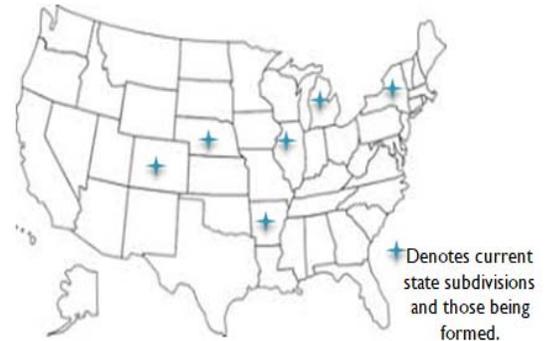
New York Renee Parmarr, President, parmarr@stjohns.edu

Michigan Precios Armstrong, precios.armstrong@jcisd.org

Nebraska Anne Marie Boose, aboose@lps.org

Arkansas Kimberley Davis, kimberleydavis@astate.edu

Colorado Melinda Rossi, melindaarossi@gmail.com



Don't see your state on the map?

Contact DDEL membership chair Tammy Ellis-Robinson tellis-robinson@albany.edu if you are interested in forming a subdivision in your state.

DDEL's Mission:

To improve, through professional excellence and advocacy, the education and quality of life for individuals with exceptionalities from diverse racial, ethnic, cultural, and linguistic communities.

DDEL's Vision:

DDEL is an education organization renowned for its leadership in advancing knowledge and practice, and shaping policy to enhance the quality of life for diverse individuals with exceptionalities. DDEL's commitment to forging partnerships results in solutions to persistent and emerging barriers to social justice. DDEL is recognized globally for its expertise and advocacy.

Core Values

Diversity, social justice and equity
Inclusiveness
Advocacy

Inquiry leading to the development of practices that attend to unique learner characteristics



Call for Elections

Do you know someone who is interested in becoming a leader? DDEL is now accepting nominations for the 2021 Executive Board. We are seeking strong candidates for the Vice President, and Secretary positions. Please e-mail Dr. Evette Simmons-Reed at esasimmonsree@bsu.edu, your nominations by November 13th. (Self nominations are also encouraged.) **Nominees must submit completed nomination applications by November 30, 2020.** Voting will occur December 7-21st.

Duties of the Vice President

The Vice President will serve a multi-year commitment on DDEL's Presidential Line as the Vice President, President-Elect, President, and Immediate Past President (each a one-year term coinciding with the fiscal year).

The Vice President shall:

1. Serve in the place of and with the authority of the President in case of the President's and/or President Elect's absence or inability to serve;
2. Assume designated responsibilities and participate fully in Executive Board functions for the purpose of learning about the roles and responsibilities of the President and President-Elect; and
3. Perform other duties as assigned by the President.

Duties of the Secretary

The secretary will serve a two-year term on the executive board which corresponds with the fiscal year.

The Secretary shall:

1. Keep a careful record of the proceedings of the annual business meeting, meetings of the Executive Board, and other official business transactions of the Division;
2. Execute correspondence as necessary for operation of the Division;
3. Assume custody of all records, except those specifically assigned to others;
4. Keep accurate lists of the Executive Board, standing, and ad hoc committee members;
5. Perform other duties as assigned by the Executive Board; and
6. Transfer all records to the new Secretary within fifteen (15) days of completion of term of office and provide mentoring and support to the new Secretary as needed.

For more details about the role of the Vice President and Secretary, please see DDEL's Constitution and Bylaws at <https://community.cec.sped.org/ddel/ddelcommittees/constitution>

Nomination forms can be accessed here: [Vice President](#) & [Secretary](#)

Voices from the Classroom

Using Hip-Hop Pedagogy to Create a Forum for Critical Consciousness within Special Education Educator Preparation Courses

William Hunter, Ed.D.
Associate Professor of Special Education
University of Memphis

As classrooms become more diverse (U.S. Department of Education, 2014), both general and special educators have a responsibility to ensure positive outcomes for students from marginalized backgrounds. This includes culturally and linguistically diverse students and students with exceptionalities (Hunter et al. 2019). Despite the increasing diversity of the public-school student population, a significant percentage of K-12 educators report limited interaction with students whose backgrounds diverge from their own preservice experience. Further, these educators perceive themselves to be ill-prepared to address the needs of diverse populations, including students with exceptionalities (Barrio, et al., 2015). Placing greater emphasis on special education pre-service instruction, specifically in the area of culturally relevant teaching practices, can have a positive effect on the learning outcomes of students from culturally/linguistically diverse backgrounds (CLD) with exceptionalities (Trent, et al., 2008).

