

TEACHERS SELECT MAJOR CONTRIBUTORS TO GIFTED EDUCATION

By: Theresa Monaco, Lynda Kieler, Emre Altunkopru

Teachers Select Major Contributors to Gifted Education

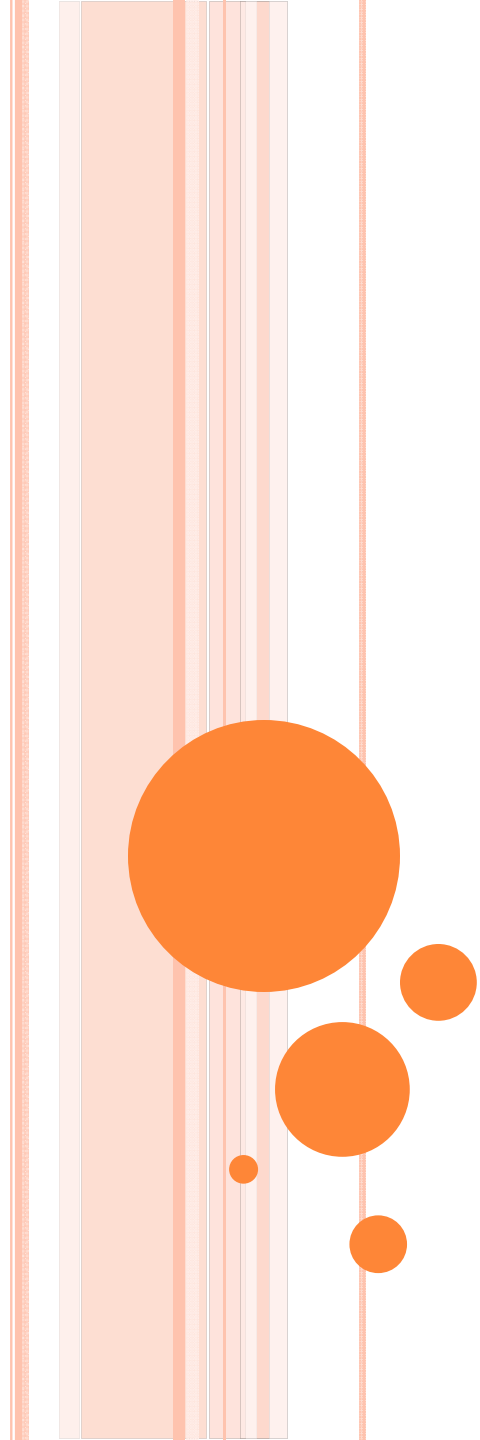


By: Theresa Monaco, Lynda Kieler,
Emre Altunkopru

- Theresa Monaco is Professor of Curriculum and Instruction and Director for Center for Gifted and Talented Education at the University of Houston. She has authored:
- Monaco, T. (Ed.) 2nd Edition (2002) Biographical Directory of Leaders in Gifted Education. Royal Fireworks Press, Unionville, N.Y.
- Teachers Identify and Support At-Risk Gifted Students
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By Theresa Monaco, Danna Eichenold, Victoria Casper, Claudia V. Gonzales, Susan Jackson, Maria Earle, Eva Marie Bisailon

Abstract

- The final assignment for the online course was to select at least five contributors from the "Biographical Dictionary of Gifted Education" and briefly tell how they contributed to the education of gifted students. To broaden their knowledge of contributions to the gifted education, students identified professionals and noted their contribution to the education of gifted children, youth, and adults. The following authors were selected based on content accuracy, and use of innovative technology.



BIOGRAPHICAL DICTIONARY OF GIFTED EDUCATION

Emre Altunkopru



LEWIS TERMAN (1877-1956)

- At Stanford University in 1916, Lewis Terman adapted Alfred Binet's intelligence test into the Stanford-Binet test, and created the term "intelligence quotient" (IQ). According to Terman, the IQ was one's mental age compared to one's physical age, as compared to a sampling of other people within one's age range.[17] He defined intelligence as "the ability to carry on abstract thinking"



LEWIS TERMAN (1877-1956)

○ Publications:

- *The Measurement of Intelligence* (1916)
- *The Use of Intelligence Tests* (1916)
- *The Stanford Achievement Test* (1923)
- *Genetic Studies of Genius* (1925, 1947, 1959)
- *Autobiography of Lewis Terman* (1930)

