

Cheryll M. Adams, Ph.D., Tracy L. Cross, Ph.D., Susan K. Johnsen, Ph.D., and Diane Montgomery, Ph.D., Series Editors



Effective Curriculum

for Underserved Gifted Students

A CEC-TAG Educational Resource



A **Prufrock Press** Book

Tamra Stambaugh, Ph.D.,
and Kimberley L. Chandler, Ph.D.



Effective Curriculum For Underserved Gifted Students A Cec Tag Educational Resource

Cannaday, Jessica



Effective Curriculum For Underserved Gifted Students A Cec Tag Educational Resource:

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

Effective Curriculum for Underserved Gifted Students Tamra Stambaugh, 2012 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

Effective Program Practices for Underserved Gifted Students Cheryll M. Adams, Cecelia A. Boswell, 2012 Effective Program Practices for Underserved Gifted Students provides coordinators teachers administrators and other interested parties information about effective program practices for underserved gifted students In this book the authors identify and discuss three broad areas of effective practices differentiation acceleration and enrichment In addition practical ideas sample lessons and two units are provided in an effort to assist busy professionals with implementing effective practices with their students A selected resource section is also included

Content-Based Curriculum for Advanced Learners Joyce VanTassel-Baska, Catherine A. Little, 2023-01-23 The fourth edition of Content Based Curriculum for Advanced Learners provides readers with a complete and up to date introduction to core elements of curriculum development in gifted education with implications for school based implementation Written by key experts in the field this text is essential to the development of high powered rich and complex curricula that treat content process product and concept development considerations as equal partners in the task of educating gifted learners Along with revised chapters this edition contains new chapters on culturally responsive curriculum the performing arts robotics and engineering design as well as social and emotional learning Additional material concerning talent trajectories across the lifespan accompanies a discussion of honors curriculum in higher education rounding out this comprehensive resource This master text is a must read for educators interested in executing effective curriculum and instructional interventions to support learning for gifted and advanced learners

Differentiating Instruction for Gifted Learners Christine L. Weber, Wendy A. Behrens, Cecelia Boswell, 2021-09-03 Differentiating Instruction for Gifted Learners allows educators and stakeholders to examine issues related to differentiating curriculum and instruction in a variety of contexts The case studies in this rich resource analyze various differentiation strategies and their benefits to promote classrooms where every student belongs every student is valued and every student is

nurtured The cases facilitate conversations about children and their unique needs by situating learning in authentic and meaningful contexts with the goal of helping educators improve services and programs for gifted and talented students Things to Consider guide the reader s thinking without imparting an explicit action recommendation or solution Discussion questions activities extensions and suggestions for additional readings support the standards of excellence set forth in the revised NAGC CEC Teacher Preparation Standards in Gifted and Talented Education and the NAGC CEC Advanced Standards in Gifted Education Teacher Preparation

Insights in teacher education: 2022 Stefinee Pinnegar,Ramona Maile Cutri,2024-04-22 *Jacob's Ladder Reading Comprehension Program* Joyce VanTassel-Baska,Tamra Stambaugh,2021-09-03 The Jacob s Ladder Reading Comprehension Program Nonfiction targets reading comprehension skills in high ability learners by moving students through an inquiry process from basic understanding to critical analyses of texts using a field tested method developed by the Center for Gifted Education at William Mary Students in grade 5 will be able to comprehend and analyze any nonfiction reading passage after completing the activities in this book Using skill ladders connected to individual readings related to essays articles comparison documents infographics and other nonfiction texts students move from lower order concrete thinking skills to higher order critical thinking skills All of the books geared to increasing grade levels include high interest readings ladders to increase reading skill development and easy to implement instructions The ladders include multiple skills necessary for academic success covering language arts standards such as sequencing cause and effect classification making generalizations inference understanding emotion using and thinking about words and recognizing themes and concepts Optional Student Workbook Packs In addition to this teacher s guide companion student workbooks are available for Science and Math Social Studies and Fiction Nonfiction Comparisons The student workbooks feature ample room for student responses and notes make reviewing and providing feedback on student work easier than ever provide students with an easy to use reference to use during discussions and save time as there is no need to reproduce student handouts Grade 5 *Effective Program Models for Gifted Students from Underserved Populations* Cheryll M. Adams,Kimberley L. Chandler,2014 Effective Program Models for Gifted Students From Underserved Populations highlights eight successful programs that have been designed to use with low income high ability students

NAGC Pre-K-Grade 12 Gifted Education Programming Standards Susan, K. Johnsen,Debbie Dailey,Alicia Cotabish,2022-01-31 The Pre K Grade 12 Gifted Education Programming Standards should be part of every school district s repertoire of standards to ensure that the learning needs of advanced students are being met The new edition of this popular book helps schools understand the updates to the standards which have a renewed emphasis on equity and inclusion The six standards focus on student outcomes in learning and development assessment curriculum planning and instruction learning environments programming and professional learning updated from professional development used in the 2010 version This book details these standards and provides suggestions for implementing each one It also includes sample assessments of

student products and performances which will assist schools in developing program and service evaluation benchmarks This book is a must have for school leaders and gifted education professionals who want to offer the most effective services for gifted and advanced students It is 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

