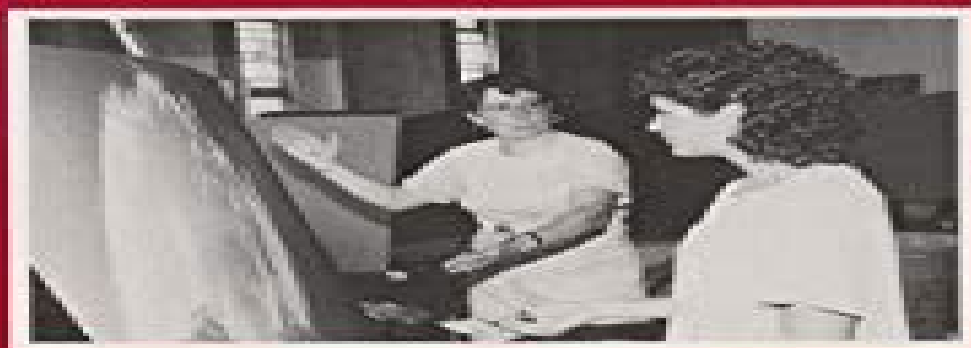


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Educating Artistically Talented Students

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Programming Opportunities for Students Gifted & Talented in the Visual Arts Gilbert A. Clark, Enid Zimmerman, 1998-07 Programs for artistically gifted and talented art students give recognition to students who due to their outstanding visual arts abilities require educational support experiences and facilities that go beyond what generally are available in art classrooms This guide examines programming opportunities for these students focusing on mixed ability grouping ability grouping and acceleration Presents research on the topic through national surveys case studies and evaluations of local and regional programs discusses assessment and makes programming recommendations Gifted and Talented in Art Education Stanley S. Madeja, 1983-01-01 Sixteen author contributed papers focus on exemplary visual arts programs for gifted and talented students Each program description gives an overview of the program which includes goals student population location and a narrative description of the teaching process and course content Eight papers in the first section review school and community programs The Artistically Talented in an Urban Community E Raichle Education through Art and Historical Preservation L Sensat Jr Options for the Artistically Talented L Hanson Project Challenge S Sutliff and R Smith CAPP Creative Art and Printmaking Program A Petrilla Extra Ordinary Art Classes C Jones New York City s Music and Art High School S Stember and Artistically Talented Program in the Jersey City Schools M Weber and A Guadadrielo Section II describes six state and national programs The Indiana University Summer Arts Institute G Clark and E Zimmerman Oklahoma s Unique Fine Arts Camp J Nelson Seeking the Best Georgia Governor s Honors Program Visual Arts R Gassett Pennsylvania s Governor s School for the Arts C McGeary and A Gatty The South Carolina Governor s School for the Arts P Dunn and T Hatfield and ARTS The Program and the Process for Recognition of the Gifted and Talented in the Arts C Dorn A final section containing Serving the Needs of the Gifted through the Visual Arts C Fritz and What Happens after the Gifted Program J Maine and R Clements provides commentary on aspects of gifted programming CL **Issues and Practices**

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books that provide a concise practical introduction to important topics concerning the education of gifted children The guides offer a perfect beginner's introduction to key information about gifted and talented education

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Social/Emotional Issues, Underachievement, and Counseling of Gifted and Talented Students Sidney M. Moon, 2004-03-23 The expert guide to the major issues and chief trends in studies of underachievement and affective needs of gifted students Focusing on the social and emotional characteristics of gifted students in general and underachievers in particular the sixteen articles in this ready reference also provide an introduction

to appropriate counseling methods for the gifted Key features include Expert Sidney M Moon s comprehensive analysis of some of the most influential research on underachievement social emotional issues and counseling approaches for the gifted Effective educational and personal interventions designed to reverse underachievement Recommendations for addressing the specialized and differentiated counseling needs of gifted students With the guidance and insight of the field s top authorities educators will learn how to intervene more effectively with high ability individuals experiencing social emotional difficulties and will discover how they can help all gifted students achieve optimal social emotional and personal development The ERGE Series The National Association for Gifted Children series Essential Readings in Gifted Education is a 12 volume collection of seminal articles from Gifted Child Quarterly Put the knowledge and power of more than 25 years of research on giftedness and talent into your hands with the leading theories studies and findings the experts in the field have to offer

Twice-Exceptional and Special Populations of Gifted Students Susan Baum, Sally M. Reis, Series Editor, 2004-03-06 The expert guide to meeting the needs of twice exceptional and other at risk gifted students Special learning needs cultural expectations and issues of poverty greatly complicate the identification of gifts and talents among at risk students And traditional gifted programs fail to fully address the unique needs of these special populations *Twice Exceptional and Special Populations of Gifted Students* offers critical insights and promising practices designed to prevent these high potential at risk students from falling through the cracks Key features include Susan Baum s thorough synopsis of the critical issues affecting twice exceptional students and other special gifted populations Strategies for identifying giftedness masked by gender cultural economic and or behavioral issues Examples of appropriate programming options for a variety of high potential at risk populations Applying the modifications accommodations and additional services suggested in this ready reference educators will at last be able to adequately nurture the academic social and emotional development of twice exceptional and other special populations of gifted students The ERGE Series The National Association for Gifted Children series Essential Readings in Gifted Education is a 12 volume collection of seminal articles from Gifted Child Quarterly Put the knowledge and power of more than 25 years of research on giftedness and talent into your hands with the leading theories studies and findings the experts in the field have to offer Culturally Diverse and Underserved Populations of Gifted Students Alexinia Y. Baldwin, 2004-03-06 The expert guide to the major issues and most promising strategies for meeting the needs of high ability culturally diverse students Biased testing strategies societal pressures and the attitudes of teachers are but a few of the obstacles that hamper efforts to identify and serve the needs of culturally diverse gifted students The articles in *Culturally Diverse and Underserved Populations of Gifted Students* address these and other issues and suggest tactics to resolve the under representation of high ability minority students in gifted programs Key features include Alexinia Y Baldwin s review of the literature on underrepresented populations in gifted programs and her recommendations to ensure that the needs of gifted culturally diverse students are met Case studies of culturally diverse high potential students An exploration of

