

Education of the Gifted & Talented Chapter 1

Key Terms & Definitions

“Quiet Crisis”: The crisis surrounding gifted students who are not living up to their potential.

“Sounds of Silence”: The ways in which society does not react to the needs of the gifted.

Gifted and Talented Programming: Curriculum options available in schools for students with high levels of potential or performance.

Excellence versus Equality: Ongoing trends in education between striving for some students to reach their highest potential and for all students to have equal opportunities.

Underachievement: Students, especially those with high abilities, that are not meeting their potential in educational environments.

Streaming: Grouping students by ability level, usually in “tracks” that are for long-term placement, rather than for short-term objectives.

Mental Age: The concept that children grow in intelligence and that any given child may be at the proper stage intellectually for his or her years, or else measurably ahead or behind.

Acceleration: A strategy for meeting the needs of gifted children in which subject matter is taught at a faster rate, or skipped all together, allowing the student to advance more quickly through coursework.

g: The general factor of intelligence, it is what IQ tests measure.

Mental Chronometry: A process developed by Arthur Jensen to measure intelligence more accurately using reaction time for processing information.

Successful Intelligence: A theory of intelligence developed by Robert Sternberg espousing a broader definition including such factors as sociocultural context, recognizing strengths and weaknesses, and ability to adapt to circumstances.

National Research Center on the Gifted and Talented: Center dedicated to providing “consumer ready” research concerning gifted and talented students founded by Joseph Renzulli.

Heterogeneous Grouping: Instructional strategy in which students of many levels of ability are grouped together.

Homogeneous Grouping: Instructional strategy in which students of similar ability levels are grouped together.

Between-Class Grouping: Also known as tracking or XYZ grouping, in which, for example, low, average, and high ability students are placed in three different classes at each grade.

Cross-Grade Grouping: Also known as the *Joplin Plan*, a grouping strategy in which students are placed in the next higher grade for part of their day, usually for reading, math, or science.

Within-class Grouping: Grouping strategy that includes separating students in each class for small-group instruction, usually based on reading or math ability.

Cluster Grouping: Strategy in which high-ability students are grouped together in one classroom at each grade level for advanced work and higher level learning opportunities.

School-Within-A-School Plans: Grouping strategy in which gifted students attend academic classes with other gifted students and nonacademic classes with regular students.

The No Child Left Behind (NCLB) Act of 2001: Federal act that targeted boosting the achievement of the lowest achieving students.

Three Ring Model: Developed by Joseph Renzulli, it conceptualizes giftedness into three interlocking rings: above-average ability, creativity, and task commitment.

DMTG Model: Developed by Gangé, gifts, or natural abilities, are distinguished from talents, or specific skills, and the development of gifts into talents is influenced by personal and environmental factors as well as chance.

Multiple Intelligences Theory: Developed by Howard Gardner, instead of one general intelligence factor, there are eight separate intelligences, including: linguistic, logic-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic.

Triarchic Theory: Developed by Robert Sternberg, this theory conceptualizes intelligence into three areas: analytic, synthetic, and practical.

Hierarchy of Intelligence: Theory that states intelligence is a hierarchy that includes general intelligence at the top level, broad factors at the middle level, and specific abilities at the bottom level.

Thinking Dispositions: Developed by Ritchart, thinking dispositions comprise intellectual character that lead toward more powerful thinking skills.