

# Alternative Assessments With Gifted And Talented Students Critical Issues In Equity And Excellence In Gifted Education

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[Handbook of Special Education](#)

- James M. Kauffman

2011-05-15

Special education is now an established part of public

education in the United States—by law and by custom. However, it is still widely misunderstood and continues to be dogged by controversies

related to such things as categorization, grouping, assessment, placement, funding, instruction, and a variety of legal issues. The purpose of this 13-part, 57-chapter handbook is to help profile and bring greater clarity to this sprawling and growing field. To ensure consistency across the volume, chapter authors review and integrate existing research, identify strengths and weaknesses, note gaps in the literature, and discuss implications for practice and future research. Key features include: Comprehensive Coverage—Fifty-seven chapters cover all aspects of special education in the United States including cultural and international comparisons. Issues & Trends—In addition to synthesizing empirical findings and providing a critical analysis of the status and direction of current research, chapter authors discuss issues related to practice and reflect on trends in thinking. Categorical Chapters—In order to provide a comprehensive

and comparative treatment of the twelve categorical chapters in section IV, chapter authors were asked to follow a consistent outline: Definition, Causal Factors, Identification, Behavioral Characteristics, Assessment, Educational Programming, and Trends and Issues. Expertise—Edited by two of the most accomplished scholars in special education, chapter authors include a carefully chosen mixture of established and rising young stars in the field. This book is an appropriate reference volume for anyone (researchers, scholars, graduate students, practitioners, policy makers, and parents) interested in the state of special education today: its research base, current issues and practices, and future trends. It is also appropriate as a textbook for graduate level courses in special education. Essentials of Gifted Assessment - Steven I. Pfeiffer 2015-03-11 An Up-to-Date Overview of the Theory and Practice Underlying Gifted Assessment

Essentials of Gifted Assessment introduces readers to the theory and practice underlying gifted assessment. Steven Pfeiffer, a leading expert in the field of gifted assessment, discusses what it means to be gifted, why we should identify gifted students, and the purposes of gifted assessment. Well-organized and engaging, the book examines key principles of gifted assessment and provides an up-to-date overview of gifted assessment measures. Topics include the use of local norms, measuring creativity and motivation, nonverbal measures, the importance of recurring gifted assessment, multi-potentiality, gifted testing and minority group students, and evaluating the twice-exceptional student. Early identification and intervention greatly benefits gifted students, who may otherwise never realize their full potential. Throughout the book, Pfeiffer equips school psychologists with the tools they need to: Identify and assess uniquely bright and talented students

Integrate multiple assessment measures including intelligence, cognitive ability, and achievement tests Assess gifted students with coexisting disabilities and disorders Promote the abilities of gifted students using evidence-based strategies The book also includes extensive illustrative material, such as callout boxes and case examples, that facilitate use as a quick reference, plus end-of-chapter "Test Yourself" questions that help reinforce key concepts. Essentials of Gifted Assessment helps new and seasoned school psychologists and other professionals acquire the skills and knowledge needed for ethical, evidence-based, and informed clinical practice with high-ability students.

**Alternative Assessments With Gifted and Talented Students** - Joyce VanTassel-Baska 2021-09-03

Alternative Assessments With Gifted and Talented Students provides a concise and thorough introduction to methods for identifying gifted

students in the school setting. Including overviews of assessment tools and alternative methods of assessment, as well as pertinent discussions concerning the need to identify gifted and talented students, this book combines research and experience from top scholars in the field of gifted education in a convenient guide for teachers, administrators, and gifted education program directors. Topics covered include the need for nonverbal testing with traditionally unidentified students; the identification of students from minority populations; the value of using traditional assessments with students; the role of creativity tools as a measure of giftedness; and the use of portfolios, products, and performance-based assessment to document learning; among others. This handy guide to assessing and identifying gifted students is a necessity for anyone serving and working with this population. 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.

