TEACHERS SELECT MAJOR CONTRIBUTORS TO GIFTED EDUCATION

By: Theresa Monaco, Lynda Kieler, Emre Altunkopru
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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 Bisaillon
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 Use of Intelligence Tests* (1916)
  - *The Stanford Achievement Test* (1923)
  - *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)
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.

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
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:
REFERENCES


2. www.wikipedia.org

3. www.forensic-science-info.com

4. www.indiana.edu/~intell/renzulli.shtml
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
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.
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 cannot 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 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:
Stemberg 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.bertiekingore.com/
- 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&dq=bioigraphy+of+john+f+felthusen&source=web
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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