Infusing special education educator preparation programs (EPP) with culturally relevant pedagogy (CRP) (Robertson, et al., 2017) provides a forum for educators to address developmental, social, and cultural needs of pupils with and without exceptionalities in their future K-12 classrooms (Ladson-Billings, 2014). The tenants of CRP include a focus on student learning (promoting student intellectual growth), developing cultural competence (the facilitation of an atmosphere where students appreciate other cultures, as well as their own), and developing students' critical consciousness (Ladson-Billings, 2018). Hip-Hop Pedagogy constitutes CRP as hip-hop culture developed as a space for exposure and critique of social inequities. Thus, hip-hop pedagogy brings the consciousness-raising ethos and practices of hip-hop into the classroom, developing students' critical consciousness and opening up access to educational opportunities for diverse student populations (Emdin & Adjapong, 2018).

In infusing the classroom space with an ethos that promotes greater equity, hip-hop pedagogy creates an environment for a community of learners, in which student voices are as valued as that of the "instructor," and instructors are able to transition from the role of instructor to that of a facilitator among a community of learners (Laden-Billings, 1992). The concept of hip-hop pedagogy emphasizes the importance of student voices and promotes strong interpersonal communication skills in K-12 education through Higher Education. Further, hip-hop pedagogy lends itself to the creation of lessons about how hip-hop can inform lived experience (Rose, 2018). Using hip-hop as a learned experience provides the opportunity to develop a student's critical consciousness within a community of learners. This article discusses how the implementation of hip-hop pedagogy creates the environment for special education pre-service educators to examine their own critical consciousness while preparing to transition into the role of facilitator in a K-12 community of learners classroom.

Hip-Hop, The Voice of the Community

Hip-hop music, the most salient aspect of hip-hop culture, is a voice for the

marginalized, sets the stage for a revolution of ideas, and has the power to raise consciousness in a way that potentially impacts education, community, and urban life. While acknowledging the validity of criticism of hip-hop music and culture, e.g., expressions of misogyny, glorification of violence, etc., it may also be acknowledged as meaningful cultural expression and a voice for the people. Rappers are generally perceived as products packaged by record labels, whose executives have little interest in progress or the evolution of the art form, as opposed to hip-hop's emcees (Shaw, 2013). There are four widely known universal elements of hip-hop which includes emceeing (lyricism), dee-jaying, dance, and art (this includes graffiti). The fifth element of hip-hop is known as "knowledge of self" and can be connected to the understanding of one's community and their (own) critical consciousness. To quote Nas (an emcee) in his verse from Public Enemy's Fight the Power: 2020 Remix, he explores critical consciousness through this lyrical expression:

I honor the strong and pity the weak

Your thoughts run your life, be careful what you think

Hip-Hop culture has a political and cultural lineage that dates back decades. The connection between critical consciousness and community is not new as evidenced in Dr. Martin Luther King's *Where Do We Go from Here: Chaos or Community* (1967). In that book, Dr. King presents the notion that the educational system functions as a system of exclusion, which is not conducive to a community of learners operating efficiently. Although MLK is primarily concerned with the exclusion of African Americans, here, the exclusionary mechanisms of the education system he points to extend to all marginalized groups, including those with exceptionalities, in the interest of maintaining the homogeneity of the student population. Adopting King's notion of the educational system as one of exclusion, I argue that culturally and linguistically diverse students with exceptionalities experiences exclusion within the K-12 educational system which impacts their overall learning. Further, as a former special educator in K-12, I contemplate if exclusion from the educational system contributes to a student with exceptionalities (that experiences challenges with self-knowledge) learned helplessness (a condition in which a person experience a sense of powerlessness). If so, would the emphasis of developing a students' "knowledge of self" be the antidote to combat a student's learned helplessness? These questions serve as fuel and food for thought while I constructed the game-plans for special educator preparation courses that includes the frame of hip-hop pedagogy.

