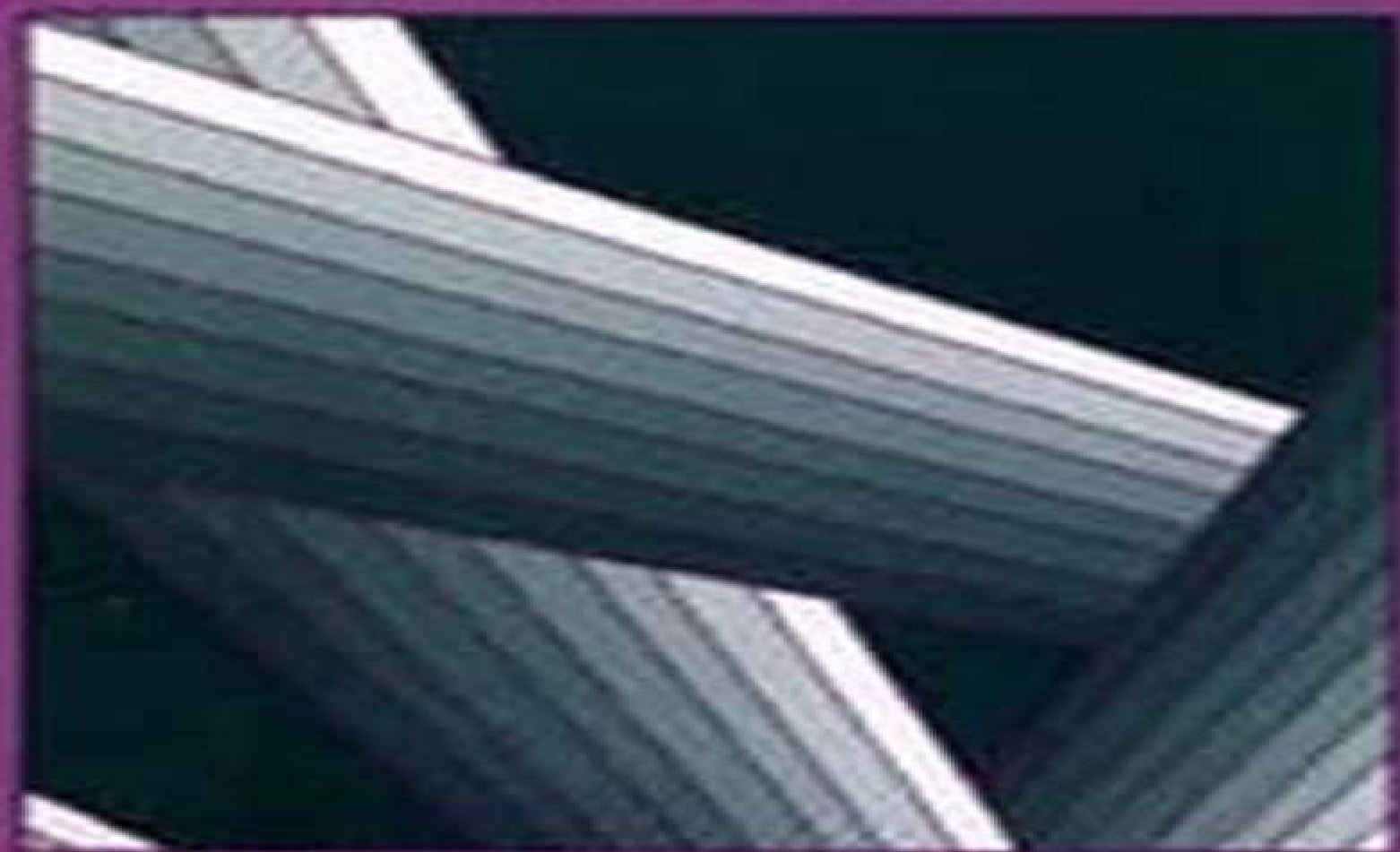


PLANNING EFFECTIVE CURRICULUM *for* GIFTED LEARNERS



Josua Van Tassell-Burke College of Education, University of North Carolina

Planning Effective Curriculum For Gifted Learners

Cheri Pierson Yecke



Planning Effective Curriculum For Gifted Learners:

Planning Effective Curriculum for Gifted Learners Joyce VanTassel-Baska, 1992 Planning Effective Curriculum for Gifted Learners has checklists forms activities and dozens of practical ideas for planning K 12 curriculum It covers strategies and management techniques plus materials and differentiated activities Sample units are included to provide practical applications of the ideas Disadvantaged students and learning disabled populations are covered

