

# NATIONAL REFORM MOVEMENTS AND GIFTED MIDDLE SCHOOL STUDENTS pdf

## 1: MCPS TAH: Conflict and Consensus Â» Early National

*These reforms-search for excellence, cooperative learning, middle schools, master teacher certification, site-based management and accountability-rest upon cultural values as much as on educational research, and each carries potential for positive or negative impact on education of gifted students.*

Susannah Wood and Jean Peterson have combined forces to move the field of school counseling forward in its work on behalf of gifted students. As a psychologist who has worked in this area for over three decades, I appreciate the wonderful contribution made by this new work. In addition to the wisdom offered in the school counseling domain, I also greatly appreciate the care taken to situate the book and its content into the the profession of school counseling proper. This careful fitting into the standards of the counseling profession, demonstrates how important it is to serve all students in school, including those with gifts and talents. This subtle regularizing into appropriate school counseling practice is actually quite radical as it makes it clear that the time has passed to consider whether we should be concerned with the nature and needs of students with gifts and talents, but rather need to move to serving them as a requirement of our profession. This book makes the case that serving these students to the best of our ability is required of us as professionals. And fortunately for all of us, the authors provide a clearly articulated roadmap for helping us live up to our professional responsibilities. This book appears tailor-made to rectify that oversight. Wood and Peterson have created both a research-informed text counselor educators can seamlessly incorporate into their coursework and a practical manual school counselors may use to improve the services they offer their gifted and talented students. There is an excellent balance between theory, research, and practical application. There is great variation in the social and emotional needs of gifted students and the school counselor has so many of the skills needed to help students understand themselves and develop as effective adults. The editors, Susannah Wood and Jean Sunde Peterson, are nationally recognized for their work and commitment to the counseling needs of gifted students, especially in the school setting. Their insights, respect for the school counselor, and commitment to the growth of students is evident throughout the text. They have chosen authors who share their commitments. This is a text that will be most useful to counselor educators, school counselors and parents. It is always the right time for an important book. Wood and Sunde Peterson have made a significant contribution to both counseling and gifted education. This book gets to the essence of the "whole" gifted student and how critical it is to foster not only intellectual and academic growth, but health identity developmental and mental well-being. Combining conceptual foundation, research, and relatable vignettes, Drs. Peterson and Wood teach us everything we need to know about creating gifted programs, identify gifted students, collaborating with educators, and equally if not more critical, understanding the unique developmental needs of gifted students. This book gets to the essence of the "whole" gifted student and how critical it is to not only foster intellectual and academic growth, but health identity developmental and mental well-being. Grounded in the American School Counselor Association ASCA National Model for counseling programs, the book illuminates specific knowledge, awareness, and skills school counselors need to address concerns related not only to academics, but also to social and emotional development of this population. The text delivers a theoretical and practical overview of gifted and talented education in the US and the responsibilities of school counselors as they pertain to this unique population. It discusses how counselors can advocate for gifted students, lead efforts to match programming and needs, and collaborate with school staff and families. Vignettes depicting critical incidents and epitomizing needs are used to illuminate differentiated counseling approaches that support this student population. Each chapter highlights a key concept, and curriculum guidelines and resources for professional development support the text.

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## 2: Gifted in Middle School | Hoagies' Gifted

*The reform movement in education appears to focus on the ways in which schools are organized and managed rather than on the interaction that takes place among teachers, students, and the material to be learned.*