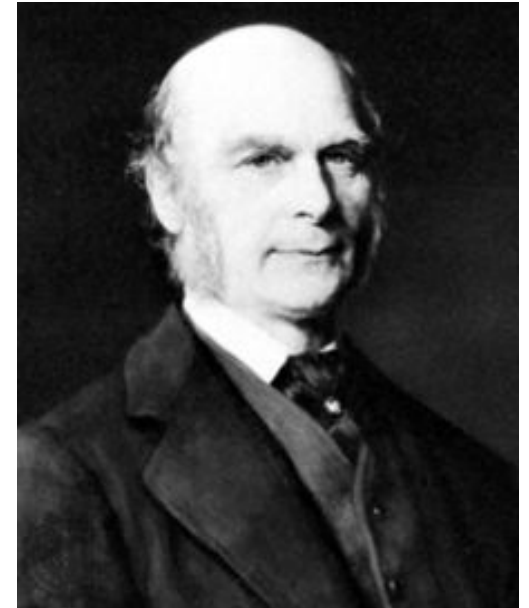
○ Education:

- *B.S. and B.A. – Central Normal College* (1894-1898)
- *M.A. – Indiana University Bloomington* (1903)
- *Ph.D. – Clark University* (1905)



SIR FRANCIS GALTON (1822-1911)

- One of the earliest western studies of high function in humans was completed by Sir Francis Galton, who between 1888 and 1894 developed and compiled measurements of over 7,500 individuals to gauge their natural intellectual abilities. In his studies he determined that if a parent deviates from the norm, so will the child, but to a lesser extent.



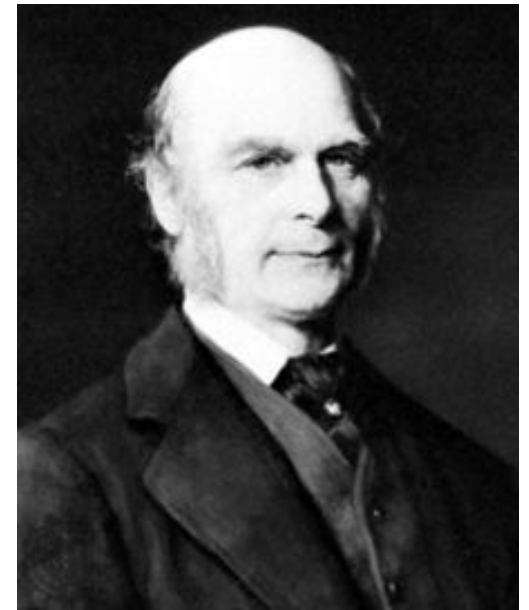
LETA HOLLINGWORTH (1886-1939)

- A professional colleague of Terman's, Leta Hollingworth was the first in the United States to study how best to serve students who showed evidence of high performance on tests. Although recognizing Terman's and Galton's beliefs that heredity played a vital role in intelligence, Hollingworth gave similar credit to home environment and school structure.



SIR FRANCIS GALTON (1822-1911)

- Francis Galton, published a detailed statistical model of fingerprint analysis and identification in his book "Finger Prints."
- Even more impressive, he was one of the first to encourage its use in forensic science.
- Galton continued his work, identifying common patterns in fingerprints and devising a Classification System that survives to this day.



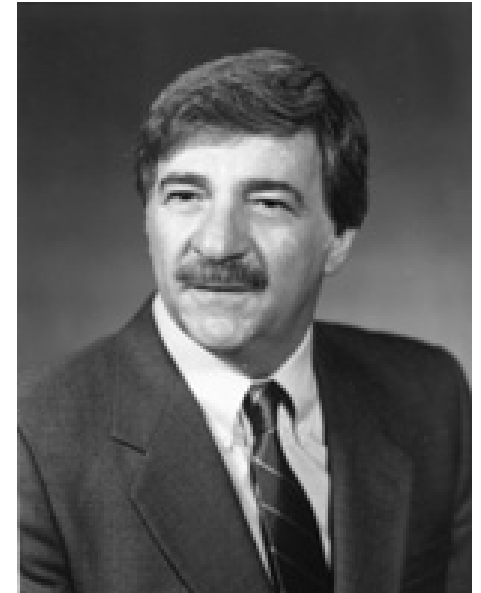
JOSEPH S. RENZULLI (1936-)

