

## ***Required and Recommended Readings***

### **Gifted Endorsement Program**

#### **Characteristics of the Gifted**

Akerman, C. (2005). Diversity in giftedness. *SENG Update*.

[www.sengifted.org/articles\\_directorscorner/Akerman\\_Mar05.shtml](http://www.sengifted.org/articles_directorscorner/Akerman_Mar05.shtml)

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](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.

Cross, T. (2002). Competing with myths about the social and emotional development of gifted students. *Gifted Child Today*.

[www.sengifted.org/articles\\_social/Cross\\_CompetingWithMythsAboutTheSocialAndEmotionalDevelopment.shtml](http://www.sengifted.org/articles_social/Cross_CompetingWithMythsAboutTheSocialAndEmotionalDevelopment.shtml)

Dole, S. (2000). The implications of the risk and resilience literature for gifted students with learning disabilities. *Roeper Review*, 23(2), 91-96.

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](http://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*.

[www.thefreelibrary.com/Culturally+and+linguistically+diverse+students+in+gifted+education%3a...-a0176370869](http://www.thefreelibrary.com/Culturally+and+linguistically+diverse+students+in+gifted+education%3a...-a0176370869)

Garn, A. C., Matthews, M. S., & Jolly, J. L. (2010). Parental influences on the academic motivation of gifted students: A self-determination theory perspective. *Gifted Child Quarterly*, 54(4), 263-273.

Harry, B. (2008). Collaboration with culturally and linguistically diverse families: Ideal versus reality. *Exceptional Children*, 74, 372-388.

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](http://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](http://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.  
[www.sengifted.org/articles\\_social/Roeper\\_TheEmotionalNeedsOfTheGiftedChild.shtml](http://www.sengifted.org/articles_social/Roeper_TheEmotionalNeedsOfTheGiftedChild.shtml)

[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*.  
[www.sengifted.org/articles\\_directorscorner/Shaklee\\_May05.shtml](http://www.sengifted.org/articles_directorscorner/Shaklee_May05.shtml)

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*

- Costa, A. L. (2008). The thought-filled curriculum. *Educational Leadership*, 65(5), 20-24.  
[www.ascd.org/publications/educational\\_leadership/feb08/vol65/num05/The\\_Thought-Filled\\_Curriculum.aspx](http://www.ascd.org/publications/educational_leadership/feb08/vol65/num05/The_Thought-Filled_Curriculum.aspx)
- Dweck, C. (2007). The perils and promises of praise. *Educational Leadership*, 65(2), 34-39.  
[www.ascd.org/publications/educational\\_leadership/oct07/vol65/num02/The\\_Perils\\_and\\_Promise\\_of\\_Praise.aspx](http://www.ascd.org/publications/educational_leadership/oct07/vol65/num02/The_Perils_and_Promise_of_Praise.aspx)
- Ford, D. Y. (2010). Underrepresentation of culturally different students in gifted education: Reflections about current problems and recommendations for the future. *Gifted Child Today*, 33(3), 31-35.
- Ford, D. Y. & Grantham, T. C. (2003). Providing access for culturally diverse gifted students: From deficit to dynamic thinking. *Theory into Practice*, 42, 217-225.
- Hughes, R. L. (2009). Engaging African American males for educational success. *Gifted Child Today*, 33(2), 55-60.
- Kingore, B. (2006). Tiered instruction: Beginning the process. *Teaching for High Potential*, NAGC. [www.bertiekingore.com/tieredinstruct.htm](http://www.bertiekingore.com/tieredinstruct.htm)
- Kingore, B. (2005). Differentiating instruction: Rethinking traditional practices. ASCD. [www.bertiekingore.com/diffinstruct.htm](http://www.bertiekingore.com/diffinstruct.htm)
- Peres, D. A., Omdal, S., Baldwin, L. (2009). Response to intervention and twice-exceptional learners: A promising fit. *Gifted Child Today*, 32(3), 40-51.
- Purcell, J. H., Burns, D. E., & Leppien, J. H. (2002). The parallel curriculum model (PCM): The whole story. *Teaching for High Potential*, 4(1), 1-4.  
[www.nagc.org/uploadedFiles/Articles/THP%20new%20header.pdf](http://www.nagc.org/uploadedFiles/Articles/THP%20new%20header.pdf)
- Rollins, K., Mursky, C. V., Shah-Coltrane, S., & Johnsen, S. K. (2009). Rtl models for gifted students. *Gifted Child Today*, 32(3), 20-29.
- Slovinsky, K. (1997). Pearls in shells: Preparing teachers to accommodate gifted low income populations. *Roeper Review*.  
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- Tomlinson, C. A. (2000). Reconcilable Differences? Standards-Based Teaching and Differentiation. *Educational Leadership*, 58(1), 6-11.  
[www.ascd.org/publications/educational\\_leadership/sept00/vol58/num01/Reconcilable\\_Differences\\_Standards-Based\\_Teaching\\_and\\_Differentiation.aspx](http://www.ascd.org/publications/educational_leadership/sept00/vol58/num01/Reconcilable_Differences_Standards-Based_Teaching_and_Differentiation.aspx)
- Treffinger, D. J. (2008). Preparing creative and critical thinkers. *Educational Leadership*, 65(9)  
[www.ascd.org/publications/educational-leadership/summer08/vol65/num09/Preparing-Creative-and-Critical-Thinkers.aspx](http://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](http://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](http://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](http://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](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.

