

Strategies to Support Gifted and Talented Students

Gifted and Talented Students

The Ministry of Education identifies giftedness as a range of special abilities such as general intellectual abilities, specific academic aptitudes, cultural abilities and qualities, creative abilities, social and leadership abilities, physical abilities, emotional and spiritual qualities, and abilities in the visual and performing arts. Gifted students are identified as those who have a high level of performance in one or more

Gifted and talented students are all unique. There is no one size fits all approach to teaching gifted and talented students. Each student will vary in their abilities, interests, personality and background.

Gifted and talented students require and are entitled to adjustments and differentiation in their learning.

Provide Differentiated Learning Content

- Use topics of interest to the students. For example, challenging reading materials.
- Create study contracts.
- Create research tasks that are open-ended or prompt a question that provides opportunities for open-ended thinking.
- Encourage creativity and risk taking.
- Allow for a variety of completed projects, e.g. direct the student to a list of products or tasks.

Encourage Learning Goals

- Encourage a classroom that has flexible learning spaces.
- Create specialized learning centres that allow for group, pair or individual work.
- Create an interest centre. Allow students throughout the school day for the student to create materials to display in the learning centre.

Encourage Opportunities

- Look at student involvement programming options.
- Encourage students to enter competitions, including contests of interest.
- Provide opportunities for the student to work with other like-minded learners who have similar interests. This may include working with others in different year groups.
- Provide a classroom environment where humour and creativity are encouraged.
- Encourage and seek out mentors for students who have specialist knowledge in the topics of interest to the student, e.g. if the student is interested in computer science, set up what is a messenger group with a mentor on the field.
- Create enrichment clusters, e.g. a group of students with a shared interest in wildlife could all be brought together each week at a set time to work with specialist enrichment activities.

For more information on identifying and supporting gifted and talented learners, please visit <http://www.ontario.ca/gt>

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Curriculum For Gifted And Talented Students

James John Gallagher



Curriculum For Gifted And Talented Students:

Curriculum for Gifted and Talented Students Joyce VanTassel-Baska, Sally M. Reis, Series Editor, 2003-11-06 The expert guide to the major issues the chief trends and the most effective models and solutions for gifted and talented curriculum Designed in a straightforward no nonsense fashion with the busy educator in mind Curriculum for Gifted and Talented Students presents the areas of the most significance most interest and most debate in gifted education today Key features include An astute and comprehensive overview by editor and leader within the field Joyce VanTassel Baska Eleven influential articles at the core of curriculum for the gifted Visionary projections of future trends in curriculum development Examples and suggestions for putting research findings to use in practice This ready reference offers the guidance the pragmatic application and the insight of top authorities empowering decision makers with all the tools they need to shape a successful and enriching curriculum for 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

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

Comprehensive Curriculum for Gifted Learners Joyce VanTassel-Baska, 1988 This is the most comprehensive and most practical book on this subject It examines the total process of K 12 curriculum development including planning developing implementing and evaluating the curriculum with a strong emphasis on the district and classroom levels of planning Each issue is translated into specific curriculum examples that are found at the conclusion of each chapter And because gifted children are more likely to be integrated into general education programs today the book consistently focuses on gifted education in relationship to general education Provides cutting edge ideas for teaching language arts sciences social studies and mathematics plus a range of strategies in less traditional areas such as thinking skills and the arts and humanities New to this edition is a chapter on learning and cognition an expanded chapter on teaching strategies content chapters that provide up to date issues related to general