Keep it Moving within the EPP Classroom Community

My position statement is that I am a black male special education scholar that is a self-proclaimed hip-hop purist. This self-proclamation is based on countless hours invested in analyzing the lyrics of hip-hop artists such as: Rakim, Nas, Tupac, Biggie, Public Enemy, The Wu-Tang Clan, Black Star, A Tribe Called Quest, Outkast, Goodie Mob, Digable Planets, and countless other national and underground recording artist. I am also learning and aspire to dee-jay on a professional level, while admiring hip-hop dance and art from a distance. My experience with hip-hop has helped me with course development.

At the time of this publication, I have taught classroom management and hip-hop educational courses and have implemented hip-hop pedagogy within both. For the purposes of this discussion, I will provide comprehensive information gathered from both courses, whose course descriptions include the following statement:

The course will prioritize the interpretation of hip-hop/rap lyrics (lyricism) and the ways it speaks to the youth. An exploration on how hip-hop brings to the light topics such as oppression, violence, identity, culture, power, and activism toward social justice will also serve as a foundational component within the course. There will be specified moments of discussion and reflection on how hip-hop a voice for those from marginalized backgrounds are setting the stage for a revolution of ideas that can impact urban education.

The focus of these courses builds on my dissertation research and primary research agenda as a junior faculty member, which centered on active student engagement within K-12 and higher education classrooms. Hip-hop is used as a tool to generate class discussions in the interest of active student engagement, providing an opportunity for students to analyze hip-hop media content, engage within the community through the lens of hip-hop, and report that engagement within a summative course project. Figure 1 provides an example of how hip-hop is used as a tool to engage students within a special educator preparation course.

Course Title- Classroom Management in the Multicultural Classroom



Standards and Connections:

Council for Exceptional Children (CEC) Initial Preparation Standard-5.0 Instructional Planning and Strategies

5.1 Beginning special education professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.

CEC High Leverage Practice 18-Use Strategies to Promote Active Student Engagement

Class Activity Title: “Social Justice within the Community”

Activity Break Down:

Analyze the Lyrics from the (2020) Public Enemy featuring Nas, Rapsody, Black Thought, Jahi, & YG “Fight the Power: 2020 Remix”

Construct and Develop a 1-2-page reflection on the overall imagery provided within the video “Fight the Power: 2020 Remix” and connect it to your analysis of the lyrics.

Critical Self Reflection Exercise-

Guiding Questions:

1. What did you learn? What is one question related to this video that remains uppermost in your mind? What will you do about (or with) what you learned/experienced?”

Connection to Summative Project

Using the information obtained from this lesson, continue to work on your multi-media project that highlights how one or all of the four elements: emceeing (lyricism), dee-jaying, dance, and art (this includes graffiti) of hip-hop is an asset within the community of Memphis, Tennessee and how the element (s) can be incorporated within a K-12 (elementary, middle school, or high school) lesson that encourages student active engagement while facilitating an environment promotes a community of learners while also encouraging the exploration of a student’s critical consciousness.

Figure 1: Hip Hop Ed (Example) Activity Guide

Within the course, there is an exploration of the development of “knowledge of self” while promoting the examination of one’s critical consciousness. This is done through reflective activities associated with showcasing hip-hop media content. For example, when discussing the importance of developing a community of learners, I show a music video titled “Fight the Power: Remix 2020” (2020) performed by national recording artists Public Enemy featuring Nas, Rapsody, Black Thought, Jahi, & YG. Below is an excerpt from the song featured in the video:

Rapsody (emcee)-

Change the policy, before I buy back our property

You love Black Panther but not Fred Hampton

Word to the Howards and the Aggies and the Hamptons

They book us, won't book us, I'm Booker

T. Washington, George killed, for twenty

Think about it (Think), that's two thousand pennies

The value of black life the cost of goin' to Wendy's

For a four-quarter burger, ended in murder

Fight for Breonna and the pain of her mother, gotta

The activity in response to viewing the video is divided into two components. Using an open-ended questioning technique, the pre-service educators (students) are asked to provide thought on the imagery of the video and connect it to current events. The video shows footage of Black Lives Matter actions, and students were able to connect video content to the 2020 racial pandemic within the United States. The second component of the activity involves analyzing the lyrics of the song and providing a written reflection on the lyrics’ meaning to them and their community.

Final Thoughts

It is essential for special education educator preparation programs (EPP’s) to provide a foundation for pre-service educators to effectively deliver instruction to students from diverse backgrounds (Kroeger & Hunter, 2017). Hip-Hop Pedagogy is designed to create a forum for hip-hop to be understood as a means to expose and critique social inequities, specifically access to opportunities within education (Rose, 2018). Further, it creates the opportunity for pre-service educators to develop the critical consciousness to answer the “so what factor” through the implementation of lessons that culturally relevant to a diverse student population, concurrently opening the door in the development of cultural competence while establishing a community of learners.