*Developing Performance-Based Assessments, Grades K-5*

Nancy P. Gallavan 2009

"Use PBAs to design learning experiences that increase student engagement and achievement!" "This book explains performance-based assessments (PBAs) in easy-to-understand terms and describes how to construct PBAs that measure learner performance effectively while allowing educators to align curriculum and instruction with students' needs. Using PBAs, teachers can engage students in the learning process, connect the learning to students' individual lives, and monitor learning outcomes. The author provides: Detailed and clear examples of performance-based assessments Tools for assessment and guidelines for

creating and using rubrics, Checklists, frequently asked questions, graphic organizers, and activities to reinforce the content in each chapter

### **Curriculum for Gifted and Talented Students** - Joyce

VanTassel-Baska 2003-11-06

This ready reference offers decision makers the tools they need to shape a successful and enriching curriculum for gifted students.

### **Serving the Needs of Intellectually Advanced Mathematics Students in Grades K-6** - Scott A.

Chamberlin 2012

### Handbook on Assessments for Gifted Learners - Susan K.

Johnsen 2022-07-18

This essential handbook is a comprehensive and systematic examination of the assessment of gifted and advanced students and their programs, and a must-have resource for coordinators and directors at state and local levels.

Handbook on Assessments for Gifted Learners explores issues associated with building an

effective identification system, clarifies and interprets the need for targeted learning progress assessments for gifted learners, and discusses program evaluation, assessments, and processes used to gauge programs' success. Engaging chapters written by both academic and practitioner experts provide research-based, practical ideas for identifying and measuring the progress of gifted and advanced learners. Readers will benefit from informed recommendations stemming from current research conducted specifically for this text.

### **Leading and Managing a Differentiated Classroom** -

Carol Ann Tomlinson Ann

Tomlinson 2010-11-15

Today's teachers are responsible for a greater variety of learners with a greater diversity of needs than ever before. When you add in the ever-changing dynamics of technology and current events, the complexity of both students' and teachers' lives grows exponentially. Far too

few teachers, however, successfully teach the whole class with the individual student in mind. In *Leading and Managing a Differentiated Classroom*, Carol Ann Tomlinson and Marcia B. Imbeau tackle the issue of how to address student differences thoughtfully and proactively. The first half of the book focuses on what it means for a teacher to effectively lead a differentiated classroom. Readers will learn how to be more confident and effective leaders for and in student-focused and responsive classrooms. The second half of the book focuses on the mechanics of managing a differentiated classroom. A teacher who has the best intentions, a dynamic curriculum, and plans for differentiation cannot—and will not—move forward unless he or she is at ease with translating those ideas into classroom practice. In other words, teachers who are uncomfortable with flexible classroom management will not differentiate instruction, even

if they understand it, accept the need for it, and can plan for it. Tomlinson and Imbeau argue that the inherent interdependence of leading and managing a differentiated classroom is at the very heart of 21st-century education. This essential guide to differentiation also includes a helpful teacher's toolkit of activities and teaching strategies that will help any teacher expand his or her capacity to make room for and work tirelessly on behalf of every student.

[Critical Issues and Practices in Gifted Education](#) - Jonathan A. Plucker 2013

*Critical Issues and Practices in Gifted Education: What the Research Says* is the definitive reference book for those searching for a summary and evaluation of the literature on giftedness, gifted education, and talent development. The book presents more than 50 summaries of important topics in the field, providing relevant research and a guide to how the research applies to gifted education and the lives of

gifted children. This second edition updates every topic with new research and introduces several critically important topics such as cluster grouping, Response to Intervention, programming standards, the Common Core State Standards, educational leadership, and legal issues. This book provides an objective assessment of the available knowledge on each topic, offers guidance in the application of the research, and suggests areas of needed research.

**Differentiation and the Brain** - David A. Sousa

2011-02-25

Examine the basic principles of differentiation in light of what current research on educational neuroscience has revealed. This research pool offers information and insights that can help educators decide whether certain curricular, instructional, and assessment choices are likely to be more effective than others. Learn how to implement differentiation so that it achieves the desired result of shared responsibility between

teacher and student.

