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Enhancing and Expanding Gifted Programs by Don Treffinger

Enhancing and Expanding Gifted Programs. This book provides an overview of the "Levels of Service" (LoS) approach to programming. LoS is a comprehensive, contemporary, flexible approach to gifted education program development. Real world examples and specific suggestions for programming will guide you along.

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This comprehensive guidebook offers an innovative, field-tested approach to programming for gifted and talent development. It will be a valuable resource for creating new programs or for expanding and enhancing existing programs. The Levels of Service (LoS) approach to programming is a research-supported, practical model that can be applied in any school or school district. LoS is a ...

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Enhancing and Expanding Gifted Programs: The Levels of Service Approach, by Don Treffinger, Grover Young, and Carol Wittig, offers an innovative, field-tested approach to programming for talent development.

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Enhancing and Expanding Gifted Programs: The Levels of Service Approach by Donald Treffinger Ph.D. (2004-01-01) [Donald Treffinger Ph.D.; Grover Young; Carole Nassab; Carol Wittig] on Amazon.com.au. \*FREE\* shipping on eligible orders. Enhancing and Expanding Gifted Programs: The Levels of Service Approach by Donald Treffinger Ph.D. (2004-01-01)

Enhancing and Expanding Gifted Programs: The Levels of ...

Well written and deeply grounded in the research related to gifted education and talent development, Enhancing & Expanding Gifted Programs: The Levels of Service Approach allows a classroom teacher, school administrator, or district coordinator to plan services for all students, many students, some students, and a few students so that the need for challenge of all students is provided for and that all students talents and skills are nurtured.

This comprehensive guidebook offers an innovative, field-tested approach to programming for gifted and talent development. It is a valuable resource for creating new programs or for expanding and enhancing existing programs. The Levels of Service (LoS) approach to programming is a research-supported, practical model that can be applied in any school or school district. LoS is a comprehensive, contemporary, flexible approach to gifted education program development. The book offers educators thorough and practical support for the "how" and "why" issues of effective programming, with a focus on providing appropriate and challenging opportunities for students. This how-to manual for building an effective program deals with four practical levels of gifted education services. The authors explain each level, offer real-world examples and specific suggestions for programming, and describe many additional resources. The book also provides strategies for planning, implementation, and evaluation of programs.

"Makes a distinct contribution to program planning for gifted education. Provides great charts that illustrate the key basics for identifying change." -Tara McGuigan, Resource Teacher San Diego Unified School District, CA "The major strength of the book is its step-by-step process. There are plenty of charts and checklists that make the book user-friendly. Great planning guide." -Cheryl Brockman, Gifted Education Teacher Jonathan Alder Local School District, Plain City, OH Gain tools to custom-build programs that nurture students' strengths and talents! Gifted programs should be as innovative, unique, and ever-evolving as the exceptional students they serve. This comprehensive handbook provides the expert guidance and tools necessary for shaping a contemporary, inclusive talent development program tailored to students' individual needs and strengths. Rather than imposing a "one-size-fits-all" model, this guide offers a flexible six-stage framework for planning, implementing, evaluating, and enhancing gifted programs. The authors draw on current theory, research, and more than 20 years of professional experience with schools, districts, and state education agencies to provide proven approaches for designing new programs and reinvigorating existing ones. Practical tips and ready-to-use resources include: A CD-ROM with reproducibles, presentations, and templates aligned with each chapter Needs assessment and climate inventory exercises and resources Methods for constructing and implementing action plans Strategies for tackling logistics, including how to form planning committees and effectively lead the planning process Program goal-setting and evaluation tools Ideal for gifted education coordinators, administrators, and special education directors, The Talent Development Planning Handbook covers best practices from leading experts to inspire innovation, improvement, growth, and change for talent development that contributes to the total school program.

This timely book brings together experts from around the world to share expertise and best practice to form an eclectic collection of the best approaches for teaching gifted and talented children from different cultures. Each chapter: presents an overview of international perspectives on the issues of multi-cultural and gifted education examines the critical issues related to cultural definitions of giftedness in programming for diverse gifted students presents regional case studies in order to inform practitioners' best practice examines issues of access for gifted students in relation to culture, poverty, race and gender. In addition, details of websites and associations which offer support and advice are also provided, making this book an invaluable resource for academics, researchers, teachers and parents of gifted and talented children.

Custom-build a contemporary, inclusive program that nurtures students' strengths and talents with the expert guidance and tools in this comprehensive handbook and CD-ROM.

In Excellence Gaps in Education, Jonathan A. Plucker and Scott J. Peters shine a spotlight on "excellence gaps"—the achievement gaps among subgroups of students performing at the highest levels of achievement. Much of the focus of recent education reform has been on closing gaps in achievement between students from different racial, ethnic, or socioeconomic backgrounds by bringing all students up to minimum levels of proficiency. Yet issues related to excellence gaps have been largely absent from discussions about how to improve our schools and communities. Plucker and Peters argue that these significant gaps reflect the existence of a persistent talent underclass in the United States among African American, Hispanic, Native American, and poor students, resulting in an incalculable loss of potential among our fastest growing populations. Drawing on the latest research and a wide range of national and international data, the authors outline the scope of the problem and make the case that excellence gaps should be targeted for elimination. They identify promising interventions for talent development already underway in schools and provide a detailed review of potential strategies, including universal screening, flexible grouping, targeted programs, and psychosocial interventions. Excellence

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Gaps in Education has the potential for changing our national conversation about equity and excellence and bringing fresh attention to the needs of high-potential students from underrepresented backgrounds.

Enrichment clusters engage students and facilitators in student-driven, real-world learning experiences. Grouped by interest, students working like practicing professionals apply advanced content and methods to develop products and services for authentic audiences. Clusters are scheduled during the school day over an extended period of time and involve all students. This updated second edition of Enrichment Clusters provides the rationale for including this important enrichment program for all students, suggestions for creating buy-in, and a step-by-step guide for successful implementation of a self-sustaining enrichment cluster program within the context of specific schools. Included are staff development activities, suggestions for evaluation and program improvement, guidelines for developing high quality cluster experiences for teachers and students, suggested resources, and everything one needs to develop, implement, and sustain a top-quality enrichment cluster program.

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.

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.

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

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