

Portrait of a Gifted Learner



Education Of The Gifted Programs And Perspectives

Joy Lawson Davis, Deb Douglas



Education Of The Gifted Programs And Perspectives:

Education of the Gifted Joan F. Smutny, Rita Haynes Blocksom, 1990 This book provides an overall perspective to program development for gifted children and youth The approaches used draw on many theories points of view and program structures Chapter titles are as follows Identification of the Gifted Strategies for Teaching the Gifted Organizing the Gifted Program Building Support for the Gifted Program Preschool Gifted Children Gifted Girls A Population at Risk Serving Special Populations of the Gifted Serving Gifted Minority and Disadvantaged Students Gifted Programs for Secondary School Students and Evaluating Gifted Programs In addition to references which accompany each chapter a gifted education bibliography lists approximately 120 items Appendixes list national organizations serving the gifted professional journals on the gifted and state education departments gifted education programs JDD

Fundamentals of Gifted Education Carolyn M. Callahan, Holly L. Hertberg-Davis, 2012-08-21 The field of gifted education is characterized by a confusing array of perspectives concerning such fundamental issues as definition philosophy curriculum social and emotional development and underserved populations The mission of this book is to provide a coherent framework that instructors and service providers can use in planning effective programs providing appropriate counseling services and evaluating programs for the gifted Most sections are organized around fundamental issues confronting the field and follow a common structure an introductory chapter that provides historical and theoretical background and organizing questions followed by several point of view chapters written by experts that provide varied perspectives on the topic at hand Distinguishing Features Comprehensive Coverage The book s forty five manageable length chapters cover the full range of topics that must be considered in planning programs and services for gifted students both within and outside of school Coherent Structure Section introductions provide background information and organizing questions to guide chapter authors who provide varying views of the issue at hand The emphasis is not on the right way or the wrong way except when clearly documented bad practice is discussed but on how best practice stems from well informed and logical decision making Decision Making Focus The book s introductory chapter addresses the need for a clearly developed and consistently applied set of values to guide decision making Likewise each section introduction includes a decision making framework regarding some aspect of educating counseling or parenting gifted students This book is appropriate for introductory level courses in gifted education or courses in program development and planning It is also suitable for school personnel responsible for making program planning decisions in the area of gifted education and for academic libraries with holdings in this area

Gifted Education Anthony F. Rotatori, Jeffrey P. Bakken, Festus E. Obiakor, 2014-06-25 This volume addresses the most current perspectives and issues related to giftedness and is written by leaders in the field An excellent resource for special educators administrators mental health clinicians school counselors and psychologists this volume addresses the different educational issues that impact this population

Empowering Underrepresented Gifted Students Joy Lawson Davis, Deb Douglas, 2021-09-23 Help underserved high

potential students claim their right to an education that addresses their unique needs In gifted education an important and contentious issue that has yet to be sufficiently addressed is the systemic underrepresentation of gifted students who have been discriminated against in school based gifted and advanced learner programs because of their race ethnicity gender identity sexual orientation socioeconomic status or other realities Empowering Underrepresented Gifted Students gives a voice to those students and brings their stories into focus With chapters written by student and expert scholars who specialize in addressing the structural inequity and educational inequality in gifted and advanced learner programs Empowering Underrepresented Gifted Students recommends practices and strategies for helping underserved high potential students claim their right to an education that addresses their unique needs Each chapter has key takeaways and discussion questions providing a built in book study guide to prepare educators to engage students in conversation and to help develop their self advocacy skills Coeditors Dr Joy Lawson Davis and Deb Douglas have brought together the voices of experts and students to help educators move closer to ensuring equity access and excellence in gifted education By arming historically marginalized gifted students with self advocacy strategies these remarkable students will be better enabled to fulfill their dreams