Curriculum Planning and Instructional Design for Gifted Learners Joyce VanTassel-Baska, Ariel Baska, 2021-09-23 This updated third edition of Curriculum Planning and Instructional Design for Gifted Learners

Modern Curriculum for Gifted and Advanced Academic Students Todd A. Kettler, 2021-09-03 Modern Curriculum for Gifted and Advanced Academic Students addresses the need for advanced curriculum design in an age of national standards and 21st century learning innovations The text and its authors work from the assumption that the most advanced learners need a qualitatively different design of learning experiences in order to develop their potential into outstanding achievement answering the question How should we design learning experiences for our most advanced academic students in the foundational curriculum areas This book provides the most contemporary thinking about how to design in depth courses of study in the foundational curriculum areas with a high degree of complexity and advanced content The book includes chapters articulating specific design components like creative thinking critical thinking and authentic research but also subject specific chapters in mathematics language arts science and social studies to demonstrate application of those design components

Designing and Developing Programs for Gifted Students Joan F. Smutny, 2003 In this handbook you will find the inspiration and the practical guidance you need to start your own gifted program Gifted programs have the potential to change lives but they can be difficult to develop and sustain without the appropriate research and guidance This book gives you the nuts and bolts needed to design and implement a gifted program to maximize the benefits to students teachers schools and parents In this comprehensive volume best selling author Joan Franklin Smutny brings some of the leading gifted educators together under the aegis of the National Association of Gifted Children Lending editorial guidance and her own contributions Smutny directs the individual expertise of each contributor with chapters that include guidelines for Designing and implementing curriculum for pre K through middle school Identifying and selecting the best teachers Creating the vital support networks among parents school and community Assessing the program s impact on children parents and teachers Developing special programming for the disadvantaged gifted students The book offers several examples of different learning experiences that fall under the definition of a gifted program as well as a chapter that outlines all of the essentials for starting a gifted program including sample forms and letters

Curriculum Provision for the Gifted and Talented in the Primary School Eyre Deborah, Lynne McClure, 2012-10-12 The authors of this book offer practical help to teachers in making day to day provision for the gifted and talented pupils in their classroom Designed mainly for primary teacher intending teachers and teacher

trainers the book draws together current findings in curriculum provision in the core subjects links theory and practice in such a way that the readers can benefit from exemplar material and allows them to adapt their own teaching to provide an inclusive curriculum for the gifted and talented children they teach Curriculum Provision for the Gifted and Talented in the Secondary School Deborah Eyre, Hilary Lowe, 2013-10-23 The authors of this book offer practical help to teachers in making day to day provision for the able in their classroom Designed mainly for secondary teachers teacher educators and senior managers the book draws together a range of good practice in provision for the most able across all national curriculum subjects The recommendations for classroom practice are underpinned by sound theoretical perspectives and provide a framework for teachers to evaluate and develop their own provision for able pupils *Best Practices in Gifted Education* Ann Robinson, Bruce M. Shore, Donna Enersen, 2021-09-03 A gifted education Legacy Award winner Best Practices in Gifted Education provides concise up to date research based advice to educators administrators and parents of gifted and talented youth The 29 practices included in this volume are the result of an extensive examination of educational research on what works with talented youth The interest in culturally diverse and low income learners the means to identify talents and the need for curriculum that appropriately challenges high ability youth constitute just a few of the 29 practices Each practice is organized into a chapter containing two sections What We Know and What We Can Do The first section briefly describes the practice and summarizes the research The second section suggests what course of action a parent teacher or administrator might take at home in the classroom or at school The book is a must have for those who want a guide that makes a connection between research and practical action in gifted education A service publication of the National Association for Gifted Children Washington DC This designation indicates that this book has been jointly developed with NAGC and that this book passes the highest standards of scholarship research and practice **Using the National Gifted Education Standards for PreK-12 Professional Development** Margie Kitano, 2008-03-27 This is a highly useable guide to align inservice training coursework with the new national standards The latest thinking on high quality gifted education is invaluable I can be sure that I am teaching what my teachers need Christine Nobbe Gifted Education Specialist Rockwood School District MO The great leveler for new and veteran teachers of gifted and talented learners begins with an understanding of the foundation for the field and current best practice This guide helps professional development specialists bring their programs in line with the same national standards that are being used in teacher candidate preparation programs Cindy Sheets Gifted Facilitator Shawnee Mission School District KS Reshape the professional development of teachers in gifted education The ten NAGC CEC and TAG knowledge and skills standards represent the best research based practices in gifted education and identify what teachers of the gifted should know and be able to do To ensure that students with gifts and talents realize their full potential it is crucial that gifted education teachers receive ongoing professional development that reflects standards based practices This unique resource shows PreK 12 education leaders how to plan and implement

