

Required and Recommended Readings

Gifted Endorsement Program

Characteristics of the Gifted

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Betts, G. & Neihart, M. (1988). Profiles of the gifted and talented. National Association for gifted Children. http://www.davidsongifted.org/db/Articles_id_10114.aspx

Christopher, M. M., & Shewmaker, J. (2010). The relationship of perfectionism to affective variables in gifted and highly able children. *Gifted Child Today*, 33(3), 20-30.

Coleman, M. R., * Hughes, C. E. (2009). Meeting the needs of gifted students within an RtI framework. *Gifted Child Today*, 32(3), 14-17.

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ERIC Clearinghouse on Handicapped and Gifted Children. (1990). Giftedness and the gifted:

What's it all about? What does Giftedness mean? <http://www.hoagiesgifted.org/eric/e476.html>

Ferguson, S. (2008). A case for affective education: Addressing the social and emotional needs of gifted students in the classroom.

www.sengifted.org/articles_social/Ferguson_Case_for_Affective_Education.shtml

Ford, D. Y. (2005). Ten strategies for increasing diversity in gifted education. *Gifted Education Press Quarterly*, 19(4), 2-4.

Ford, D. Y., Grantham, T. C., & Whiting, G. W. (2008). Culturally and linguistically diverse students in gifted education: Recruitment and retention issues. *Exceptional Children*.

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Hughes, C. E., & Rollins, K. (2009). Rtl for nurturing giftedness: Implication for the Rtl school-based team. *Gifted Child Today*, 32(3), 31-39.

Milner, H. R., & Ford, D. Y. (2007). Cultural considerations in the under-representation of culturally diverse elementary students in gifted education. *Roeper Review*, 29, 166-173.

Moon, S. M. (2009). Myth 15: High ability students don't face problems and challenges. *Gifted Child Quarterly*, 53.
<http://gcq.sagepub.com/content/53/4/274.full.pdf+html?ijkey=w75khiTkPJd5k&keytype=ref&siteid=spgqcq>

Morelock, M. J. (1992). Giftedness: The view from within. *Understanding Our Gifted*, 4, (1), 11-15. www.davidsongifted.org/db/Articles_id_10172.aspx

Peterson, J. S. (2006). Addressing counseling needs of gifted students. *Professional School Counseling*. www.thefreelibrary.com/Addressing+counseling+needs+of+gifted+students.-a0153359890

Reis, S. & Renzulli, J. (2009). Myth 1: The gifted and talented constitute one single homogeneous group and giftedness is a way of being that stays in the person over time and experiences. *Gifted Child Quarterly*, 53.
<http://gcq.sagepub.com/content/53/4/233.full.pdf+html?ijkey=Ggp2oTQosfZB.&keytype=ref&siteid=spgqcq>

Roeper, A. (2003). The emotional needs of the gifted child.
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[Samuels, C. A. \(2008\). Gifted label said to miss dynamic nature of talent. *Education Week*, 10/14/08.](http://www.edweek.org/education/story/gifted-label-said-to-miss-dynamic-nature-of-talent-2008-10-14)

Shaklee, B. (2005). Young gifted children. *SENG Update*.
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Shaunessy, E., et.al. (2007). Understanding the experiences of bilingual Latino/a adolescents: Voices from gifted and general education. *Roeper Review*, 29, 174-182.

Sternberg, R. J. (2007). Cultural concepts of giftedness. *Roeper Review*, 29, 160-165.

Curriculum for the Gifted

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www.ascd.org/publications/educational_leadership/sept00/vol58/num01/Reconcilable_Differences_Standards-Based_Teaching_and_Differentiation.aspx
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www.ascd.org/publications/educational-leadership/summer08/vol65/num09/Preparing-Creative-and-Critical-Thinkers.aspx

Wehrmann, K. S. (2000). Baby steps: A beginner's guide to a differentiated classroom. *Educational Leadership*, 58(1). 20-23. www.ascd.org/publications/educational-leadership/sept00/vol58/num01/Baby-Steps@-A-Beginner's-Guide.aspx

Winebrenner, S. (2000). Gifted students need an education, too. *Educational Leadership*, 58 (1), 52-56. www.ascd.org/publications/educational-leadership/sept00/vol58/num01/Gifted-Students-Need-an-Education,-Too.aspx

Yssel, N, Prater, M, & Smith, D. (2010). How can such a smart kid not get it?: Finding the right fit for twice-exceptional students in our schools. *Gifted Child Today*, 33(1), 54-61.