○ Education

- *Glassboro State College, B.A., 1958*
- *Rutgers University, M.Ed. in Ed. Psych., 1962*
- *Univ. of Virginia, Ed.D. in Ed. Psych., 1966*

○ Publications

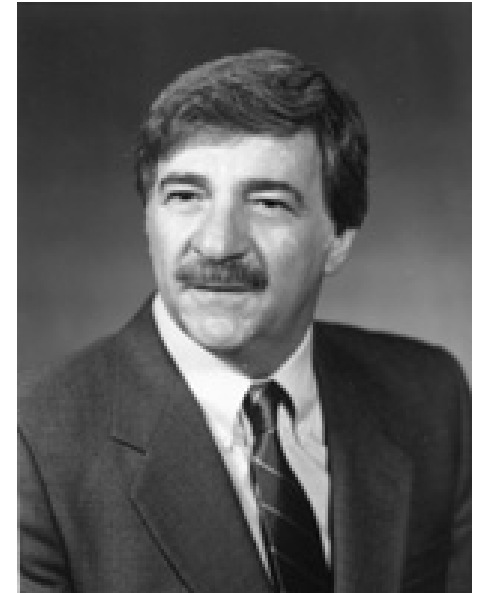
- *Renzulli, J.S. (1978). What Makes Giftedness? Reexamining a Definition. Phi Delta Kappan, 60(3), 180-184, 261.*
- *Renzulli, J.S. (1994). Schools for talent development: A practical plan for total school improvement. Mansfield Center, CT: Creative Learning Press.*
- *Renzulli, J.S., & Reis, S.M. (1985). The schoolwide enrichment model: A comprehensive plan for educational excellence. Mansfield Center, CT: Creative Learning Press.*



JOSEPH S. RENZULLI (1936-)

○ Major Contributions

- Three-ring model of giftedness promoted a broadened conception of giftedness. Schoolwide Enrichment Model has become one of the most popular programs for developing children's talents.



THERESA MONACO

○ Education:

- *B.S. in Psychology.* – *St. Louis University* (1954-1961)
- *M. Ed. in Education* – *St. Louis University* (1961-1963)
- *Ph.D. in Education* – *St. Louis University* (1963-1967)

○ Books:

- Monaco, T. (Ed.) (2nd Edition 2002) (Royal Fireworks Publishing Co.) Biographical Dictionary of Gifted Education. Unionville, NY.
- Monaco, T. (Ed.) (1999) *Evaluation of Programs for Gifted Students.* Royal Fireworks Press Unionville, NY.
- Monaco, T. (Ed.) (1988). *Biographical Dictionary of Gifted Education.* Trillium Press, Unionville, N.Y.
- Monaco, T., & Houston, W. R. (Ed.). (1980). *Helping exceptional learners progress H.E.L.P.* United States Office of Education (Project #600 79009481 45 ICU 91038).
- Monaco, T. & Hurlburt, J. (1976) *Educational Decisioning.* A Burgess Customized Publication. Minneapolis, MN.