Parent and Teacher Perspectives of Gifted Education Programs in the Public School Todd D. Ream, 2020 This qualitative study examined the perceptions of parents and teachers regarding the effectiveness of gifted programs in addressing the academic and social emotional needs of gifted students Utilizing online surveys perceptual data was collected from parents and teachers of gifted students in a suburban school district in southeast Pennsylvania Interviews were conducted with parents and teachers to obtain personal views and perspectives concerning the effectiveness of gifted programs and services The study concluded that parents favor advanced placement courses grade level acceleration and small group pull out services Parents expressed confidence in programs intended to support their children s social emotional development but noted that academic programs appeared to be valued over social emotional services Parents recommended increasing the priority of social emotional aspects of the gifted program They suggested a disproportionate number of programs exist to aid students with learning disabilities versus those intended for gifted students Parents recommended improving equity within student support service options Parents also expressed satisfaction with pull out style enrichment and acceleration but proposed longer and more frequent interactions between gifted students and gifted support staff Teachers expressed positive perceptions of the effectiveness of gifted academic programs They reported high levels of instructional self efficacy but a perceived lack of school policy guiding enrichment and acceleration strategies Teachers further indicated positive perceptions of current social emotional programing but a limited number of training opportunities designed to support them with gifted education Participants recommended more gifted training opportunities and an increase in staffing to improve the overall effectiveness of gifted programs

Excellence and Equality David M. Fetterman, 1988-07-08 Fetterman focuses on what actually works in gifted and talented education programs Complementing

the psychological perspective on gifted and talented education he adopts an anthropological point of view using methods such as lengthy interviews with students teachers parents administrators and others involved in the school programs daily observation and group discussions to elicit the insider s perspective A ground breaking work Fetterman s timely study provides a comparative picture of over 433 gifted and talented programs in the United States as well as programs in other countries The author s cross cultural perspective points up the need for U S educators to shake themselves out of a national complacency about the gifted and talented and stresses the importance of comparing our own efforts with those of other nations In the process Fetterman proposes a model for educational excellence in terms of the mainstream U S educational system The book will provide new insights for educators and policymakers working in our educational system as they strive to meet the needs of gifted and talented students

Diversity in Gifted Education Gillian Eriksson,Belle Wallace,2006-10-05 This timely book brings together experts from around the world to share expertise and best practice to form an eclectic collection of the best approaches for teaching gifted and talented children from different cultures Each chapter presents an overview of international perspectives on the issues of multi cultural and gifted education examines the critical issues related to cultural definitions of giftedness in programming for diverse gifted students presents regional case studies in order to inform practitioners best practice examines issues of access for gifted students in relation to culture poverty race and gender In addition details of websites and associations which offer support and advice are also provided making this book an invaluable resource for academics researchers teachers and parents of gifted and talented children

Designing Services and Programs for High-Ability Learners Rebecca D. Eckert,Jennifer H. Robins,2016-08-29 The updated comprehensive guide to developing or enhancing gifted programming With new perspectives based on recent research and the updated National Association for Gifted Children Programming Standards this second edition of *Designing Services and Programs for High Ability Learners* provides educators with the comprehensive practical advice they need to support today s gifted learners Written by leading experts each chapter focuses on a key feature of high quality gifted programs and takes into account current educational trends such as the Focus on diversity to ensure underrepresented populations are screened for gifted education Collaboration with special education to ensure students with disabilities have access to programming Use of technology Development of local policies to support gifted education

Global Perspectives on Inclusive Education: Future Directions Mukesh Kumar Yadav, Vijendra Singh Naruka, Sushil Kumar Poonia, Raghuveer Singh Chouhan, Ravindra Kumar Kushwaha,2025-05-03 *Global Perspectives on Inclusive Education Future Direction* is a timely and insightful edited volume that explores the evolving landscape of inclusive education across diverse cultural and educational contexts The book brings together international scholars practitioners and policymakers to examine innovative practices policy reforms and research aimed at promoting equitable learning opportunities for all students including those with disabilities and marginalized backgrounds It highlights both challenges and achievements in implementing inclusive

education globally offering comparative perspectives that deepen understanding of local adaptations and global trends Emphasis is placed on the role of teacher training community involvement and technological advancements in shaping inclusive classrooms The future direction proposed in this volume advocates for sustainable inclusion through cross sector collaboration culturally responsive pedagogy and policy alignment with international frameworks such as the UN Sustainable Development Goals This book serves as a vital resource for stakeholders committed to advancing inclusive and quality education worldwide *Resources in Education* ,1998 **Profiles of Influence in Gifted Education** Frances A.