These students spend one day a week in the cabin. Special programs such as this one in Parkway School District west of St. Louis are enabling gifted students to achieve more academically than they would in the regular classroom. Earlier research to this effect was confirmed by a study released last month on elementary programs by the National Research Center on the Gifted and Talented at the University of Connecticut in Storrs. Yet school districts across the country are grappling with what to do about programs for top students. In times of tight budgets, administrators find it politically difficult to defend programs that serve less than 5 percent of the student population. So special instruction for the gifted is often an early victim of budget cuts. Could you pass a US citizenship test? At the same time, some reform efforts are working against the concept of special instruction. Support for gifted programs in public schools has fluctuated through the years as priorities shifted. There is also a likelihood of losing these students to more rigorous private schools, she says. Many districts have moved away from using IQ tests as the only method of identifying exceptional students. Instead they rely on teacher referrals, schoolwork displayed in student portfolios, or innovative testing techniques. Several years ago, the Charlotte-Mecklenburg, N. After the first year of experimenting with the method, the district identified an increased number of minority students as gifted. This meant, for example, that 17 percent of second-graders fell into the gifted category, compared with 10 percent using traditional IQ tests. Instead, all elementary and middle-school students are grouped heterogeneously. By assessing student needs on an individual basis, the district can reach more than the top 5 percent of students, Morrison says. Sometimes that may require special groups. Proficient children have rights too.

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## 3: Selected Readings: Gifted Education and Middle Schools

*Educating Gifted Students in Middle School is a practical resource for teachers, educators, mentors, tutors, parents, and guardians of gifted adolescence/students. It can also apply to geniuses and overly active children such as multipotentiality (equally talented in several diverse areas).*

We are studying reading achievement in students of all achievement levels at the upper elementary and middle school levels. The first phase of this study is an analysis of early readers through the use of the ECLS-K data documenting the wide range of skills and readiness with which children enter kindergarten. This secondary analysis of the ECLS-K database examines a nationally representative sample of 22, first-time kindergarten students in approximately 1, kindergarten programs throughout the United States. Specifically, multilevel modeling techniques will be used to identify teacher-level and school-level contextual variables that appear to promote academic excellence. To ascertain how these variables contribute to the acceleration or deceleration of individual academic growth trajectories during primary grades, we will follow the growth of students throughout kindergarten and first grade, paying particular attention to reading skills and increasing achievement in reading. We are conducting school and classroom visits to study programming for talented readers in urban and suburban elementary and middle schools. We are studying such areas as: In the second phase of the study, the Schoolwide Enrichment Model SEM will be used as a vehicle to increase both reading achievement and enjoyment in reading. The SEM seeks to develop talents in all children and encourage enjoyment in learning with the use of three components: We will compare the reading achievement of students of various reading achievement levels with a comparison cohort of students using traditional reading programs in districts with diverse student populations and schools. This mixed methods design uses quantitative methods for the database analyses and to study differences in reading achievement and enjoyment of reading before and after the SEM Reading Framework intervention. Qualitative methods will be used to enhance quantitative data collected about enjoyment of reading and types of independent reading pursued both in and out of school. Advanced Placement and the International Baccalaureate Programs: Tomlinson University of Virginia Little attention has been given to exploring the reasons for the growing achievement gaps between the highest achieving Black and White students at the secondary level. First, using the TIMSS data, we will examine student, teacher, and school factors that may predict differential patterns of achievement across racial and ethnic groups. Then we will qualitatively examine the reasons underlying choices made to enroll or not enroll in Advanced Placement courses or International Baccalaureate programs by minority students, the match between learners from non-dominant cultures and the curriculum of these programs, and the engagement of learners from differing racial, socio-economic, language, and gender sub-groups enrolled in AP and IB courses. We will examine, in particular, recruitment strategies, instructional strategies or curricular adaptations that engage minority and impoverished learners in these advanced curricular options, the ways in which classroom or school climate affect the decisions made by students, and any other themes that emerge from interviews and observations. State Standardized Testing Programs: Tomlinson University of Virginia Until the late s, standardized testing had little effect on instruction. However, since the minimum competency movement of the s, the importance placed on standardized tests has increased. The central theme of this reform effort is the need to raise academic achievement of all learners. The intent of this study is twofold: Callahan University of Virginia In recent years, there has been a burgeoning interest in creating classroom settings attentive to student variation in readiness, interest, and learning profile rather than assuming a single approach to teaching and learning serves all students well. This approach, called differentiation of instruction, is still relatively rare in schools. The goal of this project is to develop a series of case studies that describe teachers who are effective in differentiating instruction, thus aiding the transitions of many other educators who seek to make their classrooms more effective learning places for students whose culture, gender, economic status, experience, and talents vary widely. The multiple case design will examine classrooms in three sites in three

