

# **william and mary gifted education**

**william and mary gifted education** represents a distinguished and comprehensive approach to nurturing exceptional intellectual talents through advanced educational programs and research initiatives. William and Mary, known for its historical significance and academic excellence, has developed specialized gifted education programs aimed at identifying and supporting gifted learners across various age groups. These programs emphasize rigorous academic development, social-emotional support, and innovative teaching methodologies to foster the unique needs of gifted students. This article explores the origins, structure, and impact of William and Mary gifted education programs, along with the research contributions made by the institution in the field of gifted education. Additionally, it will cover the resources available for educators and families and the role of William and Mary in shaping gifted education policies. The following sections provide a detailed overview of these aspects, outlining the significance of William and Mary's commitment to gifted education.

- Overview of William and Mary Gifted Education Programs
- Research and Contributions in Gifted Education
- Educational Approaches and Curriculum Design
- Support Services and Resources for Gifted Learners
- Impact on Policy and Professional Development

## **Overview of William and Mary Gifted Education Programs**

William and Mary gifted education programs are designed to identify and cultivate the talents of gifted learners through specialized academic and extracurricular opportunities. These programs serve a diverse population of students, from early childhood through secondary education, with a focus on fostering cognitive, creative, and leadership skills.

## **Identification and Assessment of Gifted Students**

Identification processes at William and Mary include multiple criteria such as standardized test scores, teacher recommendations, parent input, and performance-based assessments. This multi-faceted approach ensures that students with diverse talents and backgrounds are appropriately recognized and placed in programs that meet their needs.

## **Program Structure and Delivery**

The gifted education programs at William and Mary typically involve differentiated instruction, enrichment activities, and acceleration options. These programs often include pull-out classes, summer institutes, and mentorship opportunities designed to challenge gifted students and encourage higher-order thinking.

## **Community Engagement and Partnerships**

William and Mary actively collaborates with local school districts, educational agencies, and community organizations to extend the reach and effectiveness of gifted education. These partnerships facilitate resource sharing and provide real-world learning experiences for gifted students.

## **Research and Contributions in Gifted Education**

William and Mary is a leader in gifted education research, contributing extensively to the understanding of giftedness, talent development, and effective instructional practices. Faculty and researchers at the institution publish widely in academic journals and present findings at national conferences.

## **Focus Areas of Research**

Research topics include cognitive and psychosocial development of gifted learners, equity and access in gifted programs, and innovative curricular models. William and Mary's studies often emphasize culturally responsive practices and the underrepresentation of minority groups in gifted education.

## **Research Centers and Initiatives**

The Center for Gifted Education at William and Mary provides a hub for research, professional development, and dissemination of best practices. It supports projects that address both theoretical frameworks and practical applications in classrooms.

## **Educational Approaches and Curriculum Design**

William and Mary gifted education emphasizes curriculum designs that promote depth, complexity, and interdisciplinary learning. The educational approaches are grounded in research-based strategies tailored to meet the advanced learning needs of gifted students.

## **Differentiated Instruction Strategies**

Instructional methods include compacting the curriculum, offering higher-level problem-solving tasks, and encouraging independent research projects. Teachers are trained to recognize and respond to varied learning styles and intellectual strengths.

## **Enrichment and Acceleration Options**

Enrichment activities provide exposure to advanced content beyond the standard curriculum, while acceleration allows students to progress through educational milestones at a pace suited to their capabilities. William and Mary supports flexible programming to optimize student growth.

## **Support Services and Resources for Gifted Learners**

Comprehensive support services are integral to William and Mary gifted education, addressing not only academic but also emotional and social needs of gifted learners. These services ensure that gifted students thrive in balanced and supportive environments.

## **Counseling and Social-Emotional Support**

Specialized counseling services help gifted students manage challenges related to perfectionism, asynchronous development, and social interactions. Programs promote self-awareness, resilience, and peer relationships among gifted learners.

## **Resources for Educators and Families**

William and Mary offers workshops, seminars, and resource materials to equip teachers and parents with effective strategies for supporting gifted children. These resources foster collaboration between school and home environments to maximize student success.

## **Technology and Learning Tools**

The integration of technology in gifted education at William and Mary includes access to digital platforms, simulations, and research databases, enhancing interactive and personalized learning experiences.

# **Impact on Policy and Professional Development**

William and Mary plays a significant role in shaping gifted education policy and advancing professional development for educators. The institution's expertise informs state and national guidelines and promotes equitable practices in gifted education.

