

Gifted Education- URBAN

Mikel Peterson

East Carolina University

Introduction

The primary aim of the paper is to provide an understanding of the significant aspects associated with the urban setting in North Carolina. The urban area is considered to be the region surrounded by the city. Urban areas are considered to be developed where there possesses compactness of human constructions like suburbs, cities, towns, railways, roads, commercial buildings, and houses. Furthermore, it also determined the promising practices of gifted education along with its benefits. The paper also focused on the link between intersectionality in NC urban settings. Therefore, it emphasized meeting urban needs through gifted education.

Description of North Carolina's (NC) Urban

An urban area is considered a human settlement that possesses an infrastructure of the built environment and a high population density. It is developed with urbanization and is classified through urban morphology as suburbs, conurbations, towns, or cities. According to the census, around 50.1% of the population in 36 counties live in urban areas. It has been analyzed that the percentage of the total population lives in NC urban areas is around 72.0%. It has been evaluated that NC urban areas are distant from rural areas as in the past thirty years, NC has experienced a rapid growth in urbanization, which determines that the majority of the residents of North Carolina live in suburban and urban areas. For example, as per state projections, the population of NC is predicted to reach up to 11 million by 2030. It has been observed that urban areas will continue to attract motivated and young individuals.

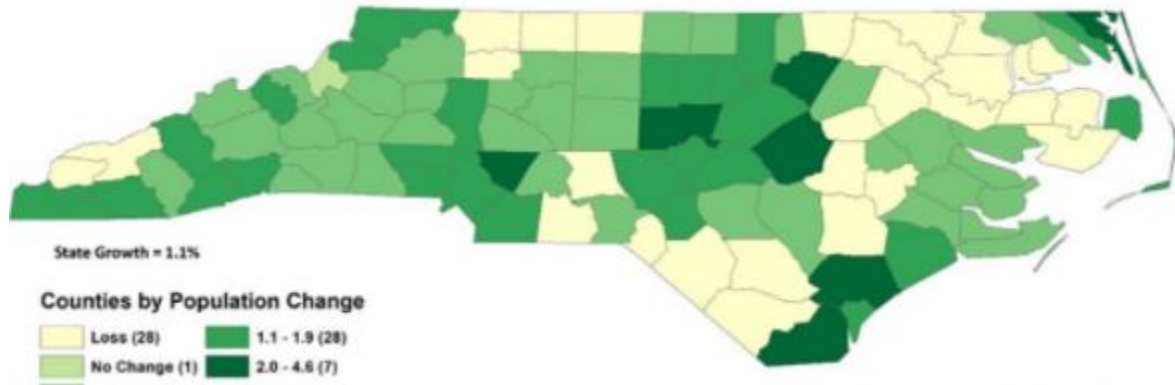


Figure 1: Percentage of population change in North Carolina's urban areas from 2017 to 2018

(Source: Whiteman *et al.*, 2018)

In North Carolina's six urban counties, the population growth accounted for 57% of the 854,000 people between 2010 and 2018. Moreover, 38% of population growth happened in Wake and Mecklenburg Counties alone. The 14 smaller suburban counties or urban regional cities accounted for another 23% growth in population (Smith & Afonso, 2016). It is seen that the older adult population would grow fast as compared to all other age groups within all areas of NC, followed by the fastest growth taking place in urban counties. At the same time, the childhood population is estimated to grow by 8% within six large urban counties.