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states involving a range of grade levels from primary through high school. The focus of the case studies is teachers who promote academic success in students with minority and low economic students. The central goal of the study is describing approaches, strategies, and classroom routines that appear to lead to academic success with these learners. Tomlinson University of Virginia Primary school is a time of great transitions for learners. Transitions occur when students come from a predominantly unstructured childhood environment into the structured beginnings of primary school. Once in the primary grades, the school experience is largely composed of student-centered and hands-on activities. Students transition from the comfort of this nurturing environment to a more content-driven school experience at 3rd grade, resulting in what is commonly referred to as the 3rd grade slump. During this transition phase, talented students, particularly those from less obvious talent pools, are more likely to fall through the cracks in traditional gifted identification models and programs. It is the intent of this study to work with primary level teachers in changing their instructional practices to be more responsive to the transitions students experience through case methodology resulting in model lessons which can be used for identification purposes. Transitions in the Development of Giftedness: Main Study Robert J.

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## 4: Planning science programs for high-ability learners

*More Essay Examples on Education Rubric. Abstract. This study examines the possibility of effective coexistence of gifted education programs within the context of middle school education. It analyzes gifted education models and middle school models to identify specific ar.*

Tracking the Middle Grades: National Patterns of Grouping for Instruction. Phi Delta Kappan, 71 6 , To shed light on appropriate grouping practices for early adolescents, this article presents current data on using between-class grouping and regrouping in American schools serving this population, based on the Johns Hopkins University middle school survey. Findings show that learning opportunities in the middle grades remain highly stratified. Special Classes for Gifted Students? Gifted Child Today Magazine, 19 1 , , This article makes a case for special classes for gifted students and answers objections to special classes raised by the middle school movement and the cooperative learning movement. A sample "Celebration of Me" unit taught to gifted seventh graders which involved poetry, literature, personal development, art, music, and physical fitness is outlined. Journal for the Education of the Gifted, 15 1 , Analysis of essays comparing experiences in gifted and regular classes written by sixth grade gifted students found that many students felt teachers and peers outside the gifted class had unfair expectations of them. Other topics addressed by students included grading, group work, lack of acknowledgement for effort, treatment by peers, and teacher expectations. Journal for the Education of the Gifted, 18 4 , Features of programs that successfully blended the middle school MS model or cooperative learning CL model with gifted education were assessed. Site visits were made to five MS sites and five CL sites at the elementary, middle, and high school levels. Middle School Survey Report: Impact on Gifted Students. Gifted Education Policy Studies Program. This study investigated attitudes of educators from both the middle school movement and gifted education, by means of a survey of members of relevant professional organizations. The survey focused on six interest clusters: Opposing attitudes were found for two clusters: On the remaining clusters the groups had the same opinions but differed in how strongly they felt. Educators of gifted students felt more strongly that the regular curriculum was not challenging enough for gifted students, that the programs for gifted students should address the emotional needs of the students, and that middle school teachers need more staff development in the characteristics and needs of gifted students. Educators of the gifted ranked their top three priorities as curriculum, teacher preparation, and appropriate identification while middle school educators selected curriculum, grouping practices, and teacher preparation as most important. The survey form and 24 references are attached. Roeper Review, 16 3 , Thirty sixth graders in accelerated mathematics classes were taught in cooperative learning teams for 12 weeks. Students appeared to benefit academically, personally, and socially from the cooperative learning strategies used to teach mathematics, cooperative learning skills, effective communications, internal locus of control, and personal responsibility in decision-making. A Johns Hopkins University survey gathered data on organizational variations among schools containing grade seven to study how grade span affects school programs, teaching practices, and student progress. This article reports selected results on the relation of grade span to school size, grade level enrollment, school goals, report card entries, and relevant trends. Education in the Middle Grades: Overview of National Practices and Trends. Using the survey data, this document presents an overview of educational approaches and practices in schools that serve early adolescents. The survey is appended. Encouraging gifted performance in middle schools. Midpoints Occasional Papers, 3. No Abstract Available Erb, T. Mimicking the Success Routes of the Information Age. Journal for the Education of the Gifted, 17 4 , This article examines the unique organizational structure of middle schools and the historical context leading to their development. A true middle school is described as providing personalized curricula for the learning needs of diverse learners through use of problem-oriented interdisciplinary teams and flexible grouping practices. Middle schools throughout New York State were surveyed regarding the recruitment of gifted students. Data from schools revealed that most middle schools in

