

# Mentor's Introduction for Audrey Reeves

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## Mentor's Introduction for Audrey Reeves

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In this qualitative research essay Audrey Reeves took more than a year to learn how socio-economic and culturally diverse students are educated as artistically talented students or in some cases not educated as having any particular artistic talented program in the school. Audrey was intelligent and courageous in conducting interviews with students and teachers in five urban, rural and suburban public schools. Her study did not take a year to complete but she used this extended period of time to investigate territories and communities unknown to her. She also used her time to correspond with hundreds of students and their parents in a public school and a university Saturday art program that served highly diverse populations of students. These extraordinary activities enriched Audrey's preparation for getting to personally know low socio-economic and culturally diverse students studying art. By working in critical areas to uncover what various schools and communities were like she revealed insights of how low socio-economic and culturally diverse students learn and how their teachers address artistically gifted education.

Audrey discovered from the teachers self-reporting that their university preparation for working with culturally diverse students was inadequate and some of these teachers never had any courses pertaining to teaching gifted and talented students. This evidence shows that teacher preparation programs still need revisions and reviews.

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Even with great challenges faced by the teachers, artistically talented students of diverse backgrounds and their parents, these students made remarkable progress in their development, and maintained high aspirations for future study in art in college and beyond. All of the students in this study were self-motivated to do art on a regular bases.

She also confirmed that socio-economic and culturally diverse students are under represented in programs for artistically talented students, but the quality of learning and rate of learning in these students demonstrated great potential and often extraordinary abilities.