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Identification of Students for Gifted and Talented Programs Joseph S. Renzulli, Sally M. Reis, Series Editor, 2004-03-06 The expert guide to the major challenges and promising developments in the identification of gifted and talented students Focusing on one of the most widely discussed and debated topics in the field Identification of Students for Gifted and Talented Programs presents a cross section of the most noteworthy theories and practices the leading experts in giftedness and talent identification have to offer Key features include An in depth review of the literature and commentary from Joseph S Renzulli Director of the National Research Center on the Gifted and Talented Fourteen seminal articles from highly respected educators and researchers in the field of gifted education Numerous research based identification policy and procedure recommendations including the use of both test and non test criteria Presented in a straightforward no nonsense fashion the key research ideas and concepts in this ready reference lend both wisdom and clarity to the pressing issues surrounding gifted and talented student identification leading to enlightened policies and more effective practices The ERGE Series The National Association for Gifted Children series Essential Readings in Gifted Education is a 12 volume collection of seminal articles from Gifted Child Quarterly Put the knowledge and power of more than 25 years of research on giftedness and talent into your hands with the leading theories studies and findings the experts in the field have to offer

Handbook of Research and Policy in Art Education Elliot W. Eisner, Michael D. Day, 2004-04-12 The Handbook of Research and Policy in Art Education marks a milestone in the field of art education Sponsored by the National Art Education Association and assembled by an internationally known group of art educators this 36 chapter handbook provides an overview of the remarkable progress that has characterized this field in recent decades Organized into six sections it profiles and integrates the following elements of this rapidly emerging field history policy learning curriculum and instruction assessment and competing perspectives Because the scholarly foundations of art education are relatively new and loosely coupled this handbook provides researchers students and policymakers both inside and outside the field an invaluable snapshot of its current boundaries and rapidly growing content In a nutshell it provides much needed definition and intellectual respectability to a field that as recently as 1960 was more firmly rooted in the world of arts and crafts than in scholarly research

Applied Practice for Educators of Gifted and Able Learners Hava E. Vidergor, Carole Ruth Harris, 2015-07-21 This book is a comprehensive study and guide for the classroom teacher the gifted program coordinator

and the graduate student who are challenged daily to provide for individual children who differ markedly but come under the umbrella of giftedness. It serves as a wellspring that derives from theory while it offers practical application of theoretical construct in a wide variety of international settings from leaders in the field who demonstrate implementation of proven and field tested techniques and alternative scenarios to accommodate every classroom situation. Contributors are internationally recognized experts who have come together to provide a sound reliable source for teachers of the gifted that will be utilized time and time again by practitioners and researchers alike. Among internationally renowned scholars are Joyce Van Tassel Baska, Susan Johnsen June Maker, Belle Wallace, Linda Kreger Silverman, Dorothy Sisk, Gillian Eriksson, Miraca Gross, Gilbert Clark, Enid Zimmerman, and Rachel McAnallen. Hava E. Vidgor, Ph.D., is lecturer of innovative pedagogy and curriculum design at Gordon Academic College and Arab Academic College of Education and holds a Ph.D. in Learning Instruction and Teacher Education with specialization in Gifted Education from the University of Haifa, Israel. Carole Ruth Harris, Ed.D., formerly Director of GATE S Research Evaluation, is a consultant in education of the gifted in Central Florida who holds the doctorate from Columbia University where she studied with A. Harry Passow and A. J. Tannenbaum. She has served as Associate in International Education at Harvard University, Research Associate at Teachers College, Columbia University, lecturer at University of Massachusetts Lowell and University of Hawaii, Principal Investigator at Research Corporation of the University of Hawaii, and Director of the Center for the Gifted in Ebeye, Marshall Islands.

Teaching Dance as Art in Education Brenda Pugh McCutchen, 2006 Brenda McCutchen provides an integrated approach to dance education using four cornerstones: dancing and performing, creating and composing, historical and cultural inquiry, and analysing and critiquing. She also illustrates the main developmental aspects of dance.

Talented Children and Adults Jane Piirto, 2021-09-03 This third edition of the widely popular *Talented Children and Adults: Their Development and Education* has been revised to include the most up to date information on talent development. Written by a nationally recognized author in the field of gifted education, this textbook explores the factors that encourage talent development from birth through adulthood, with specific chapters focusing on children from birth to age 2, elementary and middle school students, high school and college students, and adults. *Talented Children and Adults* includes information for identifying talented students, developing programs for these students, identifying creativity, and creating appropriate curricula. The book also addresses counseling and guidance for talented students, as well as underserved populations. Each chapter begins with a vignette, and case studies from students and educators in the field are included at the end of each chapter. This book is a must read for anyone who works with talented children and adults.

College Guide for Performing Arts Majors Carole J. Everett, Peterson's, 2009-09-14 Describes graduate programs in art, dance, music, and theater, and lists undergraduate programs.

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