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New York do not have programs for the gifted and when they do, minority students are underrepresented. A multivariate analysis of variance demonstrated that none of the identification procedures commonly used were useful for identifying minority gifted students. Teacher training facilitated the identification of African-Americans, whereas the training did not affect the identification of Latino-Americans. Gifted Child Quarterly, 39 2 , The perceptions of gifted education teachers and middle-school teachers concerning gifted education needs were compared. Gifted educators disagreed with proponents of cooperative learning concerning student needs and disagreed with middle-school educators on the value of ability grouping and the social consequences of being labeled gifted. Gifted Students and Educational Reform. Challenges in Gifted Education: Developing Potential and Investing in Knowledge for the 21st Century. ED This paper examines gifted education in the context of current educational reform efforts. It offers a rationale for the differentiated education of gifted students based on American values and equitable allocation of educational resources. Examples are offered of curriculum content modification for math, science, language arts, and social studies which utilize four approaches: The relationship of gifted education to the America program and to the six national education goals is noted. The paper then reviews major reform efforts in the areas of accountability, the middle school concept, and cooperative learning. Issues remaining to be solved are also identified and include personnel preparation, unidentified students e. Project High Hopes Summer Institute: Roeper Review, 20 4 , Describes a summer institute curriculum used with 27 middle school students with disabilities who were identified as gifted in the visual arts, performing arts, engineering, or life sciences. The curriculum was real world, multidisciplinary, and problem based. Using a creative problem-solving process, students identified problems, developed solutions, and created presentations. Gifted Education and Middle Schools Council for Exceptional Children. This book and video are based on a symposium of leaders in the fields of gifted education and middle-level education, which was held to identify and explore areas of agreement in often contrasting philosophies. Emphasis is on identifying areas of agreement between the fields, areas of tension, and promising directions that could engage educators in mutual planning of appropriate services for all middle-school students. The book includes the following papers: Gallagher which describes two studies, one which compared attitudes of middle school and gifted educators and the other which looked at current best practices; 3 "Gifted Learners and the Middle School: Appendices include a list of symposium participants and the video script. The Chapter 2-Carnegie Middle School Project was designed to develop educational programming and to provide appropriate services to advanced and gifted learners within the restricted middle school environment. This study examined the extent to which trained teachers could effectively implement advanced instructional techniques and curricula for gifted students in a heterogeneous middle school environment. Data were collected through field notes and unstructured interviews covering seven categories: Findings show that the teachers most successful in implementing thematic and interdisciplinary curricula were those who expressed enthusiasm for their discipline and excitement in learning new teaching skills. There was little evidence of instructional differentiation in depth, complexity, novelty, or acceleration for advanced and gifted learners. Nonetheless, the results indicated that students showed understanding of their curricular themes and generalizations, and expressed enthusiasm for their classes. Findings from the NELS: The study began with a national sample of about 26, eighth graders in and follows these students at 2-year intervals through high school and further. Findings of the base year are summarized, drawn from the descriptive summary "A Profile of the American Eighth Grader" by A. Hafner and others Characteristics of sample members, in-school and out-of-school experiences, and aspirations and choice behaviors are described. The paper is divided into three sections: Appendix 1 describes generating the sample; Appendix 2 gives a chart of key questionnaire items. Journal of Secondary Gifted Education, 9 3 , In hours of instruction over two school years, middle school students complete four years of high-school mathematics and advanced-placement English. Momentum, 22 2 , Discusses the national movement to improve middle school education with respect to school reorganization, curricular issues, instructional strategies, and various ways of applying the middle school concept. Developing Middle Level Experts: Middle schools are uniquely able to help early