**Handbook of Giftedness in Children** - Steven I. Pfeiffer

2008-03-06

In one comprehensive resource, this superb handbook covers everything you need to know about the subject. It brings together leading experts from the fields of psychology and education, combining theory and applied empirical research on such crucial topics as conceptualization, types of intelligence, developmental considerations, and ethical and legal concerns. Particular attention is given to social and family contexts, and evidence-based strategies and interventions offer solid guidelines on assessment, curriculum design, and encouraging and nurturing talent - from preschool through adolescence.

Definitions and Conceptions of Giftedness - Robert J.

Sternberg 2004-03-23

Part of a 12-volume set, each article in this volume provides an overview of the material to be presented, presents research and discusses how

readers can put the research to use.

**The Roeper School** - Don Ambrose 2013-12-30

How can we design schools that energetically promote intellectual development while also attending to the social, emotional, and ethical growth of students? In today's frenzied climate of accountability driven school reform it is difficult to establish anything more than achievement of superficial knowledge and skill.

Fortunately, there is a vibrant example of holistic, student-centered education that engenders dynamic, multidimensional student growth. The Roeper School enables students to develop strong intrinsic motivation as they discover aspirations and develop talents consistent with those aspirations.

Simultaneously, from a very young age students take considerable responsibility for their own actions and for the processes that go on in their school. Following the Roeper philosophy each student generates a long-term sense of

purposeful direction, a strong sense of intrapersonal awareness, impressive creative and critical thinking skills, and a finely tuned sense of ethical responsibility. Upon graduation Roeper students are well prepared to find or create highly productive niches in the world of work and rewarding personal lives while serving as mature, ethical citizens of a complex, 21st-century, globalized society. This book includes descriptions of the multidimensional education the Roeper School provides. The perspectives in the volume are diverse, coming from leading researchers and theorists in the field of gifted education as well as teachers, administrators, alumni, and current students from the school itself. Overall, the book provides a beacon of hope for 21st-century education.

[Handbook for Counselors Serving Students With Gifts and Talents](#) - Tracy L. Cross 2021-10-01

The second edition of [Handbook for Counselors Serving Students With Gifts](#)

and Talents provides the definitive overview of research on the general knowledge that has been amassed regarding the psychology of gifted students. This book: Introduces the reader to the varied conceptions of giftedness.

Covers issues specific to gifted children and various intervention methods.

Describes programs designed to fulfill the need these children have for challenge. Is updated and expanded, addressing contemporary issues. Reflects the latest research on giftedness. With chapters authored by leading experts in the field, Handbook for Counselors Serving Students With Gifts and Talents is a resource professionals can turn to for answers to a wide variety of questions about gifted children.

### **Introduction to Curriculum Design in Gifted Education -**

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.

## **Counseling Gifted Students -**

Susannah M. Wood, PhD

2017-12-05

"Drs. Susannah Wood and Jean Peterson have combined forces to move the field of school counseling forward in its work on behalf of gifted students... This subtle regularizing into appropriate school counseling practice is actually quite radical as it makes it clear that the time has passed to consider whether we should be concerned with the nature and needs of students with gifts and talents, but rather need to move to serving them as a requirement of our profession... And fortunately for all of us, the authors provide a clearly articulated roadmap for helping us live up to our professional responsibilities." --Tracy L. Cross, Ph.D. Created to fill a gap in both counselor education and gifted education, this is the only up-to-date text to provide a concise and practical overview of counseling services designed specifically for gifted and talented students. Grounded in

the American School Counselor Association (ASCA) National Model for counseling programs, the book illuminates specific knowledge, awareness, and skills school counselors need to address concerns related not only to academics, but also to social and emotional development of this population. The text delivers a theoretical and practical overview of gifted and talented education in the United States and the responsibilities of school counselors as they pertain to this unique population. Going well beyond the common call to provide academic challenge, the book considers special characteristics of gifted and talented students as it examines the complexities of career development, college readiness, and concerns related to social and emotional development. It discusses how counselors can advocate for gifted students, lead efforts to match programming and needs, and collaborate with school staff and families. Vignettes depicting critical incidents and epitomizing

needs are used to illuminate differentiated counseling approaches that support this student population. Each chapter highlights a key concept, and curriculum guidelines and resources for professional development support the text. **KEY FEATURES:** Interweaves school counseling and gifted education research and practice Considers characteristics and counseling concerns associated with giftedness Is based on the ASCA model for counseling programs Examines the complexities of career development, college readiness, and social/emotional development in this population Highlights key concepts and includes vignettes of critical incidents