## **Policy Advocacy and Development**

Through research and consultation, William and Mary influences policies that address identification criteria, funding allocation, and program standards for gifted education. The institution advocates for inclusive and evidence-based approaches.

## **Professional Development Programs**

Comprehensive training programs for teachers, administrators, and counselors are offered to enhance skills in gifted education. These programs focus on instructional techniques, cultural competence, and leadership within gifted education settings.

## **Collaborative Networks and Conferences**

William and Mary facilitates networking opportunities and hosts conferences that bring together educators, researchers, and policymakers. These events foster dialogue, innovation, and dissemination of best practices in gifted education.

- Identification and Assessment of Gifted Students
- Program Structure and Delivery
- Research Centers and Initiatives
- Differentiated Instruction Strategies
- Counseling and Social-Emotional Support
- Policy Advocacy and Development
- Professional Development Programs

# **Frequently Asked Questions**

## **What is the William & Mary Gifted Education program?**

The William & Mary Gifted Education program is an advanced educational initiative designed to support and develop gifted and talented students through specialized curriculum, research, and teacher training.

## **Does William & Mary offer a degree in Gifted Education?**

Yes, William & Mary offers graduate programs focusing on Gifted Education, including certificates and endorsements for educators seeking to specialize in teaching gifted students.

## **How does William & Mary support gifted students in K-12 education?**

William & Mary supports gifted students by providing research-based strategies, professional development for teachers, and advocacy for appropriate educational services through its Center for Gifted Education.

## **What research is William & Mary known for in the field of Gifted Education?**

William & Mary is known for pioneering research on identification, curriculum development, and social-emotional needs of gifted students, contributing significantly to best practices in gifted education.

## **Can teachers get certified in Gifted Education at William & Mary?**

Yes, teachers can earn a Gifted Education endorsement or certificate at William & Mary, which equips them with skills to effectively teach and support gifted learners.

## **Is William & Mary Gifted Education program available online?**

William & Mary offers some Gifted Education courses and certificates online, providing flexible learning options for educators worldwide.

## **What makes William & Mary's approach to Gifted**

## **Education unique?**

William & Mary emphasizes a research-based, student-centered approach that integrates cognitive, social, and emotional aspects of giftedness, ensuring holistic development.

## **How can I apply for the Gifted Education program at William & Mary?**

Prospective students can apply through the William & Mary Graduate School website by submitting transcripts, letters of recommendation, and meeting specific program requirements.

## **Are there scholarships available for Gifted Education students at William & Mary?**

William & Mary offers various scholarships and assistantships for graduate students, including those enrolled in Gifted Education programs; applicants should check the financial aid office for details.

## **What career opportunities are available after completing a Gifted Education program at William & Mary?**

Graduates can pursue careers as gifted education specialists, curriculum coordinators, school psychologists, or advanced classroom teachers focusing on gifted and talented students.

## **Additional Resources**

### *1. Gifted Education at William & Mary: Foundations and Innovations*

This comprehensive book explores the history and development of gifted education programs at William & Mary. It highlights key contributions from faculty and researchers who have shaped the field. The book also examines innovative teaching strategies and curriculum designs tailored for gifted learners.

### *2. Understanding Giftedness: Perspectives from William & Mary Scholars*

This volume presents diverse viewpoints from William & Mary experts on the nature of giftedness. It covers cognitive, emotional, and social aspects of gifted learners, drawing on the latest research. The book is ideal for educators and parents seeking a deeper understanding of gifted children.

### *3. Assessment and Identification in Gifted Education: Insights from William & Mary*

Focusing on effective assessment practices, this book details methods used by William & Mary professionals to identify gifted students. It discusses

standardized tests, performance-based assessments, and alternative identification strategies. The guide aims to help educators implement fair and accurate identification processes.

#### *4. Curriculum Design for Gifted Learners: Strategies from William & Mary Programs*

This title offers practical guidance on creating challenging and engaging curricula for gifted students. Drawing on William & Mary's extensive experience, the book provides examples of differentiated instruction and enrichment activities. It emphasizes fostering creativity and critical thinking in gifted education.

#### *5. Social and Emotional Development in Gifted Children: A William & Mary Perspective*

Addressing the unique social and emotional needs of gifted learners, this book shares research findings and intervention strategies developed at William & Mary. Topics include resilience, peer relationships, and identity formation. The book supports educators and counselors in promoting healthy development.