curriculum reform and a new leadership chapter Curriculum coordinators teachers and administrators in gifted education classrooms and schools A Longwood Professional Book **Effective Curriculum for Underserved Gifted Students** Tamra Stambaugh, Kimberley Chandler, 2021-09-03 Effective Curriculum for Underserved Gifted Students explains the need for a differentiated curriculum for gifted students typically underrepresented in gifted programs including children of poverty and those who are from culturally and linguistically diverse populations Features of research based curriculum found to be effective in enhancing the academic achievement of these populations are highlighted In addition practical evidence based strategies for curriculum development and instruction are shared *Social-Emotional Curriculum With Gifted and Talented Students* Joyce Van Tassel-Baska, Tracy L. Cross, F. Richard Olenchak, 2021-09-03 A gifted education Legacy Award winner Social Emotional Curriculum With Gifted and Talented Students provides a thorough introduction to methods for developing social emotional curricula for use with gifted and talented learners in the school setting Including overviews of strategies that work for implementing social emotional strategies in the everyday curricula this book part of the Critical Issues in Equity and Excellence series a joint publication project of the National Association for Gifted Children and Prufrock Press combines research and experience from leading scholars in the field of the affective needs of gifted students in a convenient guide for teachers administrators and gifted education program directors The book covers theories to guide affective curricula the needs of minority students models to develop social emotional curricula tips for counseling gifted students and strategies to promote the social emotional needs of gifted students along with discussions of suicide prevention among this population the use of bibliotherapy and discussion groups and the teacher counselor connection in affective curricula This handy guide to developing social emotional curricula for gifted students is a necessity for anyone serving and working with this population Educational Resource *Methods and Materials for Teaching the Gifted* Frances A. Karnes, Suzanne M. Bean, 2021-09-23 The newly revised and updated fourth edition of Methods and Materials for Teaching the Gifted is an excellent introduction to gifted education and real world learning The chapters of this comprehensive textbook are written by respected leaders in the field of gifted education The authors review the unique needs of gifted learners and give current information on instructional planning and evaluation strategies for best practices and ongoing enhancement and support of gifted programs Chapters include topics such as differentiated curricular design extending learning through research writing challenging instructional units and developing leadership skills and innovative thinkers Instructional practices such as problem based learning technology literacy independent study simulation and gaming and more are addressed A special focus is given to using the Gifted Education Programming Standards and Common Core State Standards The fourth edition provides updated information on funding sources and public relations strategies for gifted education programs It also includes updated lists of books teaching materials websites and other resources for teachers of the gifted *Education of the Gifted and Talented* Gary A. Davis, Sylvia B. Rimm, 1994 **Introduction to Curriculum Design in Gifted Education** Kristen R.

Stephens, Frances A. Karnes, 2021-09-03 Gifted students require a curriculum that intentionally aligns with their advanced abilities to ensure engagement at the appropriate level of intensity and depth Introduction to Curriculum Design in Gifted Education offers an in depth exploration of curriculum development for the gifted Included are the general foundations of good curriculum design a survey of curriculum models appropriate for gifted learners an examination of design considerations across content areas a detailed analysis of the role assessment has in the curriculum development process and an exploration of trends and future directions of curriculum development for the gifted Each chapter is authored by experts with considerable knowledge pertaining to curriculum implications for gifted students and is written with the practitioner in mind to facilitate effective implementation This text is an essential addition to the library of any educator seeking to create new and or adapt existing curriculum to better address the interests and abilities of gifted students

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

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 Program Design and Development for Gifted and Talented Students Frederick B. Tuttle, Laurence A. Becker, 1980 The document on program design and development is the second book in a multimedia program Educating the Gifted and Talented a series designed to provide background information supplementary materials workshop activities and discussion questions for individuals and teachers working with or preparing to work with gifted students Chapter 1 presents a rationale for special programs for gifted and talented students by pointing out program benefits to the individual to the school and teacher and to society Misconceptions and unspoken concerns regarding the gifted are responded to A second chapter discusses the various organizational structures designed to meet the needs and to accommodate the characteristics of gifted and talented students Three general categories of structures totally separate semiseparated and integrated are reviewed and three approaches to programming acceleration enrichment and counseling are highlighted Chapter 3 examines three models to help teachers analyze and develop curriculum Bloom s Taxonomy Guilford s Structure of Intellect and Renzulli s Enrichment Triad Chapter 4 points out the characteristics of a successful teacher of the gifted and considers several methods for locating appropriate teachers Chapter 5 focuses on the purposes of the program evaluation the issues in evaluation of programs for gifted and talented students and the concept of using a variety of approaches to program evaluation A specific example of an evaluation is offered A final summary chapter answers several questions program developers might be asked when initiating a gifted talented program and outlines 15 steps for developing a program for the gifted which parallel the preceding questions Supplementary materials include a glossary of administrative designs a list of teacher preparation programs in gifted and talented education reasons for denial of funding a sample program and selected references Also provided are teacher activities which relate to program design and development SBH