inservice training programs or realign existing programs based on the newly approved gifted education standards Authored by the organizations that developed the standards this volume features a wealth of helpful material for developing objectives activities and assessments of professional development including four different observation instruments a sample needs assessment survey a sample individual professional development plan a checklist for meeting the knowledge and skills standards and a CD ROM with an annotated bibliography of the research base used to develop the standards Staff developers will be able to Determine professional development objectives based on standards Understand and assess teacher needs Design and evaluate the effectiveness of activities and onsite programs Implement standards for addressing diversity Using the National Gifted Education Standards for PreK 12 Professional Development is an essential companion for staff developers and administrators faced with the challenge of giving classroom teachers the necessary training to provide exceptional instruction

Systems and Models for Developing Programs for the Gifted and Talented Joseph S. Renzulli, E. Jean Gubbins, Kristin S. McMillen, Rebecca D. Eckert, Catherine A. Little, 2023-05-31 Now completely revised and expanded *Systems and Models for Developing Programs for the Gifted and Talented* includes chapters on the major systems and models for developing programs for the gifted including the Autonomous Learner Model the Integrative Education Model the Multiple Menu Model the Purdue Three Stage Model the Schoolwide Enrichment Model and Levels of Service Forty two experts in gifted education contributed to 25 chapters and each chapter includes a discussion of the model theoretical underpinnings research on effectiveness and considerations for implementations Discussion questions follow each chapter Chapters provide compact yet comprehensive summaries of the major models developed by leaders in the field of gifted education

Content-Based Curriculum for High-Ability Learners Joyce VanTassel-Baska, Catherine A. Little, 2021-09-03 *Content Based Curriculum for High Ability Learners* 3rd ed provides a solid introduction to core elements of curriculum development in gifted education and implications for school based implementation Written by experts in the field this text uses cutting edge design techniques and aligns core content with national and state standards In addition to revised chapters the third edition contains new chapters on topics including special populations of gifted learners critical thinking leadership and university level honors curriculum The text identifies fundamental principles of curriculum that support advanced and high potential learners accelerated learning within the core content areas use of higher order processes and products and concept development These emphases form threads across chapters in core content areas including language arts mathematics science social studies world languages and the arts Additional chapters explore structures to support implementation including alignment with standards assessment of learning counseling and promoting exemplary teacher practice through professional development

International Handbook of Giftedness and Talent K. A. Heller, F. J. Mönks, R. Subotnik, Robert J. Sternberg, 2000-12-18 The first edition of this popular reference work was published in 1993 and received critical acclaim for its achievement in bringing together international perspectives on research and development in

giftedness and talent Scholars welcomed it as the first comprehensive volume in the field and it has proved to be an indispensable resource to researchers Since the first edition the scholarly field of giftedness and talent studies has expanded and developed welcoming contributions from researchers in related disciplines Several theoretical frameworks outlined in the first edition have now been empirically tested and a number of new trends have emerged The Second Edition of the International Handbook of Giftedness and Talent provides an invaluable research tool to academics researchers and students interested in the field of giftedness and talent The contributors are renowned in the field and the broad range of topics on giftedness that have been studied in the past century right up to the late 1990s are represented in this volume It is truly international in scope bringing together leading scholars and teachers from all around the world This new edition has been fully updated and rewritten and includes 22 completely new chapters It provides a comprehensive review and critical synthesis of significant theory a unique cross national perspective with contributions from over 100 distinguished authors covering 24 nations significant contributions from scholars working in related fields an increased focus on empirically supported scholarship and is arranged for quick and easy reference with comprehensive subject and author indexes

Student Self-Esteem Gail McEachron-Hirsh, 1995-09-28 Reports on research Planning Effective Curriculum Strategies for Gifted Students in Elementary School Liuchang (Helen)., 2002 Gifted students have special needs through qualitatively differentiated learning opportunities PECSG Planning Effective Curriculum Strategies Gifted is designed to provide curriculum strategies in which students do not encounter limitations to their cognitive and affective development The goals of the PECSG program is to assure appropriately differentiated learning opportunities through curriculum model to make gifted students achieve maximum learning outcomes in elementary school Teachers designed special curriculum to enhance specific learning opportunities for gifted students and to develop the differentiation learning skills An effective curriculum strategy for students who are gifted is essentially a basic curriculum that has been modified to meet their needs The unique characteristics of the gifted students must serve as the basis for decisions on how the curriculum should be designed and modified Teachers can encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas This research questionnaire for students are from two countries in four aspects Gifted students interested in learning process teachers teaching methods meet gifted students gifted students have most participation opportunities gifted students achieve leaning outcomes from teachers instruction The results of the data that were collected shows the curriculum strategies have met gifted students needs they are interested in their learning process the teachers used teaching methods and materials to adapt their needs they could have more chances to participate and express their ideas and they could achieve their learning performance from teachers instruction in the curriculum