#### *6. Leadership in Gifted Education: Contributions from William & Mary Alumni*

Highlighting the impact of William & Mary graduates, this book profiles leaders who have advanced gifted education policy, research, and practice. It discusses their achievements and offers inspiration for future professionals in the field. The book also reviews leadership skills essential for advocating gifted learners.

#### *7. Technology and Gifted Education: Innovations from William & Mary*

This book explores the integration of technology in gifted education, showcasing projects and tools developed at William & Mary. It covers digital resources, online learning platforms, and tech-based enrichment programs. The focus is on enhancing engagement and personalized learning for gifted students.

#### *8. Professional Development for Gifted Educators: Programs at William & Mary*

Detailing professional training opportunities, this book outlines William & Mary's approaches to preparing educators for gifted education roles. It includes descriptions of workshops, certification programs, and continuing education courses. The book emphasizes best practices and ongoing learning to support gifted learners effectively.

#### *9. Equity and Access in Gifted Education: Challenges and Solutions from William & Mary*

This critical work examines issues of diversity, equity, and inclusion in gifted education through the lens of William & Mary research. The book discusses barriers faced by underrepresented groups and proposes strategies to create more accessible programs. It serves as a resource for policymakers and educators committed to fairness in gifted education.

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**william and mary gifted education:** *Designing Services and Programs for High-Ability Learners* Rebecca D. Eckert, Jennifer H. Robins, 2016-08-29 The updated, comprehensive guide to developing or enhancing gifted programming With new perspectives based on recent research and the updated National Association for Gifted Children Programming Standards, this second edition of *Designing Services and Programs for High-Ability Learners* provides educators with the comprehensive, practical advice they need to support today's gifted learners. Written by leading experts, each chapter focuses on a key feature of high-quality gifted programs and takes into account current educational trends, such as the Focus on diversity to ensure underrepresented populations are screened for gifted education Collaboration with special education to ensure students with disabilities have access to programming Use of technology Development of local policies to support gifted education

**william and mary gifted education: MATH CURRICULUM FOR GIFTED STUDENTS**  
MARGARET. CLG OF WILLIAM AND MARY CTR GIFT ED. MCKOWEN PATTI JESS, 2020

**william and mary gifted education:** Curriculum Planning and Instructional Design for Gifted Learners Joyce VanTassel-Baska, Ariel Baska, 2021-09-23 This updated third edition of *Curriculum Planning and Instructional Design for Gifted Learners*:

**william and mary gifted education: Jacob's Ladder Reading Comprehension Program**  
Tamra Stambaugh, Joyce VanTassel-Baska, 2021-09-03 The Jacob's Ladder Reading Comprehension Program targets reading comprehension skills in high-ability learners by moving students through an inquiry process from basic understanding to critical analyses of texts, using a field-tested method developed by the Center for Gifted Education at William & Mary. Students in grades 6-7 will learn to comprehend and analyze any reading passage after completing the activities in Jacob's Ladder, Grades 6-7 (2nd ed., previously published as Level 4). Using skill ladders connected to short stories, poetry, essays, and nonfiction, students move from lower order, concrete thinking skills to higher order, critical thinking skills. The ladders include multiple skills necessary for academic success, covering language arts standards such as sequencing, determining cause and effect, classifying, making inferences, and recognizing main ideas, themes, and concepts. The second edition of the book builds off the previous Level 4 edition, including new readings and ladders for student use. This book provides teachers with an explanation of the nature of supplementary tasks that scaffold reading comprehension. Also included is an overview of the goals and objectives of the Jacob's Ladder tasks and suggestions for implementation, giving every teacher the tools needed to promote successful reading comprehension. Optional Student Workbook Packs In addition to this teacher's guide, companion student workbooks are available for Poetry, Short Stories, and Biographies. The student workbooks feature ample room for student responses and notes, make reviewing and providing feedback on student work easier than ever, provide students with an easy-to-use reference to use during discussions, and save time, as there is no need to reproduce student handouts. Grades 6-7

**william and mary gifted education:** Handbook for Counselors Serving Students With Gifts and Talents Tracy L. Cross, Jennifer Riedl Cross, 2021-09-30 The second edition of *Handbook for Counselors Serving Students With Gifts and Talents* provides the definitive overview of research on the general knowledge that has been amassed regarding the psychology of gifted students. This book: Introduces the reader to the varied conceptions of giftedness. Covers issues specific to gifted



children and various intervention methods. Describes programs designed to fulfill the need these children have for challenge. Is updated and expanded, addressing contemporary issues. Reflects the latest research on giftedness. With chapters authored by leading experts in the field, *Handbook for Counselors Serving Students With Gifts and Talents* is a resource professionals can turn to for answers to a wide variety of questions about gifted children.