### **Primary Education Thinking**

#### **Skills 1 - Sally Thomson**

2012-06

"PETSTM (Primary Education Thinking Skills) is a systematized enrichment and diagnostic thinking skills program. Lessons are presented in convergent

analysis, divergent synthesis, visual/spatial thinking, and evaluation, suitable for grades K-3. The program aligns to the higher levels of Bloom's Taxonomy. PETSTM 1, the red book, introduces the six thinking specialists of Crystal Pond Woods: Dudley the Detective, the convergent/deductive thinker, Isabel the Inventor, the divergent/inventive thinker, Sybil the Scientist, the convergent/analytical thinker, Yolanda the Yarnspinner, the divergent/creative thinker, Max the Magician, the visual/spatial thinker, Jordan the Judge, the evaluative thinker. Included in the 24 lessons are encounters with the animal characters who are engaged in problem-solving scenarios calling for their types of thinking -- four lessons involving each character (two whole class lessons to help identify talented learners with accompanying reproducible activities, and two small group lessons for identified students and accompanying reproducible activities). PETSTM helps build behavioral

portfolios for talented learners that support a differentiated approach to their education, integrates flexibly into any existing primary curriculum, and offers opportunities for learners with different strengths to shine"--

Amazon.com.

*Using the National Gifted Education Standards for Pre-K - Grade 12 Professional Development* - National Assoc For Gifted Children 2021-10-08  
National teacher preparation standards in gifted and talented education provide the foundation for research-based practices in gifted education and identify what teachers should know and be able to do to ensure that students with gifts and talents realize their full potential. Because the responsibility for teaching gifted learners and those with potential to achieve at high levels is often shared between gifted education program leaders and teachers in general and special education classrooms, this book shows Pre-K-12 education leaders how to develop partnerships,

identify professional development outcomes, design learning activities, plan and implement comprehensive training programs, and evaluate the effectiveness of professional development activities. Special attention is paid to effecting change within a state and school system.

KTtools provided include sample needs assessments, student and teacher observation instruments, and a sample professional development plan.

### **NAGC Pre-K-Grade 12 Gifted Education**

**Programming Standards** - National Assoc For Gifted Children 2021-09-03

The new 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. NAGC Pre-K-Grade 12 Gifted Education Programming Standards: A Guide to Planning and Implementing High-Quality Services details six standards that address the areas critical to effective teaching and

learning, along with suggestions for implementing each one. The Gifted Education Programming Standards are focused on student outcomes that address both cognitive and affective areas. Aligned to each of the outcomes are research- and practice-based strategies known to be effective for this special population of students. The book 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.

*Genius Denied*- Jan Davidson  
2007-11-01

With all the talk of failing schools these days, we forget that schools can fail their brightest students, too. We pledge to "leave no child behind," but in American schools today, thousands of gifted and talented students fall short of their potential. In

*Genius Denied*, Jan and Bob Davidson describe the "quiet crisis" in education: gifted students spending their days in classrooms learning little beyond how to cope with boredom as they "relearn" material they've already mastered years before. This lack of challenge leads to frustration, underachievement, and even failure. Some gifted students become severely depressed. At a time when our country needs a deep intellectual talent pool, the squandering of these bright young minds is a national tragedy. There are hundreds of thousands of highly gifted children in the U.S. and millions more whose intelligence is above average, yet few receive the education they deserve. Many school districts have no gifted programs or offer only token enrichment classes. Education of the gifted is in this sorry state, say the Davidsons, because of indifference, lack of funding, and the pernicious notion that education should have a "leveling" effect, a one-

size-fits-all concept that deliberately ignores the needs of the gifted. But all children are entitled to an appropriate education, insist the authors, those left behind as well as those who want to surge ahead. The Davidsons show parents and educators how to reach and challenge gifted students. They offer practical advice based on their experience as founders of a nonprofit organization that assists gifted children. They show parents how to become their children's advocates, how to win support for gifted students within the local schools, and when and how to go outside the school system. They discuss everything from acceleration ("skipping" a grade) to homeschooling and finding mentors for children. They tell stories of real parents and students who overcame poor schooling environments to discover the joy of learning. *Genius Denied* is an inspiring book that provides a beacon of hope for children at risk of losing their valuable gift of intellectual potential.

