CHAPTER 1
SUPPLEMENTAL MATERIALS

Conceptual Frameworks in Gifted Education as the Foundation for Services

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Activities

1. You have been tapped by your school district to participate in a district stakeholder committee of educators and parents charged with developing a plan for services for students with gifts and talents. First, select or generate a definition of giftedness and/or talent. From that definition, describe which students will receive services; explain how and by whom these students will be located; propose the services that will be provided, including the administrative, curricular, and staffing elements of comprehensive services; explain how these services meet student needs; and suggest the revenue streams that will be directed to support the service infrastructure. The plan will be presented to district administrators and subsequently to the school board. The committee will be asked to produce a written plan, but you are specifically charged with creating a slide show (e.g., PowerPoint presentation, Prezi) to present your draft plan to administrators and school board members.

2. Imagine you are a teacher in a primary, elementary, middle, or high school classroom. You may choose what developmental ages and grade levels you wish to consider. How would you engage in talent spotting? What would you look for in children or adolescents? How would you set the stage for talents to appear in
your classroom? Develop a plan. Create a one-page document or graphic that you could share with a colleague explaining your plan.

3. You find yourself in a teachers’ lounge discussion about advanced students and the challenges they present in the classroom. You encounter a colleague who does not believe his classroom contains any advanced students who may already know what he is planning to teach. Furthermore, he does not believe that he should spend instructional time addressing the needs of advanced learners who will “get it anyway.” You may not convince your disbelieving colleague, but other teachers are interested in what you have to say. Write a discussion board post that articulates your beliefs about the educational needs of advanced learners to contribute positively to the discussion.

4. Create a terminology gallery that you could post online. Include a verbal definition and a pictorial representation of the following constructs: creativity, giftedness, intelligence, motivation, passion, talent development, and precocity.

5. Construct a brochure that communicates to parents the conceptual framework guiding the programs and services in your district. You may be informed by your own beliefs about giftedness and/or talent development and by your philosophy of gifted education.

6. You are chairing a district committee charged with developing a plan for services for academically advanced students in the elementary school. Your state policies require that every district provide services to talented students but do not provide a state definition to guide districts. In the context of the reauthorization of the Elementary and Secondary Education Act, now known as the Every Student Succeeds Act (ESSA), the superintendent has appointed a districtwide committee that includes gifted education specialists, general education teachers, administrators, and parents. Develop a set of notes for yourself that you plan to use to guide the discussions of the stakeholders.

**Additional Resources**


The book itself provides a coherent framework that instructors and service providers can use in planning effective programs, providing appropriate counseling services, and evaluating programs for the gifted. The chapter explains terminology important to giftedness.

Eckert and Robins provide educators and administrators with comprehensive, practical advice they need to support gifted learners. The book also includes new perspectives based on recent research and updated standards.


This research monograph reviews the role played by public policy in the education of gifted students. It describes the special rulemaking in identification, placement, program, and accountability.


This book provides standards to ensure 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.


Moon explores the industry dilemma of defining the term giftedness and the issues the field faces because of it.


This informative text explores giftedness and talent development from the perspective of world cultures. Readers will find a wealth of information on conceptions of giftedness in indigenous cultures and from around the world.


This book describes the major conceptions of what it means to be gifted and how these conceptions apply to identification, instruction, and assessment of the gifted.
Standards Addressed

**NAGC Pre-K-Grade 12 Gifted Programming Standards**

**Standard 1: Learning and Development**

1.2. **Self-Understanding.** Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on their learning and behavior.

   1.2.1. Educators develop activities that match each student’s developmental level and culture-based learning needs.

1.4. **Awareness of Needs.** Students with gifts and talents access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors or experts.

   1.4.1. Educators provide role models (e.g., through mentors, bibliotherapy) for students with gifts and talents that match their abilities and interests.

   1.4.2. Educators identify out-of-school learning opportunities that match students’ abilities and interests.

1.6. **Cognitive and Affective Growth.** Students with gifts and talents benefit from meaningful and challenging learning activities addressing their unique characteristics and needs.