Technology and Exceptional Individuals Jimmy D. Lindsey,2000 *Best Practices in Professional Learning and Teacher Preparation* National Assoc For Gifted Children,Christine L. Weber,2021-09-03 Several states offer additional teacher preparation programs by providing either an endorsement or certification in the field but these are often pursued by teachers specifically enrolled in gifted coursework rather than in general education programs Practitioners and researchers agree that time and energy should be spent on training teachers in how to address the needs of gifted and talented students both within the regular classroom and in specialized programs This three book series acknowledges this need and provides specific strategies for professional development in a variety of settings using various methods Drawing on both literature in the field and research based best practices in professional learning this series provides the reader with a foundation for designing and implementing effective professional development experiences for educators working with gifted learners This volume acknowledges specific challenges facing both practitioners and their students The authors present strategies and helpful resources related to several special populations and topics unique to the field such as twice exceptional learners underachieving gifted students the underrepresentation of minorities acceleration options and assisting educators to work with parents 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

Content-Based Curriculum for Advanced Learners Joyce VanTassel-Baska,Catherine A. Little,2023-01-23 The fourth edition of Content Based Curriculum for Advanced Learners provides readers with a complete and up to date introduction to core elements of curriculum development in gifted education with implications for school based implementation Written by key experts in the field this text is essential to the development of high powered rich and complex curricula that treat content process product and concept development considerations as equal partners in the task of educating gifted learners Along with revised chapters this edition contains new chapters on culturally responsive curriculum the performing arts robotics and engineering design as well as social and emotional learning Additional material concerning talent trajectories across the lifespan accompanies a discussion of honors curriculum in higher education rounding out this comprehensive resource This master text is a must read for educators interested in executing effective curriculum and instructional interventions to support learning for gifted and advanced learners

Content-Based Curriculum for High-Ability Learners Joyce VanTassel-Baska,2010-07 This newly updated edition provides a solid introduction to curriculum development in gifted and talented education Written by experts in the field of gifted

education this text uses cutting edge curriculum design techniques and aligns the core content with national and state standards In addition to a revision of the original chapters the second edition contains new chapters on topics such as second language learning leadership arts curriculum and technology The text identifies the basic principles of curriculum development accelerated learning within the core content areas use of higher order process skills development of creative student products and concept development and learning These techniques are incorporated into a chapter on each core content area language arts mathematics science and social studies as well as world languages and the arts The final chapters focus on the roles of teachers program coordinators and administrators during curriculum design including selecting resources and materials aligning curriculum and assessing student learning from back cover

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

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 **Acceleration for Gifted Learners, K-5**

Joan Franklin Smutny, Sally Y. Walker, Elizabeth A. Meckstroth, 2006-10-19 Smutny has assembled a group of colleagues who bring very practical and useful insights to this issue and suggest practices that will make the use of this important curricular modification justifiable manageable and most of all normal Acceleration is not treated as a strategy of last resort but as a logical and reasonable way to acknowledge and provide for the growth and continuous progress of all children By broadening the idea of acceleration as a way to meet academic emotional and social needs the book turns the concerns about acceleration into strengths Barbara Clark Professor Emeritus California State University Los Angeles A well written extremely useful guide for parents and educators who wish to provide gifted students an opportunity to learn at a pace and level appropriate to their abilities Offers valuable insight on the social and emotional aspects of effective acceleration Jan Davidson President and Cofounder Davidson Institute for Talent Development Coauthor Genius Denied How to Stop Wasting Our Brightest Young Minds Raise the bar on accelerated learning and discover new possibilities that go beyond minimum proficiency Written for K 5 teachers this practical guide corrects misunderstandings in the field of acceleration and provides the tools necessary to effectively determine the most appropriate learning options for gifted students Through real life stories well known authors in gifted education Joan Franklin Smutny Sally Y Walker and Elizabeth A Meckstroth dispel the common myths about acceleration and describe what it is what forms it takes and what it can do for gifted learners intellectually socially and emotionally Presenting nuts and bolts guidance this valuable resource provides Numerous case studies helpful checklists and reproducible forms Prevailing theories and current research Social emotional aspects of acceleration practices Instructional strategies for implementation in various school settings Learning opportunities for underserved groups such as multicultural and urban students Bibliographies and helpful Web sites Offering a new perspective on how prevailing attitudes have deprived students of opportunities to develop their talents Acceleration for Gifted Learners K 5 directly reflects the 2004 Templeton Report in validating the urgency to meet gifted students needs *Start Seeing and Serving Underserved Gifted Students* Jennifer Ritchotte, Chin-Wen Lee, Amy Graefe, 2020-10-21 2020 TAGT Legacy Book Award for Educators Winner Flexible tools help teachers see understand teach challenge and advocate for underserved gifted students The underrepresentation of students from historically marginalized populations including English language learners twice exceptional students culturally and linguistically diverse students and economically disadvantaged students in our gifted programs and services continues to be a critical issue in education The importance of a caring and committed teacher who sees and supports the potential in all learners and who respects linguistic diversity and students cultural identity cannot be overstated yet teachers need the knowledge and training to do so This reader friendly guide meets that need promoting equity in gifted education by providing teachers with a variety of flexible tools to nurture the academic and affective growth

of their gifted students from traditionally underserved populations Over fifty strategies are outlined within five chapters addressing how teachers can see understand teach challenge and advocate for their underserved gifted learners in all content areas The authors share numerous student quotes teacher anecdotes and spotlights on successful school efforts Digital downloads include all forms from the book and a PDF presentation A free PLC Book Study Guide for use in professional development is also available

Designing and Developing Programs for Gifted Students Joan F. Smutny, 2003 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

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

Successful Strategies for Twice-Exceptional Students Kevin D. Besnoy, 2006 This book takes an in depth look at the various learning disabilities and difficulties some gifted students face and strategies teachers can use to help these students succeed in the classroom Educational Resource

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