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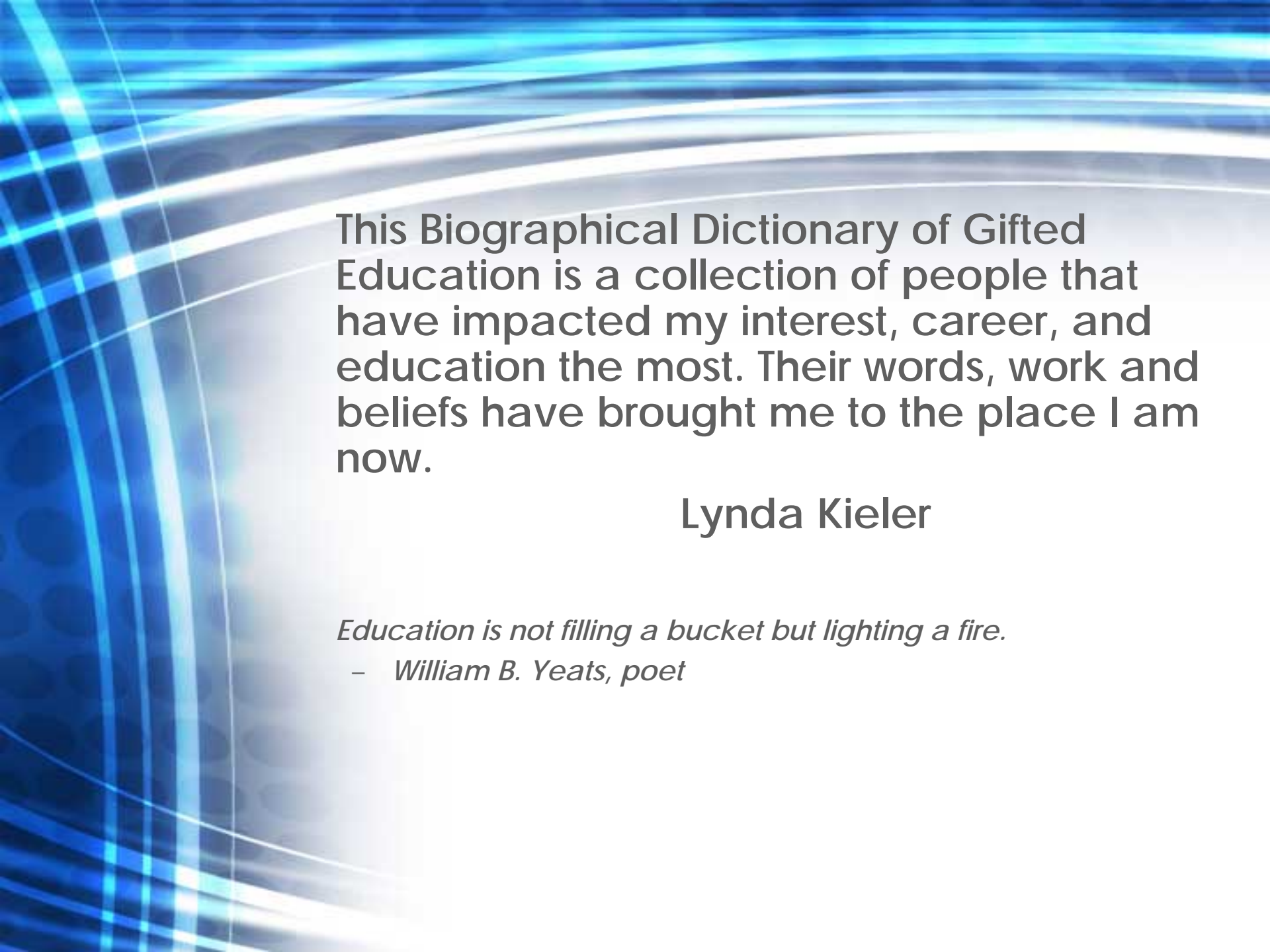


BIOGRAPHICAL DICTIONARY OF GIFTED EDUCATION

BY Lynda Kieler

*There is nothing so unequal as the equal
treatment of unequal people.*

Thomas Jefferson



This Biographical Dictionary of Gifted Education is a collection of people that have impacted my interest, career, and education the most. Their words, work and beliefs have brought me to the place I am now.

Lynda Kieler

Education is not filling a bucket but lighting a fire.

– *William B. Yeats, poet*

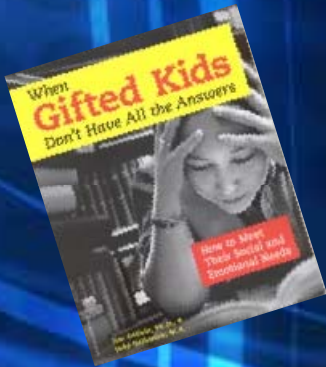


James R. Delisle.

Professor of Education at Kent State University

Coordinator of Undergraduate and Graduate programs in Gifted Education

Author of 14 books on Giftedness and for the Gifted and over 250 articles



QUOTE:

Our kids are normal. They just aren't typical... – Jim Delisle

Education:

Unable to locate Delisle's personal education.
Holds a Ph.D

Professor of Education at Kent State University, Ohio
Director of Gifted Child Education Programs at Undergraduate
and Graduate Levels

Delisle's professional interests lie in the areas of social and emotional development of gifted students and in the development of meaningful curriculum for all students.

Personal Connection:

My parent book study group is reading his book "*When Gifted Kids Don't Have All the Answers*".

I also use his *Survival Guide* books with my students as part of their socio emotional development because I also feel that the socio-emotional needs of this population have largely been ignored.