**william and mary gifted education: *Content-Based Curriculum for High-Ability Learners*** Joyce VanTassel-Baska, 2010-07 This newly updated edition provides a solid introduction to curriculum development in gifted and talented education. Written by experts in the field of gifted education, this text uses cutting-edge curriculum design techniques and aligns the core content with national and state standards. In addition to a revision of the original chapters, the second edition contains new chapters on topics such as second language learning, leadership, arts curriculum, and technology. The text identifies the basic principles of curriculum development : accelerated learning within the core content areas, use of higher order process skills, development of creative student products, and concept development and learning. These techniques are incorporated into a chapter on each core content area : language arts, mathematics, science, and social studies, as well as world languages and the arts. The final chapters focus on the roles of teachers, program coordinators, and administrators during curriculum design, including selecting resources and materials, aligning curriculum, and assessing student learning. --from back cover.

**william and mary gifted education: *Conceptions of Giftedness and Talent*** Robert J. Sternberg, Don Ambrose, 2020-12-18 This book brings together eminent and emerging scholars to present cutting-edge research on diverse conceptions of giftedness and talent from a range of international perspectives. It covers classical views, emphasizing IQ, but also seeks to move the academic debate on from the common exclusive emphasis on IQ-based skills. In each chapter the contributors address both theoretical advances and practical applications for administrators, teachers, and parents. The editors conclude by integrating the different points of view and showing ways in which major ideas, even when given different names, can be integrated to provide a holistic and integral viewpoint on giftedness and talent. This book will appeal to students and scholars of creativity, giftedness and gifted education; as well as to practitioners, teachers and education policymakers.

**william and mary gifted education: *Affective Jacob's Ladder Reading Comprehension Program*** Tamra Stambaugh, Joyce VanTassel-Baska, 2021-09-03 The Affective Jacob's Ladder Reading Comprehension Program uses a models approach to scaffold student learning and promote inquiry-based discussions of texts. This series of Jacob's Ladder: Focuses specifically on supporting advanced students' social-emotional needs. Includes high-interest reading selections in the following genres: short stories and media, poetry, and biographies. Moves students from lower to higher level skills of self-awareness, metacognition, and goal setting. Integrates reading comprehension and analysis skills with affective and social-emotional needs. Asks students to apply themes, character or real-life experiences, and lessons from texts to their own lives. New ladders were specially designed for this series and derived from relevant theories about empathy, risk and resilience, achievement motivation, and mindsets and practices for cultivating talent. The Affective Jacob's Ladder guides provide teachers with an explanation of the nature and substance of the theoretical constructs for each ladder. Also included are an overview of the goals and objectives of each ladder and suggestions for how to implement the ladders in the classroom in a way that supports students' academic and social-emotional needs at the same time. Optional Student Workbooks In addition to this teacher's guide, companion student workbooks are available for Picture Books, Short Stories and Media, and Poetry and Biographies. The student workbooks feature ample room for student responses and notes, make reviewing and providing feedback on student work easier than ever, provide students with an easy-to-use reference to use during discussions, and save time, as there is no need to reproduce student handouts.

**william and mary gifted education: *Romeo and Juliet*** R. Brigham Lampert, 2008 Part of Prufrock's new series for the upper level classroom, Advanced Placement Classroom: *Romeo and*

Juliet is a user-friendly guide to teaching one of Shakespeare's classic plays. Featuring more than 50 reproducible pages to supplement student projects, debates, and writings, this guide teaches students to consider new perspectives on the traditional tale. Teachers can implement day-to-day study of the play with intriguing journal prompts, introduce challenging critical thinking with lessons that put Juliet's nurse and Friar Lawrence on mock trial for their role in bringing together the lovers, and much more. Prufrock's new line of innovative teaching guides is designed to engage students with creative learning activities that ensure Advanced Placement success. The Teaching Success Guide for the Advanced Placement Classroom series helps teachers motivate students above and beyond the norm by introducing investigative, hands-on activities including debates, role-plays, experiments, projects, and more, all based on Advanced Placement and college-level standards for learning.