References

1. Barrio, B. L., Lindo, E. J., Combes, B. H., & Hovey, K. A. (2015). Ten years of response to intervention: Implications for general education teacher preparation programs. *Action in Teacher Education, 37*(2), 190-204.
2. Bennett, S. V. (2012). Effective facets of a field experience that contributed to eight pre service teachers' developing understandings about culturally responsive teaching. *Urban Education, 48*(3), 380-419.
3. Emdin, C., & Adjapong, E. S. (Eds.). (2018). *# HipHopEd: The Compilation on Hip-hop Education: Volume 1: Hip-hop as Education, Philosophy, and Practice*. Brill Sense.
4. Hunter, W., Taylor, J.T., McNaughton, D., Jasper, A.D., Sanders, S.D., & Chapin, S. (2019). Special Education and Intersectionality. In Schiro-Geist, C., Brown, S., & Sanders, S. (Eds.), *Minority Voices in Higher Education: Toward a Global Majority*. San Diego, CA: Cognella
5. King Jr, M. L. (2010). *Where do we go from here: Chaos or community? (Vol. 2)*. Beacon Press.
6. Kroeger, S. D., & Hunter, W. (2017). Preparing teachers to use culturally responsive practices. In J. Goetze & K. Kossar (Eds.), *Redesigning Special Education Teacher Preparation: Challenges and Solutions*. New York, NY: Rowman & Littlefield.
7. Ladson-Billings, G. (1992). Culturally relevant teaching: The key to making multicultural education work. *Research and multicultural education: From the margins to the mainstream, 106-121*.
8. Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: aka the remix. *Harvard Educational Review, 84*(1), 74-84.
9. Ladson-Billings, G. (2018). From big homie the OG, to GLB: Hip-hop and the reinvention of a pedagogue. In *# HipHopEd: The Compilation on Hip-hop Education (pp. 21-26)*. Brill Sense.
10. Love, B. L. (2018). Knowledge reigns supreme: The fifth element, hip-hop critical pedagogy & community. In *# HipHopEd: The compilation on hip-hop education (pp. 38-43)*. Brill Sense.
11. Robertson, P. M., McFarland, L. A., Sciuchetti, M. B., & García, S. B. (2017). Connecting the dots: An exploration of how pre-service special education teachers make sense of disability and diversity. *Teaching and Teacher Education, 65*, 34-47.
12. Rose, C. (2018). Toward a critical hip-hop pedagogy for teacher education. In *# HipHopEd: The Compilation on Hip-hop Education (pp. 27-37)*. Brill Sense.
13. Trent, S. C., Kea, C. D., & Oh, K. (2008). Preparing preservice educators for cultural diversity: How far have we come? *Exceptional Children, 74*(3), 328-350.
14. U.S. Department of Education. (2014). *State nonfiscal public elementary/secondary education survey data*. Retrieved from National Center for Education Statistics website: <http://nces.ed.gov/ccdstnfnis.asp>

Voices from the Field

Opinion: Promises of advanced coursework closing gaps amid COVID-19, racism and poverty

By Dr. Donna Ford

For almost 30 years, I have been unwavering and unapologetic about demanding racial equity in gifted and talented education, Advanced Placement and opportunities for advanced learners such as summer enrichment programs and competitions. These opportunities have always privileged high-income, white students. They are tantamount to a private school within public school settings.

When I visit schools, I can predict which rooms are designated for advanced learners – the lack of Black students is painfully evident. Whether the buildings or district predominantly white, Black or a mix does not matter. Within schools, racial segregation is apparent.

Data supports that observation. For every year that the U.S. Office for Civil Rights has gathered its Civil Rights Data Collection, Black students have been underrepresented in gifted and talented education and advanced placement nationally, and in most states and districts. Nationally, underrepresentation hovers around 50% for Black students. Each year and each day, the promise and potential of more than 250,000 Black students, especially Black males, are diminished.