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adolescents develop healthy, positive identities. Youngsters should expect to achieve school success and recognition. Staffing Decisions in the Middle Grades: State data and Johns Hopkins University survey results are used to show how staffing patterns serving one goal may interfere with accomplishing another goal. Corrective staffing measures are suggested. The Torrance Creative Scholars Program. Roper Review, 21 1 , Creativity and Gifted Education. Describes the Torrance Creative Scholars Program, a program at the University of Southwestern Louisiana designed to identify and nurture creative potential. The program offers two levels for students completing grades four through eight, and a summer program that provides instruction and practice in several creative strategies. Successful Middle Level Schools and the Development. Academic survivability in high-potential, middle school students.

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## 5: Schools to Watch | National Forum To Accelerate Middle-Grades Reform

*Nature and needs of gifted middle school students --National reform movements, trends, and gifted middle school students --Organizational structures and program models: developing a continuum of services --The role of the gifted teacher and intervention specialist --Curricular and instructional strategies --Differentiating instruction: a.*

Year November What subject most intrigues young high ability learners? What subject is still rated highly by middle school academically talented learners? Interestingly, the answer is science even though it is taught less frequently than any other subject prior to middle school. Clearly, we need to ensure that appropriate curriculum is in place for such students from K In a time of curriculum reform and a national goal of becoming Number One in the world by the year , movement on this issue should be compelling to all educators. Other groups such as the National Science Foundation, the National Academy of the Sciences, and the National Science Teachers Association have responded through the development of teacher enhancement programs and curriculum development recommendations. Project has published benchmarks of science literacy goals that concentrate on a common core of learning. More recently, the National Research Council has also published a set of national science standards. In this climate of education reform, the role of exemplary curriculum becomes a primary consideration in the attempt to improve both gifted and science education. Research on Gifted Learners in Science The research literature also contains many ideas for improving science education. The Third International Math and Science Study TIMSS , which ranks the United States in the top half of participating nations at grades 4 and 8, suggests that more instructional time on experimental science activities would be useful, as would a focus on correcting misconceptions in science learning U. Department of Education, Moreover, opportunities for earlier access to advanced content need to be available to gifted students in science. Cross and Coleman conducted a survey of gifted high school students, finding that their major complaint about science instruction was the frustration of being held back by the pace and content of courses. In a 6-year study of middle school age gifted learners taking biology, chemistry, or physics in a 3-week summer program, these younger learners outperformed high school students taking these courses for a full academic year Lynch, Follow-up studies documented continued success in science for these students, suggesting a need for academically advanced students to start high school science level courses earlier and be able to master them in less time. The major impacts from the experience appeared to center around the collaborative opportunities to work with talented faculty and a highly able peer group. Such reports point to a continued need to provide and structure collaborative opportunities for these learners. Other studies suggest the importance of science mentors and more emphasis on laboratory-based science as central tenets of providing high-end learning opportunities in science at all levels. At the Center for Gifted Education at the College of William and Mary, the past six years has been spent addressing issues of appropriate science curriculum and instruction for high ability students as well as melding those ideas to the template of curriculum reform for all students in science. Consequently, the elements essential for high ability learners also have saliency for other learners as well. The most important include the following elements: An Emphasis on Learning Concepts. By restructuring science curriculum to emphasize those ideas deemed most appropriate for students to know and grounded in the view of the disciplines held by practicing scientists, we allow students to learn at deeper levels the fundamental ideas central to understanding and doing science in the real world. Concepts such as systems, change, reductionism, and scale all provide an important scaffold for learning about the core ideas of science that do not change, although the specific applications taught about them may. An Emphasis on Higher-Level Thinking. Students need to learn about important science concepts and also to manipulate those concepts in complex ways. Having students analyze the relationship between real world problems, like an acid spill on the highway, and the implications of that incident for understanding science and for seeing the connections between science and society provides opportunities for both critical and creative thinking within a problem-based episode. The more that students can construct their understanding