**william and mary gifted education: Encyclopedia of Giftedness, Creativity, and Talent**  
Barbara Kerr, 2009-06-15 Library Journal Best Reference 2009 Educators have begun to recognize that identifying and accommodating students who are slower to learn may leave behind those who learn rapidly and think creatively. The nature of intelligence, the sources of innovation, and the ways to nurture special abilities are now topics of great interest to scholars in a wide variety of disciplines and to the general public. Policymakers, ranging from school board members to leaders of nations, must also make practical decisions about how communities and societies will treat their brightest, most promising students. With more than 400 entries, these two volumes review research findings on giftedness, talent, and creativity and their effect on education, training, science and the arts, government policy, and everyday life. The Encyclopedia of Giftedness, Creativity, and Talent provides a balanced, objective assessment of the various perspectives on the nature of intelligence, innovation, and optimal states. This state-of-the-art resource covers all major facets of the field, including achievement motivation, artistic ability, creative personality, emotional intelligence, gender differences, genius, intelligence testing, learning styles, minority underrepresentation, multiple intelligences, musical ability, prodigies, scientists, self actualization, thinking skills, and more. Key Themes Assessment and Identification Creativity Studies Cultural Issues Education Eminent People Exceptionalities Intelligence Neuroscience and Genetics Populations Programs and Interventions Psychological Issues Talent Domains Theories and Models Key Features Provides a balanced and critical discussion of the controversies that have animated research and theory making Clarifies which grouping and instructional strategies promote the best outcomes in achievement and social/emotional development of gifted children Helps educators make informed decisions about the identification strategies and the curriculum models that best meet their students' needs Contains thousands of pertinent facts from the fields of education, psychology, sociology, and the arts Evaluates policies that have hindered gifted children and makes a persuasive case for appropriately challenging and differentiated education Examines how giftedness, creativity, and talent were defined in the past and how current meanings have emerged.

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**william and mary gifted education:** Giftedness and Talent in the 21st Century Don Ambrose, Robert J. Sternberg, 2016-07-15 When today's gifted and talented young people emerge into adulthood will they be able to overcome some enormous 21st-century problems that are pushing us toward large-scale socioeconomic devastation? Will they be able to capitalize on unprecedented opportunities that can lead to widespread prosperity and fulfillment? This book explores these questions while yielding insights from many of the world's leading scholars of giftedness and talent development. Until now there has been inadequate understanding of 21st-century trends and issues that influence the gifted and talented. The book provides some clarity by establishing a big-picture, interdisciplinary overview of the socioeconomic, cultural, and technological pressures emerging from 21st-century globalization and describing some ways in which those pressures simultaneously suppress, distort, and invigorate the discovery of aspirations and the development of talents. Throughout the volume, prominent scholars of gifted education and talent development use their impressive knowledge bases to clarify how we can adjust our thoughts and actions in order to give ourselves the best possible chances for success in this complex world. "This impressive volume, edited by two of the world's leading thinkers on these topics, includes the perspectives of many of our best thinkers on issues of talent development and giftedness, and they offer an array of provocative perspectives on how we can better address our culture's and our economy's tremendous need for talent in the 21st century." – Jonathan Plucker, Julian C. Stanley Endowed Professor of Talent Development, Johns Hopkins University "Turbulence in the subtitle is apt. The text, *Giftedness and Talent in the 21st Century*, is filled with strongly voiced perspectives from international authors who focus on how to conceptualize education as a creative and holistic enterprise within the context of globalization." – Ann Robinson, Past President, National Association for Gifted Children

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**william and mary gifted education:** *The Palgrave Handbook of Transformational Giftedness for Education* Robert J Sternberg, Don Ambrose, Sareh Karami, 2022-04-23 This handbook examines what education would look like if it prepared gifted students to transform the world—to make it a better place for all, not just for those who receive extra resources from schools in return for being labeled as "gifted." The editors explore how transformationally gifted people can seek to make the world a better and more just place: they try to make a positive, meaningful, and possibly enduring contribution to changing things in the world that are not working. They do not view "giftedness" merely as a transaction whereby, in exchange for being labeled as "gifted," they accrue benefits to themselves: such as a more prestigious education, more income, or residence in a more exclusive community. The overarching aim of this book is to present conceptions of what identification and

instruction of the gifted would look like if the focus of gifted education was transformational rather than transactional. What if gifted education did not focus so much on acceleration vs. enrichment, or pull-out versus in-class integration, but rather on how to be gifted in giving back—in using one's gifts to create a better world?