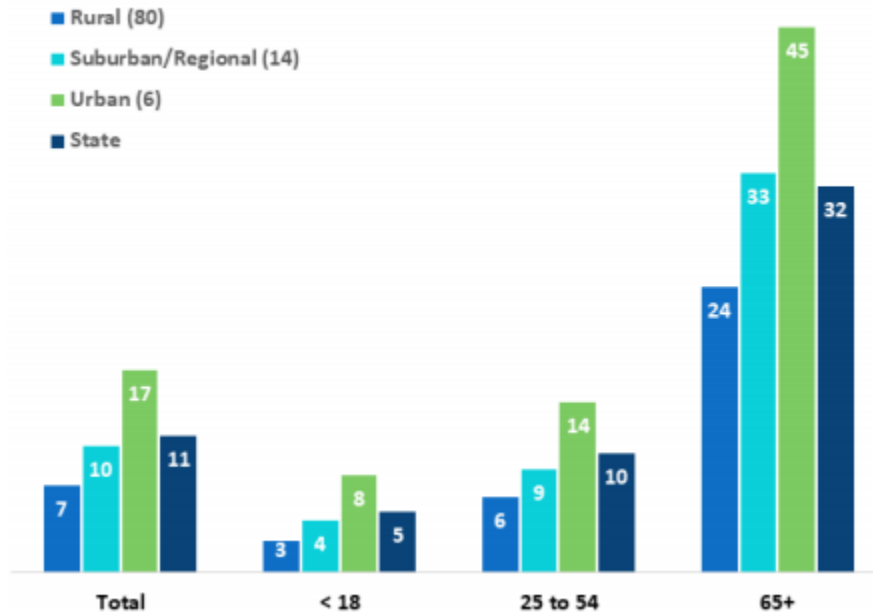


Figure 2: Rapid growth of the older adult population in NC urban areas from 2020 to 2030

(Source: Jin, Kong & Sui, 2019)

Comparison of The Urban Location to A Stereotypical Urban Location

In 2020, the current metro area population of New York City (NYC) is around 18,804,000, which is a 0.01% decline from 2019. It is seen that in 2019, the metro area population of NYC is 18,805,000, which is a 0.07% decline from 2018. Among this population, 47.38% are male, and 52.62% are female, with 6.75% are under five years, and 7.01% comes under 5-9 years. While in 2020, the current metro area population of Washington, DC is around 601,723, which is a 1.1% increase from 2019 (Frey, 2017). Among this population male population in DC comprises 284,222, and the female population comprises 317,501. It possesses more number of young population as compared to NYC, where 12% of DC's population is between 25 and 29 years old.

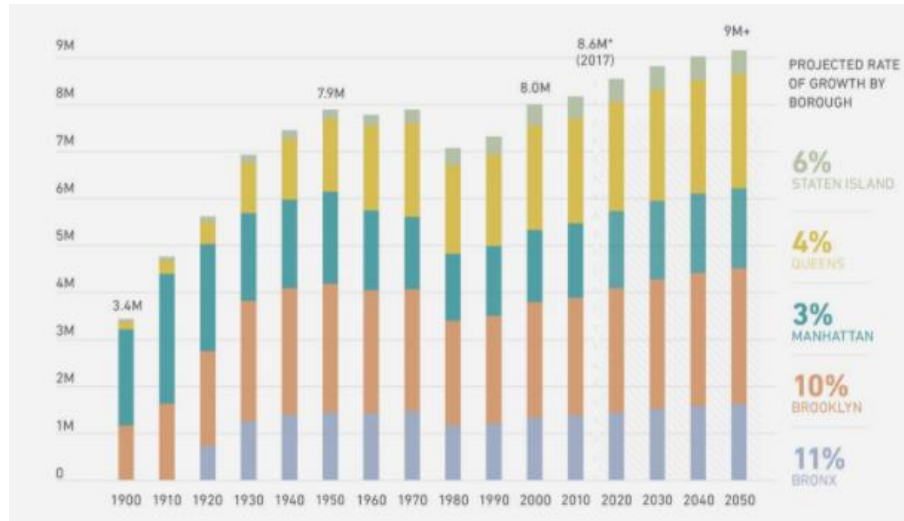


Figure 3: Population in NYC FROM 1900 to 2050

(Source: Frey, 2017)

Furthermore, it is seen that around 1,866 schools are there within NYC, and it is said that the NYC public system is considered to be the largest within the US. In NYC, more significant than 1.1 million students are trained in more than 1,700 public schools, along with the economics of near about \$25 billion. In NYC, the public-school system is entirely accomplished by the New York City Department of Education. Moreover, there are 548 high schools in NYC with 75,000 teachers. It has been observed that among these 1,866 schools, 700 are elementary schools. On the other hand, Washington DC comprises of District of Columbia Public Schools (DCPS), which possess 238 secondary and elementary schools. As per reports, approximately 48,000 students are enrolled within 113 DCPS, while 39,000 students are enrolled within 115 public charter schools.