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about science for themselves, the better able they will be to encounter new situations and apply appropriate scientific processes to them. The use of technology to teach science offers some exciting possibilities for connecting students to real world opportunities. Access to the world of scientific papers through CD-ROM databases offers new avenues for exploration. Internet access provides teachers wonderful connections to well-constructed units of study in science as well as ideas for teaching key concepts, and e-mail allows students to communicate directly with scientists and other students around the world on questions related to their research projects. One of the realities we have uncovered is how little students know about experimental design and its related processes. Typically, basal texts will offer canned experiments where students follow the steps to a preordained conclusion. Rarely are they encouraged to design their own experiments. Such original work in science would require them to read and discuss a particular topic of interest, come up with a problem about that topic to be tested, and then follow through in a reiterative fashion with appropriate procedures, further discussion, a reanalysis of the problem, and communication of findings to a relevant audience. In order to ensure that science reform is successful, administrators, teachers, and parents need to consider the following approaches to help the reform effort succeed: However, districts must be willing to use such materials rather than insisting on the purchase of basals which do little to promote the desired kind of science learning. Moreover, there are excellent supplementary materials also attuned to the new science agenda that can augment any school science program. In order to do that, we need to emphasize strategies and instructional approaches in the context of content rather than separate from it. One good way to approach such training is to use high-quality materials as the basis for the training sessions to ensure the integration of content and pedagogy. Skills needed then by teachers of high ability learners in science include strong content knowledge and skills in teaching it, flexibility in classroom management, and the capacity to question student understanding through metacognitive and assessment techniques. No matter what new emphasis schools wish to see implemented, there is a need to ensure that the innovation has been implemented faithfully. Where that is not happening, suitable measures may be employed to ensure that such change will occur in the future. Whether such monitoring occurs through peer coaching programs, supervisory procedures of the principal, or curriculum specialists is not as important as the fact that it occurs at all. Conclusion Appropriate science curriculum that promotes high quality learning is desirable for all learners. Access to such learning is mandatory for students demonstrating a strong yearning for substantive and challenging science curriculum in schools. Teachers and administrators alike need to recognize that gifted learners must be challenged in their area of greatest interest and potential expertise. The world can only benefit from motivating the future Marie Curies, Booker T. Washingtons, and Michael Faradays. Curriculum emphasizes the research process within an integrated framework e. Curriculum focuses on substantive content. Instruction is inquiry-oriented, using strategies like problem-based learning and higher level questioning.

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## 6: Table of contents for Teaching gifted students in middle school

*Table of Contents Introduction v 1- Nature and Needs of Gifted Middle 1 School Students 2- National Reform Movements 21 and Gifted Middle School Students 3- Organizational Structures and Program Models: 51 Developing a Continuum of Services 4- The Role of the Gifted Teacher 77 and Intervention Specialist 5- Curricular and Instructional.*

