

NORTH EAST GUIDING PRINCIPLES GIFTED/TALENTED K-12

Guiding Principles	Bibliography Source
<p>G/T Curriculum – Must be advanced, in-depth, and complex. Depth of curriculum involves language, patterns, rules, trends, ethical issues, details, unanswered questions, and big ideas. Complexity is looking at curriculum issues over time, across disciplines, and through varied perspectives. The curriculum must be differentiated from the curriculum that is used in other classes.</p>	<p>Kaplan, S. Noted Educator and National Lecturer for Gifted/Talented</p>
<p>Brain compatible Learning – For effective learning to take place the brain needs challenge, novelty, and feedback. Learning flourishes when choice, learning connected to past knowledge, emotional involvement, transfer, predictions, and patterns are used to teach concepts.</p>	<p>Delisle, J. R. (1992). <u>Guiding the social & emotional development of gifted youth</u>. White Plains, NY: Longman.</p> <p>Jensen, E. (1998). <u>Teaching with the brain in mind</u>. Alexandria, VA: ASCD.</p> <p>Jensen, E. (1996). <u>Brain-based learning</u>. Del Mar, CA: Turning Point Publishing.</p> <p>Schmitz, C. C. (1985). <u>Managing the social & emotional needs of the gifted</u>. Minneapolis, NM: Free Spirit.</p>
<p>Learners and Teachers - A Learner is one who interacts dynamically with information. Students need complex experiences that are processed, analyzed, and examined for meaning and understanding and are sometimes open-ended.</p> <p>Teachers are facilitators and enhancers of knowledge. Teachers help students process “deeper meanings” that impact on student drive and purpose.</p> <p>Mistakes are a natural aspect of learning, however students are expected to do self-assessment and reflection.</p>	<p>Caine, R.N., & Caine, G. (1997). <u>Education on the edge of possibility</u>. Alexandria, VA: ASCD.</p> <p>Caine, R.N., & Caine, G. (1991). <u>Making connections: Teaching & the human brain</u>. New York, NY: Innovative Learning Publications.</p>
<p>Socratic Dialogue – Socratic practice focuses on developing the prerequisites to intellectual dialogue in the context of understanding texts in order to enable students to become independent learners and thinkers.</p> <p>These prerequisites include: Socratic construction of meaning, interpersonal skills, taking ideas seriously, and applying ideas to life.</p>	<p>Strong, M. (1996). <u>The habit of thought</u>. Chapel Hill, NC: New View Publications.</p>

<p>Learning Styles – Gardner defines intelligence as the ability to solve problems one encounters in real life, to generate new problems to solve, and to make something or offer a service that is valued in one’s culture.</p> <p>The following intelligences reinforce the cross-cultural perspective of cognition: linguistic, logical-mathematical, spatial, body-kinesthetic, musical, interpersonal, and intrapersonal.</p> <p>It is good to challenge the human mind to learn using any of the intelligences, but the mind can flourish when it has the opportunity to learn through its strengths.</p>	<p>Gardner, H. (1983). <u>Frames of mind: The theory of multiple intelligences</u>. New York: Basic Books.</p> <p>Gardner, H. (1999). <u>The disciplined mind</u>. New York, NY: Simon & Schuster.</p> <p>Daniels, H., and Bizar, M. (1998). <u>Methods that matter: Six structures for best practice classrooms</u>. York, Ma: Stenhouse Publishers.</p>
<p>Authentic Learning and Real-Life Problems – Authentic learning consists of applying relevant knowledge, thinking skills, methodological techniques, time management strategies, and interpersonal skills to the solution of real problems.</p> <p>A real-life problem has a personal frame of reference and commitment in addition to a cognitive or scholarly interest. It has no existing or unique solution, it is pursued to create new products, services, or information that will change actions, attitudes, or beliefs, and it is directed toward a real audience.</p>	<p>Fogarty, R. (1992). <u>Teach for transfer</u>. Arlinton Heights, IL: Skylight.</p> <p>Renzulli, J. (1999). The role of authentic learning in developing gifts and talents: A how to guide. <u>Tempo</u>, Fall, 5,6.</p>
<p>Skills for the Global Market – The key to being wise is to teach our children to increase their intelligence, to cooperate, and to think in new ways. Students need to understand how technology will affect their lives and their work in a global market and how demographic and cultural changes will alter their self-perception and their perception of others. Teachers must develop these student skills: perception, pattern recognition, cultural knowledge, flexibility, vision, energy, intelligence, and global values.</p>	<p>Dickinson, D. (1992, October). Skills for the global market. In, <u>The adult learner in higher education & the workplace</u>. Symposium conducted at the Conference on Lifelong Learning, Oxford University.</p> <p>Goldman, D. (1998). <u>Working with emotional intelligence</u>. New York, NY: Bantam Books.</p> <p>James, J. (199 07). <u>Thinking in the future tense</u>. New York, NY: Touchstone.</p>
<p>Technology – Must be integrated through the study of one’s curriculum. Teachers must think of students as learning associates and knowledge producers. Teachers need to teach skills that allow students to become self-directed, self-motivated, global collaborators if they are to succeed in a digital economy.</p>	<p>Coil, C. (1997). <u>Teaching tools for the 21st century</u>. Marion, IL: Pieces of Learning.</p> <p>November, A. (1999, October). Technology. In, <u>Destination 2000, charting the course</u>. Symposium conducted at the Texas Educators Problem Solving Association, Austin, Texas.</p>