Karnes,Stephanie A. Nugent,National Association for Gifted Children (U.S.),2004 Through individual profiles more than 50 influential people in the field of gifted education share their perceptions and insights of where gifted education has been and where it is going Each profile provides contact information professional background significant contributions to and publications in the field those people who have influenced their careers perceptions of critical events in gifted education and opinions on future changes necessary to sustain the field Along with an historical overview in the form of a timeline Profiles of Influence contains narrative summaries of both the critical events identified and needed changes suggested in the individual profiles In addition profiles of the major organizations and associations supporting gifted education are included

Back cover **The Oxford Handbook of Expertise** Paul Ward,Jan Maarten Schraagen,Julie Gore,Emilie M. Roth,2019-11-14 The study of expertise weaves its way through various communities of practice across disciplines and over millennia To date the study of expertise has been primarily concerned with how human beings perform at a superior level in complex environments and sociotechnical systems and at the highest levels of proficiency However more recent research has continued the search for better descriptions and causal mechanisms that explain the complexities of expertise in context with a view to translating this understanding into useful predictions and interventions capable of improving the performance of human systems as efficiently as possible The Oxford Handbook of Expertise provides a comprehensive picture of the field of Expertise Studies It offers both traditional and contemporary perspectives and importantly a multidiscipline multimethod view of the science and engineering research on expertise The book presents different perspectives theories and methods of conducting expertise research all of which have had an impact in helping us better understand expertise across a broad range of domains The Handbook also describes how researchers and practitioners have addressed practical problems and societal challenges Throughout the authors have sought to demonstrate the heterogeneity of approaches and conceptions of expertise to place current views of expertise in context to show how these views can be used to address current issues and to examine ways to advance the study of expertise The Oxford Handbook of Expertise is an essential resource both to those wanting to gain an up to date knowledge of the science of expertise and those wishing to study experts *Gifted and Talented Education in Perspective* Joseph S. Renzulli,Elizabeth P. Stoddard,1980 Forty three author contributed papers provide an overview of education for gifted and talented students The following aspects are addressed sample subtopics in

parentheses the identification continuum teacher identification behavior rating scales implications for equality of educational opportunity characteristics of the gifted creativity in young science students peer acceptance creative young women giftedness among the culturally different incidence among ethnic groups identifying achievement potential in minority group students curriculum ideas creative writing reading skills research in gifted education attitudes of gifted students toward handicapped persons statewide implementation of classroom practices key ideas for successful programing for the gifted successful teacher characteristics value development program descriptions a preschool program for gifted talented nonhandicapped and handicapped an independent study seminar program high school internships and state of the art need for increased federal effort role of the arts and humanities CL

Best Curriculum Practices in Gifted Education Programs from Student and Teachers' Perspectives Clayton E. White, 2012 The study focuses on best curriculum practices for academically gifted students in Gifted and Talented Education GATE programs The goals of this study were to a seek defensible curriculum through prior research that engages and challenges students enrolled in gifted programs and b gather effective strategies and curriculum used to teach academically gifted students from student and teachers perspectives Eighty student participants completed an eight question survey that elicited six Likert scale responses and two open ended responses Six GATE teachers volunteered to participate in a six question interview for additional quantitative data Participants completing surveys came from six local elementary schools and were all students in fourth and fifth grade enrolled in GATE Surveys indicated that most students felt that teachers understood their unique learning styles and that the GATE curriculum connected to their lives and interests Several innovative student ideas were collected from the data related to effective curriculum to be used in the program The interview participants provided defensible strategies used in their curriculum that included the use of student interest surveys prior to designing curriculum Socratic Seminars Roberts and Billings 1999 and tasking gifted students to conduct expanded research of subject matter and then teaching back to the class Renzulli 2007 Future research should continue to study effective methods to adapt compact and accelerate curriculum in GATE programs as measured by student academic achievement Keywords academically gifted accelerated curriculum adapted curriculum compacted curriculum