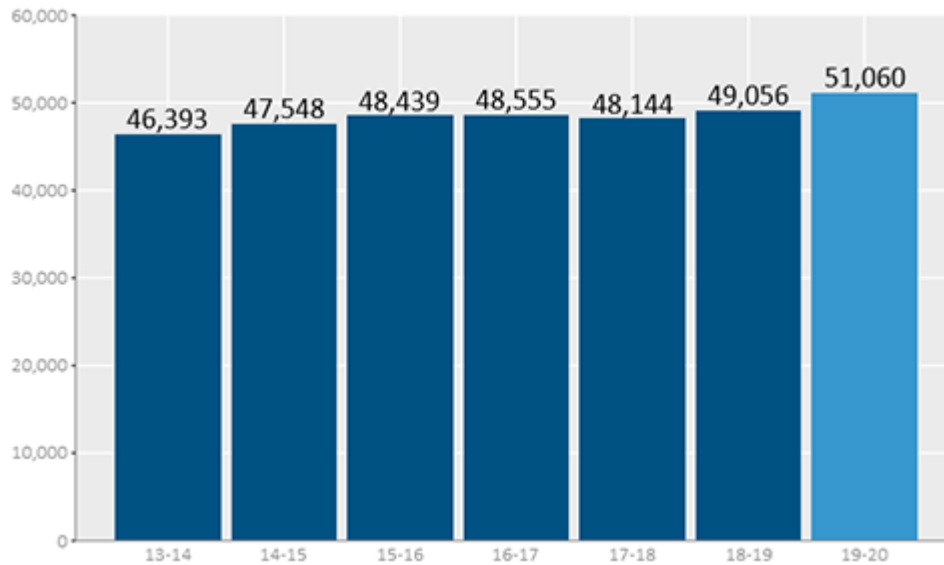


Figure 4: Enrollment in DC Public School

(Source: Smith *et al.*, 2016)

Promising Practices in Gifted Education in Urban Settings

It is seen that the problems which urban education has experienced over the past decades criticizing the situation within large city school districts followed by supporting the poor and culturally diverse people. Often urban programs have been highly advanced compared to other settings, especially for gifted students. The critical mass of learners is accessible to try several transfer models and rejoin to expectations in several ways. It is also probable for urban centers within the US to facilitate an inclusive verbalized option throughout the breadth of needs (Kettler, Oveross & Bishop, 2017). Furthermore, leaders involved in urban education of the gifted are classically capable of devoting full-time determinations to program expansion. From the establishment, urban settings also have contended with the poverty issue followed by gifted education. These settings always had a massive proportion of children who belong to poverty backgrounds.

Moreover, the promising practices of gifted education in urban setting includes the requires to involve more students from diminished assemblies, facilitate more assortment within program choices, and conduct more investigation to determine the effectiveness of gifted programs in several arrangements (Steenbergen-Hu & Olszewski-Kubilius, P2016). In gifted education, leadership in urban settings traditionally has been robust, with most of these leaders possess the earnest information base of anyone in the field regarding the services and programs that work. It has also put efforts towards counseling for future and psychological opportunities (Rasheed, 2020). Urban programs also did more to focus on career guidance and academic development. It also provides content-based advanced learning in non-core and core areas. The promising practice includes superior career guidance actions that were attached in cities that include university staffs along with other professionals to work with gifted students on the habits, principles, and activities of mind of real-world vocations.

Benefits of Gifted Education

The benefits of gifted education include positive self-concept in the urban areas within NC and Colorado. With the help of gifted education, gifted students tend to attain academically at a higher level. In an urban setting, gifted educations lead to academic engagement of students, and creative interests in gifted programs remain intact within adulthood. Furthermore, it also increases the level of instruction by teachers (Preckel et al., 2019). As a result, it proves to be beneficial not only for teachers who give instructions to gifted students but also for non-gifted students in heterogeneous classrooms in urban schools.

It has been analyzed that even though it is considered to be a controversial subject within NYC and Colorado, there possess evidence to recommend that students within gifted education showcase higher levels of attainment as compared to peers. Within the meta-analysis of research,

it is seen that specific forms of gifted programs such as ability grouping and acceleration create a significant positive impact on academic attainment (Mofield, 2020). There appears to be a significant connection between students who obtain post-graduate academic success and gifted education services. Usually, gifted students are highly interested as compared to non-identified peers. Within a gifted program, students find peers with similar kinds of intellectual pursuits due to which they may fit better as compared to a general education classroom.

Intersectionality

Intersectionality is considered to be a theoretical framework for analyzing different aspects of an individual's political and social identities such as age, sex, religion, height, and many more combines to generate diverse modes of privilege and discrimination. Within NC, women have been dominant in urban planning and development by being both substantial users of urban spaces in their traditional role as home managers, along with significant community producers' environments in their role as community leaders and as members and initiators of neighborhood networks (Jang & Kim, 2018). Based on the intersectional nature of urban space co-habitation, the existing development of urban infrastructure requires to be restored in order to promote more real gender equality in its benefits as well as use.