Deficit thinking among educators about Black students lies at the heart of underrepresentation; they consistently under-refer Black students for advanced courses. More specifically, the first step in accessing advanced courses and programs is a referral — by teachers and counselors. Thus, the predominantly White female teaching force (around 75%) is the gatekeeper. Compound this with the paucity of educators trained to be anti-racist and culturally competent. Racial discrimination such as anti-Blackness, both intentional and unintentional, is undeniable throughout the entire recruitment and retention process. I dealt with racism as a gifted student in a private school. I experienced it firsthand.

Testing issues are problematic as well, along with content that favors and further privileges the status quo — high-income, white students. Traditional IQ tests are based on the culture, experiences — and language of higher-income White students. Schools often adopt achievement tests that do not align with their district's curriculum; therefore, students with more opportunities and resources are advantaged. This is crucial to consider in the context of summer learning loss and — now — economic inequities being further exposed by virtual learning and COVID-19. These high stakes tests must be interrogated for differential scores across racial and economic groups in the spirit of equity and 'do no harm.'

These pervasive racial inequities compelled me and a few colleagues to create The Consortium for Inclusion of Underrepresented Racial Groups in Gifted Education and write "Get Your Knee Off Our Necks: Black Scholars Speak Out to Confront Racism Against Black Students in Gifted and Talented Education." These efforts were based on increasing racial unrest after the murder of George Floyd and ongoing injustices in gifted and talented education. Prior to this, I and others developed "A Culturally Responsive Equity-Based Bill of Rights for Gifted Students of Color," to guide educators in the three-fold goal of equity, access and cultural responsiveness. The guide includes eight categories: advocacy and accountability; access to programming and services; evaluation and assessment; more teachers of color; multicultural curriculum and instruction; program evaluation and accountability; social and emotional support; and collaboration with families and communities. The underlying message is, "Stop the excuses and discrimination. Here's how."

Some positive news: I am uplifted by Sen. Cory Booker's and Rep. Joaquin Castro's proposed Advanced Coursework Equity Act.

"Expanding advanced coursework offerings at schools predominantly serving underrepresented students is a critical first step to implementing advanced coursework equity," Senator Booker wrote. "Our bill invests in low-income, Black, Latinx, and Native American students, English learners, and students with disabilities, and helps cultivate the genius within them."

The act would illuminate inequities in schools and incentivizes school leaders to change the status quo so that the most marginalized students have equal opportunities to thrive.

“It is unacceptable that many students of color and students from low-income families are disproportionately denied the opportunity to access the kind of gifted and talented programs in elementary school and advanced coursework in high school that could change their life trajectories,” Booker said.

Funding would be provided to support school districts in the necessary work: An \$800 million competitive grant program for states and school districts would increase the enrollment and performance of underrepresented students in advanced courses and programs. Eligible states and school districts could receive up to \$60 million in grants to expand enrollment in advanced courses, pay exam fees for low-income students and train and hire teachers for advanced courses.

Here at the College of Education and Human Ecology, we are a catalyst for the same kind of change that Booker advocates. We support equity, justice and inclusion across various diversities, but we seek to be explicit and intentional in our efforts for Black lives.

Structural and systemic racism continues to plague our societies and institutions. It not only threatens the lives of our students, alumni, colleagues and communities, but has negative and material outcomes for certain individuals and groups. The college will remain a strong community partner in the fight for racial equity, so that all children — no matter their circumstances — can reach their full potential and have their dreams fulfilled.

Reprint from <https://edge.ehe.osu.edu/2020/09/21/advanced-coursework-closing-gaps-amid-covid-19-racism-poverty/>



The *Multiple Voices* editorial team is committed to supporting researchers who counter and provide promising alternatives to problematic legacies in the education of students with disabilities: especially students of Color, im/migrant students, and those who are emergent English learners.

On November 9th, the editors are hosting a Facebook Live event where they will be joined by critical scholars in special education to discuss the importance of research that addresses critical issues affecting special education including the reliance on a research and practice that emphasize a medical model of disability anchored in notions of normalcy and rooted in White, European, middle-class, English norms; the neglect of disability culture(s); and the limited attention to cultures of disablement in schools.

***Elevating Critical Research in Special Education:
A conversation with the Multiple Voices Editors***

A 60 minute Zoom Live virtual discussion forum streamed on Multiple Voices' Facebook Page

November 9th 5:30-6:30 EST.

Please plan to join the conversation by registering at:

<https://iu.zoom.us/meeting/register/tZErceusrzMtHtF9HylAM7FkWcElzlyvR54i>