



All for Them

As often happens while working on an issue of THP, in the midst of selecting articles, editing them, considering the offerings, deciding on layout and placement options, and finally summarizing them for you, the reader, my hope is that I can find some sort of connection and relay it to you in this *From the Editor*. Sometimes the commonality is buried, and other times it is staring right at me from the screen. This is one of those times.

While reading this issue of THP I ask you to consider a larger question, “Why do we teach?” Any dedicated educator will tell you that our vocation involves constructing classroom environments that focus on learning from a multitude of instructional strategies and a wealth of curricular materials, while at the same time considering the social and emotional issues present and the varied learning differences and styles our students exhibit. In addition, we recognize that at the end of the day our students return home to environments beyond our control and at times outside of our understanding. Teaching doesn’t start at the first bell and end at dismissal. We think of our students when we get up in the morning and when we lay our heads down to sleep at night.

Why then, do we do this seemingly exhaustive and immeasurable amount of work? I believe we do it for them. It is all for our students. We want them to find success, to be able to work with others, understand themselves, problem solve, find solutions, be creative, and find safety and comfort in their classrooms. In the end, we want them to be the successful individuals we know they can be in the future. That is why I do it, and I think you do too. I think you’ll find that the contents of this issue, while diverse, speak to this exact purpose. We do this for them.

In *So You’re (Thinking of) Starting Enrichment Clusters*, Barry Oreck introduces us to a wonderful opportunity where student interest and passion directs authentic and meaningful learning experiences. Scott Major implores us to take our

students outside, in the hope that they see the benefits for themselves and for nature with his article, *Connecting the Gifted Mind to Nature: Engaging Outdoor Exploration*. Lori Cooper and Katie Leach’s *Praise and Encouragement for our Gifted Students* asks us to look at the issues of success and failure through the eyes of our students, and to consider strategies to help with their understanding. *Reflection as Praxis and Practice*, by Kelly Roberts, takes a hard look at the process of reflection as it relates to our personal and professional development. Elissa Brown makes her debut in this issue with *Curriculum Café*, reflecting on the history of gifted education curriculum in order to understand how it supports our daily classroom practices. *Taking the Creative Leap* ponders how we might use creative strategies to address the social and emotional challenges our students face on a daily basis. *The Digital Ecosystem* instructs us on how to develop an online video library intended to support instructional goals. *iMathination* discusses an interesting strategy, Number Talks, and shows us how they can help develop mathematical creativity. *Socially Scientific* shows us 10 EdTech Science Trends for 2020. Rounding up the issue is a first column from another new writer for THP. Todd Stanley’s *Teachers Engaging Parents* is exactly what you would expect from the title. Engaging parents in their child’s educational process instead of leaving them at the periphery.

I do hope you enjoy this issue of THP and that you have found some meaningful and purposeful instructional strategies and ideas intended to motivate you to be the best teacher you can be. After all, it is for them.

EDITORIAL ADVISORY BOARD

Matt Fugate, Associate Editor
Teresa Reddish, Chair
Sarah Bright
Ruby Bryant
Kimberly Clayton-Code
Elizabeth Coyne
Christine Deitz
James Delisle
Beth Hahn
Emily Kircher-Morris
Wendy Leader
Catherine Mosley
Teresa Pawkik
Antonia Szymanski

Debbie Troxclair

EDITOR-IN-CHIEF

Jeffrey Danielian

ADDITIONAL REVIEWERS

Tamara Fisher
Janine Firmender
Cindy Gilson
Laura Swenson
Meg Hines
Ruth Lyons
Jaime Castellano
Tracy Alley
Elizabeth Fogarty

Teaching for High Potential (THP) is published as a membership benefit of the National Association for Gifted Children (NAGC), 1331 H Street, N.W., Suite 1001, Washington, DC, 20005; (202) 785-4268; nagc@nagc.org. Article submission and editorial inquiries can be made to Jeff Danielian at jdanielian@nagc.org.

For THP advertising information, contact Jeff Danielian at jdanielian@nagc.org.

The content found in THP articles follows the *NAGC Pre-K-Grade 12 Gifted Programming Standards* and the *NAGC-*

CEC Teacher Preparation Standards. Visit the THP webpage for more details.

The statements and opinions expressed in the articles and columns appearing in THP are those of the authors and columnists and do not necessarily reflect the views of the association. NAGC disclaims any responsibility or liability for such material. © 2020 ISSN 2333-5076

