

Education of the Gifted & Talented Chapter 4

Key Terms & Definitions

Challenge: High-level content and high-level thinking skills in classroom curriculum and student projects; one of the five interrelated concepts that should underlie the development of gifted programs.

Choice: Allowing students to choose aspects of their academic curricula and research problems; one of the five interrelated concepts that should underlie the development of gifted programs.

Interest: A result of allowing for choice; one of the five interrelated concepts that should underlie the development of gifted programs.

Enjoyment: Feelings of accomplishment that result from high levels of student interest, choice, and challenge; one of the five interrelated concepts that should underlie the development of gifted programs.

Personal Meaning: Increased when students engage in self-selected, self-directed learning and research experiences; one of the five interrelated concepts that should underlie the development of gifted programs.

Needs Assessment: Determining the discrepancy between the current status of gifted education in the school or district and the desired status.

Steering Committee: A group of community members, teachers, school counselor or psychologist, administrators, and parents who meet formally to make concrete plans concerning a gifted program and may develop into a gifted advisory committee as the program develops.

Internal Consistency: Within a plan for gifted programming, the concept that all elements of the plan match, the goals, identification system, student services, and assessment and evaluation components should be consistent with each other.

Social Capital: “Intangible assets that address the collective needs and problems of others” (Renzulli, 2003, p. 77).

Operation Houndstooth: A program developed by Joseph Renzulli to develop social capital among gifted students in the domains of: optimism, moral courage and integrity, passion for a topic or discipline, sensitivity to human concerns, and vision or sense of destiny.

Formative Evaluation: Ongoing evaluation aimed at continuous modification and improvement of a program.

Summative Evaluation: Final assessment of the overall success of a program.