## **Introduction to Gifted Education** - Julia Link Roberts 2021-09-03

*Introduction to Gifted Education* is the definitive textbook designed for courses that introduce teachers to gifted education, whether that is in graduate school or in certification or continuing development programs for teachers. The book is inclusive in nature, addressing varied approaches to each topic while relying on no single theory or construct. The book includes chapters that focus on critical 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. A rich companion piece supports the

text, providing practical strategies and activities for the instructor (designed for both online classes and face-to-face classes). Texas Association for the Gifted and Talented 2018 Legacy Book Award Winner—Scholar STEM Education for High-Ability Learners - Bronwyn MacFarlane 2021-10-08 STEM Education for High-Ability Learners: Designing and Implementing Programming focuses on the rigorous articulation of quality STEM education programming to develop STEM talent among high-ability and gifted learners. The intent of this book is to provide a comprehensive resource for educators designing and implementing each of the supports within STEM education by providing a discussion of each critical component for inclusion in a planned, coherent, and high-quality sequenced system. This edited volume provides a cutting-edge discussion of best practices for delivering STEM education by experts in the field. The contributing authors

provide a differentiated discussion and recommendations for the learning experiences of gifted students in STEM education programs. *Fundamentals of Gifted Education*- Carolyn M. Callahan 2017-08-09 The field of gifted education is characterized by a perplexing array of perspectives concerning such fundamental issues as definition, identification, curriculum, social and emotional development, and underserved populations. *Fundamentals of Gifted Education* provides a coherent framework for planning effective programs, providing appropriate educational services, and evaluating programs for the gifted. Parts are organized around fundamental issues confronting the field and follow a common structure: an introductory chapter that provides an overview of the theme of that part as well as guiding points and questions for the reader followed by representative point-of-view

chapters written by leading experts that provide varied perspectives on the topic at hand.

*Using the National Gifted Education Standards for Teacher Preparation* National Assoc For Gifted Children  
2021-10-08

Standards have benefits particular to the field of gifted education. In order to ensure equity and systematic talent search and programming, it is essential that current and future teachers are educated in the relevant theory, research, pedagogy, and management techniques important for developing and sustaining classroom-based opportunities specifically designed for gifted learners. By incorporating the 2013 NAGC/CEC Teacher Preparation Standards in Gifted and Talented Education, this guidebook helps university faculty at the undergraduate and graduate levels design or revise gifted education programs and partner with other educators in developing gifted education teachers.

*Implementing RtI With Gifted*

*Student s-* Mary Ruth Coleman  
2021-09-09

*Implementing RtI With Gifted Students* shares how RtI can fit within the framework of gifted education programming models. This edited book will serve as a reference guide for those interested in learning more about RtI and how it might be effectively implemented to meet the needs of all gifted students. Chapters contributed by top gifted education experts focus on topics including tiered supports and services for gifted learners; screening, assessment, and progress monitoring; evidence-based practices; popular gifted education models that fit within a tiered framework; and diversity. Additional resources for schools include a self-assessment needs survey; guidelines for planning; forms, templates, and timelines for getting started; and rubrics for reviewing implementation fidelity and progress.

*Exploring Critical Issues in Gifted Education* Christine L. Weber  
2021-09-03

Although the best way to provide professional development for educators is through field experiences and hands-on practice, it is not always easy or even possible to organize such encounters, especially in the field of gifted education. In order to better prepare educators to work with gifted and talented students, *Exploring Critical Issues in Gifted Education: A Case Studies Approach* presents problem-based learning scenarios that explore authentic situations found in K-12 classrooms. The scenarios can be read and discussed in a short amount of time, allow the reader to gain greater understanding through empathy, require an analysis of multiple perspectives, and support the standards of excellence set forth in the 2010 NAGC Pre-K-Grade 12 Gifted Education Programming Standards. Using the cases in the book, educators will gain the insight needed to improve the identification of and services for gifted and talented students in light of these

standards.

