

Education of the Gifted & Talented Chapter 7

Key Terms & Definitions

Curriculum Models: Models that provide a theoretical framework within which specific learning activities can be planned.

Schoolwide Enrichment Model: (SEM) A curriculum model developed by Renzulli and Reis that emphasizes the Schoolwide focus of the program, involving three types of enrichment.

Type I Enrichment: The first level of enrichment in the SEM, that involves general exploratory activities to expose students to a wide variety of topics that are not normally a part of the curriculum.

Type II Enrichment: The second level of enrichment in the SEM, that promotes the development of a broad range of thinking and feeling processes.

Type III Enrichment: The third level of enrichment in the SEM, in which a student pursues a self-selected problem that leads to an original product or service for an authentic audience.

Action Information Message: A feature of the Schoolwide Enrichment Model in which a student can request permission to pursue a Type III activity, usually as a result of a Type I or Type II activity.

Talent Pool: “The top 15 to 20% of the general population in either general ability or in one or more specific areas of ability in the major categories of school achievement” (Reis & Renzulli, 1986, p. 274).

Autonomous Learner Model: A curriculum model developed by George Betts that helps students become independent and responsible learners by giving them increased responsibility for their own learning.

Orientation: The first dimension of the Autonomous Learner Model, in which students, teachers, administrators, and parents become acquainted with the central concepts of gifted education, the specifics of the ALM, and learn about themselves and their own giftedness.

Advanced Learning Plan: A feature of the Autonomous Learner Model that includes information about a student’s giftedness and academic, social, and emotional needs, differentiated experiences that the student might need, a plan for finding mentors and teachers, and ideas on how the student can advocate for him or herself.

Individualized Development: The second dimension of the Autonomous Learner Model focusing more clearly on the development of skills, concepts, and attitudes that promote lifelong independent, self-directed learning.

Enrichment Activities: The third dimension of the Autonomous Learner Model that includes differentiation of the curriculum by the classroom teacher and by the student.

Seminars: The fourth dimension of the Autonomous Learner Model that is designed to give each person in a small group of three to five students the opportunity to research a topic and present it in a seminar format to the rest of the group.

In-Depth Study: The fifth dimension of the Autonomous Learner Model in which students pursue areas of interest in long-term individual or small-group studies.

Levels of Service Approach: A curriculum model developed by Treffinger and Selby that employs a blend of services that exist in the general education program with a school's various talent development efforts.

Purdue Three-Stage Enrichment Model: A curriculum model developed by Feldhusen et al., that has both program and curriculum development components that provide engaging instruction for gifted and talented students; it consists of five components that interact to create an appropriate learning environment for gifted and talented students.

Parallel Curriculum: A curriculum model that developed from NAGC's curriculum initiative; it includes four parallel ways that educators can approach curriculum design that is appropriate for gifted learners, by using any one of the parallels, or a combination of the four parallels.

Core Parallel: One of the parallels in the Parallel Curriculum that focuses on the essential nature (content, concepts, principles, and skills) of a discipline as experts in the discipline conceive of and practice it.

Connections Parallel: One of the parallels in the Parallel Curriculum that has the students use the common concepts, generalizations, principles, and skills to make connections within and across disciplines, times, cultures, and places.

Practice Parallel: One of the parallels in the Parallel Curriculum that asks learners to apply the concepts, principles, and methodologies of a discipline as an expert would use them to address important issues, questions, and problems.

Identity Parallel: One of the parallels in the Parallel Curriculum that helps students reflect on key concepts, principles, and applications in a discipline as they relate to their own strengths, preferences, values, and commitment.

Ascending Intellectual Demand: A feature of the Parallel Curriculum in which teachers and curriculum designers work to create an escalating match between the learner and the curriculum.

Multiple Menu Model: A curriculum model developed by Renzulli, Leppien, and Hayes, that focuses on teaching content and thinking processes in efficient and interesting ways, it includes five planning menus that provide guidance for designing curriculum.

Knowledge Tree: Part of the knowledge menu of the Multiple Menu Model, it is used to illustrate the organization and subdivision of a field, along with characteristics and missions of each subdivision.

Knowledge Menu: One of the menus in the Multiple Menu Model, it recommends a desirable sequence for teaching knowledge in a particular area: including location definition and organization of knowledge, basic principles and concepts, knowledge about methodology, and knowledge about specifics.

Instructional Objectives/Student Activities Menu: One of the menus in the Multiple Menu Model, it involves the development of how the student will input knowledge, analyze knowledge, synthesize and apply knowledge, and finally, how the student will evaluate knowledge.

Instructional Strategies Menu: One of the menus in the Multiple Menu Model, it itemizes teaching and learning options familiar to most teachers.

Instructional Sequence Menu: One of the menus in the Multiple Menu Model, it describes the sequence of instructional activities: gain attention, inform students of objectives, provide options for advanced level follow-up, relate topic to previous learning, present material, assess performance, relate topic to other disciplines, and provide opportunities for transfer and application.

Artistic Modification Menu: One of the menus in the Multiple Menu Model, it provides opportunities for teachers to modify the lesson in their own creative way to increase interest and excitement.

Integrated Curriculum Model: A curriculum model developed by Van Tassel-Baska, it involves accelerated and advanced content, depth and complexity through abstract concepts, direct study of higher order thinking processes, interdisciplinary themes, and student research with culminating products for authentic audiences.

Advanced Curriculum Dimension: A dimension of the Integrated Curriculum Model that meets the gifted student's need for acceleration by providing content earlier and faster than same aged peers would normally receive it.

Process/Product Dimension: A dimension of the Integrated Curriculum Model that incorporates direct instruction, embedded activities that promote higher order thinking skills, and creates opportunities for independent pursuit in areas of student interest.

Issues/Themes Dimension: A dimension of the Integrated Curriculum Model that organizes curriculum around issues and themes that enables students to develop deeper ideas and philosophies that ultimately promote understanding of the structure of the knowledge being studied.

Mentoring Mathematical Minds Model: A curriculum model designed by Gavin, Sheffield, Chapin, and Daily that focuses on the development of mathematical talent in grades kindergarten through 6, using a combination of acceleration and enrichment activities.

The Grid: A curriculum model developed by Kaplan as a way to differentiate the core curriculum using broad themes that examines the integration of three qualitatively different components: content, process, and products within an overarching theme.

Content: One component of Kaplan's Grid, referring to knowledge and information defined as useful, important, and interesting to gifted students.

Process: One component of Kaplan's Grid, referring primarily to complex thinking skills, but also including problem solving and research skills, learning-to-learn skills, technological skills, basic academic skills, and life skills.

Product: One component of Kaplan's Grid, requiring the integration of content knowledge with the mastery of many skills; it serves as both the vehicle for learning and the verification that learning took place.

Talents Unlimited Model: a staff development model developed by Schlichter and used for training teachers to recognize and nurture student potential in the six talents described by Taylor.