Middle School and Gifted Education Programs: Is It Possible to Coexist Effectively? Yet middle school has been identified by school reform legislation as a crucial turning point for any adolescent; it is a time when many youngsters are alienated from school and is seen as a critical period for retaining students in school. Dialogue and debate between gifted education advocates and proponents of the middle school philosophy assumes there are constructs and ideas inherent to both fields, thus, gifted education models and middle school models should have specific areas of commonality which could be used effectively for implementation in the middle school classrooms. The purpose of this study is to identify and analyze such commonalities and prove that positive implications for appropriately meeting the needs of all students, including gifted children, within the middle school education, are actual ones. The middle school philosophy, or at least middle school instructional and organizational practice, has been long viewed as antithetical to the educational needs of gifted students by some gifted educators. Feldhusen stated the evident controversy concisely: This report provided a serious indictment of American education and cited high rates of adult illiteracy, declining SAT scores, and low scores on international comparisons of knowledge by American students as examples of the decline of literacy and standards. Middle school populations may include young adolescents with disabilities, those who are intellectually gifted or have some extraordinary talents, and those from diverse cultural or linguistic backgrounds. Thus, as Feldhusen ascertained, we have middle schools which practice inflexible grouping in the spirit of attaining heterogeneity and de-tracking. And, on the other hand, we have gifted programs in which the sole delivery system is pull-out enrichment while ignoring the individual needs of children. Points of conflict between proponents of gifted education and advocates of middle school education have primarily focused on specific issues, such as cooperative learning and acceleration. While middle school educators advocated the use of cooperative learning strategies, gifted education proponents endorsed the use of ability grouping and acceleration. Feldhusen, Responding to this question Tomlinson suggested an application of practices and recommendations for educating gifted students into the middle school philosophy. Among her suggestions were flexible grouping strategies and educating middle school teachers about appropriate curricula and instructional strategies for gifted students. These strategies included the use of block scheduling to permit grouping in mathematics but to prevent tracking in other subjects; varied grouping and instructional strategies within the regular classroom; the use of appropriate acceleration; and exploration courses. Coleman and Gallagher studied the attitudes of middle school educators and educators of gifted students regarding the education of gifted middle school students. They concluded that while a gap in attitudes between the two fields may exist, there were examples of successful gifted education programs in middle schools. The results of their studies suggest that the constructs of middle school education and gifted education are not as incompatible as advocates of gifted education have suggested. The studies discussed above clearly testify that underlying principles of both can co-exist within the same middle school setting. In fact, both middle school education models and gifted education models promote the use of flexible scheduling and flexible grouping practices. For the sake of individual needs of all children, it is imperative that both middle school educators and advocates of gifted education return to the roots of their perspective fields. Therein the common ground can be found which will benefit all young adolescents. Considering the current political climate and public opinion which perceives the American educational system as failing Juvonen et al. Recent middle school reform has focused, in particular, on two aspects of the academic dimension: One of the primary goals is to make class work more interesting and challenging for all students, including talented children. The entire curriculum is enriched, and practices used to stimulate and engage gifted children are used with all children.

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Middle school teachers should develop curricula that stress intellectual skills that are more like those used by adults than those repeatedly used in the conventional classroom, skills such as reasoning, analysis, visual and spatial thinking, and creative problem-solving Juvonen et al. Middle school reform documents have focused in particular on evidence that some students are exposed to less complex and challenging work than others. The hope is that by providing a common core of subjects and by eliminating ability grouping, all middle school students will be exposed to an engaging, challenging academic environment and will learn and achieve Juvonen et al. However, there is no guarantee of that. The elimination of ability grouping in middle schools is undoubtedly a progressive idea, but the quality of work in the resulting heterogeneous classrooms must be high, and in particular, the emphasis should be on effort, improvement, and understanding. If such quality of instruction is achieved, there is no doubt that gifted education programs would successfully coexist within the middle school education context. Effective middle school teachers must adopt new modes of teaching as they face the challenges and opportunities presented by changing demographics, technology and its applications, and the changing face of education delivery Mcknight-Taylor, Only then middle school education will be special for all young adolescents, including gifted children. As this study confirms, gifted education and middle school education share many of the same constructs and ideas, and the characteristics of effective middle schools are also necessary characteristics for successful programs for gifted students. Not only should they not be in conflict, but gifted education within the middle school setting should be a perfect fit.