Burley, H., Barnard-Brak, L., Marbley, A. f., & Deason, C. (2009). African American Millennials: a profile and promise. *Gifted Child Today*, 33(2), 47-54.

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

Floyd, E. F. & Hebert, T. P. (2009). Using picture book biographies to nurture the talents of young gifted African American students. *Gifted Child Today*, 33 (2),38-46.

Ford, D. Y. (2010). Culturally responsive classrooms: Affirming culturally different gifted students. *Gifted Child Today*, 33 (1), 50-53.

Geddes, K. A. (2010). Using tiered assignments to engage learners in advanced placement physics. *Gifted Child Today*, 33(1),32-40.

Hebert, T. P., & Pagnani, A. R. (2010). Engaging gifted boys in new literacies. *Gifted Child Today*, 33(3), 36-45.

Hunsaker, S. L., Nielsen, A, & Bartiett, B. (2010). Correlates of teacher practices influencing student outcomes in reading instruction for advanced readers. *Gifted Child Quarterly*, 54(4), 273-282.

Lee, S. Y., Olszewski-Kubilius, P., Peternel, G. (2010). The efficacy of academic acceleration for gifted minority students (math). *Gifted Child Quarterly*, 54(3), 189-208.

- 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.
- Matusevich, M. N., O'Connor, K. A., & Hargett, M. P. (2009). The nonnegotiables of academic rigor. *Gifted Child Today*, 32(4), 44-52.
- Mattai, P. R., Wagle, A. R., & Williams, J. M. (2010). An often-neglected issue in consideration of gifted African American millennial students: Implication for school planning and policy. *Gifted Child Today*, 33(2), 26-31.
- 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*, 554(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](http://www.gifteddevelopment.com/Articles/vsl/v05.pdf)
- Silverman, L. K. & Freed, J. N. (current). Strategies for gifted visual-spatial learners. *Gifted Development Center*. <http://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](http://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](http://www.teachersfirst.com/sped/gt/423104-gt-hispan.html)
- Cowan, R. S. (1997). Georgia's Journey toward multiple-criteria identification of gifted students. *Roepers Review*. [www.thefreelibrary.com/Georgia's+journey+toward+multiple-criteria+identification+of+gifted...-a021225400](http://www.thefreelibrary.com/Georgia's+journey+toward+multiple-criteria+identification+of+gifted...-a021225400)
- Coleman, M. (2003). Identification of students who are gifted. *ERIC Clearinghouse on Disabilities and Gifted Education*. [www.hoagiesgifted.org/eric/e644.html](http://www.hoagiesgifted.org/eric/e644.html)

Cross, T. L. (2007). Development of an identification procedure for a large urban school corporation: identifying culturally diverse and academically gifted elementary students. *Roeper Review*, 29.

[www.thefreelibrary.com/Development+of+an+identification+procedure+for+a+large+urban+school...-a0157195628](http://www.thefreelibrary.com/Development+of+an+identification+procedure+for+a+large+urban+school...-a0157195628)

Elhoweris, H., Kagendo, M., Negmeldin, A., & Holloway, P. (2005). Effect of children's ethnicity on teachers' referral and recommendation decisions in gifted and talented programs. *Remedial and Special Education*, 26,25-31.

Fagan, J. F., & Holland, C. R. (2002). Equal opportunity and racial differences in IQ. *Intelligence*, 30,361-387.

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

[www.thefreelibrary.com/Culturally+and+linguistically+diverse+students+in+gifted+education%3a...-a0176370869](http://www.thefreelibrary.com/Culturally+and+linguistically+diverse+students+in+gifted+education%3a...-a0176370869)

Harris, B., et.al. (2007). Identifying English language learners for gifted and talented programs: current practices and recommendations for improvement. *Roeper Review*, 29.

[www.thefreelibrary.com/Identifying+English+language+learners+for+gifted+and+talented...-a0171622998](http://www.thefreelibrary.com/Identifying+English+language+learners+for+gifted+and+talented...-a0171622998)

Levitt-Pearlman, M. (2000). The gifted child with attention deficit disorder: An identification and intervention challenge. *Roeper Review*, 23.

[www.thefreelibrary.com/The+Gifted+Child+with+Attention+Deficit+Disorder%3a+An+Identification...-a062684716](http://www.thefreelibrary.com/The+Gifted+Child+with+Attention+Deficit+Disorder%3a+An+Identification...-a062684716)

Mann, R. L. (2005). Gifted students with spatial strengths and sequential weaknesses: an overlooked and under-identified population. *Roeper Review*, 27.

[www.thefreelibrary.com/Gifted+students+with+spatial+strengths+and+sequential+weaknesses%3a+an...-a0128792889](http://www.thefreelibrary.com/Gifted+students+with+spatial+strengths+and+sequential+weaknesses%3a+an...-a0128792889)

McBee, M. R. (2010). Examining the probability of identification for gifted programs for students in Georgia elementary schools: A multilevel path analysis study. *Gifted Child Quarterly*, 54 (4),283-297.

McBee, M. R. (2006). A descriptive analysis of referral sources for gifted identification screening by race and socioeconomic status. *Journal of Secondary Gifted Education*, 17,103-111.

Naglieri, J. A. & Ford, D. Y. (2003). Addressing under-representation of gifted minority children using the Naglieri Nonverbal Ability Test (NNAT). *Gifted Child Quarterly*, 47, 155-160.

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

[www.hoagiesgifted.org/assessing\\_gifted\\_print.htm](http://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](http://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](http://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"