A more gendered presence is crucial for a sustainable environment that needs a radical shift in the way individuals think and act after reviewing cities, towns, communities, and families from a gendered viewpoint. This indicates that intersectionality in urban settings arises from a feminist study of the numerous forms of domination, which creates an impact on demoted groups in society. For example, a working-class Pashtun woman does not experience the same right as male counterparts (Jeremiah et al., 2020). As per reports, intersectionality within NC is usually applied only to women. An individual of any individuality may be influenced by this spectacle of

concurring and co-occurring marginal status. Evident drifts these days are declining family sizes, maximizing older people, and single-person households who are being detached from kinship and family care.

Moreover, social networks, such as charitable organizations, religious audiences, and protracted families, which once intertwined together promises of society, are mainly misplacing ground today (Leap, 2017). Thus, there is an increasing need to generate new and innovative ways for the community and social unity and inseparability. Within urban neighborhoods, the local spatial measurement grips a significant possibility for emerging original forms of social networks as well as unity.

Conclusion

The paper demonstrated an understanding of the urban setting within North Carolina based on a number of aspects. It has been analyzed that around 50.1% of the population in 36 counties live in urban areas. Based on the comparison between NYC and DC, it is seen that in 2020, the current metro area population of New York City (NYC) is around 18,804,000, while 601,723 in DC. It has been observed that often urban programs have been more highly advanced as compared to other settings, especially for gifted students, due to the critical mass of students. It has been analyzed that the intersectionality in urban setting arises from a feminist study.

References

- Frey, N. (2017). Equity in the distribution of urban environmental amenities: The case of Washington, DC. *Urban Geography*, 38(10), 1534-1549.
- Jang, S., & Kim, J. (2018). Remediating food policy invisibility with spatial intersectionality: A case study in the Detroit Metropolitan Area. *Journal of Public Policy & Marketing*, 37(1), 167-187.
- Jeremiah, R. D., Castillo, A., Brown-Smith, V., Garcia, V., Taylor, B., Raygoza, A., ... & Brandon, C. (2020). Intersectional health and wellbeing analysis of racial/ethnic sexual gender minority young adults among an urban minority-serving institution campus community. *Journal of Gay & Lesbian Social Services*, 32(1), 1-20.
- Jin, S. T., Kong, H., & Sui, D. Z. (2019). Uber, public transit, and urban transportation equity: A case study in new york city. *The Professional Geographer*, 71(2), 315-330.
- Kettler, T., Oveross, M. E., & Bishop, J. C. (2017). Gifted education in preschool: Perceived barriers and benefits of program development. *Journal of Research in Childhood Education*, 31(3), 342-359.
- Leap, B. (2017). Survival narratives: Constructing an intersectional masculinity through stories of the rural/urban divide. *Journal of Rural Studies*, 55, 12-21.
- Mofield, E. L. (2020). Benefits and Barriers to Collaboration and Co-Teaching: Examining Perspectives of Gifted Education Teachers and General Education Teachers. *Gifted Child Today*, 43(1), 20-33.
- Preckel, F., Schmidt, I., Stumpf, E., Motschenbacher, M., Vogl, K., Scherrer, V., & Schneider, W. (2019). High-Ability Grouping: Benefits for Gifted Students' Achievement Development Without Costs in Academic Self-Concept. *Child development*, 90(4), 1185-1201.

- Rasheed, M. (2020). Context and Content in Rural Gifted Education: A Literature Review. *Journal of Advanced Academics*, 31(1), 61-84.
- Smith, R. M., & Afonso, W. B. (2016). Fiscal impact of annexation methodology on municipal finances in North Carolina. *Growth and Change*, 47(4), 664-681.
- Steenbergen-Hu, S., & Olszewski-Kubilius, P. (2016). Gifted identification and the role of gifted education: A commentary on “evaluating the gifted program of an urban school district using a modified regression discontinuity design”. *Journal of Advanced Academics*, 27(2), 99-108.
- Whiteman, A., Delmelle, E., Rapp, T., Chen, S., Chen, G., & Dulin, M. (2018). A novel sampling method to measure socioeconomic drivers of *Aedes albopictus* distribution in Mecklenburg County, North Carolina. *International journal of environmental research and public health*, 15(10), 2179.