### **Content-Based Curriculum for High-Ability Learners -**

No Contributor 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.

**Alternative Assessments with Gifted and Talented Students** - Joyce VanTassel-Baska 2008

Alternative Assessments With Gifted and Talented Students provides a concise and thorough introduction to methods for identifying gifted students in the school setting. Including overviews of assessment tools and alternative methods of assessment, as well as pertinent discussions concerning the need to identify gifted and talented students, this book combines research and experience from top scholars in the field of gifted education in a convenient guide for teachers, administrators, and gifted education program directors.

Topics covered include the need for nonverbal testing with traditionally unidentified students; the identification of students from minority populations; the value of using traditional assessments with students; the role of creativity tools as a measure of giftedness; and the use of portfolios, products, and performance-based assessment to document learning; among others. This handy guide to assessing and identifying gifted students is a necessity for anyone serving and working with this population.

[Content-Based Curriculum for High-Ability Learners](#) - Joyce VanTassel-Baska 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.

**Identification** - Scott L. Hunsaker 2012

with contributions from leading experts in the field, Identification takes an in-depth look at the research and

practice of identification of gifted and talented students.

**National Excellence** - Pat O'Connell Ross 1993

This report on the educational needs of American gifted and talented students identifies indicators of an educational crisis, describes the current status of education for these students, and presents recommendations to meet the educational needs of these students. Indicators demonstrating the need for change include the relatively poor performance by American students on international tests and the small number of students performing at the highest levels on National Assessment of Educational Progress tests. Recent studies have shown that gifted and talented elementary school students have mastered 35-40% of the curriculum in five basic subjects before they begin the school year; most regular classroom teachers make few, if any, provisions for talented students; highest achieving students study less than an hour a day; and only 2

cents out of every \$100 spent on K-12 education supports special opportunities for talented students. A review describes how gifted and talented students are currently identified, the number of students served, the kind of support available, the kind of education most gifted and talented students receive, and characteristics of effective programs for these students. Seven recommendations are offered: (1) set challenging curricular standards; (2) establish high-level learning opportunities; (3) ensure access to early childhood education; (4) increase learning opportunities for disadvantaged and minority children with outstanding talents; (5) broaden the definition of gifted (a broadened definition based on the federal Javits Gifted and Talented Education Act is offered); (6) encourage appropriate teacher training and technical assistance; and (7) match world performance. (Contains 43 references.) (DB)

### **Identifying Gifted Students -**

Susan K. Johnsen 2004  
Identifying Gifted Students: A Practical Guide is designed for practicing professionals such as teachers, counselors, psychologists, and administrators who must make decisions daily about identifying and serving gifted and talented students. This book offers up-to-date information for building an effective, defensible identification process.

### **Essentials of Gifted Assessment** - Steven I. Pfeiffer 2015-03-11

An Up-to-Date Overview of the Theory and Practice Underlying Gifted Assessment  
Essentials of Gifted Assessment introduces readers to the theory and practice underlying gifted assessment. Steven Pfeiffer, a leading expert in the field of gifted assessment, discusses what it means to be gifted, why we should identify gifted students, and the purposes of gifted assessment. Well-organized and engaging, the book examines key principles of gifted assessment and provides an up-to-date

overview of gifted assessment measures. Topics include the use of local norms, measuring creativity and motivation, nonverbal measures, the importance of recurring gifted assessment, multi-potentiality, gifted testing and minority group students, and evaluating the twice-exceptional student. Early identification and intervention greatly benefits gifted students, who may otherwise never realize their full potential. Throughout the book, Pfeiffer equips school psychologists with the tools they need to:

- Identify and assess uniquely bright and talented students
- Integrate multiple assessment measures including intelligence, cognitive ability, and achievement tests
- Assess gifted students with coexisting disabilities and disorders
- Promote the abilities of gifted students using evidence-based strategies

The book also includes extensive illustrative material, such as callout boxes and case examples, that facilitate use as a quick reference, plus end-of-

chapter "Test Yourself" questions that help reinforce key concepts. Essentials of Gifted Assessment helps new and seasoned school psychologists and other professionals acquire the skills and knowledge needed for ethical, evidence-based, and informed clinical practice with high-ability students.