Introduction to Gifted Education Julia Link Roberts, Tracy Ford Inman, Jennifer H. Robins, 2022-06-30 Now in its Second Edition Introduction to Gifted Education presents a well researched yet accessible introduction to gifted education focusing on equity and supporting diverse learners Inclusive in nature this essential text is filled with varied perspectives and approaches to the critical topics and issues affecting gifted education Chapters cover topics such as gifted education standards social emotional needs cognitive development diverse learners identification programming options creativity professional development and curriculum The book provides a comprehensive look at each topic including an overview of big ideas its history and a thorough discussion to help those new to the field gain a better understanding of gifted students and strategies to address their needs Filled with rich resources to engage readers in their

own learning Introduction to Gifted Education Second Edition is the definitive textbook for courses introducing teachers to gifted education

Fundamentals of Gifted Education Carolyn M. Callahan, Holly L. Hertberg-Davis, 2013 The field of gifted education is characterized by a confusing array of perspectives concerning such fundamental issues as definition philosophy curriculum social and emotional development and underserved populations The mission of this book is to provide a coherent framework that instructors and service providers can use in planning effective programs providing appropriate counseling services and evaluating programs for the gifted Most sections are organized around fundamental issues confronting the field and follow a common structure an introductory chapter that provides historical and theoretical background and organizing questions followed by several point of view chapters written by experts that provide varied perspectives on the topic at hand Distinguishing Features Comprehensive Coverage The book's forty five manageable length chapters cover the full range of topics that must be considered in planning programs and services for gifted students both within and outside of school Coherent Structure Section introductions provide background information and organizing questions to guide chapter authors who provide varying views of the issue at hand The emphasis is not on the right way or the wrong way except when clearly documented bad practice is discussed but on how best practice stems from well informed and logical decision making Decision Making Focus The book's introductory chapter addresses the need for a clearly developed and consistently applied set of values to guide decision making Likewise each section introduction includes a decision making framework regarding some aspect of educating counseling or parenting gifted students This book is appropriate for introductory level courses in gifted education or courses in program development and planning It is also suitable for school personnel responsible for making program planning decisions in the area of gifted education and for academic libraries with holdings in this area

The Routledge International Handbook of Innovation Education Larisa V. Shavinina, 2013-03-25 The Routledge International Handbook of Innovation Education is the international reference work on innovation education and potentially opens an entirely new direction in education The overall goal of the handbook is to address the question of how to develop innovators in general and how to develop the innovative potential of today's young people

Increasing Diversity in Gifted Education Monique Felder, Gloria Taradash, Elise Antoine, 2021-09-03 Increasing Diversity in Gifted Education provides guidance for meeting the educational needs of high potential students across many racial ethnic language and economic groups as well as some categories of disability Using this book educators of high potential and gifted students from backgrounds that are traditionally underrepresented and underserved in gifted and advanced instructional settings can guide these students to achieve and make significant contributions to all aspects of American society Practitioners will also gain the information and knowledge needed to increase the identification of culturally linguistically and ethnically diverse CLED and twice exceptional students for gifted education programs and services

Exploring Gifted Education Jennifer L. Jolly, Jane M. Jarvis, 2018-01-29 Exploring Gifted Education focusses on

the most fundamental and pressing topics in gifted education from across Australian and New Zealand contexts and gives particular attention to evidence based practices and research findings The wide variety of topics presented include identification of gifted learners creativity twice exceptional learners affective considerations teaching the gifted curriculum considerations programs and services STEM early childhood learners rural and remote contexts and parents of gifted learners Each chapter provides guiding questions and key ideas to help orient the reader and discussion questions synthesise the chapter s concepts at the conclusion The first book of its kind to synthesise research based findings in gifted education from across New Zealand and Australia it is an essential reference tool for researchers and a key text for courses in gifted education Practitioners and parents will also find the assembled research illuminating and informative in understanding and addressing the needs of gifted learners **Education, Research and Perspectives** ,1982

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