I have used his words when addressing an administrator who told me that gifted kids were elitists.



John F. Feldhusen

Professor of Education and Psychology at Purdue University

Founder of the Purdue Gifted Education Resource Institute

Numerous Awards

President of NAGC, 1981-83

“Three Stage Model” for Gifted Education

QUOTE: *Gifted programming developed from a notion of global and fixed intelligence and often resulted in exclusive one-size-fits-all programs of study.*

Education:

1958 Ph.D from University of Wisconsin, Madison

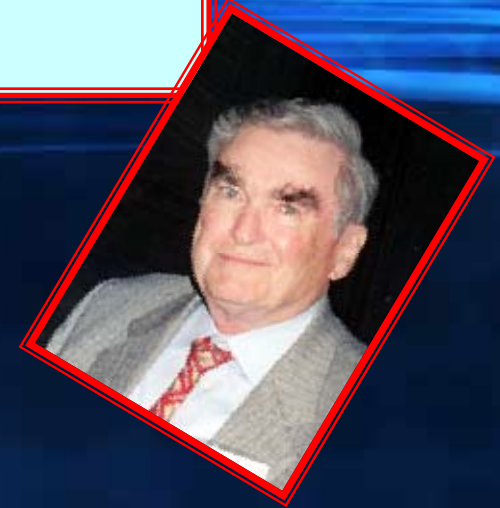
1955 M.S. from University of Wisconsin, Madison

1949 B.A from University of Wisconsin, Madison

- **Personal Connection:**

Feldhusen's Three Stage Model is basically the model that our gifted program is based on. Stage One involves activities that teach and strengthen abilities. Stage Two involves a connecting level where the children are given a more difficult activity that calls for teacher support but more student initiative. Stage Three is an independent project activity that involves a student's use of the strategies and concepts learned in Stage One and practiced in Stage Two.

James J Gallagher



Noted Leader in the Gifted Movement

Numerous Awards

Wrote Teaching the Gifted Child, 1951

Has written more than 80 books, monographs, reports, articles, and book reviews

Introduced concepts of creativity and leadership as characteristics of giftedness

Cited two strategies for creative skill : use of Bloom's taxonomy and the use of Guildford's Structure of intellect

QUOTE:

Education should ask more of gifted children than that they be walking memory banks. They must also be problem solvers and creative thinkers; and they will not reach that goal by passively soaking up more information.

Education:

- 1951 Ph.D. from Pennsylvania State University
- 1950 M.S. from Pennsylvania State University
- 1948 B.S. from University of Pittsburgh

Gallagher focused on exceptional children as well as gifted and talented children.

Personal Connection: I have read so many articles by this author. His belief that creativity and leadership are also characteristics of giftedness resonates with me. Also, his belief that the regular classroom can not be expected to meet the needs of this population of students is so true.



Bertie Kingore

- Author of 24 books and numerous articles in professional journals
- Keynote speaker at numerous conferences
- Past President, Texas Association for Gifted and Talented
- Numerous awards
- Developer of the assessment tools called the Planned Experiences and KOI
- Educator of teachers on characteristics of giftedness



QUOTE:

Some people like to say that all children are gifted. Actually, all children are a gift but only some children exhibit gifted potential when learning.

Education:

Ph.D.: University of North Texas, Denton, Texas

M.Ed. and B.A.: Wichita State University, Wichita, Kansas

- **Personal Connection:**

I met Bertie Kingore years back when I went to a workshop she taught on Gifted Education at Houston Baptist University. Have been to numerous other sessions she has given and our district uses her Kingore Observation Inventory and Planned Experiences as part of our elementary screening process.



Theresa Monaco

Instrumental in development of development of major in gifted education at University of Houston

Developed a foundation that supports scholarships

Director of a Gifted and Talented Hot Line

Developed the Online Gifted program for those seeking a Masters in Gifted Education

Delivers presentations at conferences and for districts.

Has written books, articles and submitted work to online journals

Quotes: *Gifted is as gifted does.*

Be the guide on the side; not the sage on the stage.

(While these may not be original to Dr. Monaco, they are quotes that will always remind me of my association with her.)

Education:

1967	Ph.D. Education, St. Louis University
1963	M.Ed., St. Louis University
1961	B.S in Psychology St. Louis University

- **Personal Connection:**

Because Dr. Monaco created this online program, I am able to pursue further education and my passion at the same time. During my time in application to the Masters Program, she proved helpful as she has continued to be within my coursework and also in my job issues this summer and currently. Her support and encouragement have blessed me.