**Gifted Education** - Anthony F. Rotatori 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.

**The SAGE Handbook of Gifted and Talented Education** - Belle Wallace 2018-11-20

This handbook provides a comprehensive overview of key challenges in the field of gifted education, with contributions from a range of expert

international authors.  
Classroom Management for Gifted and Twice-Exceptional Students Using Functional Behavior Assessment - Yarah Farah 2021-10-22  
Classroom Management for Gifted and Twice-Exceptional Students Using Functional Behavior Assessment assists educators in understanding how to identify and target behaviors that influence the success of students and daily classroom instruction. Each module: Provides case studies with examples of the concepts being taught. Includes presentations, interactive graphic organizers, and small-group problem-solving activities. Offers self-assessments and resources for developing interventions. May be used within a university course, a series of workshops, or professional teacher learning communities. Uses functional behavior assessment (FBA), a successful research-based approach to behavioral interventions. Using this book, teachers can learn to manage student behavior and

implement differentiation in the classroom.

**Paradigms of Gifted Education** - David Yun Dai  
2021-09-03

This book highlights how to conduct research in gifted education when researchers have to choose from myriad theoretical ideas, hypotheses, claims, practical models, and strategies. It shows researchers how to build clarity, rigor, and relevance into a research agenda that combats fragmentation and contributes to enhanced theoretical and practical endeavors in the field. Specifically, Paradigms of Gifted Education advocates a paradigmatic approach to conducting research in gifted education and shows how it can be done every step of the way by specifying the essential questions of What?, Why?, Who?, and How? in a coherent manner, and by selecting methods that are appropriate for the question asked and the phase of the research efforts. To facilitate the development of a research agenda, the book

identifies three major paradigms of gifted education and 20 essential research questions that would help move the field forward.

### **The Roeper School -**

2013-01-01

This book includes descriptions of the multidimensional education the Roeper School provides. The perspectives in the volume are diverse, coming from leading researchers and theorists in the field of gifted education as well as teachers, administrators, alumni, and current students from the school itself. Overall, the book provides a beacon of hope for 21st-century education.

### Developing Performance-Based Assessments, Grades 6-12 -

Nancy P. Gallavan 2009

Improve student achievement on daily assignments, unit assessments, and standardized tests! This book clearly defines performance-based assessments (PBAs) and walks teachers and administrators through the vocabulary, concepts, and practices for conducting an assessment process that is fully integrated

with the daily curriculum and can produce significantly improved student performance. The author provides a template for recording assessment data, demonstrates how to create rubrics for teacher/student use, and offers standards-based examples featuring classroom teachers' insights. Readers will discover how to use PBAs to implement: Preassessments to collect baseline data Formative assessments that yield progress-monitoring data Summative assessments for culminating data that is easy-to-use

### SAGE Handbook of Research on Classroom Assessment -

James H. McMillan 2013

The Sage Handbook of Research on Classroom Assessment provides scholars, professors, graduate students, and other researchers and policy makers in the organizations, agencies, testing companies, and school districts with a comprehensive source of research on all aspects of K-12 classroom assessment. The handbook emphasizes theory, conceptual frameworks, and all

varieties of research (quantitative, qualitative, mixed methods) to provide an in-depth understanding of the knowledge base in each area of classroom assessment and how to conduct inquiry in the area. It presents classroom assessment research to convey, in depth, the state of knowledge and understanding that is represented by the research, with particular

emphasis on how classroom assessment practices affect student achievement and teacher behavior. Editor James H. McMillan and five Associate Editors bring the best thinking and analysis from leading classroom assessment researchers on the nature of the research, making significant contributions to this prominent and hotly debated topic in education.