**william and mary gifted education: Content-Based Curriculum for Advanced Learners**

Joyce VanTassel-Baska, Catherine A. Little, 2023-01-23 The fourth edition of *Content-Based Curriculum for Advanced Learners* provides readers with a complete and up-to-date introduction to core elements of curriculum development in gifted education with implications for school-based implementation. Written by key experts in the field, this text is essential to the development of high-powered, rich, and complex curricula that treat content, process, product, and concept development considerations as equal partners in the task of educating gifted learners. Along with revised chapters, this edition contains new chapters on culturally responsive curriculum, the performing arts, robotics, and engineering design, as well as social and emotional learning. Additional material concerning talent trajectories across the lifespan accompanies a discussion of honors curriculum in higher education, rounding out this comprehensive resource. This master text is a must read for educators interested in executing effective curriculum and instructional interventions to support learning for gifted and advanced learners.

**william and mary gifted education: Resources in Education , 2001-04**

**william and mary gifted education: The Roeper School** Don Ambrose, Bharath Sriraman,

Tracy L. Cross, 2013-12-30 How can we design schools that energetically promote intellectual development while also attending to the social, emotional, and ethical growth of students? In today's frenzied climate of accountability driven school reform it is difficult to establish anything more than achievement of superficial knowledge and skill. Fortunately, there is a vibrant example of holistic, student-centered education that engenders dynamic, multidimensional student growth. The Roeper School enables students to develop strong intrinsic motivation as they discover aspirations and develop talents consistent with those aspirations. Simultaneously, from a very young age students take considerable responsibility for their own actions and for the processes that go on in their school. Following the Roeper philosophy each student generates a long-term sense of purposeful direction, a strong sense of intrapersonal awareness, impressive creative and critical thinking skills, and a finely tuned sense of ethical responsibility. Upon graduation Roeper students are well prepared to find or create highly productive niches in the world of work and rewarding personal lives while serving as mature, ethical citizens of a complex, 21st-century, globalized society. This book includes descriptions of the multidimensional education the Roeper School provides. The perspectives in the volume are diverse, coming from leading researchers and theorists in the field of gifted education as well as teachers, administrators, alumni, and current students from the school itself. Overall, the book provides a beacon of hope for 21st-century education.

**william and mary gifted education: *Handbook on Assessments for Gifted Learners*** Susan K.

Johnsen, Joyce VanTassel-Baska, 2022-07-19 This essential handbook is a comprehensive and systematic examination of the assessment of gifted and advanced students and their programs, and a must-have resource for coordinators and directors at state and local levels. *Handbook on Assessments for Gifted Learners* explores issues associated with building an effective identification system, clarifies and interprets the need for targeted learning progress assessments for gifted learners, and discusses program evaluation, assessments, and processes used to gauge programs' success. Engaging chapters written by both academic and practitioner experts provide research-based, practical ideas for identifying and measuring the progress of gifted and advanced learners. Readers will benefit from informed recommendations stemming from current research conducted specifically for this text.

**william and mary gifted education: *Creativity and Reason in Cognitive Development*** James C.

Kaufman, John Baer, 2016-02-15 This book explores the development of cognitive skills related to reasoning and creativity, two strands that can intertwine to work together at times but may also be at odds. Spontaneity and freedom from constraint, characteristic of the thinking of young children,

may be essential to creativity, which has prompted many to question how much we lose as we progress through childhood. Research and common sense tell us that effort, practice, and study are necessary for the highest levels of creative accomplishment, yet such intentional exertions seem antithetical to these hallmarks of creativity. In this revised and expanded second edition, leading scholars shed new light on creativity's complex relationship to the acquisition of domain-based skills and the development of more general logical reasoning skills. *Creativity and Reason in Cognitive Development* will be an essential reference for researchers, psychologists, and teachers seeking to better understand the most up-to-date work in the field.

### **william and mary gifted education: Methods and Materials for Teaching the Gifted**

Jennifer H. Robins, Jennifer L. Jolly, Frances A. Karnes, Suzanne M. Bean, 2021-09-03 The completely revised and updated fifth edition of *Methods and Materials for Teaching the Gifted*: Provides a comprehensive examination of the most current research and best practices in the field of gifted education. Addresses identification, twice-exceptionality, and culturally and linguistically diverse learners. Includes chapters related to designing curriculum and differentiating instruction. Covers developing critical and creative thinking, as well as encouraging talent development. Features chapter authors who are recognized researchers, practitioners, and leaders in the field of gifted education. The chapters are organized to promote critical thinking and discussion about each topic. This text is a complete resource curated for a wide range of K-12 educators and those working with inservice and preservice educators and administrators.

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