

Multicultural Gifted Education: A Synthesis of Goals and Objectives

Goals & Rationale	Gifted Education	Multicultural Education	Multicultural Gifted Education
Needs	Meet individual needs of students based on ability & interests.	Meet individual needs of students based on ethnicity & culture.	Meet individual needs of student based on ability & socio-demographic variables — SES, culture, ethnicity, & gender.
Equity	Gifted students have a right to an education that is nondiscriminatory, to educational programs & services that meet their cognitive & academic needs.	Culturally & ethnically diverse students have a right to an education that is non-discriminatory—an education that meets their needs as cultural & ethnic beings.	Gifted students have a right to an education that is nondiscriminatory; & to educational programs & services that meet their cognitive & academic needs, regardless of culture, ethnicity, gender, & SES.
Excellence	Gifted students cannot achieve their potential when educational standards fail to challenge these students. Curricular & instructional modifications are essential for meeting the needs of highly able students.	Minority students cannot achieve to their potential when expectations are low or fail to consider their culture & ethnicity. Curricular & instructional modifications are essential for meeting the needs of ethnically & culturally diverse students.	Gifted students cannot achieve to their potential when educational standards and expectations are low based on culture, ethnicity, gender, & SES. Curricular and instructional modifications are essential for meeting the needs of highly able students of all racial/ethnic backgrounds, both gender groups, & all SES levels.
Grouping	Ability grouping facilitates the academic & cognitive development of gifted students; gifted students perform better when taught with true peers (cognitive & social).	Cooperative & peer grouping provides social support & builds relationships; ethnically & culturally diverse students perform better academically & socio-emotionally when the learning environment is supportive, nurturing, & affirming.	Grouping promotes academic & social development; all students perform best academically & socio-emotionally when the learning environment is supportive, nurturing, & affirming.
Under-achievement	Underachievement must be prevented or reversed so that gifted students reach their potential in school & life.	Underachievement must be prevented or reversed so that culturally & ethnically diverse students reach their potential in school & life.	Underachievement must be prevented or reversed so that gifted students reach their potential in school & life, regardless of culture, ethnicity, gender, & SES.
Affective & supportive services	Supportive services must be present in schools to help gifted students to adjust psychologically & socially and to increase gifted students' self-understanding & appreciation of abilities.	Supportive services must be present in schools to help ethnically & culturally diverse students to adjust psychologically & socially—to increase their self-understanding & appreciation of culture & ethnicity.	Supportive services must be present in schools to help all students to adjust psychologically & socially, regardless of socio-demographic variables; students must have self-understanding & appreciate & respect their ethnicity/ culture & gender.
Teacher training	Teachers must be trained to work effectively with gifted students; to provide a relevant & rigorous education.	Teachers must be trained to work effectively with minority students; to provide a culturally relevant & appropriate education.	Teachers must be trained to work effectively with all gifted students; to provide an academically rigorous & culturally relevant education.
Lifelong goals	Gifted education helps children to become responsible adults who make a contribution to society.	Education helps minority children to become responsible adults who make a contribution to society.	Education helps gifted children from all backgrounds become responsible adults who make a contribution to society; citizens who are culturally competent, as well as socially active, responsive, & responsible.