Internet Resources:

National Association for Gifted Children page www.nagc.org provides many articles on a variety of topics concerning curriculum, etc.

Regarding twice exceptional students. *Twice Exceptional: Twice successful*
http://www.sengifted.org/articles_parenting/collins_2e_back_to_school.shtml

Methods & Materials for the Gifted

Brown, E. F., & Abernethy, S. H. (2009). Policy implications at the state and district level with Rtl for gifted students. *Gifted Child Today*, 32(3), 52-57.

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Deal, L. J., & Wismer, M. G. (2010). NCTM principles and standards for mathematically talented students. *Gifted Child Today*, 33 (3), 55-65.

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- Matthews, M. S., & Shaunessy, E. (2010). Putting standards into practice: Evaluating the utility of the NAGC Pre-K-grade 12 gifted program standards. *Gifted Child Quarterly*, 54 (3), 159-167.
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- McCollister, K. & Sayler, M. F. (2010). Lift the ceiling: Increase rigor with critical thinking skills. *Gifted Child Today*, 33(1), 41-47.
- Ng, W., & Nicholas, H. (2010). A progressive pedagogy for online learning with high-ability secondary school students: A case study. *Gifted Child Quarterly*, 55(3), 239-251.
- Silverman, L. K. (2005). Effective techniques for teaching highly gifted visual-spatial learners. *Preventing School Failure*, 34(1), 15-20. www.gifteddevelopment.com/Articles/vsl/v05.pdf
- Silverman, L. K. & Freed, J. N. (current). Strategies for gifted visual-spatial learners. *Gifted Development Center*. www.gifteddevelopment.com/Articles/vsl/v70.pdf
- Smutny, J. F. (2002). Integrating the arts into the curriculum for gifted students. *ERIC Clearinghouse on Disabilities and Gifted Education*. www.eric.ed.gov/PDFS/ED470524.pdf
- Tretter, T. R. (2010). Systematic and sustained: Powerful approaches for enhancing deep mathematical thinking. *Gifted Child Today*, 33 (1), 16-16-26.
- White, D. A. (2010). Gifted education: Thinking (with help from Aristotle) about critical thinking. *Gifted Child Today*, 33(3), 14-19.

Identification & Assessment of the Gifted

- Baldwin, A. Y. (2005). Identification concerns and promises for gifted students of diverse populations. *Theory into Practice*, 44, 105-114.
- Castellano, J. A. (1998). Identifying and assessing gifted and talented bilingual Hispanic students. *ERIC Clearinghouse on Rural Education and Small Schools*. www.teachersfirst.com/sped/gt/423104-gt-hispan.html
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Fagan, J. F., & Holland, C. R. (2002). Equal opportunity and racial differences in IQ. *Intelligence*, 30,361-387.

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Osborn, J. (1996). Assessing gifted children. *Understanding our Gifted*.

www.hoagiesgifted.org/assessing_gifted_print.htm

Peters, S. J., & Gentry, M. (2010). Multi-group construct validity evidence of the HOPE scale: Instrumentation to identify low-income elementary students for gifted programs. *Gifted Child Quarterly*, 54(4), 298-311.

Slocumb, P. D. & Payne, R. K. (2000). Identifying and Nurturing the Gifted Poor. *Principal: The New Diversity*, 79 (5), 28-32. www.nagc.org/index.aspx?id=656

Whiting, G. W. & Ford, D. Y. (2006). Under-representation of diverse students in gifted education: Recommendations for nondiscriminatory assessment (Part 2). *Gifted Education Press Quarterly*, 20(3).

Other Internet Resources: Free Library www.thefreelibrary.com Type the title as seen below in the search box and select "Title"

"Gifted students dropping out: recent findings from a southeastern state"

"State laws for gifted education: an overview of the legislation and regulations"

"Gifted underachievers: some schools, despite having active district GATE programs, fail to identify those gifted students who are English learners or from low-income families"