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## 7: Should 'Gifted' Get Special Education Track? - [www.enganchecubano.com](http://www.enganchecubano.com)

*An Investigation of Interventions for Promoting the Achievement of Low SES and Culturally Diverse Gifted Middle School Students. Del Siegle Sally M. Reis.*

Gifted in Middle School "Because middle school educators emphasize the negative impact of homogeneous grouping on at-risk learners, heterogeneity has become a hallmark descriptor of "good" middle schools Carnegie Task Force on the Education of Young Adolescents, But educators of the gifted value the benefits of ability grouping for advanced learners Mayhem in the Middle: Fordham Institute Those [middle schools] that embraced middle schoolism have lost their way. Middle schoolism is partially based on the now-discredited theory It is time for a thorough reform of middle grade education, including a new focus on high standards, discipline, and accountability for student achievement. Advanced middle grade learners thus require consistent opportunities to work at degrees of challenge somewhat beyond their particular readiness levels, with support necessary to achieve at the new levels of proficiency Time management and study skills are another important detail, and Living with Intense and Creative Adolescents by Mary Ruth Coleman, in Gifted Child Today Teachers often view gifted students as outstanding performers and see these students as top picks for their classes. Yet, not all gifted-students thrive in school. For gifted students with learning disabilities, school is not always the most comfortable place. What have we have learned in the last 30 years? An excellent guide to modifying curriculum for gifted elementary and middle school students in the regular classroom Academic Diversity in the Middle School: Tomlinson and Carolyn M. Callahan Teachers and principals report that academically diverse populations receive very little, if any, targeted focus in middle school. They hold beliefs that underchallenge advanced middle school students. The overwhelming majority of responding educators believe middle schoolers are more social than academic, concrete thinkers, extrinsically motivated, and work best with routine. More alarming, nearly half of the principals and teachers believe that middle school learners are in a plateau learning period If this seems too obvious, we must recall that it flies in the mass face of an educational culture that avoids the shock of difficulty in the name of self-esteem; giving students things they can do, the theory is, builds their self-esteem. A Practical Guide by Susan Rakow Practical information about meeting the unique needs of gifted students in middle school. Focuses on helping teachers, administrators, and parents to: Focus on the Wonder Years: But do middle schools actually meet their special needs? What would make school better for you? Now, however, I have a plan to help them create a more successful, satisfying school experience Gifted Adolescents by Paula Olszewski-Kubilius or from Amazon Focuses on talent development in adolescence, critical issues facing adolescents, and implications for educational practice and parenting Gifted and in the Middle:

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Politics and the state system after the Habsburg-Valois wars Thomas J. Dandeleit Tricks to tempt and tantalize you Baseballs Best Shots Why a Jewish Rabbi? Food production notes 3rd sem The children of the sea The Mason Jar Cookie Cookbook An Introduction to the Order Handy Home Medical Advisor Con M 2. Romeo and Juliet. Titus Andronicus The Jewish community of Indianapolis, 1849 to the present Technology development in a sustainable transport scenario Examination of the Gramm-Leach-Bliley Act five years after its passage Mystical Realities Facts on File wildlife atlas A Puff to the Sail of Life Knowledge, Space, Economy Wild Wheels (The Hardy Boys Casefiles #104) Reclassification and recataloging of materials in college and university libraries Benedict : father of monks States and capitals of india and their chief ministers X-Statix : Good Guys Bad Guys The Chemistry of Muscle-Based Foods (Special Publication (Royal Society of Chemistry (Great Britain))) Calvins Preaching on the Prophet Micah Theory of Quaternions. By Sir W. R. Hamilton. [1 . 1 Section 2 practicing equation balancing Fire in Ancient Greece and Rome Two Shakespeare examinations Setting the 21st Century Security Agenda Canon s3 is manual An account of the life of Marie Joseph Paul Yves Roch Gilbert Dumotier, Marquis de La Fayette Grading of Renal Cell Carcinomas Pushing the boundaries or business as usual? : race, class, and gender studies and sociological inquiry P Buckskins, bedbugs bacon V. 11. Year XVIII Geschichte der Botanik Stigma notes on the management of spoiled identity The manual of ideas the proven framework Research in practice terre blanche The Esoteric Literature Of The Middle Ages And The Underlying Principles Of The Theurgic Art And Practice