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

Engineering Instruction for High-Ability Learners in K-8 Classrooms National Assoc For Gifted Children,Alicia Cotabish,2021-09-03 Engineering Instruction for High Ability Learners in K 8 Classrooms is an application based practitioners guide to applied engineering that is grounded in engineering practices found in the new Next Generation Science Standards NGSS and the Standards for Engineering Education The book provides educators with information and examples on integrating engineering into existing and newly designed curriculum The book specifies necessary components of engineering curriculum and instruction recommends appropriate activities to encourage problem solving creativity and innovation and provides examples of innovative technology in engineering curriculum and instruction Additionally authors discuss professional development practices to best prepare teachers for engineering instruction and provide recommendations to identify engineering talent among K 8 students Finally the book includes a wealth of resources including sample lesson and assessment plans to assist educators in integrating engineering into their curriculum and instruction

The War Against Excellence Cheri Pierson Yecke,2005-05-12 Here veteran teacher Cheri Pierson Yecke details the chronological history of the middle school movement in the U S by tracing its evolution from academically oriented junior high schools to the dissolution of academics in the middle schools of the late 1980s and beyond In this book evidence is presented to show how leaders of this movement designed to use the middle school as a vehicle to promote non academic goals contrary to the desires of parents and the community Favored instructional practices such as the elimination of ability

grouping and the rise in cooperative learning and peer tutoring have produced coerced egalitarianism where education performance is equalized by bringing the achievement of gifted and high ability students down to the level of mediocrity The War against Excellence examines the impact of The reduction of academic expectations Widespread elimination of ability grouping Features include Examples of how favored middle school instructional practices have been implemented in other countries and An analysis on the implications of these changes for the future of our country The influence of these changes has seriously crippled our middle schools in their obligation to provide a solid academic foundation for all students Yecke provides research based information that will appeal to parents and educators who want to confront problems with specific instructional practices and improve public education

Using the National Gifted Education Standards for University Teacher Preparation Programs Susan K. Johnsen, Joyce L. VanTassel-Baska, Ann Robinson, 2008-03-27 A breakthrough resource on gifted education course design For universities seeking accreditation of their gifted education teacher preparation programs the program must be aligned with NCATE approved standards This guidebook helps university personnel design or revise gifted education programs to incorporate the ten new standards developed by NAGC CEC and TAG In addition to the CD ROM with an annotated bibliography of the research and literature on which the standards are based professors and program coordinators will find Techniques for aligning coursework clinical practice and field experience with standards Sample syllabi Information on teacher assessment Details of the challenges associated with the new standards

Unlocking Mathematics Teaching Valsa Koshy, Jean Murray, 2011-03-28 Now in a fully updated second edition Unlocking Mathematics Teaching is a comprehensive guide to teaching mathematics in the primary school Combining theory and practice selected experts outline the current context of mathematics education They suggest strategies activities and examples to help develop readers understanding and confidence in delivering the curriculum The book combines an accessible blend of subject knowledge and pedagogy and its key features include Advice on teaching mathematics to high and low attainers Guidance on teaching mental maths Ideas for incorporating ICT Guidance on assessment in mathematics education Teaching problem solving Numerical and non numerical examples Updated references taking into account the Williams Report This book will be of interest to all primary education students and practising teachers looking to increase their confidence and effectiveness in delivering the mathematics 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 *Teaching Gifted Children 4-7* Valsa Koshy, 2013-10-18 This book offers practical guidelines on how to identify gifted and talented young children and looks at ways to enhance their learning opportunities Provided are a wealth of practical tried and tested strategies that readers will be able to use in their classrooms with confidence It includes advice on how to create the right classroom environment guidance on how to assess and record children s talents a list of suggested appropriate resources and help with planning the curriculum The emphasis is on creating a classroom environment that encourages children to be engaged in higher order thinking skills exploration and creativity the importance of play and the role of questioning is highlighted Using case studies of young gifted children and rooted in theoretically sound principles this book makes a significant contribution to the learning and teaching of younger children Teachers teaching assistants advisers Gifted and Talented Coordinators and training teachers will find this book relevant to their needs

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