**Standard 2: Assessment**

2.2. **Identification.** Each student reveals his or her exceptionalities or potential through assessment evidence so that appropriate instructional accommodations and modifications can be provided.

   2.2.2. Educators select and use multiple assessments that measure diverse abilities, talents, and strengths that are based on current theories, models, and research.

2.5. **Evaluation of Programming.** Students identified with gifts and talents demonstrate important learning progress as a result of programming and services.

   2.5.2. Educators ensure that the assessment of the progress of students with gifts and talents uses multiple indicators that measure mastery of content, higher level thinking skills, achievement in specific program areas, and affective growth.

**Standard 3: Curriculum Planning and Instruction**

3.3. **Talent Development.** Students with gifts and talents develop their abilities in their domain of talent and/or area of interest.

   3.3.3. Educators provide opportunities for students with gifts and talents to explore, develop, or research their areas of interest and/or talent.

3.4. **Instructional Strategies.** Students with gifts and talents become independent investigators.

   3.4.1. Educators use critical-thinking strategies to meet the needs of students with gifts and talents.
3.4.2. Educators use creative-thinking strategies to meet the needs of students with gifts and talents.
3.4.3. Educators use problem-solving model strategies to meet the needs of students with gifts and talents.
3.4.4. Educators use inquiry models to meet the needs of students with gifts and talents.

**Standard 4: Learning Environments**
4.2. *Social Competence*. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.
4.2.2. Educators provide opportunities for interaction with intellectual and artistic/creative peers as well as with chronological-age peers.

**Standard 5: Programming**
5.1. *Variety of Programming*. Students with gifts and talents participate in a variety of evidence-based programming options that enhance performance in cognitive and affective areas.
5.1.2. Educators regularly use enrichment options to extend and deepen learning opportunities within and outside of the school setting.

**Standard 6: Professional Development**
6.3. *Lifelong Learners*. Students develop their gifts and talents as a result of educators who are life-long learners, participating in ongoing professional development and continuing education opportunities.
6.3.4. Educators identify and address areas for personal growth for teaching students with gifts and talents in their professional development plans.

**NAGC-CEC Teacher Preparation Standards in Gifted and Talented Education**

**Standard 1: Learner Development and Individual Learning Differences**
Beginning gifted education professionals understand the variations in learning and development in cognitive and affective areas between and among individuals with gifts and talents and apply this understanding to provide meaningful and challenging learning experiences for individuals with exceptionalities.
1.2 Beginning gifted education professionals use understanding of development and individual differences to respond to the needs of individuals with gifts and talents.

**Standard 2: Learning Environments**
Beginning gifted education professionals create safe, inclusive, and culturally responsive learning environments so that individuals with gifts and talents become effective learners and develop social and emotional well-being.
2.1 Beginning gifted education professionals create safe, inclusive, culturally responsive learning environments that engage individuals with gifts and talents in meaningful and rigorous learning activities and social interactions.
[In particular, this chapter touches upon the following text from the detailed elaboration.]

Beginning gifted education professionals structure environments to encourage self-awareness, self-regulation, self-efficacy, self-direction, personal empowerment, leadership, and self-advocacy of individuals with gifts and talents, and directly teach them how to adapt to the expectations and demands of differing environments.

**Standard 3: Curricular Content Knowledge**

Beginning gifted education professionals use knowledge of general and specialized curricula to advance learning for individuals with gifts and talents.

3.1 Beginning gifted education professionals understand the role of central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and use their understanding to organize knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions within and across grade levels.

**Standard 5: Instructional Planning and Strategies**

Beginning gifted education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with gifts and talents.

5.1 Beginning gifted education professionals know principles of evidence-based, differentiated, and accelerated practices and possess a repertoire of instructional strategies to enhance the critical and creative thinking, problem-solving, and performance skills of individuals with gifts and talents.

**Standard 6: Professional Learning and Ethical Practice**

Beginning gifted education professionals use foundational knowledge of the field and professional ethical principles and programming standards to inform gifted education practice, to engage in lifelong learning, and to advance the profession.

6.2 Beginning gifted education professionals understand how foundational knowledge, perspectives, and historical and current issues influence professional practice and the education and treatment of individuals with gifts and talents both in school and society.