Robert J. Sternberg

- Triarchic Theory of Human Intelligence
- Several influential theories related to creativity, wisdom, thinking styles, love and hate
- Author of over 1000 books, book chapters and articles
- Numerous Awards

Quote:

Never once in my career have I had to memorize a book or lecture. But I have continually needed to think analytically, creatively, and practically in my teaching, writing and research.

Education:

Ph.D. In Psychology, Stanford University, 1975

B.A. in Psychology, Yale University , 1972

- **Personal Connection:**

Sternberg believes that intelligence tests alone can not find all gifted potential and therefore he believes that intelligence encompasses three aspects: analytical, creative and practical. His ideas in the above respect and his belief that being able to analyze, question and be creative are what matter more than regurgitation of facts and I couldn't agree more. I have always wanted my students to know how to analyze tasks and find a creative way to solve their problems and learn at the same time.

Resources

- <http://www.worldofbiography.com/9137-Robert%20Sternberg/index.htm>
- <http://www.bertiekingore.com/>
- <http://www.creativelearningconsultants.com/jimdelisle.html>
- http://www.hoagiesgifted.org/gifted_quotes.htm
- <http://title3.sde.state.ok.us/gifted/Program.doc>
- http://books.google.com/books?id=W7R77_aKZCoC&pg=PA50&lpg=PA50&dq=biography+of+john+f+feldhusen&source=web&ots=-wbKpOKLBW&sig=A4N7I5PJ_kxjPgFBBY3c0HYIXf0&hl=en&sa=X&oi=book_result&resnum=5&ct=result#PPA79,M1
- <http://www.uh.edu/~tmonaco/vita.htm>
- Monaco, Theresa. Biographical Dictionary of Gifted Education. 1st. Unionville, NY: Royal Fireworks Press, 2002.

This is just a beginning...
my understandings will be influenced
by the continued work and
dedication of these leaders, others
like them and the students I serve.

Lynda Kieler

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- Academic Self-Concept of Talented Students: Factor Structure and Applicability of the Internal/External Frame of Reference Model, by Frances Lee Lai Mui, Alexander Seeshing Yeung, Renae Low, & Putai Jin, Journal for the Education of the Gifted 23 no3 343-67 Spr 2000
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- Gifted Children in the Current Policy and Fiscal Context of Public Education: A National Snapshot and State-Level Equity Analysis of Texas, Bruce D. Baker, *Educational Evaluation & Policy Analysis* 23 no3 229-50 Fall 2001.
- Beliefs and Attitudes of Novice Teachers Regarding Instruction of Academically Talented Learners, Karen Megay-Nespoli, *Roeper Review* 23 no3 178-82 Ap 2001
- An Analysis of Multiple Intelligences Theory and Its Use with the Gifted and Talented, by Daniel Fasko, Jr., *Roeper Review* 23 no3 126-30 Ap 2001
- Perfectionism Differences in Gifted Middle School Students, by Del Siegle; Patricia A. Schuler, *Roeper Review* 23 no1 39-44 S 2000

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- Using Literature in Mathematics: Gifted Students' Comments, by Carolyn L. Pinchback, *Gifted Child Today* (Waco, Tex.: 2000) 24 no1 36-43 Wint 2001
- Mapping Out New Directions? Or Using the Same Roadmap?, by Tracy L. Riley, *Gifted Child Today* (Waco, Tex.: 2000) 24 no1 24-9, 60-1 Wint 2001
- STAFF DEVELOPMENT: OLD DOGS CAN LEARN NEW TRICKS, by Felicia A. Dixon; Richard Willis; John Benedict; Eugene Gossman, *The Teacher Educator* 36 no3 219-32 Wint 2001
- LESSONS LEARNED FROM GIFTED CHILDREN ABOUT DIFFERENTIATION, by F. Richard Olenchak, *The Teacher Educator* 36 no3 185-98 Wint 2001
- A LEGACY OF PROMISE: REFLECTIONS, SUGGESTIONS, AND DIRECTIONS FROM CONTEMPORARY LEADERS IN THE FIELD OF GIFTED EDUCATION, by Mary G. Rizza; Marcia Gentry, *The Teacher Educator* 36 no3 167-84 Wint 2001