Curriculum Development for Gifted Education Programs Cannaday, Jessica, 2018-02-28 Diverse learners with exceptional needs require a specialized curriculum that will help them to develop socially and intellectually in a way that traditional pedagogical practice is unable to fulfill As educational technologies and theoretical approaches to learning continue to advance so do the opportunities for exceptional children Curriculum Development for Gifted Education Programs is a critical scholarly resource that examines the development of coursework for gifted and talented students Featuring coverage on a broad range of topics such as constructivism diversity responsive method and teacher training this book is geared towards academicians researchers gifted education teachers supervisors directors and administrators Differentiating the Curriculum for Gifted Learners Wendy Conklin, Shelly Frei, 2007-01-12 Provides up to date research based theory and practical applications to help teachers effectively differentiate instruction with gifted students in mind *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 How do we ensure we are meeting the needs of gifted students The educational landscape has changed

dramatically since *Designing Services and Programs for High Ability Learners* was first published in 2006 This updated and revised second edition of the landmark guidebook provides educators and administrators with the comprehensive practical advice they need to support gifted learners and includes new perspectives based on recent research and the updated National Association for Gifted Children Programming Standards Written by leading experts each chapter focuses on a key feature of high quality gifted programs from identification to evaluation and advocacy and takes into account current trends in education such as the Focus on diversity and the efforts needed to ensure underrepresented populations are screened for gifted education Collaboration with special education families and community members to ensure all students have access to programming and services Use of technology especially in rural communities Development of local policies to support gifted education Whether you are developing a new program or restructuring an existing service this guidebook will help you meet the needs of today s gifted students

Curriculum Development for the Gifted C. June Maker,1982 Teaching the Gifted Child James John Gallagher,1964 Methods of teaching children with high IQ s 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,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 **Achieving**

Excellence Frances A. Karnes, Kristen R. Stephens, 2008 *Achieving Excellence Educating The Gifted and Talented* provides foundational information relating to the field of gifted education i e history laws etc details characteristics of gifted students from various populations describes how such students are identified and assessed and presents up to date research based pedagogy relating to curriculum design and instruction It draws upon experts in the field to present content in a practical way so that it is applicable to pre service and classroom teachers Chapter summaries and questions for thought and reflection are included at the end of each chapter to help guide classroom discussion In addition each chapter provides a listing of useful resources that enables the reader to extend their learning on a particular topic or issue *Social and Emotional Curriculum for Gifted Students* Mark Hess, 2021-09-23 The Social and Emotional Curriculum for Gifted Students series provides the gifted resource specialist regular classroom teacher or counselor with the tools they need to help gifted students in grades 3 5 develop interpersonal skills reflect on their often intense emotions and express their creativity The grade 5 book Contains five units and more than 50 hours of instruction Shares helpful directions for implementing lessons and connecting content across the curriculum Addresses psychosocial skills Features critical thinking activities hands on building and design reading writing creativity and math and science connections Covers relevant topics including resilience growth mindset perfectionism empathy self understanding and identity friendship and what it means to be gifted Each classroom tested lesson addresses one or more affective standards from the National Association for Gifted Children psychosocial development areas for gifted learners and academic standards

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